

SHANNON COUNTY SCHOOL DISTRICT  
209 School Street – PO Box 109  
Batesland, South Dakota 57716-0109

District Professional Development  
4-12<sup>th</sup> Instructional Staff  
Wolf Creek School

*To strengthen the Lakota identity and values of students and to assure their overall well-being and academic success*

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November 12, 2009  
Professional Development Results

Building not ready (no communication between school-administration); Professional development topic (writing prompt),  
“We already have writing prompts in place;” “Is this another add on?” “Are we changing the writing prompt for January?”  
Other local student experiences to consider: Wounded Knee Ride, Crazy Horse Ride, and/or Little Big Horn.

**The “Big Question:” Teachers wanted an explanation as to why integration wasn’t embedded all along.**

Overall comments (Eileen Grinnell, Facilitator): I am excited about this; I am scared; there was a positive atmosphere.  
Question on the definition of “fidelity reading resources.”

**GRADE LEVEL EVALUATIONS:** Constructive Criticism

### **Red Building**

No list of names or staff comments submitted

### LESSON PLAN

Four Grade Writing Lesson Plan

Objective: students will be able to take information on Wounded Knee and compose narrative paragraphs on information

Materials: Massacre, Ghost Dance, 7<sup>th</sup> Cavalry Encampment, Miniconjou, Hunkpapa and Hotchkiss guns

Procedures:

Hook – ask how many students have been to Wounded Knee? What have you seen there?

Check prior knowledge – verbal discussion about the history of Wounded Knee

Break up into working groups

After reading information share and discuss information

Share information with whole class

Teacher lead outline on board

Students write rough draft, a paragraph

Peer edit

Final copy

Evaluation: Post paper and discussion after lesson

SHANNONTECH LESSON

|            |            |            |        |      |          |         |       |         |
|------------|------------|------------|--------|------|----------|---------|-------|---------|
| Assessment | Curriculum | Evaluation | Grades | NCLB | Programs | Student | Tools | Log Out |
|------------|------------|------------|--------|------|----------|---------|-------|---------|

Site Location [ Curriculum : Resources : Add/Edit Resource ] Printable Version

Standards Filters ( 09-10, Language Arts )

Resource Filters (4th Grade : Writing Plan)

Grade: 4th | Lesson Plan: Writing

Global: Writing | Component: Portalupi and Fletcher | Category: --Select a Category--

Resource List ( 114 resources were found based on the selected filters. )

|                 |                |                       |
|-----------------|----------------|-----------------------|
| Global: Writing | Component: [ ] | Category: [ ]         |
| Sort Order: [ ] | 2nd Sort: [ ]  | Start Date: 8/23/2007 |
|                 |                | End Date: 6/15/2008   |

**Step 2: Modify the information listed below that will pre-fill the lesson plan.**

|                                     |   |
|-------------------------------------|---|
| <b>Title</b>                        | Wounded Knee Story  |
| <b>Location ( Pages )</b>           | Classroom   |
| <b>Materials ( Prep Point )</b>     | Wounded Knee information, paper, pencils and computers  |
| <b>Objective ( Thinking Point )</b> | Students will be able to take information on Wounded Knee and compose narrative paragraphs on information.  |
| <b>Teaching Point</b>               | Procedures:<br>1. Hook - ask how many student have been to Wounded Knee? What have you seen their?<br>2. Check prior Knowledge - Verbal discussion about the history of Wounded Knee. |
| <b>Conference Questions</b>         | 1. Hook - ask how many student have been to Wounded Knee? What have you seen there?   |
| <b>Follow Up Point</b>              | Evaluation: Post paper and discuss information after lesson.  |
| <b>Alternative Activities</b>       | Trip to the Wounded Knee Museum.  |

STANDARDS

| C=Core<br>S=Supplemental<br>G=Graded   |                                  |                                     | Instructions Yet To Be Written!  | I=Introduce<br>R=Reinforce<br>M=Mastery |                       |                       |
|--|----------------------------------|-------------------------------------|--|---|-----------------------|-----------------------|
| C  | S                                | G                                   |  | I                                       | R                     | M                     |
| <b>Reading Indicator 1-Students can recognize and analyze words.</b>   |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.1.1 Students can analyze complex word patterns.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.1.2 Students can identify meanings of unfamiliar vocabulary.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>Reading Indicator 2-Students can comprehend and fluently read text.</b>   |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.2.1 Students can construct meaning from text by applying comprehension strategies.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.2.2 Students can develop fluency by utilizing fluency strategies independently.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>Reading Indicator 3-Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.</b> |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.3.1 Students can identify organizational and text structures within genres.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.3.2 Students can identify, explain, and use text features.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.3.3 Students can determine how word choice affects meaning.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>Reading Indicator 4-Students can interpret and respond to diverse, multicultural, and time period texts.</b>  |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.                   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>Reading Indicator 5-Students can access, analyze, synthesize, and evaluate informational texts.</b>   |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.5.1 Students can use organizational features of text.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.R.5.2 Students can research a topic by gathering information from at least two sources.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>Writing Indicator 1-Students can apply the writing process to compose text.</b>   |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections.                             | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>Writing Indicator 2-Students can apply Standard English conventions in their writing.</b>   |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.W.2.2 Students can identify and incorporate nouns in the writing process.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <b>LVS Indicator 1-Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.</b>   |                                  |                                     |  |   |                       |                       |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.L.1.1 Students can identify and explain the purpose of the presentation through listening and viewing.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.L.1.2 Students can record and explain information while listening and viewing.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input checked="" type="radio"/> | <input checked="" type="checkbox"/> | 4.L.1.3 Students can express ideas and convey information in an oral presentation.   | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/>  | <input type="radio"/>            | <input type="checkbox"/>            | 4.L.1.4 Students can incorporate expanding vocabularies into a formal presentation.  | <input type="radio"/>                   | <input type="radio"/> | <input type="radio"/> |

X X X 4.L.1.5 Students can integrate nonverbal techniques in oral communication

Language & Literacy Effort Indicator 1 – Language & Literacy Effort

X X X 4.L.1.1D Language & Literacy Effort