Teacher Work Sample

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Learning Context

School District: Cache County School District
Name of School: North Park Elementary
Title 1 School? No

Demographics of School:
  Total Membership: 423
  Female: 204
  Male: 219
  American Indian: 5
  African American/Black: 4
  Asian: 3
  Hispanic: 34
  Multiple Race: 13
  Pacific Islander: 2
  White: 362
  Economically Disadvantaged: 116
  Students with Disabilities: 72
  English Learners: 17

The school climate appears to be fairly positive. However, due to the drastic change in school boundaries in this area, there are some negative feelings toward the school and the teachers at the school (with a lot of comparisons to the old school most of the students were at). However, overall, the school morale appears to be pretty high.

The school itself is pretty small. There are only two third grade teachers, and most of the other grades have similar numbers. Although there are only two teachers, the class sizes are fairly large (particularly for third grade) with my class size consisting of thirty students.

Although the diversity listed above may accurately describe the school, it does not describe our class. Our class has four English language learners, and only twelve boys (out of the thirty students). We have two African American/Black students in my class, and (as far as I know) the rest of the students are white.

The school has many parent volunteers who are happy to help in the very involved and active PTA, or just in the classrooms doing a variety of jobs for the teachers.

The students in the school receive “specials” Monday through Thursday. These include computers, library, music, art, and PE (where the general teachers do not have to teach because there is a separate teacher for these areas). In addition to these teachers, paraprofessionals help with reading groups. Each day, about an hour of time is set aside for
reading groups. The students are split up based on reading ability, and the para-professionals work with some of the lowest readers in the grade (so the group sizes are small).

The school has a motto: “North Park Knights are safe, respectful, responsible, and ready to learn”, which is repeated often for the students to remember and apply.

The school also has a positive reinforcement plan in place. All the teachers (including the “specials” teachers) have “pizza tickets” that they can give to students at any point for positive behavior. These tickets are put all together in the students’ classes, and two tickets are drawn on pizza days (which happen about twice a month). The two students drawn are allowed to eat lunch (pizza) with the principal. The students are always excited when it is a pizza day, and they are all hopeful they will get to eat lunch with the principal.

The teachers have schedules posted of what their classes will be doing at any given time. These schedules are taken seriously, and the teachers (for the most part) must stay on their schedule—no deviations allowed. This is nice for parents and the principal, but it can be limiting to teachers sometimes.

Overall, the school environment is positive for the teachers, students, and parents. The school has a lot of resources (“specials” teachers, resource teachers, parent volunteers, and para-professionals), and they use these well and frequently.

Grade Level: Third Grade

Learning Environment

All the students are almost always in attendance every day. If the student misses a day, the teacher either doesn’t have the do the missed work, or else (if we are still working on it), she will have them quickly catch up while the class moves on.

The classroom management plan of this class is based on extrinsic motivation. There are clips that the students may either clip up (if they get to the top, they get a “ticket”, and then move back to the middle), or clip down (if they clip down, they owe the teacher their next recess; if they clip down again, they owe recess and get a call home). Clip ups in this class are common, while clip downs are used very rarely. The tickets are given for various purposes throughout the day (really good behavior, good cleaning up at the end of the day, returning their planners signed at the end of the week, etc). These tickets have the students’ names on them, and at the end of two weeks, they are randomly drawn. The students drawn get to pick a prize from the prize box (filled with various small toys and candies).

The seating arrangement for the class changes every month. For this lesson, the students are seated in 4 long rows. The students sit by a partner of the same gender whom they work with whenever the teacher has them work with partners. The rows of students are dismissed as rows and are occasionally reinforced as rows as well. The students who need extra support (in any way) are (mostly) in the first two rows.

The students are typically not super engaged in the learning process. Usually, the students fill in worksheets by copying the teacher copy or a student’s copy that is
projected for this use. Occasionally, the teacher will have them do something on their own, and sometimes the teacher will have them fill out the worksheet by verbally telling them the answer (so at least the students must listen to fill it out). However, overall, the student engagement in most lessons is minimal.

Subject Matter of Lessons: Writing
Total Number of Students: 30
(although only 24 students will be in attendance for this unit)

Students with Special Needs and Short Explanation of The Needs
With IEPs
  2 students receive IEPs regarding math, reading, and writing. Both students are in remediation for these subjects (so they won’t be in attendance for this unit).

Students who Receive Speech/Language Services
  We have one student who receives language services. He is pulled out once a week for about 10 minutes for this.

English Language Learners
  4 students are English Language Learners. They leave our classroom for additional support during our writing lessons every day (so they won’t be in attendance for this unit).

Gifted and Talented
  4 students have been identified as gifted and talented (although there are some other students who might also fall under this category). These students need to be challenged and given enough high instruction, so they too can improve their writing.

Other
  We have no other special needs in our classroom.

Students’ Prior Knowledge for These Lessons
  The students have been working on opinion writing for a while (and before that they were working on expository writing). They have a very firm grasp of these types of writing. In addition, by third grade, most (if not all) have written some sort of letter (if not multiple types of letters) to someone at some point.

Students’ Background and Interest for These Lessons
  The students have seen letters get mailed before and understand the idea that the letters get to the certain person written on the envelope.
  The students will be mailing their letters to an author (whose book we read) at the end of the unit. Students love when their work is actually sent/used for real purposes (so the interest should be inherently built into the lessons). In addition,
writing letters is a practical life skill: letters are useful skills that will be used throughout their lives for various purposes (even if just in email form).

