

## Lesson Plan #1- UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE

**Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)**

[CCSS.ELA-LITERACY.W.4.2.B](#)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**Lesson Objective: What do you want students to know and be able to do? (TPE 3)**

- Students will be able to use academic vocabulary to describe their animals: species, diet, habitat, predator, prey, carnivore, herbivore, and omnivore.
- Students will be able to organize their notes onto an “animal’s research” graphic organizer.

**Assessment: Formal and Informal Assessment. (TPE 5)**

- **What evidence will the students produce to show they have met the learning objective?**

An informal assessment of student understanding will be a vocal check-in. Students will give me a thumbs up or down to let me know they understand what is expected of them; they will be able to ask me questions if they have any.

A formal assessment would be to see each student’s graphic organizer and making sure they were putting the correct information in their bubbles. For example, in the species bubble, the animal’s scientific name, in the diet bubble, the foods their animal eats will be listed, and so on.

- **What modifications of the above assessment would you use for language learners and/or students with special needs?**

There are no English Language Learners in the class, they were classified as proficient at the beginning of the academic year; Students Redesignated Fluent English Proficient (RFEP) at various times before this school year, others began school as English Only (EO)

There is one student who has an IEP for a social and behavioral disorder. This student sits fairly close to the class and if he has any questions or concerns I will be readily available to help and support him. He participates well, and am eager to see how well he does on this assignment.

**Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**

- **Prerequisite skills from prior school experiences**

The students were to analyze and annotate their animal books to find information on their diet, their habitat, and if it has any predators, what it does to survive and protect itself. Reading and pulling information from text is necessary here.

- **Strategy to connect school learning with prior experiential knowledge and/or cultural background**

The students were able to pick a non-fictional text about an animal they are most interested in and are to further research about their animal of choice. This unit on an informational essay focuses on student interest which will allow for them to dive deeper in their writing.

- **Pre-assessment strategy**

I will double-check with the students about their animal of choice (I have them written on a list), and will see the notes they have so far, before we start working on the graphic organizer. This will allow me to know what they need to work on, or if we are all ready to move on with organizing the information.

**Academic Language. (TPE 3)**

- **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**

Vocabulary such as diet, species, habitat, and the difference between prey and predator will be discussed. Each bubble on the graphic organizer will let the student know how to organize their information and this will allow them to structure the information in paragraph form in the next lesson.

**Equity. (TPE 1, 2, 3, 4)**

- **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels)**  
**Describe your differentiated instructional strategy.**

I will be modeling my own animal research graphic organizer; my animal is an elephant. I will show the students how to organize their information; I will unpack vocabulary words, such as diet, species, habitat, and the difference between predators and preys. This will allow the students to have a better understanding of what to write in each category. I will scaffold them into filling out their own graphic organizer, but according to their animal the information will vary. I will ask questions to the class to clarify what they understood (what’s another word that we can relate habitat to? The environment they live in), I will tell students to revoice their peers, and will ask for a thumbs up or down to make sure what is being said is understood. Once I’m done scaffolding, I will tell students that may still be confused to sit at the carpet so that we can work on organizing their animal information together.

## Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

Time	Teacher	Students	Resources/ Materials
1 min	<b>Attention Getter:</b> “Class, Class” “Classe, Classe”	“Yes, yes” “Si, si”	Previous 3 Web graphic organizer
5 min	<b>Opening:</b> (Students should have their 3 Web graphic organizer on their desks)  “I know we’ve been working hard on gathering information on our animals, today we’ll be taking that information and putting it on our ‘Animal Research’ paper.”  “Before we start working on this together, think about whether you could classify your animal as a predator or prey”  “Can anyone tell me the difference between what a predator is, and what a prey is? Can you tell me why your animal is a predator or prey?”  “Great answer! Can anyone repeat what ____ said and tell me whether their animal is a predator or prey?”	A student: “a predator hunts and eats other animals, and preys are the animals that get hunted and eaten. My animal is a ____ because....”  Another student revoices previous answer and explains if their animal is a predator or prey.	
10 min	“Alright, let’s go over some key vocabulary that we need to know for our animals. I’ll be calling on students to read each example”  <b>Unpacking Key Vocabulary</b> 1. <b>Species:</b> a group of animals that are known for their common traits and are known by a common name Ex.) we are known as human beings 2. <b>Habitat:</b> the place or animal your animal normally lives in Ex.) chipmunks are known to live in trees, dens, and burrows 3. <b>Diet:</b> The food your animal eats Ex.) chipmunks are omnivores. They eat berries, nuts, insects, and bird eggs. 4. <b>Predator:</b> an animal that naturally eats other animals Ex.) Lions are predators 5. <b>Prey:</b> an animal that is hunted and killed by another for food Ex.) Zebras are prey for lions 6. <b>Herbivore:</b> animals that only eat plant material 7. <b>Carnivore:</b> animals that eat meat 8. <b>Omnivore:</b> animals that eat both plant material and meat	Different students read each definition and example if applicable	

