

Grade: 7		Subject: English	
Materials: PowerPoint, rubric printouts, pencils, notebooks		Technology Needed: Projector, students will need their chromebooks, copier/printer	
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) Explain: <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 grasp the concept of the EQ or narrative in general will be able to see and hear concrete examples. Above Proficiency: Students will readily understand the EQ and the narrative project and will be able to help others to understand. Approaching/Emerging Proficiency: Students by the end of the lesson will have a better understanding of the EQ and the narrative project. They will know what is expected of them in their writing for the project. Modalities/Learning Preferences: Students who learn through visuals through the PowerPoint.	
Objective(s) TLW know what is expected of them in their narrative assessment TLW practice writing using narrative techniques in their writing Bloom's Taxonomy Cognitive Level: Understand, Apply, Evaluate			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in groups for book clubs and then will come and sit in their spots for the narrative project explanation and practice.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to respect themselves, others and the classroom itself.	
Minutes	Procedures		
	Set-up/Prep: Students will previously have written a page dedicated to brainstorming about the Essential Question: "What elements bring friends, families and community together?"		

<p>3-5</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Students will transition from book clubs to discussing narrative writing. I will ask them an opening question: What is a narrative? We will then go over the different things that make a narrative.</p>
<p>5-10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Have them look up the word “elements” and then discuss with a partner what they think the right definition is in the context of the EQ.</p>
<p>15-20</p>	<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 then be asked to share out some elements they came up with either previously or now after exploring the definition of the word.</p> <p>Students will then be directed to look at the brainstorm activity they did over the weekend. They will then be asked to star or circle or somehow mark the idea. They will then be given the rest of the time during class to work on writing a minimum of one paragraph about their chosen element and how that connects friends, families and communities together.</p>
<p>2-3</p>	<p>Review (wrap up and transition to next activity):</p> <p>Students will be asked to continue working on and thinking about their narrative projects.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will be monitoring the students’ progress by asking questions and by walking around the room and asking students where they are at.</p> <p>Consideration for Back-up Plan:</p> <p>If I cannot get the rubrics or choice boards printed off in the morning, then I will pull up the choice board on the projector. I can then</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>In this lesson, I am introducing the narrative paper. Students will be assessed on standards W.7.4 and L.7.2</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The majority of students did not do the brainstorms that were assigned for homework, and so I had to backtrack and teach that brainstorming component in class. That seemed to help both those who did not do the homework but it was also beneficial for those who did the homework in order to brainstorm even more ideas for their project. Students also were asked to just explore another brainstormed element instead of starting their rough drafts. Each time I taught the lesson, I was able to do more, explain it better, and help more students individually, so if I were to teach this lesson again, I would start from the restructured lesson with all those components I added throughout the day.</p>	