ELED 470

Monster Project Pen Pal Letters – Language Arts

Name: Bryan Dickinson – Western Illinois University

I. Date to be taught: November 2, 2012.
   Length of lesson: 80 minutes
   Grade level: Grade 4
   Subject topic: Monster project Pen Pal Letters – Language Arts

II. Standards (from Common Core):
   CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
   CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

III. Objectives:
   • Write a rough draft pen pal letter to Mrs. Fink’s 5th grade students in Lake Charles, Louisiana using the friendly letter format.
   • Peer-edit their neighbor’s letters to help correct spelling, punctuation, and complete sentence errors.
   • Write a final copy of their pen pal letters to Mrs. Fink’s class in Louisiana.

   Academic Language: Rough Draft and Peer-Edit

IV. Materials: Pencils - Crayons, Markers, Colored Pencils - Dictionaries - Pen Pal Letter Example

V. Instructional technology:
   -SmartBoard – Projector - Computer

VI. Management techniques for student behaviors, attention-getting, classroom signals: I will use Give me five and One two Three, Eyes on Mr. D to gain students’ attention both before and during the lesson. I will inform the students that they may be eligible to receive a care card if I see them working quietly at their desks and respecting others around them. (Care Cards - little sheets of paper that student’s receive when they are seen being on task, being courteous, well behaved) Students will work individually on this assignment. I will pair a lower achieving student with average students to provide additional support. I will also circulate the room to help students who have questions.

VII. Instructional Delivery

   A. Introduce the lesson: “Good afternoon students!” “You might recall that last week we had a spontaneous Skyping session with a different class who also participated in working on the Monster Project.” “Can someone please tell me where that class was from?” “Which direction would we have to travel to get from Canton, to Lake Charles, Louisiana?” “Very good.” “Today you will be writing a pen pal letter to Mrs. Fink’s 5th grade students from Louisiana.” “You will first be writing a rough draft that will be peer-edited by myself and a classmate.” “Who can tell me what a rough
B. Clarify the purpose and objectives of the lesson: “I would like you to pay attention while I show you a couple examples of what a good pen pal letter should look like.” “You will be using this information to create your own pen pal letter to Mrs. Fink’s class.” “Learning how to write friendly letters is an important skill that you will use throughout your whole life.” “This opportunity also allows you to connect with a 5th grade student from a community that is different from your own.” “Having good communication skills will help you to become successful later in life.”

C. Provide Instruction

1. Instruction and modeling: “You will be writing your pen pal letters to Louisiana using the friendly letter format.” “Before you begin writing your own letters, I would like to show you a few examples of pen pal and friendly letters.” “I would also like to inform you that you are going to first write a rough draft that will be peer-edited by your neighbors.” “After your neighbors and myself have read through your rough drafts, you make write and color your final draft.”

2. Checking for understanding: “Okay class, give me a thumbs up or down if you understand the instructions for today’s lesson.” If some students have their thumbs down: “Will the students with their thumbs down please turn to your neighbors and ask them to explain the directions again?”

3. Guided practice: “Next, we are going to exam and write a pen pal letters using the friendly letter format.” “Let’s begin by looking at an example of a Pen Pal letter.” “How did this person begin their Pen Pal letter?” “What are some things that this person included in their first paragraph?” “How about their second paragraph?” “How did they end their letter?” “Okay, now let’s work together to write a quick Pen Pal letter from me to Mr. Ferguson from New Hampshire.” “How should I start my letter?” “What should I include in my first paragraph?” “What about the second paragraph?”

4. Independent/student practice: “Now you are going to work quietly at your desks so everyone can concentrate on writing their own Pen Pal letters.” “If you have a question raise your hand I will come help you.” “If I am working with someone else you may quietly ask your neighbor for some help.” “Remember to include every part of your letter that we discussed earlier.”

5. Procedures you will use during the lesson to accommodate the specific needs of the two atypical students and other students with similar needs: I will allow students with reading and writing IEPs to work with partners who have a good comprehension of how to write a letter and its requirements. I will also be circulating the room to help students with questions and ideas.

6. Classroom management: I will use one, two, three, eyes on Mr. D and give me five to gain students attentions both before and during the lesson. I will also say and act out give-me-5 to gain the student’s attention when they get loud during group work. I will be moving around the room during the independent student practice to reduce behavior problems.

7. Closure: “What was your favorite question that you asked your pen pals today?” “Why is it important to practice writing letters?” “Give me a thumbs up, down, or sideways if you think you could write a pen pal at home all by yourself.”

VIII. Formative assessment: I will be assessing the students letters based on their abilities to follow the directions to complete a friendly pen pal letter.

Monster Project Lesson Plan – www.smithclass.org/proj/Monsters