<p><b>3 min</b></p>	<p><b>Transition:</b> “Does anyone have any questions, or is confused about the vocabulary we just talked about? Show me your thumbs!”</p> <p>“I’m passing out an “animal’s research” paper that you’ll be filling out with information about your own animal. Don’t write anything on the paper yet.”</p>	<p>Students say “yes” or “no” and show me their thumbs.</p>	
<p><b>15 min</b></p>	<p><b>Modeling Graphic Organizer:</b> (I’ll have my own animal research graphic organizer on the document camera)</p> <p>“I’m going to model my animal’s research on the doc cam so you all will have a good understanding of what your animal research paper should look like okay? Pencils down, no one is writing anything until I’m done.”</p> <p>“I’m doing my research on elephants. The species of elephants, or its scientific name is <i>Loxodonta Africana</i>. Does anyone have any questions so far?”</p> <p>“What is an elephant’s habitat? Hmmm, according to the book I read and the notes I took, elephants live mainly in Africa and Asia. They live in the savanna and grasslands and near waterholes. Forest elephants live in west and central Africa.”</p> <p>“Any questions? Show me your thumbs”</p> <p>“What is an elephant’s diet? Elephant’s are herbivores; remember we talked about that earlier? What does that mean? What do they eat class?”</p> <p>“That’s right, elephants only eat plant material. They eat, corn, vegetation, grass, fruits, palm nuts, tree bark, stems, and leaves”</p> <p>“Is everyone still with me? If you’re with me say elephant 3 times!”</p> <p>“Now let’s look at body covering. Do elephants have feathers class?”</p> <p>“No, do elephants have scales class?”</p> <p>“No, elephants have tough skin with a little bit of hair”</p> <p>“In the last box, it’s asking me if elephants are predators or preys. What do you think they are class? Raise your hand.”</p> <p>“That’s right, elephants are preys.”</p> <p>“Does anyone have any questions about what we did so far? Show me your thumbs.”</p>	<p>Students respond with yes or no</p> <p>Students show thumbs</p> <p>Someone should respond with plant material, vegetation, or something similar.</p> <p>“Elephant, elephant, elephant!”</p> <p>“No!”</p> <p>“No!”</p> <p>Student: “elephants are preys!”</p> <p>Students show thumbs</p>	<p>“animal’s research” graphic organizer, document camera, and a pencil</p>
<p><b>3 min</b></p>	<p><b>Transition:</b> (Pass out Animal Research Graphic Organizer)</p> <p>“I’ll leave my animal research paper up here so you can refer to it if you get confused. Now look at your animal</p>		

<p>10 min</p> <p>9:50-10:40</p>	<p>research paper and start filling out information about your animal.”  “Can someone tell me what the next steps are?”  (I will call on 2 students”</p> <p>“Did everyone hear that?”</p> <p>“Looking at this ‘animal research’ organizer, we will be using some of the information on here to make our introduction paragraph later this week. You will be able to use the information you put in the habitat and diet sections in your body paragraphs tomorrow</p> <p><b>Independent Student Work:</b></p> <p>“If you need more help, come to the carpet and we’ll work on your animal’s research together. You may begin working, I will give you ten minutes and I will time you”</p> <p>“Ready, Set, Go!”</p>	<p>Students will say something to the extent of: “we’re going to start filling in the animal research paper with information about our own animals.”</p> <p>“Yes!”</p> <p>Students begin working</p>	
---------------------------------	---	--	--

## Lesson Plan #2- UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE

**Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)**

[CCSS.ELA-LITERACY.W.4.2.A](#)

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**Lesson Objective: What do you want students to know and be able to do? (TPE 3)**

- Students will be able to write their body paragraphs on their animal of choice by using a “Burger Paragraph” template.
- Students will be able to write a topic sentence, three supporting sentences, their own opinion, and a conclusion sentence for their animal’s diet, habitat, and predator paragraphs.

**Assessment: Formal and Informal Assessment. (TPE 5)**

- **What evidence will the students produce to show they have met the learning objective?**

The students will have three concrete body paragraphs about their animal’s diet, habitat, and survival skills with predators, if they have predators. Their topic sentence will state the main idea of their paragraph, three supporting sentences of that main idea will be written underneath, and their opinion of what the evidence states, and a conclusion sentence which may also include their opinion or a brief summary of the paragraph.

An informal assessment will be to have a check-in with the students showing me a thumbs up or down if they understand what is being expected of them and if they understand the directions.

A formal assessment will be for me to see student work and addressing their strengths and/or confusions through feedback on a sticky note.

- **What modifications of the above assessment would you use for language learners and/or students with special needs?**

There are no English Language Learners in the class, they were classified as proficient at the beginning of the academic year; Students Redesignated Fluent English Proficient (RFEP) at various times before this school year, others began school as English Only (EO).

