

Talbot County Public Schools
DAILY LESSON PLAN

Teacher's Name: _____

Lesson Title: 4th Grade Service Learning – Lesson 1 Date: _____

Subject/Course/Unit: Reading /Service Learning Time: _____ Grade: 4

Students may earn up to 6 hours of Service Learning at the completion of this mini-unit

Student Performance Objectives:

[CCSS.ELA-Literacy. RI1](#). Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy. RI2](#). Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-Literacy. RI4](#). Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Cue Set:

In small groups, brainstorm what service learning is and how it is beneficial to the community. Allow each group to share their ideas and record them on the board or large piece of paper.

Using the ideas that the students have shared, write a definition for service learning on the board. Have students discuss examples of service learning they have participated in or have seen in the community, based on the generated definition.

Explain that they will be completing a project to help them inform other about the negative effects of bullying, how it is harmful to others and ways to prevent and stop bullying.

Teaching Strategy:

Before Reading: Activate prior knowledge about bullying through a brief discussion. Have students partner up (groups of 2-4) and share their experiences for about 3-5 minutes.

Have students independently preview the text Good-Bye Bully Machine by Debbie Fox and Allan L. Beane, Ph.D. Have students predict some of the main ideas and key points the author might make in this text. Record or have students independently record some predictions.

During Reading: Have students mark with a post it note key ideas in the story and/or places where they had a strong reaction. At convenient stopping points, discuss any predictions that were verified or refuted. Have students work in collaborative conversations to discuss the key ideas, sharing text-based evidence. Discuss key vocabulary that is important to know and understand.

After Reading: Revisit predictions and discuss any that were verified or refuted. Have students share key ideas. List these on the board and have them look at the list in its entirety and in small groups develop a statement of the main idea. Discuss.

Closure: Have students share three things with a partner:

- What is service learning?
- How could the story we read connect to service learning?

Reflection: Students will write in their journal to the following:

- What is does “bullying” mean?
- What are some examples of bullying behavior?
- How can you discourage bullying in your school?

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Teacher’s Name: _____

Lesson Title: 4th Grade Service Learning - Lesson 2 Date: _____

Subject/Course/Unit: Writing / Service Learning Time: _____ Grade: 4

Student Performance Objectives:

[CCSS.ELA-Literacy.W.4.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

° W3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

° W3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

° W3.c Use a variety of transitional words and phrases to manage the sequence of events.

° W3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

° W3.e Provide a conclusion that follows from the narrated experiences or events.

[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.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Cue Set:

Have students share their responses to the previous lesson’s prompt in small groups.

Explain that they will be using this information to construct small books with stories that can help other children understand bullying and why it is wrong.

Teaching Strategy:

Share out in the larger group a definition of “bullying”. Record it on a chart on the overhead.

Have students share examples of bullying behavior. Record these on the appropriate column of the chart.

Have students share some things to discourage bullying behavior in school. Record these on the appropriate column of the chart (see below).

Bullying

Definition:

Examples of bullying

How we can discourage bullying

Review the writing process with students (Prewriting and Drafting in particular).

Put students in groups of 2-3. Have them work in their group to write a plan for their groups' story. It should include an example of bullying that young children can understand. Put them on the clock for about 5-7 minutes.

Have each group briefly share their example.

Guided Practice:

Students will write a collaborative short story about bullying with their partner(s).

Closure: Students will share the steps in the writing process and which ones they completed.

Reflection: Based on your reading and the story developed with your partner(s), reflect on...

- How might your book help others in your school community?

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Teacher's Name: _____

Lesson Title: 4th Grade Service Learning - Lesson 3 Date: _____

Subject/Course/Unit: Service Learning Time: _____ Grade: 4

Student Performance Objectives:

[CCSS.ELA-Literacy.W5](#). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

[CCSS.ELA-Language L2.a](#) Use correct capitalization.

[CCSS.ELA-Language L2.d](#) Spell grade-appropriate words correctly, consulting references as needed.

[CCSS.ELA-Language L3.a](#) Choose words and phrases to convey ideas precisely.

[CCSS.ELA-Language L3.b](#) Choose punctuation for effect.

[CCSS.ELA-Language L6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic

Cue Set:

Have students share their journal with a partner. Have one or two share with the whole group, based on your observations/listening in.

Model with a sample to get students started.

Explain that they will be working with their group to revise and edit their short stories. Review the kinds of things one looks for in revising and how it is different from editing. Have students discuss with a partner and share out.

Guided Practice:

Have students work with their group to revise for clarity of content and edit for language and usage and conventions.

Closure: Students will tell the difference between revising and editing. Students will share one example of each that they did with their own short story.

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Teacher's Name: _____

Lesson Title: 4th Grade Service Learning - Lesson 4 Date: _____

Subject/Course/Unit: Service Learning Time: _____ Grade: 4

Student Performance Objectives:

[CCSS. ELA-Literacy W6](#). With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[CCSS ELA Speaking and Listening SL4](#) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[CCSS ELA Speaking and Listening SL5](#). Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Cue Set:

Review what they have done and what the last step is in the writing process. (Publishing)

Teaching Strategy:

Review the format for the story. Students should take their written text and divide it into 5-8 pages. (Students who need more may have them)

Model doing this with a comparable example and show them how to transfer the written text to the book format.

Guided Practice:

Students will complete their final version of the book they have made. They should include illustrations for each page.

Closure: Students will take their finished projects and “share” them with a lower grade student and talk with them about the notion of bullying. **This step must be completed in order for this to be a service learning project.**

Reflection: Students will respond in the journal with a song, skit or poem about as follows:

- What have you learned by going through this process?

The 7 Best Practices of a Service Learning Lesson

Recognized Need	Curricular Objectives	Reflection	Student Responsibility	Community Partnerships	Plan Ahead	Knowledge and skills
<p>Character Development</p> <p>Students in school have expressed concern for bullying when they fill out the annual bully survey. Students will learn to be part of the solution to stop bullying</p>	<p>Students will perform general reading comprehension objectives when they read a book on bullying and compose to express personal ideas as they prepare and present their bully book.</p>	<p>Students will reflect on their experience around bullying and write in their journal, draw a picture, write a song, poem or skit.</p>	<p>Students will read the book, reflect and decide how to present their view.</p>	<p>They will visit other grades in the school to read and share their self-written books.</p>	<p>Students will make a plan to communicate students about concerns with bullying and how to stop it.</p>	<p>Students will need to learn how to write a story, format a book and how to read fluently to young students.</p>