How My Knowledge of These Students and Assessment of Their Prior Knowledge Informed My Lesson Planning

My knowledge of the students and assessment of prior knowledge helped me plan my lesson because it let me know that I don’t need to start with the very basic ideas of letters (i.e. we send them out with a stamp, they make it somewhere, etc). It also let me come up with reasonable expectations for each student’s letter (to have reasonable requirements for certain students who need these guidelines).

Knowing the students also helped me create lessons where we will actually use their work because these students are very proud of their work, and love showing it off (instead of just throwing it away or just having the teacher look at it).
Focus Students

**Description of Student 1**

*Prior Learning*

Student 1 has been in our writing lessons for persuasive and expository writing. Although she has been in attendance, her writing does not reflect things we have focused on in class.

*Academic Ability*

Student 1 sometimes has a harder time learning. She is very quiet, but her neighbor likes to talk and (sometimes way too much) likes to “help” her with her work (which can be crippling because answers are given to her instead of having her figure it out). This student is a lower reader, and writer, and lower at math. She often struggles understanding concepts the first time they are introduced.

*Personal Background*

This student is quiet and does not typically respond to questions in a whole group setting. She does like talking with her partner and has a lot of support at home. She always tries her hardest on work and is happy to fix anything the teacher asks her to.

*Other Relevant Characteristics*

Because this student doesn’t participate in class discussions, she often “checks out” for them and is distracted. Even if you can get her focused, she doesn’t participate and is easily distracted by everything imaginable.

*Influence of All These Characteristics on My Teaching*

This directly changed my teaching. A lot of class discussions included having ALL students participate with their eyes closed, or with thumbs up so all students would participate. It also helped me position myself by her in the room. By standing by her, her partner would often be quiet, and she would have fewer distractions throughout the lesson. Also, knowing that she typically catches onto concepts later than most students helped me have the repetition of review in every single lesson (so she would have the opportunity to understand as well).

**Description of Student 2**

*Prior Learning*

Student 2 learns everything with the class (or sometimes faster). He has been in attendance for our expository and opinion writing, and his writing has greatly improved as he has applied the concepts we focus on.

*Academic Ability*

This student is about average in our class in every topic. Although he does not typically succeed at as high rates as some of our advanced learners, he catches onto concepts quickly, is always on task, and always does his best work. He is willing to change and fix things when the teacher gives recommendations, and he participates in every class conversation.
Personal Background
This student is a little quieter but is always willing to volunteer. He hates missing recess, so although he always does his best work, if he has to finish during recess, his work becomes less than perfect, and he ends up crying (which is not good for him or his writing).

Other Relevant Characteristics
Student two sits by some talkative students (some of which require a little more assistance than him). He works on not getting distracted and is pretty good at helping these students stay on task and stay on top of their challenging work. He loves helping other students and is always happy to answer questions from either the teacher or other students.

Influence of All These Characteristics on My Teaching
Knowing about this student influenced my teaching because I knew that if I did have a class discussion that was a little confusing or no one really knew the answer, he would try his best. Because of this, I also knew that if he couldn’t get the answer, I needed to go back and review (because probably most of my class would be confused). I also was excited to allow partner work because this student would really help his partner and the other partnerships beside him.
Lesson Plan 1
Introduction to Letter Writing: Analyzing Letters

Subject and Grade Level
3rd Grade Writing

Approximate Time
20-30 minutes

Rationale for Methods
My method of teaching has been selected because I believe students work best when in a consistent, predictable environment. While my lessons do not look exactly like my cooperating teacher’s lesson plans might, I am trying to align our teaching styles, so the students will act in a (mostly) predictable manner, and they will (hopefully) get the most out of each lesson.

My lesson plans also closely reflect the teaching method “I do, We do, You do”. While each lesson contains this pattern, the unit also largely reflects this style of teaching (where this first lesson is mostly the teacher doing with the students listening and providing a little input).

Content Standard
English Language Arts Grade 3
Language Standard 3b: Recognize and observe differences between conventions of spoken and written standard English

Academic Language/Vocabulary Objectives
Heading
The very beginning of a letter (usually right aligned). This typically includes an address and a date. In the case of these lessons, just a date will be introduced and used.

Greeting
The next section of a letter. This is where “Dear ______,” falls. It is simply greeting the reader and identifying who is to read it.

Body
This is the main section of a letter (it can vary from one paragraph to many). It is where all the major content and “talking” parts of the letter occur. These sections are NOT indented, although there is a space in between paragraphs of the body.

Closing
This is where the writer signs off. “Love,” and “Sincerely,” both fall into this category. While this is not always used in all letters, this will be used in every example letter and in every letter written by the students during this unit.

Signature
This is where the letter is signed AND printed by the writer’s name. It closes the letter.
Rearrange
This is where the students move something to create the correct order of something. In the case of this lesson, it will be pieces of paper to create the correct order of a letter.

**Required Materials, Resources, and Technology**
Sample Letters to Analyze (attached at end of lesson)
These are going to be used to introduce different types of letters and to introduce the basics of writing a letter.

Letters Cut-Out for Rearranging (attached at end of lesson)
This is really to assess how much the students have learned. The teacher will not be doing this for the students, and they will have to figure out the part of a letter and arrange the letter, so it is in the correct format.

Projector
This is the best way to show an entire group of students something (without making a million copies for each student to view). Also, by using this and not a copy per student, the students must focus up front and not on their paper (and drawing whatever they want on it).

**Lesson Objectives**
By the end of the lesson, the students will be able to identify and give examples of the various parts of a letter correctly. They will also be able to explain the basic layout of a letter.

By the end of the lesson, the students will be able to identify key differences between writing and talking language.