There is one student who has an IEP for a social and behavioral disorder. This student sits fairly close to the class and if he has any questions or concerns I will be readily available to help and support him. He participates well, and am eager to see how well he does on this assignment.

**Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**

- **Prerequisite skills from prior school experiences**

The students have filled out a hamburger paragraph graphic organizer before (although the one that will be modeled today is different) and will need to remember that a topic sentence states a general main idea about their paragraph. The students will also need to recall that a conclusion sentence is their opinion on the information present in their paragraphs. Explanations of what a topic sentence is and what a conclusion sentence is, with sentence starters will be provided to the students on chart paper to refer back to.

- **Strategy to connect school learning with prior experiential knowledge and/or cultural background**

The students’ chose their own animals and this allowed them to further research about their animal of interest. Their previous experience with the hamburger paragraph graphic organizer will allow them to write down information more easily.

- **Pre-assessment strategy**

The previous lesson of organizing the animal’s information on the animal research graphic organizer will have let me know if the students understand what information goes under each category. This information will help the students find their supporting sentences in an efficient way, and the categories the students wrote their information under will help them determine their topic sentences. I will have provided feedback on their animal research graphic organizer to assist them with the hamburger paragraph graphic organizer.

**Academic Language. (TPE 3)**

- **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**

I will go over what a topic sentence, supporting sentences, and a conclusion sentence is; these are the specific vocabulary we will be focusing on. The hamburger paragraph will allow the students to form their paragraphs on diet, habitat, and predatory information in an efficient way. The hamburger graphic organizer will also aid in the paragraph text structure of where the sentences are supposed to written in order.

**Equity. (TPE 1, 2, 3, 4)**

- **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels)**  
**Describe your differentiated instructional strategy.**

I will model my own Burger Paragraph template on the document camera in class on my animal (elephant) so students will know what is expected of them. I will check in for understanding by asking the students to show me a thumbs up or down, and them revoicing what I said, or what their peers said. If students are still having difficulties, I will have students that need extra support to work with me on the carpet.

**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

<b><u>Time</u></b>	<b><u>Teacher</u></b>	<b><u>Students</u></b>	<b><u>Resources/ Materials</u></b>
<b>5 min</b>	<p><b>Opening:</b>            “When I say scholars, you say ready!”            “Scholars!”            “Scholars!”</p> <p>“Let’s make our way to the carpet in 5...4....3...2...1... We’re going to be working on our body paragraphs today.”</p> <p>“We need to remember that for our paragraphs this time, we need at least 3 supporting sentences, a sentence that states your opinion, and a conclusion sentence that tells your idea about everything written in that sentence or a summary of what was written in that paragraph.”</p> <p>“Does anyone have any questions or is confused about what we’re going to do?”</p> <p>“Can anyone remind me what a topic sentence is?” (Calls on student)</p> <p>“Great! Now that we all remember what a topic sentence I’m going to start modeling my predator paragraph because I think that’s a little challenging.”</p>	<p>“Ready!”            “Ready!”</p> <p>Calls on a student if they have questions.</p> <p>“A topic sentence states the main idea of the paragraph”</p>	
<b>20 min</b>	<p><b>Modeling Burger Paragraph</b></p> <p>“Let’s look at the first part of the burger paragraph. The first bun represents a topic sentence.”</p> <p>“When I was reading <i>Face to Face With Elephants</i>, and collected information on how they fight their predators, I noticed different strategies.”</p> <p>“I wrote ‘Elephants try different strategies to fight and survive from their predators.’”</p> <p>Does anyone have any questions so far?</p> <p>“Now let’s look at the first evidence, or lettuce section. According to my topic sentence I’m going to write about different strategies elephants use to survive from predators.”</p> <p>“In my 3 web bubbles graphic organizer, I</p>	<p>Class answers with “yes” or “no”</p>	<p>Chart Paper with fill-in model for students</p>

