

Lesson Plan

Learning Segment Focus Narrative Writing **Lesson** 1 **of** 3

Course & topic addressed ELA: Narrative Writing **Date** 9/23/20 **Grade** 7

Student Outcomes

Specific learning objectives for this lesson.	Students will construct a fictional narrative.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have been exposed to short stories throughout their academic career. Now they will write one.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Every student has a background that they can bring a story from.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Narrative writing • Brainstorming • Outline • Rough Draft • Revising • Editing • Publishing
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	Students will be writing narrative pieces. To understand the writing process and its terminology, I will use Padlet to provide aided instruction to the students.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Padlet, class publishing site set up, review groups
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer, access to Padlet, access to publishing site
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Introduce students to lesson 	<ul style="list-style-type: none"> • Begin lesson by engaging students' minds by asking them if they've ever written a short story. If they have, what was it? If not, why not? Engage students by bringing up different short story ideas.
10 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Open Padlet 	<ul style="list-style-type: none"> • Have students open the Narrative Story Padlet. Open it on my computer as well and display it. Go over each element of the Padlet so the students can understand. Ask for questions.
25 minutes	<ul style="list-style-type: none"> • Students use the Padlet to help them with writing their narrative. 	<ul style="list-style-type: none"> • Students will be given time to perform the tasks presented by the Padlet.
Day 2: 30 minutes	<ul style="list-style-type: none"> • Students will write their first draft and publish it for peer review. 	<ul style="list-style-type: none"> • Students will take the second day to write/finish their first drafts and upload it to the publishing site.
20 minutes	<ul style="list-style-type: none"> • Students will read the drafts of the members of each group and provide feedback. 	<ul style="list-style-type: none"> • Students will read each work of their review group and provide relevant feedback based on plot and grammatical errors.
Day 3: 30 minutes	<ul style="list-style-type: none"> • Students will write a final draft and upload it to the publishing site 	<ul style="list-style-type: none"> • Students will use their feedback to write a final draft. They will upload this to the publishing site.
20 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Students will review the final works of their review group and give ratings 	<ul style="list-style-type: none"> • Students will read the final draft of their review groups and give a rating and review.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>For those with government mandated plans, all accommodations will be provided as required.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Padlet will provide explicit instructions. I will aid students in any technical problems that may occur.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Walk around and check progress
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Peer reviews
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Research shows that students do better when they are allowed creative freedom as well as writing to an authentic audience.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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