

JMMS Daily Lesson Plan for Writing

Teacher: Condit (2 nd pd. Galyean)	
Unit/ Session: UNIT 4 LITERARY ESSAY BEND 3 session 15c	
Date of Instruction: 3/25/21	
<p style="text-align: center;">Opening (I Do)</p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p style="text-align: center;">TKES 1, 2, 3,4,5, 8,10</p> <p>(Direct Instruction- Connection, Mini Lesson</p>	<p>Standard/s: ELAGSE8W1</p> <p>https://www.youtube.com/watch?v=IzKj-bLvrYQ</p>
	<p>Learning Target/ Teaching Point:</p> <p>Essayists often write to think and grow ideas about craft moves in more than one text at a time, comparing and contrasting ideas across different texts.</p>
	<p>Success Criteria: Student will be able to:</p> <p>Determine a craft move used in 2 texts</p> <p>Compare and contrast how the craft move appears in these texts</p>
<p style="text-align: center;">Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p style="text-align: center;">TKES 1, 2, 3, 4, 5, 7, 8,10</p> <p>(Guided Practice Independent Practice Collaboration, Differentiation)</p>	<p>Small-Group: ___x_ Strategy Group ___ Grammar</p> <p>Help to struggling students in writing about craft moves</p> <p>Teaching Point :</p> <p>Teacher will model the craft move paragraph by using the mentor texts ASIAD and “If only we had Taller Been” by choosing craft moves that are in both and showing how they are used both similarly and differently. Then students will work with a partner to discuss the craft moves from their texts “Harrison Bergeron” and “There will come soft Rains”. Then the students will choose which craft moves they want to write about for their essay independently.</p>
	<p>Conferences: na</p> <p>x__ RDCT Conference ___ Goal Setting Conference</p> <p>Help to struggling students in writing about craft moves</p>
<p style="text-align: center;">Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p style="text-align: center;">TKES : 1,2,3, 4,5,6,7,8</p> <p style="text-align: center;">(Summarize/SHARE)</p>	<p>Visual check of notebooks</p>