<p>wrote, 'Elephants travel in herds, and these herds are matriarchal, which means they have a female leader.'"</p> <p>Is everyone with me so far?</p> <p>"Can someone tell me what matriarchal means?"</p> <p>"Great! Now I need to find evidence for the tomato section."</p> <p>In my 3 web graphic organizer, I wrote 'The female leader raises her head one meter up, expands and extends her ears out to make herself look larger and then she attacks, so I think I'm going to use this as my 2<sup>nd</sup> evidence."</p> <p>"How cool is that? If your with me say elephant 3 times."</p> <p>"The meat section is my own opinion of what I've written so far."</p> <p>"Let's look at the topic sentence and the 2 evidences we've listed so far. What does this make me think class?"</p> <p>This is my back up opinion sentence: (Reading about how elephants travel together, and how the leader protects her herd, this makes me think that elephants are protective of each other.)</p> <p><b>**When you're writing your own paragraph you can move your opinion wherever you think it fits. It doesn't have to be after the second evidence. All you need to do is draw an arrow if that will help you remember**</b></p> <p>"Does that make sense to everyone, show me your thumbs"</p> <p>"My cheese section, or 3<sup>rd</sup> evidence that I found about elephants and their predators from my book was that lions and humans are their predators."</p> <p>"I'm going to write, 'In addition' (because this is a transition right here', although lions are their predators, humans have caused the greatest drop in elephant population"</p> <p>Can someone explain to me what transition means?</p> <p>I ask a student to revoice</p> <p>"Is everyone with me so far? Any questions? If you're with me clap your hands 3 times."</p> <p>For the last bun section, or conclusion sentence, "Now it's your turn to come up with a concluding sentence... Turn and tell your partner one opinion statement you have to end this paragraph..."</p>	<p>Class answers</p> <p>Student responds with "the leader of a herd is female," or something to the extent of that.</p> <p>"elephant, elephant, elephant"</p> <p>Students come up with their idea of what the opinion sentence should be.</p> <p>Students show thumbs</p> <p>Student explains what they think transition means. I'm hoping for "Transition words show a relationship from one paragraph to another, or one idea to another"</p> <p>Another student revoices</p> <p>Students clap hands 3 times</p> <p>Students discuss</p>	<p>Animal Research Graphic Organizer and a pencil</p>
--	--	---

	<p><b>Will jot down ideas and put on chart paper</b></p> <p>“Remember, this can also be a summary statement for the paragraph...let’s reread what we have so far...turn and tell your partner how you would summarize by restating the main idea using a little bit different words...”</p> <p><b>Will jot down ideas and put on chart paper</b></p> <p>“Is everyone okay with our predator paragraph? Does anyone have any questions?”</p>	<p>Students discuss</p> <p>Students respond</p>	
2 min	<p><b>Passing out Burger Paragraph Graphic Organizer</b></p> <p>“The paper I’m passing out to you is your own Burger Paragraph template. You are going to be writing your first paragraph on predators, like I showed you on chart paper. I’ll leave this on the whiteboard so you all can reference it if you get confused”</p>		
10 min	<p><b>Independent Work</b></p> <p>“You can use your 3 Web organizer, the Animal’s Research, and your book to pick evidence for your paragraphs”</p> <p>“If you need help coming up with a topic sentence, picking your evidence, or writing your paragraph in general, come to the carpet and we’ll work on it together.”</p> <p>“I’ll be timing you all for 10 minutes to write your paragraph, and then we’ll check in and see how everyone’s doing. You may go back to your desks.”</p> <p>“I’m starting time. Ready, Set, Go!”</p>	<p>Students begin working</p>	<p>For Reference: 3 Web organizer and Animal’s Research Graphic Organizer</p>



## Lesson Plan #3- UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE

**Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)**

[CCSS.ELA-LITERACY.W.4.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Lesson Objective: What do you want students to know and be able to do? (TPE 3)**

- Student will be able to write their introduction paragraphs.
- Students will be able to include a hook, details about their animals, and stating the purpose for their audience in their introduction paragraphs.

**Assessment: Formal and Informal Assessment. (TPE 5)**

- **What evidence will the students produce to show they have met the learning objective?**

Students will write an introduction paragraph introducing the animal to their audience. The introduction should include their animal's physical features, characteristics, their species, and should also state that they will be talking about their animal's diet, habitat, and predator/prey relation. Students will also be drafting their body paragraphs from the day before to have their essay's information flow cohesively.

- **What modifications of the above assessment would you use for language learners and/or students with special needs?**

There are no English Language Learners in the class, they were classified as proficient at the beginning of the academic year; Students Redesignated Fluent English Proficient (RFEP) at various times before this school year, others began school as English Only (EO).

There is one student who has an IEP for a social and behavioral disorder. This student sits fairly close to front of the class and if he has any questions or concerns I will be readily available to help and support him. He participates well, and am eager to see how well he does on this assignment.

**Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**

- **Prerequisite skills from prior school experiences**

Students have started to draft their paragraphs on the Burger Paragraph graphic organizer that we worked on yesterday. They are familiar with the process of drafting and transitioning from writing their thoughts, ideas, and evidence on a graphic organizer to a regular piece of paper.

- **Strategy to connect school learning with prior experiential knowledge and/or cultural background**

Students will be building off of their writing and will start drafting an effective informational essay. The students were able to pick an animal of their choice to focus and write on. This assignment allows students to pursue and learn what animal they were most interested in.

- **Pre-assessment strategy**

I will be checking the students "Animal Research" and 3 Web graphic organizers from the day before, and will feedback if necessary to make sure they are filling in the bubbles correctly. This will allow me to see that the students will have an easier time finding information to write in their paragraphs.

**Academic Language. (TPE 3)**

- **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**

The requirements of what should be included in an introduction paragraph will be taught. The stylistic and text structure will also be taught and addressed as the students draft their informative essays by pulling information from their graphic organizers.

