

Lesson Title: INFORMATIVE (FACTUAL) TEXTS: PROCEDURES

Course: English Language Arts (ELA) –Grade: 4

**Designer: Camryn Junop, Olga Zakharova,
Regan Luypaert, Carina de Paz**

Date: 19 November 2018

Learning Outcomes/Intentions

Formal Unit Outcome(s):

CC4.2: Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

AR 4.1 : Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.

Daily Objective:

Knowledge:

- Concepts of capitalization, punctuation and grammar usage.

<p>Targeted Learning Objective(s):</p> <ul style="list-style-type: none"> Following the step by step procedures on making a paper airplane. 	<p>Targeted Learning Indicator(s):</p> <ul style="list-style-type: none"> The student/s can make a paper airplane according to the steps given by the teacher. The student/s can verbalize the step by step procedures on making a paper airplane.
<p>“I can...” statements:</p> <ul style="list-style-type: none"> I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when using other forms of representing. I can ask questions such as "What do I already know? What can I already do? What strategies have I learned? What do I need to remember? What goals do I need to set for myself?" I can reflect on own strategies for viewing, listening, reading, representing, speaking, and writing and set goals to improve the strategies used. I can read, interpret, and summarize literary text(s) that address identity, social responsibility and personal agency. I can use strategies before, during, and after reading that help me to construct meaning while reading. 	
<p>Assessment Evidence</p>	
<p>Formative Assessments(Assessment for Learning):</p> <ul style="list-style-type: none"> The students could write in their own words the step by step procedures on how to make a paper airplane. The students could follow the step by step procedure independently, with adequate supervision/assistance, or with closer supervision/assistance. 	

Summative Assessments(Assessment of Learning):

- The student(s) could make a paper airplane according to the step by step procedure. (Independently; with adequate supervision/assistance; with closer supervision/assistance)
- The student (s) could write in their own words the step by step procedures on how to make a paper airplane.
 - Based on rubrics on writing essays(?)

Learning Plan**Learning Experiences & Instruction:****Starship: Steps:**

1. Have a piece of 8.5 x 11-inch paper vertically in front of you.
2. Fold the paper vertically in half (hotdog fold), then open it.
3. Open the paper flat, then fold the outer top corners in towards the middle fold.
4. Fold both sides of the paper in towards the middle fold, without the two corners into the centerfold line
5. Fold the two sides together, so your airplane is in a triangle
6. Using a pencil divide the thick end of the paper airplane into 4 equal sections.
7. Fold your airplane on the line you just drew, closest to the fold.
8. Fold one wing over the fold that you just made.
9. Fold the second wing over the same fold so that you have a triangle again.

Materials:

- A piece of paper 8.5 x 11-inch paper
- pencil

<p>10. Fold the tips on the thick side of the airplane up.</p> <p>11. Unfold your wings, flatten your wings flat, and throw gently through the air.</p> <p>Resource: Francis, N. (1996). <i>Paper Airplanes and Other Super Flyers</i>. Toronto: Kids Can Press Ltd.</p>	
<p>Adaptation:</p> <ul style="list-style-type: none"> • Have verbal cues for striving readers. • Buddy system may have to be in place for students with high needs. 	
<p style="text-align: center;">Reflection</p>	
<p>To be completed after teaching the lesson:</p> <p>How do you know which students gained an understanding of the material presented?</p> <ul style="list-style-type: none"> • I would know if a student gained an understanding if he or she is able to create the paper airplane independently, or with minimal to adequate assistance. • The student is able to properly fly an airplane. • If the students could recall and write the procedures independently, and concise. <p>What information did you get, from your assessment strategies, about student learning?</p> <ul style="list-style-type: none"> • There are students who need a little bit more explanation. • Some students needs a bit more time to be able to follow the procedure. <p>How can this information be used to adjust instruction continually in ways that support and extend learning?</p> <ul style="list-style-type: none"> • Words may be simplified for ESL learners. • Determine if there are students who need assistance in following lined paper properly. 	

How do the type of questioning, the quality of student discourse, and your classroom culture impact the lesson's success?

- If students have a negative experience on airplanes.
- If there are local students who have not ride an airplane.

Was the instruction culturally responsive?

- The instructions are gendered neutral.

Did it consider the diversities/multiplicities in the class?

I believe that the lesson was very engaging and had a variety of teaching strategies within it - verbal, visual, and hearing.