**Section 1:** Demographic Information

School Name: Longwood Elementary School Teacher Name: Candace Pierce

Date: December 4, 2013 Time: 1:30-2:30

Room Number: 148 Grade Level: Kindergarten

Demographics of the class: Heterogeneous group of 23 children. Of the 23 students 3 students have an IEP, 9 children are English Language Learners and 8 students are low-income.

**Section 2:** Determine the text, topic and instructional approach for the lesson

This lesson is a research/informative writing lesson. Students have been reading to learn about communities and jobs in the community in reading and social studies. Each student is now researching and writing about a job that he or she would like to know more about.

**Texts utilized during the lesson:**

* Many non-fiction books about nurses, doctors, police officers, firefighters, dentists, veterinarians and pharmacists.
* Pebble-go data base

**Common Core Standards addressed in this lesson**

While the focus of this lesson is taken from the following two CCSS:

* [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
* [CCSS.ELA-Literacy.W.K.7](http://www.corestandards.org/ELA-Literacy/W/K/7/) Participate in shared research and writing projects.

There are many other CCSS that will be addressed during this lesson. They are as follows:

* [CCSS.ELA-Literacy.RI.K.7](http://www.corestandards.org/ELA-Literacy/RI/K/7/) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
* [CCSS.ELA-Literacy.RF.K.3](http://www.corestandards.org/ELA-Literacy/RF/K/3/) Know and apply grade-level phonics and word analysis skills in decoding words.
* [CCSS.ELA-Literacy.RF.K.1](http://www.corestandards.org/ELA-Literacy/RF/K/1/) Demonstrate understanding of the organization and basic features of print.
* [CCSS.ELA-Literacy.L.K.1a](http://www.corestandards.org/ELA-Literacy/L/K/1/a/) Print many upper- and lowercase letters.
* [CCSS.ELA-Literacy.L.K.2c](http://www.corestandards.org/ELA-Literacy/L/K/2/c/) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
* [CCSS.ELA-Literacy.L.K.2d](http://www.corestandards.org/ELA-Literacy/L/K/2/d/) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Section 3:** Plan the Lesson

We have been working with non-fiction text and learning about communities and jobs in our community for approximately four weeks. The children worked with the teacher to create a class project in which we researched the job of a teacher together. During the class research project, students were introduced to and used a R.A.N chart to organize their information that they were confirming or learning. After gathering information, students sorted the information into four categories: where teachers work, what teachers do, what tools they use and other interesting facts. Each student then chose the fact that he or she wanted to write and illustrate for our class book about teachers.

Upon completion of our class project, each student then looked at our class circle map, “Jobs in Our Community” and chose a job to research. Students were put in groups of two or three to work together to gather information. Although they are working together when finding the information, each child will have an individual project when finished.

During our last writing time, we wrote down what we thought we knew about a job in our community, answering the question, what do you think you know about \_\_\_\_? Today, we are going to look for new information about the tools he or she uses when performing his or her job. What tools does a \_\_\_\_\_\_ use to do his/her job? The teacher will review how to record a fact by using a nonfiction source about a teacher and sketching a picture to collect information, including labels when applicable.

The teacher will review the types of nonfiction sources available and how to use each source to gather information. The teacher will also review how to work together to gather information.

Students will work with together to research and draft the “tools” section of their project.

Although today’s focus in on tools, students may add to other sections of their research if they find other information along the way.

In closing the lesson, students will gather back on the carpet to share one piece of information that was discovered today. Reminding students that tomorrow we will publish the information gathered today for the final project.

In the next several days, we will continue the above process until each piece has been