**Equity. (TPE 1, 2, 3, 4)**

- **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels)**  
**Describe your differentiated instructional strategy.**

The students and I will model our introduction paragraph on elephants on chart paper, this way the students will be able to go back and reference it. I will check in for understanding by asking the students to show me a thumbs up or down, and them revoicing what I said, or what their peers said. There will be pair shares and a brainstorming portion as well, we're I'll be jotting down student ideas and validating them. If students are still having difficulties, I will have students that need extra support to work with me on the carpet.

**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

<u>Time</u>	<u>Teacher</u>	<u>Students</u>	<u>Resources/ Materials</u>
5 min	<p><b>Pre-activity with Animal Classification Sheet</b>  <b>Review—is your animal a mammal, reptile, bird, fish, arthropod?</b></p> <p><b>Opening:</b>          “Alright writers, we’re going to be writing our introductions today. This will be all new to you, but I know we are going to tune up and tune in so that at the end of today, you will all be experts on writing introductions.”</p> <p>“First I want you all to turn and talk to your carpet partners about what your animal looks like, describe their physical appearance, their animal classification, and what’s your favorite thing about them”          (I’ll have these written on the board)</p> <p>“5...4...3...2...1, let’s all come back together.”          “Can I get a few shout outs of partners that want to share”          (I call on students)</p> <p>“Great, now keep all of those things in mind when we start to write our introductions.”</p>	<p>Students share with their partners</p> <p>Students share their animals physical appearance, their animal’s classification, and your favorite thing about them</p>	<p>Animal Classification Sheet</p>
20 min	<p><b>Introduction to Lesson:</b>          “Introduction paragraphs gives the audience, whoever the reader is a first impression on what you’re writing is going to be about.”</p> <p>“An introduction paragraph for an informational essay needs a <b>hook</b>, something that grabs the reader’s attention. It needs <b>details about the animal you chose</b>. They way they look, their animal classification, and why you chose to write about that animal. Then you have to state the purpose of your paper. What is the <b>purpose of your paper?</b>”</p> <p>“Is everyone with me so far? Does anyone have questions?”</p> <p>“Okay, let’s go through our checklist of what needs to be in our introduction paragraphs”</p> <p><b>Checklist:</b>  <b>“1. Hook</b>          -you can ask a question (have you ever wandered ____?, have you ever wanted to know ____, did you know __?)          -you can state a fun fact (elephants can eat up to 400 pounds of plant material a day)          -start off with an action word (growl, chirp chirp, buzz)</p> <p><b>2. Details about your animal</b></p>	<p>Students answer</p>	<p>Checklist of Introduction Paragraph on Chart Paper</p>

<p>-what it looks like -it's animal classification (mammal, bird, fish, reptile, <i>arthropod=insects</i>) -your favorite thing about them</p> <p><b>3. Your Purpose</b> -why are you writing this informative essay? -your purpose is to inform how your animal survives in the wild. -How would you write this in your own words?"</p> <p>Does everyone understand the checklist and what is expected of you? Are there any questions?</p> <p>"You can use the information on Animal Research graphic organizer in species, body covering, whether they are a predator, prey, or both, and other details mentioned in your books."</p> <p>"Turn and talk about what you would put in your introduction."</p> <p>"Now let's write an introduction paragraph together on elephants. What should my hook be?</p> <p>I state details about elephants; they are mammals (their classification), and my favorite thing about them.</p> <p>"What is my purpose for writing this introduction paragraph and the information essay in general class?"</p> <p>I write my last sentence in my introduction. "Let's identify the 4 parts needed in the introduction paragraph."</p> <p>After the introduction is written on chart paper (so students can reference it if they need to), I will ask the students to tell me what 3 things need to be included in their introduction.</p> <p>"Okay class, you've all worked together to make this introduction paragraph, what 3 things do I need to include again? I forgot." "First, we need a ____"</p> <p>"What can the hook be?"</p> <p>"Wow, what comes next in an introduction paragraph?"</p> <p>"What kind of details?"</p> <p>"Nice! Then what's the last step we need to include"</p> <p>"What's out purpose class?"</p> <p>"Great! Does anyone have any questions"</p>	<p>Students Answer</p> <p>Students share with their carpet partners</p> <p>Class responds with their choice</p> <p>"To inform the reader about how elephants survive."</p> <p>"Hook!"</p> <p>"A question, fun fact, or action word!"</p> <p>"Details about the animal"</p> <p>"the way they look, their classification, and our favorite thing about them"</p> <p>"Our purpose!"</p> <p>"To tell how our animal survives in the wild!"</p> <p>Class responds</p>	<p>Animal's Research Graphic Organizer</p>
--	--	--

<b>3 min</b>	<p>“Now that you have all talked to your partners about your animals and the different parts of the introduction, let’s start writing those ideas down.”</p> <p><b>Dismiss students to seats and I hand out blank piece of paper</b></p> <p>“You may begin working!”</p>	<p>Students start working</p>	<p>Blank piece of paper and pencil</p>
--------------	--	-------------------------------	--

## Lesson Plan #4- UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE

**Key Content Standard(s) and CA ELD Standards:** List the complete text of only the relevant parts of each standard. (TPE 3)

[CCSS.ELA-LITERACY.W.4.2.E](#)

Provide a concluding statement or section related to the information or explanation presented.

