

Lesson Plan Template

Learning Segment Focus: The Writing Process

Lesson 1 of 1 **Topic** Grammar and Spelling **Date:** NA **Grade:** 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will demonstrate understanding of the conventions of standard English capitalization, punctuation, and spelling
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This is a lesson fresh from summer break. It is intended to get students warmed back up to the idea of writing with convention (spelling and grammar) in mind.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students may come from homes with other languages so learning grammar will be helpful in ELL.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>Anchor Standards for Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.6.5 Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Brainstorming, drafting, revising
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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>	Prezi with pictures and Spanish cognates
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Prezi
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Osmos Stands Ipads Osmos Literacy Bundle Students Journal Pencil

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)
5 minutes	Introduction: Order of Events for Lesson	Describe order of events...We will <ul style="list-style-type: none"> ● Preview the writing process ● Brainstorm ideas ● Write about summer (draft) ● Practice grammar and spelling on game ● Fix grammar and spelling errors in writing (revise)
10 minutes	Instruction: Direct Instruction	Describe the writing process with a Prezi as a visual. Explain that part of the revising step includes checking grammar and spelling. Do some examples.
5 minutes	Step 1: Brainstorming	Students will talk in groups of 4 or 5 about their favorite memory of the summer. Students will elect one student to report to the class.
10 minutes	Step 2: Drafting	Students will draft a 5-8 sentence paragraph describing their favorite summer memory.

20 minutes	Grammar and Spelling Practice	Introduce Osmos Literacy Games
5 minutes	Step 3: Revision	Students will play in pairs, taking turns. Students will revise their paragraphs
5 minutes	Closure: Turn In Draft and Revised Version	Students will turn in their draft and revised version of the paragraph.

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose to use Osmos Literacy Bundle because it is a great way for students to reactivate the knowledge they have about spelling and grammar after a summer away from school. Checking grammar and spelling is an important part of the writing process so it is important that students practice it.</p> <p>I chose to use a Prezi visual for the writing process because of the unique way Prezi transitions from one slide to the next: it illustrate “steps” such as in the writing process.</p>
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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>Providing Spanish cognates for the steps of the writing process</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>Ability pairing Providing a handout that describes instructions for the game Grammar Games</p>
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Assessments: Formative and/or Summative

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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Examples in Prezi of fixing common grammar mistakes
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Student Reporter from group discussion
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Comparison on Draft to Revised Paragraph

Research/Theory

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 .	I read this study about grammar being taught and reinforced through games.
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>;
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