



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Holiday Writing

DATE:

SITE NAME:

CLASS SIZE:

NAME(S) OF INSTRUCTOR:

DURATION OF LESSON:

CREDIT (website used/name of author): Lindsey Murray

COMMON CORE STANDARDS: CCSS.ELA-Literacy.W.2.3, CCSS.ELA-Literacy.L.2.1

LEARNING OBJECTIVES:

Students will understand the following:

- Write narratives which describe actions, thoughts and feelings involving nouns, adjectives and adverbs.

ACTIVITY:

Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

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.

For poems:

1. Write Christmas, Hanukkah, Kwanzaa on the board vertically.
2. Students will work individually to create a poem using the first letter as the beginning of the phrase. For example: **C**heery greetings, **H**oliday **R**ibbons, **I**ce and, **S**anta is coming, **T**rumpets sounding, **M**erry days, **A**lmost here, **S**urprises (the first letter of each word/phrase spells Christmas).
3. When complete, students should use different colors to underline the nouns, adverbs and adjectives that they used in their poems.

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.

MATERIALS:

The following materials or equipment needed for this lesson:

(Include special equipment request)

- Paper
- Pencils
- Coloring Utensils

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____

