Lesson Plan Template

PLANNING THE LESSON/SUBTASK: Part 1

Date: ___11/19/21_____ Grade: _____7_____ Timeframe (time available): ___50 min____

Curriculum Area: _____English_____ Title of Unit (if appropriate): __Creative Writing: Outlining__

Context: *Where does this lesson fit into your overall unit planning — introductory, middle, culminating? (Prior Knowledge?)*

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 Drama	Connections to Students' lives: (local/global) 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 *time, amount* -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	

BLM 5.12 Lesson Plan Template #1 (Cont'd)

DELIVERING THE LESSON/SUBTASK - Part 2
Grouping: W = Whole class; S = Small group; I = Independent

Timing	Grouping			Mental Set *(hook)*:	Materials/ Resources
	W	S	I		
	x			(*Ask for show of hands*) Who agrees that one of the hardest parts of writing is getting started? (*Ask specific people to share why it's difficult*)	
				Sharing the Purpose/Objectives *(in student language)* Getting past writer's block is a challenge for writers of all ages and skill levels, myself included. But when writing a narrative, authors use several outlining tools to create a story before the writing actually begins. By using these outlining tools, you won't feel so lost or overwhelmed when writing.	

	x			**Body #1: Guided Writing** Input, Modeling, Check for Understanding, Guided Practice, Independent Practice Recap: -Ask for definitions of different setting. -Ask for 8 ways to reveal a character. -Ask for the 5 stages or a story (story mountain) -Ask for the 7 types of conflict. Guided practice: Outlining an original story -Tell the class we will be creating a story together. (Make it clear that the story's tone is dramatic, keeps the class from becoming derailed by silly suggestions) -Ask the class to come up with a setting. (With each request, take a series of options from the class. Choose the suggestion yourself that most helps the lesson) -Develop the central character. Ask the class for physical characteristics, personality traits, a strength, and a weakness. -Create exposition. What makes sense for our character to be doing? -Create rising action. How does their activity start to go wrong? -Develop rising action. How does a second character get involved? -Develop the second character. Use same method. (Suggest making the second character a foil to the central character, different in many ways) -Create climax. How does the central character change? What is the dramatic question? -Create falling action and resolution. What happens after the climax? How do the characters end up?	**Bloom's Taxonomy:** __Remembering __Understanding __Applying __Analyzing __Evaluating _x_Creating **Learning Styles:** __Visual __Auditory _x_Kinesthetic **Multiple Intelligences:** _x_Verbal/Linguistic __Logical/ Mathematical __Musical/ Rhythmic __Body/ Kinesthetic __Visual/Spacial _x_Interpersonal __Intrapersonal __Naturalist __Existential
				Closure *(sharing the learning in some way):* When Roald Dahl (choose any author the students are familiar with) is starting to write a story, do you think he just sits at his computer one day and says: "Okay, Chapter One."? No, he and many authors do outlines for their written narratives. Why? How does the outline help them? It helps organize ideas and make sure everything important is related. An outline is also easy to change if you decide that part of it doesn't work.	
				Homework/ Reminders: Next class I will put you into pairs or groups of three. You'll get a chance to use the tools and outlining skills we used today to develop your own original story with your groups member(s).	