**Instructional Procedures**
- Start by asking the students why we write letters.
- Pull up the letters (one at a time) on the projector and read them with the students.
- After the first letter, point out the parts of a letter (heading, greeting, body, closing, signature)
- After every following letter, ask the students to identify the parts of a letter
  - 2nd letter: ask the class, and have volunteers answer
  - 3rd letter: have the students raise their hands on correct answer (the teacher will list the choices)
  - 4th letter: the students will share the answer with their partners, and then the teacher will ask partners to share their answers
  - 5th letter: the students will close their eyes and raise their hands on the correct answer (the teacher will list the choices)
- Talk about (and ask the students why) the various reasons these sample letters were written (to complain, to thank, to be friendly, etc)
• Talk about common parts in all letters (headings, greetings, similarities in bodies, closings, signatures) (Ask the students to find similarities and differences between all the letters.)
• Discuss how writing letters and talking to friends are similar/different (more formal, repetition, etc)
• Pair students up and hand out cut-out letter to rearrange.
• Have the students rearrange the letter and identify the various parts
• Have the pairs of students compare answers with another pair

The teacher should be walking around the class as often as possible throughout the lesson to help students focus and challenge students who are ahead. If students are having a hard time focusing, make the whole group discussion questions partner questions and the teacher can walk around and add to discussions or help students stay focused.

The students are getting introduced to the words “heading, greeting, body, closing, signature” throughout this lesson. Make sure the first few times these words are introduced, the students can explain what that looks like, and they make connections with their opinion writing (where “body”, and “closing” were introduced) and real life (i.e. you can greet your friend: greeting).

The teacher will also be using the word “rearrange”. Most of the students should be familiar with this word (or at least understand this word based on context clues), but if there are any questions about what they are to do, the teacher should address this by explaining the word “rearrange” (or by pairing them up with a student who does understand).

Adaptations/Accommodations
For my gifted students, they will be paired up with gifted students and challenging questions will be asked as the teacher walks around helping (particularly during the rearranging portion of the lesson). (i.e. what would be a different greeting?, how else could you write the heading?, etc)

I also have some students who have an extraordinarily hard time focusing (although the particular students in this group really varies from day to day). For these students, the teacher should walk by their desks and help the students eliminate distractions and/or turn the whole class discussion questions (toward the end of the lesson) into partner share questions and walk around to ensure they are on task and understanding the concept.

Assessment
The beginning assessment for this lesson is really built into it. If the students understand the parts of a letter at the beginning, it should show through discussion and the questions being answered quickly and correctly. If at any point the teacher feels like the extra letters are unnecessary, these can be eliminated, and the students can move on to the next part of the lesson.

The end assessment for this lesson is through their discussion answers. If you are getting confused looks, answers that don’t make sense, or incorrect answers, you know the students
don’t get it. However, if on the last letter the students get the correct parts of the letter, and their discussion answers are thoughtful and make sense, then they understand the concept.

The assessment to see if they understand the difference between writing and talking will also be through discussion. If the students can identify at least 5 differences (as a class) and 5 similarities (as a class), the students understand the difference between writing and talking.
Dear Sir/Madam,

I am writing to complain about a meal we had in your restaurant yesterday.

We had booked a table for six but when we arrived there were no free tables and we had to wait for more than 45 minutes to sit down.

From a menu of 12 dishes, only four were available and their quality was poor. The fish, in particular, tasted awful and the waiter was rude when we told him about this.

We have eaten in your restaurant several times in the past but this is the first time we have received such bad treatment. I am not asking for a refund but I would like you to improve the quality of your dishes and service.

Yours faithfully,

Ravi Meerson

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Dear Mr. Gibson:

I recently purchased a blow dryer from one of your Quick Mart branches located in Centerville, Alberta. When I began to use it the day after it was purchased, it was not performing like it should have been. I located the guarantee statement that assured me that if the product I bought was not entirely satisfying, I could return it along with the proof of purchase and an explanation of the difficulty I experienced. I would like to use this guarantee to its fullest extent.

I know your company, Alet Manufacturing Limited, is well known for their good quality products and excellence in service. I am willing to give the company another chance and I would love to enjoy a quality blow dryer from your inventory. Please send one to the address enclosed. I would like to get it as soon as possible. Thank you very much and I hope to receive my blow dryer shortly.

Yours truly,

Candace Winters

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30 August 2007

Dear Mrs. Sittonford,

Thank you so much for coming to my birthday party! It was so kind of you to stop by—even if it was just for a little while. It meant a lot to me that you would stop by on my birthday to see me.

I also really appreciate the birthday present. I have always wanted a fudge spinner, and I was thrilled to see it when I opened it. I've already been enjoying it, and can't wait to show my friends. Thanks again!

Sincerely,

Rachel Davis

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January 2, 2014

Dear Mrs. Raspberry,

Hi, how are you? I am having a great winter vacation. I hope you are too! I wanted to write you a letter to tell you about an exciting thing that happened to me.

Last Saturday, when I looked in our pond I found a jellyfish. I couldn't believe it. I was so excited, I always wanted a jellyfish for a pet.

Do you think jellyfish taste like jelly? Maybe I will lick it and let you know.

Your curious student,

June
Dear Mary,

How are you? I'm very well. I didn't write earlier because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over my garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow color.

I am still thinking about being a writer. Do you want me to send you the story I am writing when it is finished? It is all about animals having adventures.

Write back soon. I am really looking forward to hearing all your news.

Love.

