



Rio Grande Educational Collaborative Before and After School Program Lesson Plan



Guidelines:

Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

Lesson Title:	Holiday Writing - ELA
School:	Lew Wallace Elementary School
Date:	11/20/2017
Instructor Name:	Lindsey Murray
Class Size:	15

Guidelines:

Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

<p>NM Common Core/State Standards:</p> <p>Writing standard Grade 2.3 write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.</p> <p>Language Standard 2.1 Use collective nouns. Use adjectives and adverbs.</p> <p>Writing Standard Grade K.3 Use a combination of drawing dictating, and writing to narrate a single event, tell about the events in the order in which they occurred and provide a reaction to what happened.</p> <p>Reading Standard K.2 Recognize and produce rhyming words</p>	<p><i>For more information on NM Common Core/State Standards visit:</i> http://newmexicocommoncore.org/ http://www.mystandards.org/</p>
<p>Learning Objectives:</p> <p>Students will writing a holiday poem or a short story, fiction or a true event from their lives, to share with the class. Standard was met as demonstrated by students ability to write narratives which describe actions, thoughts and feelings involving nouns, adjectives and adverbs.</p>	<p><i>[Instructional context:]</i> i.e. After listening to "If You Decide to Go to the Moon" by Faith McNulty and identifying relevant words during the readaloud <i>[what students will do:]</i> i.e. Students will write a list of words <i>[Standard was met as demonstrated by:]</i> i.e. Students can</p>



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	identify, spell and define sight words as demonstrated by post activity trivia
Lesson Materials & Equipment: - Paper - Pencils - Coloring utensils	Please include all items and the quantity.
Special Requests for RGEC Equipment:	

Instructional Sequence:

Please Note: This section should be written so that another Instructor could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.

Body of the Lesson

1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

Instructional Sequence:

Instructor should write Noun, Adjective, and Adverb on the board with a definition of each word. After explaining to the group of students what each word means, students should raise their hands with examples of each word. Instructor will write the words under each category (noun, adjective, adverb) or older students can write their words on the board.

Instructor will then introduce the directions: Students can choose to write a poem or a short story to describe the feelings and emotions they experience around the Holiday that their families celebrate.



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FOR POEMS:

- 1. Write Christmas, Hanukkah, Kwanzaa on the chalkboard vertically.**
- 2. Students will work individually to create a poem using the first letter as the beginning of the phrase. For example, Cheery greetings, Holiday Ribbons, Real Mistletoe, Ice and snow, Santa is coming, Trumpets sounding, Merry days, Almost here to spell Christmas.**
- 3. When complete, students should use different colors to underline the nouns, adverbs and adjectives that they used in their poems.**
- 4. Encourage students to use rhyming words and identify them by underlining them with a different color.**

FOR SHORT STORIES:

- 1. Students will work individually to create a story, either fictional or a recount of their own holiday experiences.**
- 2. Students should write a narrative in which they recount a well-elaborated event including details to describe actions thoughts and feelings and provide a sense of closure.**

Younger students can use a combination of drawing, dictating, and writing to narrate their experiences.



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Lesson Credits:

Where did you get your ideas for your lesson? (i.e. website, etc.)

www.rgec.org