**Lesson Objective: What do you want students to know and be able to do? (TPE 3)**

- Students will be able to write an effective conclusion paragraph by restating their main idea, listing their topic sentences and combining that into an idea, and providing a piece of evidence for their reader.

**Assessment: Formal and Informal Assessment. (TPE 5)**

- What evidence will the students produce to show they have met the learning objective?**

Students will write an effective conclusion paragraph that will include: restating their main idea, listing their topic sentences and combining that into an idea, and providing a piece of evidence for their reader, on the bottom of their informational essay drafts.

- What modifications of the above assessment would you use for language learners and/or students with special needs?**

There are no English Language Learners in the class, they were classified as proficient at the beginning of the academic year; Students Redesignated Fluent English Proficient (RFEP) at various times before this school year, others began school as English Only (EO).

There is one student who has an IEP for a social and behavioral disorder. This student sits fairly close to front of the class and if he has any questions or concerns I will be readily available to help and support him. He participates well, and am eager to see how well he does on this assignment.

**Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**

- Prerequisite skills from prior school experiences**

In the last lesson, we worked on creating introduction paragraphs and the 4 requirements that it needs. The students are done or are almost down with drafting their essays, and that will give the students an idea of how to write their ideas in the conclusion paragraph to wrap up their essays.

- Strategy to connect school learning with prior experiential knowledge and/or cultural background**

This lesson will be an extension of their "writing an introduction paragraph" lesson. The students were able to pick their animal of choice to write about; this informational writing unit heavily focuses on student interest.

- Pre-assessment strategy**

In the morning I will check the drafts of their essays the students have so far. I will read their opinion pieces in their body paragraphs as well to understand their thinking. This will help me gauge what I need to further explain or scaffold. The "writing an introduction paragraph" lesson went fairly well, and since this is an extension lesson to help them grasp the concept of wrapping up their essays effectively, I'll have students brainstorm the main ideas in their papers before we begin writing conclusion paragraphs.

**Academic Language. (TPE 3)**

- What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**

The requirements of what should be included in a conclusion paragraph will be taught. The stylistic and text structure of indentation, restating the main idea, and combining topic sentences will also be explicitly taught.

**Equity. (TPE 1, 2, 3, 4)**

- How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels)**  
**Describe your differentiated instructional strategy.**

The students and I will model our conclusion paragraph on elephants on chart paper, this way the students will be able to go back and reference it. I will check in for understanding by asking the students to show me a thumbs up or down, and then revoicing what I said, or what their peers said. There will be pair shares and a brainstorming portion as well, we're I'll be jotting down student ideas and validating them. If students are still having difficulties, I will have students that need extra support to work with me on the carpet.

**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

<u>Time</u>	<u>Teacher</u>	<u>Students</u>	<u>Resources/ Materials</u>
5 min	<p><b>Opening:</b></p> <p>"We're almost done with our informational essays, what we need to do next, to wrap up everything we've written so far is to work on our conclusion paragraphs."</p> <p>"Before we start working on the steps we need to write a conclusion paragraph, think about a piece of advice you'd give someone reading about your animal."</p> <p>"For example, if someone was reading my paper, I would tell them that we should not kill elephants for their tusks because that is affecting their population, and their life is worth more than that."</p> <p>"Give me a thumbs up when you know your piece of advice."</p> <p>"Now turn to your carpet partner and share your piece of advice."</p>	<p>Students show thumbs</p> <p>Students share their piece of advice to each other</p>	
15 min	<p><b>Writing Conclusion Paragraph:</b></p> <p>"Alright, let's come back in 5....4....3....2....1"</p> <p>"Great, okay let's share what each other's partners said, what was your advice?" (I jot down a few advices on the whiteboard)</p> <p>"These are great advices for our readers! Now let's look at the chart. A conclusion paragraph is made up of 3 parts:</p> <ol style="list-style-type: none"> <li>1. Restating the main idea</li> <li>2. Restating the topic sentences</li> <li>3. Giving the reader a piece of advice"</li> </ol> <p>"Are there any questions so far?"</p> <p>"Okay, we've been modeling paragraphs with what animal class?"</p> <p>"What would the main idea of my essay be?"</p> <p>"Exactly! We've been talking about different ways our animal survives. So the main idea of my information essay is how elephants survive in the wild."</p> <p>"For the second part, I have to look at my Burger Paragraph paper to see what my topic sentences were." I think out loud and combine my topic sentences together.</p>	<p>Students share their advices</p> <p>Students respond</p> <p>"Elephants!"</p> <p>"How elephants survive."</p>	<p>Conclusion Paragraph Checklist on Chart Paper</p>