Jenny

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<td>I am so excited that you came over for a play date! It was really fun when we played Connect 4 and made our snack. Please come back soon!</td>
</tr>
<tr>
<td>Dear Grandma,</td>
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<td>4/16/2012</td>
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<tr>
<td>Sammy</td>
<td>Sammy</td>
</tr>
<tr>
<td>Please think about letting me go to the birthday party. I am very sorry that I was sassy. I will not be sassy again.</td>
<td>Please think about letting me go to the birthday party. I am very sorry that I was sassy. I will not be sassy again.</td>
</tr>
<tr>
<td>Your best friend,</td>
<td>Your best friend,</td>
</tr>
</tbody>
</table>
Lesson Plan 2
“We Do”: Practicing Writing Letters Together

Subject and Grade Level
3rd Grade Writing

Approximate Time
20-30 minutes

Rationale for Methods
My method of teaching has been selected because I believe students work best when in a consistent, predictable environment. While my lessons do not look exactly like my cooperating teacher’s lesson plans might, I am trying to align our teaching styles, so the students will act in a (mostly) predictable manner, and they will (hopefully) get the most out of each lesson.

My lesson plans also closely reflect the teaching method “I do, We do, You do”. While each lesson contains this pattern, the unit also largely reflects this style of teaching (where this second lesson is mostly the students and the teacher working together to write a letter).

Content Standards
English Language Arts Grade 3
Writing Standard 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

English Language Arts Grade 3
Writing Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Academic Language/Vocabulary Objectives
Heading
The very beginning of a letter (usually right aligned). This typically includes an address and a date. In the case of these lessons, just a date will be introduced and used.

Greeting
The next section of a letter. This is where “Dear ______,” falls. It is simply greeting the reader and identifying who is to read it.

Body
This is the main section of a letter (it can vary from one paragraph to many). It is where all the major content and “talking” parts of the letter occur. These sections are NOT indented, although there is a space in between paragraphs of the body.
Closing
This is where the writer signs off. “Love,” and “Sincerely,” both fall into this category. While this is not always used in all letters, this will be used in every example letter and in every letter written by the students during this unit.

Signature
This is where the letter is signed AND printed by the writer’s name. It closes the letter.

Brainstorm
This is where the students come up with ideas to write about—it isn’t an outline (because none of the ideas are in order, thought through all the way, and all the ideas won’t be used).

Required Materials, Resources, and Technology
Whiteboard & Marker
This is an easy way for all students to see what is going on. It is nice because you can use it with the lights on, (compared to the projector) which helps certain students stay focused.

Paper & Pen (for teacher)
This is for the letter we are writing as a class. The teacher should use paper and pen (or pencil) so the students can see what is expected of them when they write their letters.

Projector
This is so the students can watch as the teacher writes the letter. It is also beneficial, so the students can go back and reread parts of the letter that have already been written (so the letter flows well).

Papers & Pens for Students (if the students can’t concentrate)
This is only if students are having a hard time concentrating. If they are, the teacher can have them copy the letter she is writing with them. This will help them concentrate and provide input of what to put on the letter.

Lesson Objectives
By the end of the lesson, the students should feel confident in writing their own letters to someone. They will be able to identify appropriate things to write in more formal letters (although not completely formal), and some things that do not belong in these letters.

The students will also be able to identify appropriate things to write about when a certain audience is in mind (like the principal) and things that might be appropriate in other letters, but not to that audience.

Instructional Procedures
• Tell the class that today, we are going to write a letter as a class
• Ask the students to identify the parts of a letter (from previous lesson)
• Ask them to give an example (or definition) of each part
• Brainstorm ideas with students (writing ideas on the board) about things we could write in a letter to the principal (what kind of letter will it be?)
• Start the letter on the paper (using the projector so the students can watch) and ask the class what they want to write. (Ensure the correct format, but then let them come up with the letter.)
  o If the class is having a hard time concentrating, have them copy the letter onto their own papers for additional practice (as the teacher writes it).
• If at all possible, give the letter to the principal (in teacher’s own time)

The vocabulary (heading, greeting, body, closing, signature) should be a review from the previous lesson. However, by reviewing it at the beginning helps ensure that every student knows what we are talking about as we continue the lesson.

“Brainstorm” should be a familiar term for most students. However, some students may not know what this means (and will not be able to figure it out based on context clues). If this is true, the teacher should explain that “brainstorming” is like a really rough outline. The students are just coming up with ideas of what they could possibly write.

Adaptations/Accommodations
For my students who have a hard time concentrating, they may copy the letter (and follow along with the teacher). Other than that, all the support needed for my other students is built into the “we do” portion (the class writing the letter together). My advanced learners will be helping a lot, while some of my struggling learners are watching (and learning) and providing input when they can.

Assessment
The assessment for this lesson is built in. You can tell what students understand the concept and how to correctly build a letter when you ask them what to write next. If they are saying inappropriate things for a letter, or in the incorrect format, they don’t understand how to write a letter, and this should probably be re-taught to that child.
Lesson Plan 3
Addresses on Envelopes

Subject and Grade Level
3rd Grade Writing

Approximate Time
20-30 minutes

Rationale for Methods
My method of teaching has been selected because I believe students work best when in a consistent, predictable environment. While my lessons do not look exactly like my cooperating teacher’s lesson plans might, I am trying to align our teaching styles, so the students will act in a (mostly) predictable manner, and they will (hopefully) get the most out of each lesson.

My lesson plans also closely reflect the teaching method “I do, We do, You do”. This lesson starts with the teacher fixing the addresses, then the class fixes addresses together, and then finally, the students will be fixing them on their own (or with partners).

Content Standards
English Language Arts Grade 3
Language Standard 2b: Use commas in addresses.

English Language Arts Grade 3
Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Academic Language/Vocabulary Objectives
Envelopes
A folded paper with a seal (of some sort) that typically holds a letter.

