Lesson Plans – Instructional ELA: Mrs. Shiveley

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Lesson** | Using Precise Language | Intro to memoir | Memoir Timeline and Graphic Organizer/ quotation marks | Draft 1 of memoir/ look at examples | Revise and edit memoir |
| **Standard** | W7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic | W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well- structured event sequences | W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well- structured event sequences | W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well- structured event sequences | W7.5 With some guidance from peers and adults, develop and strengthen writing as needed by revising and editing. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | By the end of the day, I can comprehend the aspects of using precise words by editing existing words and sentences to make them more precise. | By the end of the day, I can demonstrate knowledge of the possibilities for my memoir by completing a heart map. | I can comprehend the organization for writing a memoir by completing an graphic organizer outline for my memoir. | I can apply what I’ve already written of the narrative by starting my 1st draft of my memoir. | I can demonstrate evaluation of the elements of a memoir by editing and revising my memoir and that of my partner. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | I can write to edit existing language using existing sentences and orally share with my A/B partner | I can write to illustrate possible memoir topics using a graphic organizer | I can orally present my outline and timeline using academic language | I can write to describe the event(s) of my memoir using correct sequence, commas, and descriptive detail. | I can write to and orally evaluate my partner’s memoir. |
| **Vocabulary** | Precise, ambiguous | Narrative, memoir | Hook, introduction, sequence of events, conclusion, memoir | Apply, memoir | Revise, edit |
| **Accommodations & Modifications** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. | | | | |