

Lesson Plan

Name: Jeffrey Ignall

School: P.S. 101Q

Grade: 4th

Unit : ELA

Topic: Note-taking

Teacher materials:

- SMART Board
- White Board/Markers
- Five W's Written on Chart Paper
- Excerpt on the Articles of Confederation
- Excerpts on the U.S. Constitution
- Adapted Excerpts on the U.S. Constitution (developing students)

Student materials:

- Pencils
- Reading Notebook
- Excerpt on the Articles of Confederation.
- Excerpt on the U.S. Constitution
- Adapted Excerpt on the U.S. Constitution (developing students)

Description of physical space (Where are the students? Where is the teacher? What is set up?)

- After clearing their desks and establishing good listening positions, students are called up to the front of the room by groups.
- Teacher will use SMART Board and White Board for Modeling and Active Involvement (Together).
- Students return to their desks to complete their own Five W's Webs.
- Developing students get Adapted Community Worksheets.
- Teacher circulates room to answer questions and gauge comprehension.
- Students return to front of the room to share what they wrote in their Webs.

Teaching Point/Goal: Students will learn how to use a Five W's Web to collect the main facts/information from a non-fiction piece of writing.

NYS ELA Standard #1:

- Students will read, write, listen, and speak for information and understanding.

Performance Indicators:

- Students will be able to create a Five W's Web.
- Students will identify the information necessary to complete the Five W's Web.

Connection/Motivation:

- Write Teaching Point on White Board
- Ask student to read the TP.
- Tell story that I was having trouble explaining what non-fiction meant to my eight year-old nephew.
- Ask students for help on how I could explain it to my nephew (let them be the teachers):
- Prompting questions: 1) *how would you explain what non-fiction is to someone who has never heard of it before?*; 2) *why do we read non-fiction stories?*; 3) *what are examples of non-fiction works (e.g., newspaper article)?*; and 4) *what do we learn from non-fiction stories (e.g., facts and information)?*
- Record student answers on the White Board under Non-Fiction.

Model(I try):

- Explain that I am going to show them a way to organize the facts and information we get from a non-fiction piece of writing.

- Ask class to name the Five W's.
- Reveal chart paper with pre-written Five W definitions (*What happened? Who was there? Why did it happen? When did it happen? Where did it happen?*) – Tape on White Board.
- Explain concept of Five W's Web – a way to visually organize the most important information/facts from a non-fiction story. This is a form of note-taking.

Active Involvement (We try):

- The class and I will complete a Five W's Web together using the attached excerpt about the Articles of Confederation, which will be projected on the SMART Board.
 - *Ask a student volunteer to read the excerpt (explain key vocabulary words) – explain that as we are reading the story, we should be thinking about the five W's.*
 - *After we have finished reading the excerpt, draw a Five W's Web on the White Board – students do same in their Reading notebooks.*
 - *I will start off by underlining the "What" information in the story and writing it in the corresponding section of the Web on the White Board -- students will do the same in their Reading Notebooks.*
 - *Next, student volunteers identify examples for the rest of the W's and have them underline it on the SMART Board.*
 - *As students underline the info on the SMART Board, I will write this info in the corresponding section of the Five W's Web on the White Board -- students will do the same in their Reading Notebooks.*
 - *Be sure to mention that there can be more than one piece of information under each W in the Web.*
 - *Each W will be addressed individually and students will do a turn and talk with Active Listening for the "Why" portion.*
- After the Web is completed (i.e., we have at least one entry for each W), write the steps we did on the White Board and have students copy this into their Reading Notebooks: 1) Read the article; 2) Draw the Five W's Web; 3) Underline the Five W's info; 4) Fill-in the Web.
- Have students verbally repeat the steps.
- See if there are any questions.
- All information will remain on SMART Board and White Board for student reference.

Independent/partner activity /group activity (You try):

- Tell students that they will be completing Five W's Webs in partnerships at their desks.
- Explain that the excerpt they will be reading is longer and to remember that they can make multiple entries for each W.
- Distribute excerpt on the Constitution to each student.
- Read out the names of partners who will be working together.
- Explain that students who finish early should raise their hands for extra instruction.
- Give five minute warning (with 10 minutes remaining) and with five minutes remaining in lesson, ask students to stop their work so that we can share what we learned.

Plan for Differentiated Instruction/Activity:

- Developing learners will receive an Adapted Excerpt on the U.S. Constitution, which has at least one item for each of the Five W's pre-underlined for students to start their Webs.
- Above standard learners who finish early will be instructed to use their Five W's Web to rewrite the story in their own words in full sentences (after I collect their excerpts).

Share/Closure:

- After the students have completed their Webs, bring them back to the front of the room to share what they learned/wrote in their Webs.
- Put student exemplar on SMART Board and have them explain the info they put in their Web.

Follow Up/Next Steps:

- For homework, students will be asked to create a Five W's Web for a newspaper article of their choice.
- In a follow up lesson, students will be shown how to use Magnet Words as another form of note-taking.

Assessment of Objectives:

- Students will be assessed on their: (1) ability to create a Five W's Web and (2) their ability to identify the information necessary to complete the Five W's Web..