Zip Code
A group of 5 numbers used in addresses on mail to help identify the location of the address.

Address
Where someone lives (a specific description of).

Aspects
A part or feature of something.

Required Materials, Resources, and Technology
Projector
This is the best way to show information to the entire class without having to copy it onto a board or without handing papers to every student.
Sample Envelope (attached at end of lesson)
This is so the teacher can introduce the various aspects of addresses with the students looking at the same example (and in the correct format envelopes need).

Address Worksheet for Each Student (attached at end of lesson)
This is for the students, so they can practice fixing addresses on their own, with the teacher, and with their partners.

Pencils (for students to fill out worksheet)
This is so the students can fill out the worksheet (and erase mistakes as needed).

Lesson Objectives
By the end of the lesson, the students should be able to correctly write addresses using correct punctuation, line breaks, and capitalization.

Students should also be able to identify each aspect of an address and where they belong on an envelope.

Instructional Procedures
• Pull up the sample envelope on the projector
• Ask the students what it is
• Ask the students to identify the various “aspects” of the envelope (names in 2 spots, addresses in 2 spots, the zip code, etc)
  o When the “zip code” is brought up, the teacher should introduce the word (see below for more information)
• Ask the students to identify other things they noticed (if the students need direction, they are looking at commas, line breaks, capitalization, etc)
• Talk to the students about anything else they did NOT notice (what do the two different spots mean, etc)
• Pass out the worksheets and put one up on the projector
• Do the first two together as a class (capitalizing, adding commas, etc)
• Talk about what information goes on each line
• Have the students fix the next two addresses with partners (ensure the teacher is walking around to help as needed)
• Check the answers together by the teacher filling them out on the projector (and the students giving the corrections)
• Have the students fix the last two addresses on their own (ensure the teacher is walking around to help as needed—my fast finishers may write their own address on the back of the paper)
• Check the answers together by the teacher filling them out on the projector (and the students giving the corrections)
The students should probably know what an envelope is, but for the students who don’t, the teacher should explain that it is what we put our letter in, and it is how we mail our letters. The students should also probably understand what an address is. However, if they don’t, the teacher should explain those numbers and words show the mailman where that person lives (examples can be given).

I do not think the students will know what a “zip code” is. This should be explained when someone notices the numbers. A “zip code” is just a group of 5 numbers that lets the post office find the correct city and state (it is a number assigned to that area). What would happen if you had two cities named the same thing? (The zip code would clarify).

The students should know the word “aspect” (because it is one of their academic vocabulary words they have been using in the classroom). However, if they need a reminder, you can refer them to the wall with the definition and ask someone to read it.

**Adaptations/Accommodations**
For my struggling learners, I am putting the information up on the projector so if they get behind the class, they can look up and catch back up. I am also going to be walking around and helping groups and individuals if they have questions. If needed, I will do more examples as a class, and fewer on their own.

For my advanced learners, I am going to allow them to do the addresses on their own. If they finish early, and are bored, they may write their own address (or make one up if they don’t know theirs) on the back of their papers. (The teacher should then check it and discuss any problems with the student.)

**Assessment**
The assessment for this lesson is partly in this lesson, and partly in the next lesson. In this lesson, the students will be correcting their own addresses on their own (and with partners). If the students can correctly do this, they understand how to write addresses.

In the next lesson, the class will be asked to recall this information and help the teacher fill out an envelope for the author they are writing letters to.
Lesson Plan 4
Application: Writing A Letter Alone

Subject and Grade Level
3rd Grade Writing

Approximate Time
20-30 minutes

Rationale for Methods
My method of teaching has been selected because I believe students work best when in a consistent, predictable environment. While my lessons do not look exactly like my cooperating teacher’s lesson plans might, I am trying to align our teaching styles, so the students will act in a (mostly) predictable manner, and they will (hopefully) get the most out of each lesson.

My lesson plans also closely reflect the teaching method “I do, We do, You do”. While each lesson contains this pattern, the unit also largely reflects this style of teaching (where this fourth lesson is mostly just the students getting assessed on addresses and preparing for the “You do” section of this unit).

Content Standards
English Language Arts Grade 3
Language Standard 2b: Use commas in addresses.

English Language Arts Grade 3
Language Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Elementary Library Media Grade 3
Strand 2, Objective 4: Identify roles, tools, and purposes of authors, illustrators, and other contributors to the text.

Academic Language/Vocabulary Objectives
Author
The person who wrote the book.

Illustrator
The person who illustrated the book.

Brainstorm
This is where the students come up with ideas to write about—it isn’t an outline (because none of the ideas are in order, thought through all the way, and all the ideas won’t be used).
Required Materials, Resources, and Technology

*After the Fall (How Humpty Dumpty Got Back Up Again)* by Dan Santat

This book is to help students realize the difference between authors and illustrators. It also will help the students come up with something to write about in their letters (in the next lesson).

Envelope

This is for the teacher to (with the students’ help) write the addresses on (to send the letters to Dan Santat).

Stamp

This is for the envelope, so the letters can be sent once they are finished.

Whiteboard & Marker

This is for the teacher to write on, so the addresses can be enlarged for the students, and so any mistakes can be easily erased.

Lesson Objectives

By the end of the lesson, the students should be able to (still) correctly write addresses using correct punctuation, line breaks, and capitalization.

Students should also be able to (still) identify each aspect of an address and where they belong on an envelope.

Students should also be able to give some examples of appropriate things to write in their letters to Dan Santat.

