

Student Name \_\_\_\_\_

Lesson # \_\_\_\_\_

Date Taught \_\_\_\_\_

FRANKLIN COLLEGE  
Education Department

LESSON PLAN

Student Name \_\_Kristen Stout\_\_\_\_\_ Lesson Plan No. \_\_2\_\_\_\_\_

Cooperating Teacher Name \_\_Jennifer Hussung\_ Subject Area \_Reading\_ Grade Level \_\_2<sup>nd</sup>

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Signature for Approval (Cooperating Teacher)

Date Prepared \_\_1/25/10\_\_\_\_\_ Date Taught \_\_1/27/10\_\_\_\_\_

Related Standard (Source) \_\_2.5\_\_\_\_\_ (Number) \_\_2.5.3\_ (letter writing) \_\_\_\_\_

**TOPIC (key point; concept; skill):**

The key point of this lesson is to learn how to persuade someone about why they should become president of their school by writing a letter to them.

**OBJECTIVE (TSWAT + performance, conditions, criteria):** After the teacher reads a book to the class about elections and the good qualities that make up a school president, TSWAT write at least a one page, single-spaced letter with correct heading, salutation, and closing as discussed in class that describes at least three qualities that they have that would make them a good school president.

**MATERIALS:**

Teacher: a book about class elections, letter template

Student: lined, writing paper and pencil

**I. PROCEDURES (teacher and student tasks)**

A. Beginning of lesson

Classroom management two-part step (*to have students ready to learn, in listening position, where they need to be*): 1. I will tell the students that it is time to sit down silently so that we can get started. I will then praise a child who is behaving like I asked.

2. Next, I will use my “inside quiet” voice and tell them that it is time to get ready for the afternoon work.

2. Statements to initiate or set the stage for the lesson; motivation; overview; or establish an atmosphere: I will then call them all over to the rug. Once they are seated

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quietly, I will then tell them that we will be talking more about election and what it means to us today. I will then start reading the story to them.

B. Instruction Steps:

\*=Modification (*strategies to meet individual, special needs at a particular step*)

1. After I am done reading the story, I will ask them about it. I will make sure that at least one person answers correctly what it means to “elect” people into an office.
2. Once we have talked about the book, I will tell them to return to their seats *silently* so that we can discuss the next part of the lesson.
3. Next, I will ask them what it means to be a president of a school. I will take at least four volunteers who can tell me qualities that they think you need in order to be the leader of something, like the student body president of the school.
4. Once I have asked for volunteers, I will go over a few of my own descriptions that make a good president, each time relating it back to elections and explaining why we vote for people with these type of qualities. I will write each of these on the transparency at the front of the room.
5. Then I will explain that today they will each be writing a letter to the school principal, explaining what they each think they have as good qualities that would make them a good class body president. I will then show them an example of the letter form that I want them to write to Mrs. Sanders.
6. I will also explain to them that I want them to write it “Cheeseburger” style, just like they write for their journal entries every Monday. I will explain that this time they need to have at least three good qualities about themselves in the letter that would make them a good president.
7. I will then pass out the paper and have the students start writing their letter. I will give them about 15-20 minutes to work on this part of the lesson.
8. When they are finished, I will have them turn in their letter in the first tray on my desk for me to grade. I will remind them that I will be looking for three supportive details of why they would be a good president, and that their letter needs to be labeled exactly like mine is on the board.

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\*9. For Chloe, I will have it so that she needs to write only one supportive detail about what would make her a good president.

\*10. For the two Hispanic boys, I will be checking closely for correct capitalization at the beginning and correct punctuation at the end. After I have explained to everyone else what the assignment is, I will go up to the boys to make sure that they understand the assignment. I will first have them verbally tell me the three qualities that they are going to use in their writing as a way to double-check that they understood me.

Closure Statement (*brief lesson review, summary; doesn't have to be the last step if something is going to be made or an activity will follow*): I will say that today we have learned a little bit more about what it means to be president and that we have also practiced our letter writing skills.

