



Marin County Civic Center Post-Visit Lesson Plan: English/Language Arts

Grades 3-5

This lesson builds on the students' visit to the Marin Civic Center, while also reinforcing basic literacy skills. The lesson is designed to meet Common Core English/Language Arts Standards for Grades 3-5 for Writing and Speaking and Listening.

This lesson will take approximately 50 minutes, although the assignment will take additional class time or homework time.

Standards

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-LITERACY.W.3.2, 4.2, 5.2)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS.ELA-LITERACY.W.3.4)
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.4.4, 5.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.3.5, 4.5)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.ELA-LITERACY.W.5.5)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3, 4, or 5* topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.3.1, 4.1, 5.1)

Advance Preparation

- Develop the assignment criteria which best suit your class, including the following specifics:
 - Length of report
 - Incorporation of new vocabulary learned (e.g., *architecture, civic, style, exterior, interior, etc.*)
 - Rubric or grading criteria
 - Due date
 - Inclusion of a drawing or visual element of the report

Materials List

- 6-8 sheets of chart paper
- Sticky notes (6-8 notes per student)
- Copies of the Report Outline Worksheet (1 per student)

Task Number	Task Description
1	<p>Sticky Note Discussion: The Field Trip</p> <p>Before class, prepare 6 sheets of chart paper, writing one of the following labels on each:</p> <ul style="list-style-type: none"> • Frank Lloyd Wright • How the Center was Built • The Outside of the Buildings • The Inside of the Buildings • The Plants/Landscaping • Questions I Still Have <p>If your class completed the English/Language Arts Pre-Visit Lesson, you may also wish to add another sheet of chart paper labeled "Architects and Architecture."</p> <p>Post these sheets around the classroom.</p> <p>When class begins, give each student a small stack of sticky notes (approximately 6-8 per student). Explain that the class is going to review what they learned on their field trip. Review the topics listed on the chart paper with the class. Instruct students to write down one thing they learned about each of these topics. Students may object that they don't remember something about some of the topics. Reassure them that they can skip one sheet if they need to, but they should aim to use up all of their sticky notes. If they don't remember things, they can ask additional questions and post them on the "Questions I Still Have" sheet.</p> <p>Give students a few minutes to write down their thoughts and questions, then have them post their sticky notes on the appropriate sheet of chart paper. Ask students to return to their seats.</p> <p>Use each chart paper to review that topic with the class. Answer questions if you can and add those answers to the appropriate sheet of chart paper. If there are questions you cannot answer, you can send them to the Civic Center staff at lgarrison@marincounty.org for additional answers.</p> <p>After you have reviewed the chart papers, re-post them around the room so students can refer to them as they complete their assignment.</p>
2	<p>Worksheet: Report Outline</p> <p>Ask students to write a report about their field trip. Provide the following specifics, based on</p>

	<p>appropriate expectations for your students:</p> <ul style="list-style-type: none"> • Length of report • Incorporation of new vocabulary learned (e.g., <i>architecture, civic, style, exterior, interior, etc.</i>) • Rubric or grading criteria • Due date • Inclusion of a drawing or visual element of the report <p>Distribute the Report Outline Worksheet and review it with the class. As necessary, discuss the concepts of a report's introduction and a report's conclusion. Then give students class time to fill out the worksheet. Allow them to refer to the sticky notes, but also encourage students to write down as much as they remember. The goal should be for all students to have their outline worksheet completed in class. Students who finish early may begin drafting their reports.</p>
3	<p>Assignment: Field Trip Report</p> <p>At the end of the class period, let students know the next step for this assignment. This may include additional class time to write the report or homework assignments related to the report. To more thoroughly meet standard CCSS.ELA-LITERACY.W.3.5, 4.5, or 5.5, students will need to edit and revise their reports at least once.</p> <p>When the reports are finished, please consider sending a few samples to the Civic Center staff at lgarrison@marincounty.org. We love seeing what the students have learned!</p>

Report Outline Worksheet

Student Name: _____ Date: _____

Directions: Use this graphic organizer to plan out the information you want to include in your report about the field trip to the Marin Civic Center. You can refer to the sticky notes your class filled out to help you.

Topic	Notes
Introduction	
Frank Lloyd Wright	
How the Center was Built	
The Outside of the Buildings	
The Inside of the Buildings	
The Plants/Landscaping	
Conclusion	