Instructional Procedures

- Read the book *After the Fall (How Humpty Dumpty Got Back Up Again)* by Dan Santat to the students
- Tell the students the author is also the illustrator (meaning that the person who wrote the book also did all the pictures)
- Explain that we are going to be writing the author (and illustrator)
- Show the envelope to the students and have the students help write the addresses on the white board (for the teacher to copy to the envelope) (using their previous knowledge)
- Brainstorm with the students to come up with things you could write about (questions, personal experiences, the pictures, your favorite part, etc)

The students should be familiar with the words “author” and “illustrator”, however, the teacher should clarify these when talking to the students about Dan Santat. The students should remember “brainstorm” from the previous lesson (when writing a letter to the principal). However, if they do not remember, you can remind them that we are coming up with ideas of what we could write in this particular letter.
Adaptations/Accommodations
There aren’t really any accommodations in this lesson (since the entire lesson is done together with the group, and it should be all review from previous lessons).

Assessment
This lesson is assessing and ensuring the students know (and remember) how to write addresses on envelopes. If the students can help the teacher correctly place the address onto the envelope, they understand this.
Lesson Plan 5
Writing A Letter to The Author

Subject and Grade Level
3rd Grade Writing

Approximate Time
20-30 minutes

Rationale for Methods
My method of teaching has been selected because I believe students work best when in a consistent, predictable environment. While my lessons do not look exactly like my cooperating teacher’s lesson plans might, I am trying to align our teaching styles, so the students will act in a (mostly) predictable manner, and they will (hopefully) get the most out of each lesson.

My lesson plans also closely reflect the teaching method “I do, We do, You do”. While each lesson contains this pattern, the unit also largely reflects this style of teaching (where this fifth, and last, lesson is just the students doing the “You do” portion—writing letters on their own).

Content Standards
English Language Arts Grade 3
Writing Standard 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

English Language Arts Grade 3
Writing Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Academic Language/Vocabulary Objectives
Heading
The very beginning of a letter (usually right aligned). This typically includes an address and a date. In the case of these lessons, just a date will be introduced and used.

Greeting
The next section of a letter. This is where “Dear [Name],” falls. It is simply greeting the reader and identifying who is to read it.

Body
This is the main section of a letter (it can vary from one paragraph to many). It is where all the major content and “talking” parts of the letter occur. These sections are NOT indented, although there is a space in between paragraphs of the body.
Closing
This is where the writer signs off. “Love,” and “Sincerely,” both fall into this category. While this is not always used in all letters, this will be used in every example letter and in every letter written by the students during this unit.

Signature
This is where the letter is signed AND printed by the writer’s name. It closes the letter.

Required Materials, Resources, and Technology

¾ Sheet Papers for Each Student
These papers are for the students to write their letters on. It is ¾ sheet papers, so the students will have enough room (but not too much) to write their letters. Hopefully, this will provide built in guidelines for the students to work with.

Pencils
These are for the students to write with (this way they can erase mistakes).

Envelope from Previous Lesson
This is for the students to put their letters in when finished (so they can be sent when everyone is done).

Lesson Objectives
By the end of the lesson, the students should have a coherent and correctly formatted letter to Dan Santat. They also should be able to identify the various aspects of their letter.

Instructional Procedures
• Remind the students of some ideas we had previously discussed for writing their letters
• Have the students identify the various parts of letters (heading, greeting, body, closure, signature)
• Come up with specific greetings that would work when writing to Dan Santat, and tell the students that their signature must only include their first names
• Remind the students that the letter must be in their best handwriting (so Dan Santat can read it)
• Give each student a piece of paper and pencil. The students will start their letters (the teacher will walk around and help as needed)

The students should (at this point) know what they are doing. The reminders at the beginning are just to help them remember the day before, and to get them started. The students should be coming up with their own, unique, letters to the author.
Adaptations/Accommodations
There are quite a few accommodations for this lesson. It will be expected that the students will fill the entire \( \frac{3}{4} \) sheet of paper. For students who need more guidelines, at least 5 sentences and 2 questions are required in order to be “finished” with the letters.

The time given should be sufficient for all students to finish their letters. However, when students finish early, they will be allowed to draw a picture on the back of their letter for the author.

Students who need additional support will be provided support as the teacher walks around (to help with ideas, spellings, etc).

Assessment
This entire lesson is an assessment of my unit. It starts with a quick review of things we have covered (students who answer these questions and can explain these concepts well understand the topic).

The other assessment is when the letters are written. Students who have the correct format, and who write a coherent letter understand the concept of writing a letter.
Reflection and Evaluation of Lessons  
(Including Analysis of Assessment Data)

**Analyze Student Learning**

**Student 1**

Student 1 did about how I thought she would during these lessons. Although she didn’t participate much, she was typically paying attention and ready to work. When asked the parts of a letter, she also was able to identify those parts on her own (the students had their eyes closed, and had to raise their hands when the correct answer was said). Her quality of letter drastically increased throughout the lesson, and she included a lot more aspects of the letter in her later letter.

