

Lesson Plan 2/14/2020

Grade: 8		Subject: English/Language Arts	
Materials: <ul style="list-style-type: none"> Each student needs a laptop, teacher needs a laptop and projector Each student needs a copy of the spelling test template 		Technology Needed: <ul style="list-style-type: none"> Laptops for students and teacher Projector 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) 	
Standard(s) <p>8.2.4.1 Produce and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing types include arguments, informative/explanatory texts, narratives, and other creative texts.</p> <p>8.4.4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts, using context, and consulting reference materials as appropriate.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the inferred meaning of a word or phrase (e.g., by using a dictionary or context).</p>		Differentiation <p>Below Proficiency: Students below proficiency will be encouraged because before we get back into narrative writing we will have some time to review its definition. Not only that, the WooClap activity will serve as a formative assessment so that we can see scaffolding and guidance is needed for specific students.</p> <p>Above Proficiency: Students above proficiency will have the opportunity to showcase their narrative writings by submitting their sample sentences to the class. If there is an exemplary model sentence, then the teacher will try to point this out as a sample for the rest of the class to follow.</p> <p>Approaching/Emerging Proficiency: Students approaching proficiency will be accounted for by the scaffolding activity. The teacher will be able to tell where each student is at proficiency-wise because the WooClap will be able to show whether or not students need more help or guidance.</p> <p>Modalities/Learning Preferences: Multiple learning modalities will be accounted for in this lesson: visual and audio elements, technology integration, some direct instruction, and guided examples.</p>	
Objective(s) <ul style="list-style-type: none"> Students will be assessed on their knowledge of spelling and vocabulary by applying their memorization in the format of a test. Students will practice and apply the concept of descriptive writing by being asked to expand upon simple sentences by creating their own unique descriptions. <p>Bloom's Taxonomy Cognitive Level: Apply and Create</p>			
Classroom Management- (grouping(s), movement/transitions, etc.) <p>The video will serve as a good transition between independent reading time and their spelling test. Students are very used to this particular procedure on Fridays. When students are transitioning to the activity on their laptops, they will be specifically instructed to keep them closed until the activity starts.</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>The main behavior expectation for this lesson will be that laptops can only be used for our WooClap activity. Students will be reminded that we can see what they are doing on their laptops and that they will lose the privilege to have technology integration in the classroom if this cannot be handled properly. However, students are used to this procedure in the classroom, so I do not expect there to be any huge problems (although it is good to be prepared).</p>	
Minutes	Procedures		
3 minutes	Set-up/Prep: <ul style="list-style-type: none"> Set up laptop and projector → Especially making sure that WooClap is working properly 		
12 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Greet students Remind them it is an “A” day, which means that we will spend the first ten minutes reading our independent reading books → walk around to encourage students to quiet down and take out their books if needed (refer to slide 2) 		

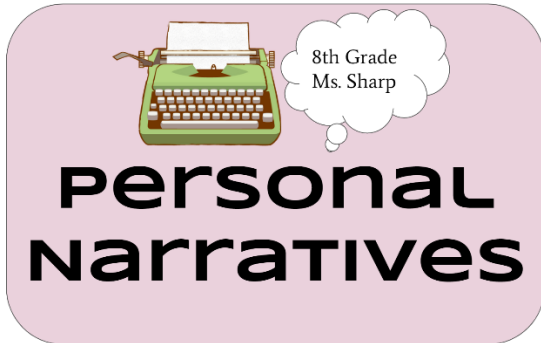
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	<ul style="list-style-type: none"> • Take attendance while students are reading and then read with them for the remaining time
10-15 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Call students' attention → Tell them to put their belongings away for the spelling test • Play the video of the day https://www.youtube.com/watch?v=CaRgHQjC1WE (refer to slide 3) → pass out spelling test templates as video plays • Give students their spelling vocab words verbally (refer to slide 4, linked under Unit 13), giving students time to write down the word and match the definition • Once students have completed the test, have them switch tests with someone around them to correct • Correct tests with students → spell out words and go through definitions <ul style="list-style-type: none"> ○ Collect tests • Tell students to get out their laptops because we will be using them for the rest of class → tell them to <i>not</i> open them yet
10-15 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Remind students of what we mean by "narrative writing" or "show, don't tell" → Have one student read the teacher example on slide 5 <ul style="list-style-type: none"> ○ Ask students → What is the difference between these two examples? ○ Remind students that we should avoid just writing more words. Instead, we should try to provide sensory details. • Have students log onto WooClap by using the link on slide 6 <ul style="list-style-type: none"> ○ Instruct students that a sentence will be projected to them, and they will then elaborate on the given sentence by <i>showing</i> rather than <i>telling</i> (see appendix A for reference to the questions) ○ Tell students that their answers will be saved and that they MUST put their name on their answer so that we know who is writing what ○ Students will have two minutes to expand on each sentence ○ As answers come in and are projected to the class, the teacher can read some of the examples aloud and discuss whether or not that sentence shows or tells
3 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Remind students that their brainstorming activity is due on Tuesday → We will be collaborating next week to brainstorm more ideas as a group (refer to slide 7) • If time, show students teacher example (refer to slide 8), otherwise just remind them that the example can be found on the class agenda (refer to slide 8)
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Throughout the lesson, teacher will constantly be checking in with students by asking questions and by answering questions. While students are working, teacher will individually check-in with students to make sure they are understanding the activity and expectations</p> <p>Consideration for Back-up Plan: If technology malfunctions, then the WooClap activity can easily be done on pen and paper and turned in as an exit ticket</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The WooClap activity will serve as a tangible assessment to see if students are grasping the concept of showing rather than telling (aka descriptive writing).</p> <p>If applicable- overall unit, chapter, concept, etc.: This activity/lesson is part of a unit on personal narratives. Students have to write their own narrative about an incident in their life, and they will be required to use descriptive writing in that process. Therefore, this activity is intended to aid them in that skill before they have to perform it on their actual essay.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A</p>	