<p><b>10 min</b></p>	<p>“According to my topic sentences, elephants are herbivores and eat vegetation, they live in warm environments, and they try different strategies to survive from predators.</p> <p>Hmmmmm, how would I be able to combine these three things?”</p> <p>“I’m going to write, Elephants are herbivores and eat vegetation, they live in warm environments, and make themselves look intimidating to scare off predators to survive in the wild.”</p> <p>“What’s the last part of the conclusion sentence class?”</p> <p>“What piece of advice could we give to a reader about elephants?” (I jot down their ideas and pick one)</p> <p>“Great! We just wrote a conclusion sentence. Does everyone understand what to do?”</p> <p>“Let’s go over our checklist one more time. What 3 things do we need?”</p> <p>“Nice! Now do we remember our piece of advice that we shared with our partners? Show me your thumbs.”</p> <p>“You can use your burger paragraph paper to refer back to your topic sentences, but they should already be on your draft. When you back to your seats, you’ll be using this checklist to write your conclusion sentence. You’ll be writing your conclusion on your draft papers.”</p> <p>“Can someone tell me what you’re supposed to do when you back your seats?” (I call on 2 students)</p> <p><b>Independent Work:</b> (I dismiss students back to their desks)</p> <p>You’ll get 10 minutes to work on your conclusions. You may begin working!</p>	<p>“Piece of advice”</p> <p>Students share out</p> <p>Students respond</p> <p>“Restate main idea, restate topic sentences, and give the reader a piece of advice.”</p> <p>Students show thumbs</p> <p>Students revoice directions</p> <p>Students work on their conclusion paragraphs</p>	
----------------------	--	---	--

## Lesson Plan #5- UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE

**Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)**

[CCSS.ELA-LITERACY.W.4.5](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Lesson Objective: What do you want students to know and be able to do? (TPE 3)**

- Students will be able to use an Informational Essay Checklist to make sure their writing is meeting standard and know what is expected of them.
- Students will be able to learn revision strategies to add transition words, add headings, and create a title for their essays.

**Assessment: Formal and Informal Assessment. (TPE 5)**

- **What evidence will the students produce to show they have met the learning objective?**

Students will be marking the Informational Essay Checklist to make sure they have completed and know what they need to work on next. We will be focusing on adding headings and transition words in their essays. After using the checklist, students will start adding to their essays to make their writing stronger.

- **What modifications of the above assessment would you use for language learners and/or students with special needs?**

There are no English Language Learners in the class, they were classified as proficient at the beginning of the academic year; Students Redesignated Fluent English Proficient (RFEP) at various times before this school year, others began school as English Only (EO).

There is one student who has an IEP for a social and behavioral disorder. This student sits fairly close to the class and if he has any questions or concerns I will be readily available to help and support him. He participates well, and am eager to see how well he does on this assignment.

**Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**

- **Prerequisite skills from prior school experiences**

Students will need to monitor their writing, and make sure they are adding headings and transition words in the correct areas. We worked on text features last week, and this will be a reminder of that mini-lesson, and styles of writing they have already seen their animal books.

- **Strategy to connect school learning with prior experiential knowledge and/or cultural background**

Students were able to pick their animal of choice to write about; this informational writing unit heavily focuses on student interest. Throughout the week, students have been working on their information essay, and the revision strategies that will be modeled, will show them how to make their writing even stronger.

- **Pre-assessment strategy**

I will be reading the drafts of the student's information essays and providing feedback to make sure they understand what they did well on and they need to work on. This will also help me gauge what I need to review while sharing revision strategies.

**Academic Language. (TPE 3)**

- **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**

Revision strategies focused on text structures, such as adding headings, and a grammatical feature, such as adding transitional words will be explicitly taught.

**Equity. (TPE 1, 2, 3, 4)**

- **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels)**  
**Describe your differentiated instructional strategy.**

I will check in for understanding by asking the students to show me a thumbs up or down, and them revoicing what I said, or what their peers said. If students are still having difficulties, I will have students that need extra support to work with me on the carpet.