**II. ASSESSMENT** (*how is objective met by students: observation, written work, presentations, quiz, etc.*): I will then do an informal assessment first: I will have two people tell me what they are writing about. I will also pick up their work when finished and grade it based on that their writing is coherent, has the proper parts of a letter, and has at least three qualities that would make them a president.

**EXTENSION AND REMEDIATION** (*what will be done beyond lesson; strategies for those who need further instruction, assistance*):

**Extension:**

- (Group) I would extend it to a social studies lesson by having them choose a book about a president and to write a one page report about what they learned about that president. If applicable, I would have them use the internet to look up pictures of that president to attach to their reports.
- (Individual) I would have that person trade with another person so that they could edit their letters; then they would re-write their letter.

**Remediation:**

- (Group) I would give them a template letter over the transparency so that everyone could see the proper heading, etc. of a letter. I would also read them an example of my letter.

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- (Individual) I would have them choose only one or two qualities to talk about.

**IV. HOMEWORK ASSIGNMENT(S):** Their homework assignment will be to finish the letter if they don't get it finished in class.

Presidential Qualities:

1. organized
2. good with people—well liked
3. good communicator
4. makes decisions well
5. good listener
6. can persuade people
7. good leader
8. likes helping people
9. a good person—nice, follows the rules

January 27, 2010

Dear Mrs. Sanders,

I hope you are having a wonderful morning! I was thinking about running for class president, and since I don't know you very well, I wanted to tell you some reasons why I think I would be a good candidate for the position. First, I think that I am fairly good with people. I have a lot of friends who like me. This would help me accomplish a lot, because they would support my decisions. Second, I like listening to people. This skill will help me make our school better, because I will know what other people want. Third, I am also a very organized person. I am hoping that this skill will help me keep all of the school events organized and any meetings I need to go to. Thank you for taking the time to read my letter of why I think I would be a good class president. Have a wonderful day!

Sincerely,

Miss Stout

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### SELF-EVALUATION FORM

1. What do you think went well with the lesson? List 3-4 things that include planning and teaching.

1. It tied in very well with what Mrs. Hussung has been teaching this whole week.

2. I gave high expectations of what I wanted them to do.

3. For the most part, everyone was working on the assignment, and I tried to give good modifications to the students who needed the extra help.

2. How were your students learning?

The students were actively learning by writing a creative letter to the principal about what they would do if they were elected student body president.

a. To what extent was everyone in the class involved in learning?

The students have been writing letters all year to their classmates once a week, but that was on a formatted letter in which they filled out only certain parts of it. However, I simply showed them on the overhead projector and had them fill it out themselves.

b. What did you notice about the learning of 1-3 of your students in particular during the lesson and/or through your assessment?

A couple of the Hispanic students looked absolutely terrified when I went up to them, because the lesson seemed so daunting to them. Another girl who really struggles and probably will be retained this year also really struggled with the assignment. She copied what I had on the board and didn't start working again until after I continuously prompted her.

3. List and explain 1-3 critical decisions you made during the planning of this lesson. Strive to have at least one item be related to content knowledge or concepts.

I think it was a good idea that I decided to make the lesson more concrete by having the students write about what they would specifically change as a president, instead of having them talk about their own personal qualities that would make them be a good president.

4. What did you think about during the teaching of your lesson that you would do differently either because your lesson didn't go as planned or you think of a more effective way/strategy to help children learn?

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1. If I had it to do over again, I would split the lesson up into a mini-workshop. The first day, we would talk about what it means to be president and brainstorm ideas of what they could change. I would have them write three sentences about the three things that they would change. Then the second day, I would actually have them write their sentences in a paragraph. I would then try to have a third day in which we talked about editing. We would go over what it means to “edit” a paper, and then they would trade papers and edit each other’s papers. I think by breaking it up into steps that way, the students would have understood a little more about what I was looking for in the assignment.