PowerPoint Slides: (link to presentation on GoogleDocs

https://docs.google.com/presentation/d/15khF_uarsAO0vE14wL3q9ANY8Cb6Ku1edWKB8CTQQHM/edit?usp=sharing)

Slides 1 & 2



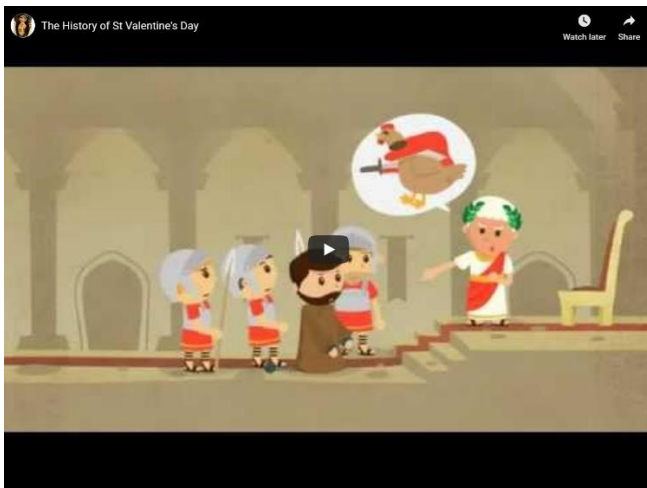
"A" day activity

Open your I.R. book and begin reading for 10 min.

You may be marked unprepared if:

- You must go to your locker to get your book
- Grabbing a book off the shelf immediately before class
 - Are not participating in I.R. (not reading)
 - Preventing others from reading

Slides 3 & 4



Agenda

- [Unit 13](#) Spelling/Vocab Test
- Writing prompt
- Descriptive writing practice
- Brainstorming activity work time

ASSIGNMENTS

- Complete brainstorming sheet

Slides 5 & 6

DO YOU SEE THE **DIFFERENCE**?

When I was a child, I did not like public speaking.

I remember in the second grade, the thought of speaking in front of my classmates made me want to run out of the room. Whenever my teacher tried to get me to speak, it felt as though someone punched me in the gut; I found it hard to breathe, which made it impossible to say anything.

Telling

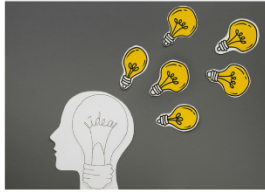
Showing

TYPE THIS WEB ADDRESS IN

<https://www.wooclap.com/JGCONA>

DUE TUESDAY

Come to class with at least **four** ideas to write about for your personal narrative



Personal Narrative

BRAINSTORMING

Ideas

Brief Description

Suggestions from Partners

The time I fell into a ditch with my sister while driving

My sister and I were driving our family car when I slipped on some ice and slid into the ditch. When the tow truck came, they just drove our car out of the ditch.



Appendix A

wooclap My events Mallory Sharp Tutorials EN

SHOW, DON'T TELL Participate at: www.wooclap.com/JGCONA Add presentation

VOTES MESSAGES PARTICIPANT PACE

You are currently using the free plan limited to 30 participants per interaction, upgrade to get more features! [UPGRADE](#)

1. The girl was mad.	EDIT	START	⋮
2. The substitute teacher was strange.	EDIT	START	⋮
3. The puppy was not well-behaved.	EDIT	START	⋮
4. Funny	EDIT	START	⋮
5. Angry	EDIT	START	⋮
6. Scared	EDIT	START	⋮

