

Lesson Plan Template

PLANNING THE LESSON/SUBTASK: Part 1			
Date: <u>11/20/21</u> Grade: <u>7</u> Timeframe (time available): <u>50 min</u>			
Curriculum Area: <u>English</u> Title of Unit (if appropriate): <u>Creative Writing: Outlining</u>			
Context: <i>Where does this lesson fit into your overall unit planning — introductory, middle, culminating? (Prior Knowledge?)</i>			
Middle, students should have prior knowledge of types of conflict, 5 basic story stages, and understand setting			
Curriculum Expectations:			
Academic		Social	
B1: generate, gather, and organize ideas and information to write for an intended purpose and audience. 2.2: establish a distinctive voice in their writing appropriate to the subject and audience		B4: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. 4.1: identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers.	
Big Ideas:			
Writer's block is a typical challenge for writers of all ages and skill levels. It can keep us from beginning assignments, taking the time to develop them, and turning them in on time. The outlining skills developed here can help students get past writers block and create something one piece and a time, rather than trying to write everything at once. Connection to narrative unit.			
Connections to Equity, Diversity, And Social Justice:			
Cross Curricular Connections		Connections to Students' lives: (local/global)	
Drama		My students often have difficulty starting their writing processes and may feel less than confident as writers. This should help them feel less hesitant about beginning their writing process electronically or by hand.	
Accommodations and/or Modifications / Differentiated Instruction:			
Instructional	Environmental		Assessment
-Increase/Decrease <i>time, amount</i> -Scribe for student -Extend -Use manipulatives -Peer tutor/Partner -Oral explanation -Include visuals, models, organizers	-Change space, seating, quiet area -Change grouping -Wheelchair access		-Use a tape recorder -Draw a picture -Scribe for student -Act it out -Write using spell check -Use the computer
Modifications for: _____ (name(s) of students).			
Materials/Resources:			
Teacher Resources	Human Resources	Student Materials	Equipment
Smart Board White Board		Previous handouts about narrative structure	

			<p>Closure <i>(sharing the learning in some way):</i></p> <p>Great work, everyone. You came up with your own original narratives which were cohesive, structured, and well-written and you did it in only about an hour's time. Remember these outlining skills for the next time you're asked to write a story. It's much easier to create a story with substance by outlining instead of just starting from nothing.</p>	
			<p>Homework/ Reminders:</p>	