Here is her first letter (the apology note) that was done after the first lesson. You can see that she really understood the header, and had an appropriate greeting (although she was missing the comma). She also did not indent her body of her letter, however, she was missing her closing and signature altogether. Her spacing of her letter was also in the correct format. Really, this letter is fine, although a little short. The only big part that she really needs to include is her closing and signature. After seeing this, the class focused on closings and the signature much more (in addition to adding commas to both the greeting and the closing) to help this student.
Here is her address worksheet. She really caught onto this concept quickly, although she and her partner did not get very far on this. She has the corrections all there in both her rewrite and her edit. This included commas, capitalization, line breaks, etc. When I walked by her desk, she seemed to really understand how to fix the addresses and why they needed to be correct for envelopes. Although she did not participate when we did our envelope to Dan Santat, I believe that she understands the concept fully.
Here is Student 1’s final letter. Here you can really tell some growth. Her header is still there, and she has also included an appropriate greeting (with a comma). This showed that although our class didn’t spend much time on either of these aspects later (because the majority of the class understood them), she still retained the information, and even added a comma to the end of her greeting. She has included appropriate spacing throughout the letter (except with her signature—which had to be whited out). Her letter has gotten a little longer, and she has included a line break to break her paragraph apart. She has also included an appropriate closing (although it isn’t capitalized, and is missing the comma). This is better than her previous letter, where she left this out all together. Although there are some improvements to be made here, at least she has added a closing and signature. In her signature, she had both parts: the signature and the rewrite of the name (although the spacing was a little off). Overall, you can tell she picked up on a lot of the aspects of a letter. The only thing to work on is the closing and the signature. She understands how to write a letter.
If I were to teach this lesson again to this student, I would spend more time on the closing and signature. She seemed to grasp all the other concepts and the spacing of the letter, but working on those a little bit more would have been beneficial to her.

Student 2

This student was always eager to show what he knew. He would volunteer in every class discussion, and was willing to answer every question (and he always had the correct answer). He was attentive during all the lessons, and had a firm grasp on each part of the letter (as was shown through many reviews of these parts with the class). His letters clearly reflect what he has learned, and it was exactly what I was looking for. He was happy to help students who couldn’t remember aspects of addresses or letters, and was very creative when asked for examples of the parts of letters.

Here is his first letter (the apology note). To start, you can see that he has put a “from: ____” at the top of the letter, but then later erased it (when he added the signature). You can see that he has included a header, and a greeting with a comma at the end (although his greeting isn’t capitalized). He is missing the extra space between the greeting and the body, but has indented the entire body so I can still tell I’ve moved onto the next section of the letter. Although they were instructed not to indent the body of the letter, in the traditional paragraph sense, he didn’t. He also included the spacing needed before the closing of the letter. In his closing, he is missing the comma, and his closing is not capitalized. In addition, his signature did not have the correct spacing (although he did have both parts needed for his signature). After seeing this, I really stressed adding the comma after the closing and capitalizing both the closing and the greeting. We also touched on spacing of our letters a couple of different times.
Here is his address worksheet. Although he did not get to finish the last address he was working on, he understood the concept of fixing the addresses quite well. He has all of his aspects correct and on the correct line. When I walked around, he was patiently helping his partner who did not seem to grasp the concept as well, and was helping him understand why things needed to be changed. He was also helpful when we were writing the addresses on the envelopes to send to Dan Santat. He has a very firm grasp of how to correctly write addresses, and no more instruction was needed.
Here is Student 2’s final letter. At a glance, you can tell that he has fixed his spacing everywhere. He has space where he is supposed to, and no extra space. He also has included all the important aspects. He has a header, an appropriate greeting (that is both capitalized and has a comma), a body (with two different sections), a closing (that is both capitalized and has a comma), and an appropriate signature (with both parts included). This letter is also significantly longer than the first one, and you can tell a lot more
thought was put into it. Overall, this letter is “perfect”. It has all the aspects and correct formatting.

If I were to reteach this unit to this student, I wouldn’t change anything. He has included everything taught in the perfect formatting and has mastered letter writing.

**Analyze Teaching Effectiveness:**

Lesson 1

The first lesson went well. I spent a lot more time discussing the parts of a letter than I had originally planned (leaving a little less time to do the activity at the end of the lesson). I also decided (based off of time constraints), that we wouldn’t use the last two letters (we only looked at two letters). However, I think this was quite beneficial because I feel that the students really understood the various parts of the letters (based off my verbal questions and responses from the students). In addition to these small changes, I had the students read the letters aloud (so I could walk around and pay attention to the students during this time).

If I were to reteach this lesson again, I would shorten the length of my letters. Although these letters were a little longer because I wanted to show good writing, these lengths actually proved to be time consuming and mostly counterproductive. I think having one longer letter would be wise, but I think the other letters should be shorter for time constraints. I would also eliminate some of the bigger words in my letters. While these words felt fine when the teacher was going to read these, they were a little too challenging for the students to read aloud to the class. Another change I would make to this lesson is that I would have made two easier letters to rearrange for my struggling students. These students did not make it very far on the other letters, and they struggled with these letters more than I would have liked (while these letters seemed appropriate for the majority of the class).

Lesson 2

Before my lesson, the students had to write apology notes to a teacher for being naughty. Because of this, I was able to see what the students had retained (and used) from the lesson the day before. This helped me review things they hadn’t caught onto and move on past things they had mastered (like signature and heading). Because I had this knowledge, we actually started the lesson with a review of some of the things I felt the students didn’t quite understand or things they had forgotten. I pulled up one of the letters from the day before that we hadn’t viewed, and we looked at that and noticed some commas, the greeting, the closing, and the spacing of the letter. I think this review was quite successful, and helped the students notice some of the aspects they had missed the day before.
After the quick review, the brainstorming for ideas did not take very long. The students were very quiet. I don’t know if this was because they didn’t have any ideas or if they were just tired. However, because of this, we had a lot of time left at the end of the lesson. This proved to be quite beneficial because we could start our introduction to addresses (which was the next lesson). At the end of the lesson, we had a great discussion about what we might need to send a letter (addresses, envelopes, stamps, etc). I then introduced the idea that I would need a specific format—not just a vague description of where I live—so the letter can make it to my house.

