**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Writer’s Workshop**  |
| **Your name:****Tash Hernandez** | **Age or Grade Level: 4th Grade** | **Integrated Disciplines/Subjects:****Writing** | **Time frame for Lesson:****50 minutes** |
| **Objectives:** *The students will be able to create an ending that wraps up and summarizes the entire story.* |
| **Assessment:** *Students who wish to share, may share their writing process during the last 10 minutes of class to demonstrate how they created their ending to their story.*  |
| **Materials:** *- Author’s binder**- Pencil* |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** *During the first ten minutes of writer’s workshop, the teacher will discuss the importance of an ending and what should be in an ending to a story. The teacher will then model how to create an ending in her own writing for the students to see.*  |
| **Teacher will do:*** **Ask the students if they have any questions.**
* **Answer any questions.**
* **Allow students to write quietly without any interruptions during the first 10 minutes of the writing process.**
* **After 10 minutes, go around and conference with students about their writing.**
* **Send Resource students with the Reading Push-in Support to assist them to generate ideas during their writing process.**
 | **Student will do:*** **Work quietly and independently the entire time.**
* **Raise their hand if they feel they need to conference with the teacher.**
* **Re-read as they write to ensure that their writing is making sense.**
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| **Closure:** *See assessment.*  |
| **Differentiation:***Resource students will work with the support specialist.* |
| **References:** *N/A* |
| **LESSON ANALYSIS** |
| **Content Knowledge:** *Students must be present for the mini-lesson in order to understand what is expected from them during the Writer’s Workshop.* **Teaching Methods/Strategies:** *Writer’s Workshop is a process that requires the teacher to model the writing process for their students before they allow them to work independently.* |
| **REFLECTION***The students enjoy being able to share their writing process at the end of the lesson, because it allows them to be a “mentor author” for their peers, which helps the others students to generate ideas of how they can make their writing more powerful. This is also an excellent time for the resource students to shine, because they receive positive feedback from their peers.* |