

Grade: 7		Subject: English	
Materials: Handouts of the choice board, pencils and pens.		Technology Needed: 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) <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 understand or choose an option off of the choice board should have some time at the end of class to talk to me or Mrs. Holtz. There will also be plenty of time for students to ask questions either in front of the class, or if they do not feel comfortable, then during individual worktime. Above Proficiency: Students will readily understand and apply the knowledge from previous class work to their own project. They will also be able to ask questions which go further than simple clarifying questions. They may also be able to help other students struggling to connect their prior classwork or the examples to their own project. Approaching/Emerging Proficiency: Students will be able to understand the expectations of the paper and start writing, with some prompting, on elements of the paper that they will use in their larger paper. Modalities/Learning Preferences: Visual examples will be on the board and online for students to access.	
Objective(s) TLW know what is expected of their writing project. TLW be able to use prior knowledge from last class to brainstorm and have an idea for what they want to write about in their narrative project. Bloom's Taxonomy Cognitive Level: Understand, Apply, Evaluate, Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will remain seated at their desks.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to respect themselves and others.	
Minutes	Procedures		
	Set-up/Prep:		

	Print out the choice board and make the examples.
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Students will be asked to recall the activity we did on Wednesday and remind students of the narrative project.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will then explain the choice board and show examples of each of the choices students can create from.</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 given the rest of class time to choose one of the choices and to start to work on their rough drafts which they will bring with them on Wednesday.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>At the end of class, remind students to work on their narrative projects to have a rough draft by Wednesday and to read for their book clubs.</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 on the choice board. I will also call on a few select students to reiterate instructions or examples in their own words so that I know they understand what is expected of them.</p> <p>Consideration for Back-up Plan:</p> <p>If book club takes too long, then this lesson will either have to be pushed back or they will have to explore and brainstorm on their own for homework.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>This choice board is the start of students working on their projects.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I could have explained the choices better. I liked that students were able to have access to all the examples in Google Classroom and that there were physical examples from in the classroom. I was happy to see that students in each class choose to do different choices in a pretty even mix because that means that all four of the choices I picked appealed to different types of learners. If I were to teach this in my own classroom someday, I would probably make my own examples for each choice that would be more specific to the project.</p>	