

Grade: 7	Subject: English
Materials: writer's notebooks, pencils, copy of the narrative rubric (in Google classroom)	Technology Needed: projector, white board and marker, access to the Team Area.
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) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	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) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) W.7.4 -Produce clear and coherent writing that is developed around an essential question. -Produce writing that uses narrative techniques.	Differentiation Below Proficiency: Students who are struggling to understand either the main idea of the paper or are struggling with writing or who are merely behind due to missing class will have the opportunity to work with me in a smaller group setting as I plan to do a bit of re-teaching with students who are struggling with the concepts. Above Proficiency: Students already have a clear idea of how they are going to introduce their papers and will have no difficulty starting to draft their narratives. They may also be asked to elaborate or try writing it a different way than how they normally might write an introduction in order to challenge them in their thinking. Approaching/Emerging Proficiency: Students will be able to learn and apply how to structure a narrative introduction into their own papers. They will have a clear understanding of what quality of writing is expected of them. Modalities/Learning Preferences: Visual examples will be on the board and online for students to access. Students who are more social learners will have opportunities to talk through their thoughts with either myself or Mrs. Holtz.
Objective(s) TLW have a clear idea of the writing expected of them and be able to apply that to their own draft TLW understand and be able to apply knowledge of an introduction and be able to write their own Bloom's Taxonomy Cognitive Level: Analyze, Apply, Create	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will remain seated at their desks. I will have certain students who may need some more direct re-	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to respect themselves and others.

teaching to come out into the team area where I can assist students with the concepts.	
Minutes	Procedures
	<p>Set-up/Prep:</p> <p>Set up PowerPoint. Make sure there is space on the board and a working whiteboard marker.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Greet students as they arrive. Connect back to the writing they completed on Monday/for homework. Have them open up their writer’s notebooks to a new page. Have them label it “Introductions”. Ask them</p>
20-25	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>PowerPoint on introductions: First, we will discuss how to organize an introduction (hook, bridge and thesis). Then together we will go through the introduction examples and analyze where each of the three parts are in the example. We will also discuss what we like about them or what they could do differently. We will discover what kinds of introductions are appropriate for the narrative writing they will be doing.</p>
15-20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will have time in class to work on their own introductions. For students who are behind or struggling with concepts, I will hopefully be able to bring small groups to work with me in the team area for some re-teaching or more direct help.</p>
5	<p>Review (wrap up and transition to next activity):</p> <p>With a few minutes left in class, I will have a few students share what they are comfortable sharing from their drafted introductions. We will then discuss the rest of the writing process.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will frequently be asking if any students have questions.</p> <p>Consideration for Back-up Plan:</p> <p>If the Team Area is unavailable, then perhaps I can structure the room so that the students who may benefit most from re-teaching are in the same area. If students are not able to understand how to structure their own introduction, then I will model an example for the whole class on the spot so students understand how to do it on their own.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>This lesson is part of the narrative writing unit, this introduction to introductions will transition the students from the prewriting stage to the drafting stage of the writing process.</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought that overall it was a pretty good lesson. Students learned about introductions, were engaged and asked clarifying questions, especially as the day went on. Students were able to explain their writing to me and that is how I knew they understood the concept or if they still needed some guidance. I was a bit nervous the first period I taught it, but it was a good experience for me to be observed while teaching because that is what will happen when I teach in my own classroom as well. I do still need to work on projection and eye contact when nervous. For my own classroom, writing the steps out on the board along with having the steps on the PowerPoint is important for students. For first period I needed to make it clearer that they needed to take notes on the PowerPoint and then point out what specific things they need to write down.