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| **UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE-Short Form** |
| **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.SL.4.1**](http://www.corestandards.org/ELA-Literacy/SL/4/1/): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  **CA.ELD.P1.4.3.Ex**: Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g. *I agree with X, but…*) as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.  [**CCSS.ELA-LITERACY.W.4.1.B**](http://www.corestandards.org/ELA-Literacy/W/4/1/b/): Provide reasons that are supported by facts and details. |
| **Lesson Objective: What do you want students to know and be able to do? (TPE 3)**   * Students will be able to discuss in partners and in whole group discussion about what they observe. * Students will use logical reasoning and context clues to form an opinion and predict what will happen next in a picture. * Students will be able to use details and evidence from the picture to support their opinion verbally and written. |
| **Assessment: Formal and Informal Assessment. (TPE 5)**   * **What evidence will the students produce to show they have met the learning objective?** * Students will refer back to the details of the picture when speaking about their observations and opinions. * Students will write their opinion piece in their writing journals. * **What modifications of the above assessment would you use for language learners and/or students with special needs?** * Clarifying vocabulary correlating to the picture, checking for understanding using hand signal (thumbs up, thumbs down) * Sentence starters are on display in the class with ways to talk about their observations and their opinions (Ex. I noticed…. I am wondering why… I see…I agree… In my opinion... ) |
| **Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**   * **Prerequisite skills from prior school experiences** * Ms. Salcedo has done opinion pieces with this group before. They have written on topics and presented to the class. The students also have experience in describing pictures verbally and using clues from the picture to defend their reasoning in preparation for state testing.   + Students are familiar discussing with partners (turn and talk).   + Students have been working on fact versus opinion. * **Strategy to connect school learning with prior experiential knowledge and/or cultural background** * Pictures used in the lesson are relevant to the student’s interests. * **Pre-assessment strategy** * In the first phase of the lesson I will observe for understanding by checking to see if the students are able to describe anything they see in the picture. Before I send them off to work I will check for understanding of the next phase of the lesson. Clarifying that they understand the difference between a fact and an opinion. |
| **Academic Language. (TPE 3)**   * **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?** * Students will gain further experience in discussing and supporting their thoughts using vocabulary such as: opinion, agree, disagree, fact, observation, prediction. |
| **Equity. (TPE 1, 2, 3, 4)**   * **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels) Describe your differentiated instructional strategy.** * Through the first phase of the lesson, I will be clarifying vocabulary surrounding the lesson. The first phase of the lesson will also be done out loud so that students are able to voice their observations and opinions to scaffold them so when they move on to the writing portion they already have experience doing it orally. By having students share out verbally, others have the opportunity to make new observations from the pictures. |

**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.**

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| **Time**  10 min  15 min  5 min | **Teacher**  1. Opening Move: I will project a picture up on the projector. I will ask students, “What do you notice?’   * Clarify observation. Students will only state what they can see in the picture. * I will ask students to turn and talk before sharing out. * “Where do you see that?” “Does everyone else see that?”   I will then ask students, “Using what you see in the picture, in your opinion what do you predict will happen next?”   * Clarify opinion, prediction. * “I think a mermaid is going to jump into the street and play with a dog. By looking at the picture do you think that would be logical? * I will refer students to the sentence starters and supports in the classroom to help support their conversations. * I will ask students to turn and talk before sharing out.   2. Activity: I will explain to the students that I will be showing them a new picture.   * Students will get to turn and talk about the new picture using the same format as before. * I will ask the students, “Just like before, in your opinion what do you think will happen next?” * I will explain to the students that instead of talking about their predictions, we will be writing our opinions in our journal.   3. Closing: Students will have an opportunity to discuss what they did today. They will first pair share then I will have them share out with the class.  Reflect on what we just did:   * Have someone share what we did today * What is one thing you learned today? * What is something you learned about opinions or predictions? Something you learned about your partner? | **Students**  Students will take out materials and have a seat at their desks.  Students will turn and talk about their observations.  Students will get the opportunity to share out.  Students will have the opportunity to ask for clarification regarding the vocabulary.  Students will turn and talk about their predictions.  Students will get an opportunity to share out.  Students will turn and talk about their predictions.  Students will get an opportunity to share out.  Students will get solo thinking time instead of turn and talk.  Students will write in their journals.    Students will reflect on how the lesson went for them and what they took away from the lesson. This will be done in pairs before they have an opportunity to share across the class. | **Resources/**  **Materials**  Students need pencil and writing journal.    I will need projector, white board, and pictures. |