If I were to reteach this lesson, I would make sure to decide on a purpose (as a class) for the letter BEFORE beginning to brainstorm some ideas. We had already started brainstorming ideas for the principal (with a purpose of friendly and thank you note in mind) when a student came up with the idea we could persuade him to do something (which would have been a different purpose). I think it would have been a little easier to keep on topic (and help the students come up with more ideas) if we had set a purpose at the beginning of the brainstorm. I also think that I would want to include the introduction to addresses at the end of the lesson in future lessons as well. This proved to be beneficial and allowed more time in the next lesson (in addition, it allowed the students to start thinking about addresses).

Lesson 3

This lesson was not quite what I hoped. We started the lesson with a quick review of the introduction and jumped straight into analyzing the sample envelope. We spent quite a while discussing all the aspects and positioning of the envelope. This took a lot longer than I thought. The students seemed to pick up on this quickly, however, and when we pulled out the worksheets, we only did one as a class. I “made mistakes” on the projector on my worksheet, and we discussed how NOT to fix the addresses. I think this (although unplanned) turned out to be the best part of the lesson. The students were engaged, and excited when they got to help me fix something I had done incorrectly. After this, there wasn’t a lot of time left. I had the students correct one address (or a couple if they finished early) with their partners. They all did really well, and all the students had the address corrected correctly.

If I were to reteach this lesson, I would have spent a little less time on the sample envelope and gone to the worksheet earlier. After getting through only two or three addresses (like we did in the lesson), I would have spent some time having the students write their (or maybe their neighbor’s) address. This would have provided a little more of a challenging task (because they would have to figure out how to take information from a verbal source, or their brain, and put it on paper). I think some of my students would have
appreciated the challenge and it would be a little more applicable to their lives (because addresses aren’t just on paper needing correction). Also, planning a little more time for this lesson might be helpful because I felt like a lot of this lesson was a little rushed due to time constraints.

Lesson 4

This lesson went really well. The students loved the book. They responded really well to it. I only wish that we didn’t have the time constraints that we did so that we could have discussed the book more. As it was, we didn’t really discuss the book at all. We read the book together, and I allowed the students to look at and awe at the pictures.

We then moved on to creating the envelope. I had the writing on the board, because I didn’t want the students to go back to their seats (I thought leaving them up front would keep their attention better). I think this was successful, and we got the addresses finished pretty quickly. The only hard part about this lesson was that we had two students gone all last week, and they kept interrupting and trying to volunteer, but they didn’t learn the material. Even though my questions were not supposed to be answered verbally (they were answered with thumbs up or down or individuals answering), these two students kept blurtling out (probably because I wasn’t calling on them, because I knew they didn’t have the answers). I’m still not sure exactly how to fix this problem, but for this reason, the address went pretty well, but it definitely could have gone a little better. The rest of my class was understanding and not blurtling out, but these (usually well-behaved students) were having a hard time with this lesson.

After this, I sent the students back to their seats to discuss (with their partners) some ideas of what we could write in our letters to Dan Santat. The students immediately started naming off questions we could ask him. While questions are a good part of a letter, I was hoping that their letters would contain some sentences and only a couple questions. I think to reinforce this idea, we are going to have to revisist our brainstorm (and retry this) in our next lesson before we can start our letters. However, they did come up with a lot of good questions we could ask Dan Santat (which they will need in their letters as well).

If I were to reteach this lesson, I would move my “envelope” from the board, to a little board because then I could have been more at their eye-line which would have been easier for the students to see and interact with. I would also start the brainstorm by introducing my own idea of what they could write (their favorite part of the book). I think that had I started this way, the students would have come up with more ideas similar to this (which is what I hope they will write about) instead of just questions we could ask him.
Lesson 5
This lesson went really well. We started with a review of the parts of a letter (and asking for specific examples of what we could write in our letters to Dan Santat). This was beneficial for students who had missed earlier lessons, and I think it was a good reminder to the students. Then they were released to write their letters. We only had a few students who didn’t finish in the time given (and they only had to come in for a couple minutes to finish these letters). This lesson was more like an assessment of the entire unit, and I think all the students did quite well.

After looking at the letters, I was pleased to find that every student had all the parts of a letter in order (although I was missing some commas in some letters). The letters were also appropriate for our audience (Dan Santat), and I got some quality letters from students who I was worried about. I think providing the guidelines of 5 sentences and at least 1 question went really well. It helped some of my students who like finishing early actually focus on getting a good letter and not just a list of questions. While this was a little challenging for some of my students to have at least 5 sentences, they all did really well, and all the students were successful in completing quality letters.

If I were to redo this lesson, I don’t really think I would make any changes. I was really pleased with the students’ results, and I would still have my review at the beginning (which was the only teaching aspect of this lesson).

Overall Unit Evaluation
Overall, I think my unit went quite well. Some particular lessons could have been improved, but I think the lessons worked well together to create a coherent and diverse unit (where the students could show what they know in multiple ways at multiple times).

The data collected (throughout the various lesson and the final letter written) really shows that my students understood and could apply what was taught. I felt that all of my objectives were met by all students, and individual students were challenged.

If I were to redo this unit, I would love to introduce the topic in a different, more engaging, way (maybe with a book that is mostly letters like The Day The Crayons Quit?) Although, given the same time constraints, I still wouldn’t have time for that, and so I would probably keep my lesson about the same. My unit might also change depending on the class dynamics. My unit was really based off the current way my cooperating teacher teaches in hopes that the students would respond well to a familiar style (which I think was successful). However, if I went to a different class where the teaching style were
very different, my unit would have to change drastically in so many ways. Other than that, I got better results than I initially expected, and I think the unit was a huge success.