

Lesson Plan Template

Grade: 6th Grade		Subject: English	
Materials: Powerpoint, composition notebooks		Technology Needed: N/A	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Direct instruction</p> <p><input type="checkbox"/> Guided practice</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</p> </div> </div> <p>Instructional Strategies:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Socratic Seminar</p> <p><input type="checkbox"/> Learning Centers</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Other (list)</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Visuals/Graphic organizers</p> <p><input type="checkbox"/> PBL</p> <p><input type="checkbox"/> Discussion/Debate</p> <p><input type="checkbox"/> Modeling</p> </div> </div>		<p>Guided Practices and Concrete Application:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Independent activity</p> <p><input type="checkbox"/> Pairing/collaboration</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Large group activity</p> <p><input type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Technology integration</p> <p><input type="checkbox"/> Imitation/Repeat/Mimic</p> </div> </div> <p><input type="checkbox"/> Simulations/Scenarios</p> <p><input type="checkbox"/> Other (list)</p> <p>Explain: Students will work on their narrative scenes independently Students will have a partner read their narrative scene and give them constructive feedback.</p>	
<p>Standard(s)</p> <p>6.3</p> <p>Developing a sequence of events the flows smoothly</p> <p>Describe events to show characters personality, emotions, or thoughts while using a consistent verb tense</p>		<p>Differentiation</p> <p>Below Proficiency: Students need extra help coming up with ideas on how to begin their scene. Above Proficiency: Students work on their own and are able to help others if they have questions.</p> <p>Approaching/Emerging Proficiency: Students are able to work on their own and only ask questions if necessary.</p> <p>Modalities/Learning Preferences:</p>	
<p>Objective(s)</p> <p>Understand the difference between 1st, 2nd, and 3rd person point of view.</p> <p>Create a narrative scene using sensory language, proper verb tense, consistent point of view, and adequate pacing.</p> <p>Bloom's Taxonomy Cognitive Level: Understand, create</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - be polite and quiet when I'm teaching - Raise your hand if you have a question or answer to a question - Be respectful to your partners and give good advice - Work quietly and raise your hand if you have a question during independent work time 	
<p>Classroom Management- (grouping(s), movement/transitions, etc.) -</p> <p>Whole group: asking students to focus and calling back to attention when needed.</p> <p>-independent work: making sure students are working and keep on task if they get off task</p> <p>-pairs: I will pick partners for them and then make sure everyone finds their partner when I say go.</p>			
Minutes	Procedures		
	Set-up/Prep: pull up PowerPoint, have examples ready		
10 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Show a video of two babies making sounds back and forth to each other and have the prompt on the board ask; Are the babies actually saying something to each other? What are they saying? Then have students write for six minutes answering the prompt. Remind them that they need to have at least five sentences by the end of the time and to pay attention to their complex, and compound sentences to be sure to have punctuation. Allow them to choose partners at the end of the time to do a quick share of their stories.</p>		

15 min	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Ask students to put everything aside for now and pay attention to the front of the room as I share a PowerPoint. Begin by asking if anyone knows what the Point of View of a story is. Call on a couple students if they raise their hands to share their input. Show and read out loud the definition of Point of View. The next slide has the different point of views; 1st person, 2nd person, and third person. Read the definition and mention the key words to decide what point of view it is in. Ask the students to name examples where each might be used. Students should say for 1st person fiction, and/or narratives. For 2nd person the students might not have an answer, but can talk about self help books, and/or choose-your-own-adventure books. For third person students should say fiction, chapter books, stories, etc.</p> <p>Grab the stories that were used as examples for sensory language and ask students what point of view each of them is in. They should say that the first two are 1st persona and the last one is 3rd person. Ask them to list off some of the key words that tell them what point of view it is. Ask students to then think about what their story is. Have students raise their hand if they are writing a personal narrative and then to raise their hand if they are writing a fiction story. Mention that students who are writing a personal narrative should probably write in first person, since the story is about themselves. Also mention that students who are writing fiction have the option to write in first person or third person.</p> <p>At this point ask if students have any questions.</p>
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15 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will be asked to open their composition notebooks to the create section. Students will work on their own to beginning writing their narrative scene. I will walk around and answer any questions and make sure students are working. I will give suggestions if students are struggling to begin. I will read over the scene of students who have finished and give suggestions of things they might add to make it more descriptive. I will also check for correct spelling and punctuation to make sure students are doing this correctly.</p>
5 min	<p>Review (wrap up and transition to next activity):</p> <p>I will draw sticks with the students' names on it to determine a partner for each student. They will get together and read each other's writing. I will write on the board a list of things students should look for including; punctuation, descriptive words, spelling errors, etc. I will remind students that simply telling their partner that their writing 'sounds good' is not helpful feedback and that they should try to give helpful feedback to their classmates.</p>

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will gauge prior knowledge by asking students what a point of view is. I will ask for students to give me examples of stories that would have each point of view. We will look at a couple different stories and the students will decide what point of view the story is in. I will then have students tell me how they can tell what the point of view is.</p> <p>Consideration for Back-up Plan:</p> <p>Give students extra time and save peer reviewing for a different day if students are not able to get much drafted in the time allotted.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will begin and/or finish their narrative scene keeping a consistent point of view throughout the entirety of the scene. If they finish during class time, I will ask each student what point of view they used and then make sure that they are actually using the one that they stated through the entirety of the story to make sure they know the terms along with how to implement it.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Students seemed to already have a good understanding of what the POV of a story is. In their independent work time most students had plenty of time to finish their narrative scene and then did not know what to do next and just sat there. It would have been a good idea to have the next step laid out for them. I could have had them immediately find a partner that had also finished and begin peer reviewing right away. Though doing it this way did make it so I was able to read some of the stories and give some feedback, there were students that I should have spent more time with, because they either were refusing to do work or were stuck and needing some extra help. I was able to help some of these students, but if I would have let the students that are above proficiency and/or at the proficient level begin peer reviewing right away, I would have been able to give majority of my time to the students that needed that extra help.</p>
