**Daily Lesson Plan**

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Date: May 29, 2018 SOL Objective: 8.7 (a, b,g) and 8.8(b,d,g)

Content Area: English Grade/ location: 8th grade inclusion

**Identify the IEP Objectives (If Applicable)**

-Able to write multi-sentence paragraphs.

- Able to revise and edit paragraphs for grammar and spelling accuracy.

- Able to create a multi-paragraph essay that has a clear introduction and conclusion that bring together main ideas.

***Pre-lesson components***

**Gaining Attention**: How do you plan to gain the students’ attention during small group, large group, and/or individual instruction?

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| Teacher Does | Students Do |
| Teacher says, “raise your hand if you’re listening” wait for responses, then teacher says, “put your hand down if your listening” | Copy the instructions of the teacher and begin to focus |

**Review:**  List the ways you will prime the student’s background knowledge. For example how will you link previous content to the new content? *This is a good place to think about what skills the students need to possess prior to teaching the new content*

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| --- | --- | --- |
| Teacher Does | Teacher and Students Do | Students Do |
| Talks to student about writing a letter  Asks students to think of a time they wrote a paper where they had to proofread |  | Tells teacher what they remember about a friendly letter  Talk about what they know about proofreading and checking their work |

**Outcome:** What will the student(s) be able to do after your lesson?  *E.g .Given a number line marked 1-10 (****Condition****), Jessica (****Audience)*** *will be able to count from 1-10 (****Behavior)*** *with 100 percent accuracy by January 15 (****Degree)***

When writing their 8th grade letter the students will use correct letter formatting and have only 1-5 errors by the Friday.

**Why:**  Be able to formulate an answer to the Question “Why are we learning this?” Your answers should not rely solely on “*because it will be on a test*” or “*it’s a SOL objective*” comments. Your answer should demonstrate to the students that this information can and will be used during **problem solving situations** and/or as a **pre-requisite skill** for another lesson.

The students are learning how to improve their writing skills and formatting knowledge because next year and especially going into high school they will have to start writing more papers, letters and overall written work. Having them gain the knowledge of the differences between a business letter and a friendly letter and what proofreading marks to use when looking back through their work they wll become better writers.

**Materials & Advance preparation:**

Materials needed to engage in the lesson need to be listed. Also list any technology that you plan to integrate into the lessons

* Chrome books
* Outline sheet
* Dry erase markers/ earasers
* Powerpoint
* Timer

***Lesson Components***

**Stage 1) Modeling**

Students are most vulnerable for disconnecting from the lesson due being overwhelmed because they do not understand the new content. It is important that you provide a lot of support by *Modeling*the new skills explicitly.

· Gain the students attention

· Show exactly how to do the new skills

· Provide repeated examples as you talk through the steps

· Check to make sure the students are following along

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| Teacher Does | Teacher and Student | Student Does |
| Goes through the introduction powerpoint with students  Walk students though the examples of both types of letters and review the proofreading marks | Discuss things that the students are familiar with and unfamiliar with | Copy down what they do not know  Dicuss with class |

**Stage 2) Guided Practice**

After repeated exposures to the modeling phase, students should be able to participate in the instruction.

· We want to gradually increase the independence level of the students during the guided practice stage.

· You will need to lead and prompt students while they are responding.

· Visually assess for student progression toward independence.

· Look for accurate and quick rates of responses. This is an indicator that students are ready for the Independent practice stage.

· Q and A sessions, Peer tutors, partner activities, board work, and strategy practice are acceptable during the Guided Practice Stage

· Students who respond with 85% accuracy are ready to move to the Independent practice stage.

· Re-teach students who are not achieving at the 85% accuracy rate.

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| Teacher Does | Teacher and Students Do | Students Do |
| Gives the students expo markers  Pulls up the timer and sets it to two minutes  Tells students that they are brain stormig ideas with a partner and writing their ideas on the desk | After each time the timer goes off have the students read out some of their ideas, and write the ideas on the board for future reference | Brain storm with a parnter ideas for each section of the paper |

**Stage 3) Independent Practice**

· During Independent practice, you should gradually reduce the number of prompts, supports and teacher directed assistance you provide.

· The goal of Independent practice is to move students toward mastery so they can engage in *Application assignments* that will allow students to use the new skills in unique settings.

· Students are ready to move to the application stage when they are able to independently complete the work with at least 85% accuracy.

· Independent practice activities can include:

o Worksheets

o Skill sessions

o Homework

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| --- | --- |
| Teacher Does | Students Do |
| Gives the students the outline sheet and have them begin their rough draft. | Work on filling out their outline sheet and completing the rough draft |

**Stage 4) Application phase**

· During the application phase, students are using the newly mastered skills in unique situations and settings.

· The goal of this stage is to have the new skills generalize to new settings and/or situations.

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| Teacher Does | Teacher and Students Do | Students Do |
| Has students get in pairs and tell them to trade papers and proof read their partners  Puts the reference of proof reading marks on the board |  | Trade papers and quietly work on proof reading their friends paper |

**Stage 5) Assessment**

Some examples of assessments that can be used are

* Quizzes
* Probes
* Tests
* CBA
* Projects
* Portfolios

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| --- | --- |
| Teacher Does | Students Do |
| Has students open a new word document and have them complete their final draft of their 8th grade letter | Students, using their rough draft start to produce their final draft of their 8th grade letter. |

**Additional Items**

**Extensions:**

Allow extra time for those students who require extra time on their IEP

**Individual Accommodations/Modifications**

Students who have problems with handwriting will have the ability to type their draft and they will also have a fill in the blank outline sheet and not the fully blank outline