**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.



**List what the teacher will be doing and what the students will be doing.**

<u>Time</u>	<u>Teacher</u>	<u>Students</u>	<u>Resources/ Materials</u>
<b>(Day 1)</b> <b>15 min</b>	<p><b>Opening:</b>            “We’re so close to finishing our information essays! Aren’t you all excited? I’m pretty excited!”</p> <p>“Today, we’re going to be working on revising our drafts. Can someone tell me what revising means? It’s different from editing.”</p> <p>“Great! Now just to make sure we understand, revisions are ways in which we can improve our writing. We can do this by adding words, taking out unnecessary words, and organizing the material more.”</p> <p>“Editing is more technical, like spelling, punctuation, and capitalization of words.”</p> <p>“Today we’re going to focus on adding headings, making a title, bolding important words, and adding transitions.”</p> <p>“First, I want to play a game with you all. We are going to make a story popcorn style.”</p> <p>“So what we’re going to do is make up a story about one random animal. Since I’m starting it off, and we’ve been talking about elephants all week, our story is going to be about an elephant.”</p> <p>“We are going to use the words: first, next, then, finally, in addition, and also in those sentences.”            (I will have these words written on the board)</p> <p>“First, the elephant raised its trunk and expanded it’s ears to make it look bigger.”</p> <p>“I’m going to call on one student and then you are going to popcorn off until we make up a full story using transitions.”            (I pick a student)</p>	<p>Students share answer</p>	
<b>10 min</b>	<p><b>Looking at Transitions:</b>            “Now that we have a story, let’s look at the transitions we used.”            (I underline the transitions)</p> <p>“Transitions are words that help us move from one idea to the next. Are there any questions?”</p> <p>“Let’s work on adding transition words together, work in your groups and I’ll come around to help”</p>	<p>Students respond</p> <p>Students work on adding transition words throughout their essays</p>	<p>Whiteboard</p>
<b>(Day 2)</b> <b>10 min</b>	<p><b>Revision Continued:</b>            “Class, class”</p> <p><b>Opening:</b>            “We’ll be working on bolding key vocabulary words in our essays, adding headings, and creating our own titles for our essays. We’re</p>	<p>“yes, yes”</p>	

<p><b>10 min</b></p>	<p>almost done!"</p> <p>"Let's go over some vocabulary terms, remember we went over some of these words when we were organizing our evidence?</p> <p>Can someone tell me what the difference between, an omnivore, carnivore, and herbivore is?"</p> <p>"Great! Can someone else revoice that?"</p> <p>What are other key vocabulary words that we can bold in our writing?"</p> <p>(We make a list of words on chart paper)</p> <p><b>Modeling Bold Words:</b></p> <p>(I'll demonstrate revising my rough draft on elephants to the class)</p> <p>"Are you with me, show me your thumbs? Are there any questions? Is anyone confused about anything?"</p> <p>"Are there any other important words that should be bolded and it's in your essay? Does someone want to share"</p> <p>"Awesome! These are more words that we can pay attention to. Remember to bold them in your essays so they can stand out."</p>	<p>"Yay!"</p> <p>Student tells difference</p> <p>Another student revoices</p> <p>Students how thumbs and answer</p> <p>Students share</p>	<p>List of vocabulary words on chart paper</p> <p>Document Camera</p>
<p><b>10 min</b></p>	<p><b>Modeling Headings:</b></p> <p>"Next, let's look inside your books for headings"</p> <p>(I take out <i>Face to Face With Elephants</i> by Beverly and Dereck Joubert</p> <p>"The headings in this book are big, bold, and transparent. What do the headings in your book look like?"</p> <p>"Headings tell us what the section we're reading is about, for our body paragraphs we need headings for our diet, habitat, and predator/prey relationship paragraphs."</p> <p>"Can someone a few people give me ideas for my heading?"</p> <p>Any questions so far?</p>	<p>Students skim headings in their books</p> <p>Students share-out</p> <p>Students respond</p>	<p>Document Camera</p> <p>Informational text with animal of choice</p>
<p><b>5 min</b></p> <p><b>15 min</b></p>	<p><b>Modeling Title:</b></p> <p>"Awesome! Last but not least, we need a title for our essays. It has to state the animal you're writing about in your essay to make sure your reader know what they will be reading about."</p> <p>"Does anyone have an idea of what my title could be?"</p> <p>"Perfect! Are there any questions about any revision strategies?"</p> <p><b>Revision Checklist:</b></p> <p>"You've all done so great! Now, I'm going to be handing out a Revision Checklist, where you'll be</p>	<p>Student shares out</p> <p>Students ask questions</p>	

<p><b>5 min</b></p>	<p>checking your essays and this will let you know what you're doing well in and what needs more work." (I go over revision checklist, and model that on document camera)</p> <p><b>Transition:</b> "Alright, what's going to happen next, is that I'm going to pass out your drafts, there is feedback on the sticky notes."</p> <p>"I'm also going to pass out the revision checklist sheet so you can revise your writing."</p> <p>"Make sure you add a title, add headings, add transition words, and bold key words for your animal before you start working on the revision checklist."</p> <p>"Can someone tell me what the directions are?"</p> <p>"Can I have one more person tell me what we're doing next?"</p> <p><b>Independent Work:</b> "Once I hand back your draft, and you get the revision checklist you may begin working."</p>	<p>Student revoices directions</p> <p>Another student revoices directions</p> <p>Students begin working</p>	<p>Revision Checklist and Document Camera</p>
<p><b>15 min</b></p>			