

### Source of Evidence: Lesson Plan

<b>Teacher Candidate Name:</b> <b>Ages/Grades of Students:</b> 6 <sup>th</sup> Grade Language Arts 2 <sup>nd</sup> Period <b>Number of Students having IEP/504:</b> 2 <b>Number of Students who are ELL:</b> 0	<b>Date of Observation:</b> <b>Number of Students in Class:</b> 26 <b>Number of Gifted Students:</b> 7
<b>Lesson Title:</b> Writing with a Formal Style	
<b>Context: Describe the students for which this lesson is designed.</b> Identify your students' background, special needs, cultural differences, interests, and language proficiencies.  This class consists of a heterogeneous group of students with varying academic ability. This class is "advanced," so most students perform at grade level. However, some perform below grade level. These few students may need assistance staying on-task. This class is diverse in both race, ethnicity, and SES. From this, I can conclude that all my students have different backgrounds and interests. To help my students activate schema and find connections with each other as they approach objectives, I chose topics that are relevant to students to play on their interests (i.e. social media, basketball, and famous people). The students are interested in technology and extracurricular activities. They enjoy group work and handle it maturely. Most students enjoy positive reinforcement from the teacher. Every student in this class can read and speak English fluently.	
<b>Lesson Learning Target(s)/Objectives</b> a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.  I can introduce (write) claim. I can clearly organize reasons to support a claim.  b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards  W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.2b. Establish and maintain a formal style. L.6.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening: Maintain consistency in style.  <b>Students will be able to use conventions to identify informal writing.</b> <b>Students will be able to produce formal writing that is consistent, appropriate, and purposeful.</b>  c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.  I can introduce (write) claim. I can clearly organize reasons to support a claim.	
<b>Students' Baseline Knowledge and Skills</b> Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.  The students have been writing a bit this year. They have seen plenty of examples of formal academic writing. The vocabulary I will use in my lesson has also been covered. For example, "diction, vague pronouns, and contractions."  At the beginning of my lesson, I will ask students if they write differently on social media than at school. Whether students answer, yes or no, I will help them determine their purpose for the day's lesson.	

**Formative Assessment**

Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

I will assess students formatively through asking questions, class discussions, and the “We do” part of my lesson. They will also have an exit slip that will influence the discussion and how my cooperating teacher will inform the discussion for my next class.

**Resources**

Identify the resources and assistance available to support your instruction and facilitate students’ learning.

The students will have Chromebooks to look up words in an online Thesaurus (if they need it). They will also work in groups (so they will have each other). Three teachers (not including me) will be in the room to assist in any way needed. I will provide fidgets for any students who struggle to sit still during direct instruction.

Materials:

- Print outs of the PowerPoint to take notes
- Post-it notes- a stack for each group and enough for exit slip
- Pencils
- Large poster paper (3 pieces)
- Glue informal paragraphs to the three large posters

**Lesson Procedures** – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities.

- a. provide a detailed outline of your lesson

**TIME: Setting up class and going through power point (direct instruction): 20 minutes.**

**Groups at posters- 5 minutes per poster (15 minutes)**

**Gallery walk- 3 minutes**

**Discussion- 9 minutes**

**Exit Slip- 3 minutes**

**Total time: 50 minutes.**

**(If time needs to be adjusted, decrease the number of end-questions.)**

My direct instruction will be delivered through a visually-appealing power point.

1. Discuss purpose and discuss objectives for the day’s lesson
2. Define formal style and ask for examples.
3. When is it okay to not use formal style?
4. The Dos and Don’ts of formal style
5. Show actual examples of formal and informal sentences. Ask students if they understand the difference.
6. Begin I do, We do, You do
  - Model how I go about editing a tweet to make it more formal. Think-aloud the process.
  - Do two We do examples together.
  - Explain You do procedures.

**REMEMBER:** Set students up for the reading on the poster! Don’t just tell them go. Activate their schema for improving schools. Questions to ask:

-What have you been learning about over the past few weeks (argument, claims, evidence, reasons).

-Say “Well this is an argument piece on improving all schools so that students can get better jobs and have better lives.”

- “I want you to focus more on making this formal than on the content, but you should be able to see the connection between formal writing and what you’re learning about making arguments.”

7. Class (You do) Procedures
  - Your group will include the people at your table.

- Travel to each poster with your group (when I prompt you).
  - You are playing the role of a **text editor**. Your job is to make the text you are reading **more formal**. On post-it notes, write how you would change the text you are reading. Put your post it notes on the posters.
  - You may not write what someone else has already written. Make **AT LEAST 2-3** edits at each station. Each person in your group should write at least once. Everyone should contribute ideas.
  - Do not feel the need to correct EVERY mistake. Even if you do not know how to fix something, make a note of it and move on.
8. Once everyone has made edits, do a gallery walk for students to see how others made edits.
  9. Discuss changes and ask higher-order questions.
  10. Project exit slip prompt on the board.

- b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)

My lesson is relevant to my students' interests. I bring in components of what they enjoy (Snapchat, Instagram, and texting). Some of my examples include basketball and celebrities with whom my students will be familiar. Even my text that I chose for students to correct touches on the topic of how schools should change; therefore, the content will certainly be relevant to students and their schema will be activated before, during, and after reading. My lesson is universally designed. I also use large-font and bold words for students who need strong visual cues. Visual, auditory, reading/writing, and kinesthetic activities are involved throughout. I also post frame sentences on the board to show what post-it sentences may include.

- c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students

At the beginning of the lesson I ask students where they are in terms of formal writing. After students respond, they will understand their own individual purpose for the day's activities and learning objectives.

- When you are at school, do you write the same way you write on Social Media?
- Does audience matter to formality?
- Who was the audience of the argument piece we read?
- Why should the style be formal?
- What did we change and why?
- Why is it important to use formal writing?
- How can you be sure to properly use formal writing in the future?

### Co-Teaching

Will this lesson be co-taught (yes or no)? (A **“yes” answer is mandatory during clinical experiences**).

If yes, which co-teaching approach will be used?

How did you co-plan your lesson with your P-12 clinical educator?

I collaborated face-to-face and through email. I brought her ideas and she offered suggestions to engage learners. For example, to save paper and avoid messiness, she recommended the post-it notes.

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

\_\_\_ will teach this lesson first block, so it was especially important for me to keep in contact with her.

In this lesson, I will teach and the three other teachers will assist. This approach is appropriate because the direct instruction will be delivered by me, but students may need help note-taking on their PowerPoint paper. Furthermore, I will be speaking and prompting, so I may need help passing out papers and monitoring that students are on-task. A teacher can stay with each group while they make edits on the post-it notes. This will add to literate discussion as teachers offer suggestions.