Lesson Plan Template

| Grade: 6 th Grade | Subject:English |
|--|---|
| Materials: chrome books, composition notebooks | Technology Needed: chrome books |
| Instructional Strategies: | Guided Practices and Concrete Application: |
| Direct instruction Direct instruction Peer teaching/collaboration/ | □ Large group activity □ Hands-on |
| Guided practice cooperative learning | Independent activity Independent activity Technology integration |
| □ Socratic Seminar □ Visuals/Graphic organizers | |
| Learning Centers Learning Centers PBL | |
| □ Lecture □ Discussion/Debate | □ Simulations/Scenarios |
| Technology integration Modeling | Other (list) |
| Other (list) | Explain: |
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| Standard(s) | Differentiation |
| L 6.1 | Below Proficiency: |
| Students can identify and fix fragments and run-ons | Work in a small group with me guiding them through the |
| Students can produce a complete sentence. | assignment and making sure every one is understanding |
| | Above Proficiency: |
| Objective(s) | Works independently on the assignment, and helps others that are |
| Students will be able to identify and fix fragments and run-on | working independently if needed. |
| sentences. | Approaching/Emerging Proficiency: |
| Students will be able to create complete sentences. | Works independently on assignment, asking neighbors for help if |
| | needed. |
| Bloom's Taxonomy Cognitive Level: identify, create | Modalities/Learning Preferences: |
| bloom's faxonomy cognitive Level. Identity, create | would by Learning Treferences. |
| Classroom Management- (grouping(s), movement/transitions, etc.) | Behavior Expectations- (systems, strategies, procedures specific to the |
| Independent work | lesson, rules and expectations, etc.) |
| | lesson, rules and expectations, etc.) |
| Small groups | |
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| Minutes Procedures | · |
| Set-up/Prep: n/a | |
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| Engage: (opening activity/ anticipatory Set – access prior | earning / stimulate interest /generate questions, etc.) |
| Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will fill out their planner for the week or will read a book until all students have their planners filled out. | |
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| Explain: (concepts, procedures, vocabulary, etc.) | |
| I will have everyone pull out their notes, their chrome books, and their composition notebooks. I will pull the assignment up on the | |
| screen to show everyone. I will explain that students should drag the sentence or statement given to the correct box labeled | |
| fragment, run-on sentence, or complete sentence. I will tell them that once they have finished that they then need to correct the | |
| fragments and run-on sentences in their notebooks. I will tell the class that they are expected work individually, but that once they | |
| have finished they can then compare answers. I will then pull aside the students that did not do very well on the last assessment given | |
| on run-ons and fragments and will guide them through the work in a small group. | |
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| Explore: (independent, concreate practice/application with | h relevant learning task -connections from content to real-life |
| experiences, reflective questions- probing or clarifying questions) | |
| The proficient and above proficient students will be working independently on the assignment. I will be guiding the below proficiency | |
| students through the assignment. I will just be there as a guide, but let the students decide where each answer goes. When students | |
| state where an answer goes, I will ask why it goes there. I will give lots of praise when students are correct. We will then fix the | |
| fragments and run-on sentences together. I will have each student find away to fix the sentence while giving them hints on the | |
| different ways the sentences can be fixed. Once we have gone through all the sentences together the students can then join the rest | |
| of the class. | |
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| Review (wrap up and transition to next activity): | |
| Students will pair up and compare sentences and answers on the assignment. At the very end I will pull the students back to me and | |
| ask one last time what a fragment, run-on, and complete sentences is. | |
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| Formative Assessment: (linked to objectives) | Summative Assessment (linked back to objectives) |
| Progress monitoring throughout lesson- clarifying questions, check- | End of lesson: |
| in strategies, etc. | |

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| Helping small group throughout the entire assignment | The assignment and the writings in the composition notebook will let me know if the students fully understand the concept. If applicable- overall unit, chapter, concept, etc.: |
| Consideration for Back-up Plan: Let all students work in groups if having one group causes issues with the other students who do not want to work independently. | |

Reflection (What went well? What did the students learn? How do you know? What changes would you make?): 1st class period: went very well, with short explanations from me the students seemed to fully understand the concept. They stayed on task and completed the assignment very quickly.

2nd class period: Students did not stay on task as well. I think separating into two groups and having me jump back and forth or just have me work with one group and then the other might have been more effective. These students kept getting off track and would zone out and miss what their classmates said when their classmates were saying the answer. I would then have to repeat which made it slow moving for the students that were beginning to understand it. In the future I might separate the lower students that are under proficient and the students that are doing better, but that are still under proficient to be able to give the different level of help those groups of students needed.