

# School of Education

Service \*Leadership\*Competence\*Character

# WRITTEN LESSON PLAN

Teacher Candidate – Stacey Barber \_\_\_\_\_ School – \_\_\_\_\_ High School \_\_\_\_\_

Mentor Teacher – \_\_\_\_\_ University Coordinator – \_\_\_\_\_

Grade/Subject-Core English II 10<sup>th</sup> grade. Lesson Title –Inverted Pyramid and Lead writing \_\_\_\_\_ Date – May 24, 2011 \_\_\_\_\_

Co Teaching Lesson – Yes No *If yes, check the appropriate method: If no, check if this is during your time to solo in the classroom -*

- One Teach, One Observe (lead)  One Teach, One Drift (lead)  Station Teaching  Parallel Teaching  Supplemental Teaching   
 One Teach, One Observe (observe)  One Teach, One Drift (drift)  Alternative Teaching  Team Teaching

Learning Targets		
EALRs	GLEs	Objectives
<b>Writing EARL 2:</b> The student writes in a variety of forms for different audiences and purposes.	<b>GLE 2.2.1.</b> Demonstrates understanding of different purposes for writing. <b>GLE 2.4.1.</b> Produces documents used in a career setting.	-The student will “read with a purpose” from chapter 6 in Journalism Today to gain understand the inverted pyramid format. -Students will apply the information gained from the chapter reading to create their own lead. -Students will apply note-taking skills within Microsoft Word and practice uploading file to the teacher “drop-box”. -Understand what a “lead” consists of, and demonstrate your understanding through writing your own.
<b>Assessment</b> – What will students do to demonstrate competence specific to learning?	<b>Learning Experiences</b> – What learning experiences are the students engaged in to demonstrate the learning target’s knowledge and skills?	<b>Strategies for Creating an Inclusive, Supportive Learning Community</b> – What strategies will be used to facilitate effective classroom management at key points during the lesson?
<b>Be sure to align all assessments with their corresponding learning experiences.</b>		

<ul style="list-style-type: none"> <li>-Check for understanding</li> <li>-turning in their typed notes</li> <li>-share leads with class for self-assessment</li> </ul>	<p>55 minute period</p> <p>5 minutes: Meet students at the door and direct them to get their Netbooks from the two students allowed to get computers out of cart and log in.</p> <p>10 minutes: -“Put your computer screen to a 45 degree angle.” -Introduce what the daily objective are -“We have been practicing writing five paragraph essays where we started out with the minor facts, in our introductions, and in our body paragraphs we explained, persuaded, or analyzed. These types of papers start with the small ideas and build and build and build on each other. Today, we will be learning how in most newspaper writing you do the exact opposite. We will be practicing for when we write our hard or soft news articles tomorrow.” -“Open a word document and save as ‘notes for today-May 24’”</p> <p>15 minutes: -Pass out class-set of chapter from Journalism Today on the inverted pyramid. (As I am passing these out have students write in their notes “Inverted Pyramid and Leads” You will be taking notes in your document on the chapter you read today. -“While you read this chapter from the Journalism Today text book I want you to be reading for understanding. The two things you want to read for in this chapter are—type into your document—What is the inverted pyramid and what are the four reasons it is used?; What is a summary lead?.”</p> <p>5 minutes: Check for understanding: -What is in a summary lead? (Draw pyramid up on board) -What goes into the top section of the pyramid? -What goes into the bottom section of the pyramid. -Name one of the reasons journalists use the inverted pyramid? And another? And another? Last reason?</p> <p>15 minutes: -“Before you write a lead you should write out the Who, What, When, Where, Why, and How of your article.” -I am going to put a picture up on the overhead and I</p>	<ul style="list-style-type: none"> <li>-quick transitions</li> <li>-asking questions about text to students, using seating chart (checking for knowledge)</li> <li>-proximity</li> <li>-moving students if necessary</li> </ul>
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want you to type the Who, what, when, where, why and how of the picture—make up the facts for the picture—in your word notes. Then when you have the Ws and H figured out. I want you to write a 1 sentence lead into this story, as if you were actually going to write it.  
 -Share a few after 8 minutes.  
 -Directions: When you are done please upload the file to the “notes for today-may 24<sup>th</sup>” drop box. And if you finish early you can create your template we used yesterday and create a masthead, which is your newspaper name.

5 minutes:  
 -Log off computer, do not shut the screen until you see the blue log-in screen. Then by row give your netbooks back to the chart checkers.

**What does each co-teacher do before, during and after the lesson?**

	Teacher Candidate	Mentor Teacher	Paraprofessional(s)	Other
What are the specific tasks that I do BEFORE the lesson?	<p><b>-Have daily learning objectives with what materials you will need when the bell rings up on overhead.</b>  <b>-Copy and Print one class set of chapter notes from Journalism Textbook</b>  <b>-Meet and greet students at door and direct them toward the Netbook cart then to their seats</b></p>	NA	NA	NA
What are the specific tasks that I do DURING the lesson?		NA	Na	Mrs. _____ will be observing my “showcase lesson”.
What are the specific tasks that I do AFTER the lesson?		NA	NA	Critical feedback from Mrs. _____

When, where and how will we debrief the co-teaching lesson?	<b>During lunch and after school Mr. _____ and I debrief for 10 minutes every day.</b>	
<b>Grouping of Students for Instruction</b> -Students will be doing individual work. -Students are have assigned seating based on factors that allow them to be successful in class.	<b>Instructional Materials, Resources and Technology</b> -Overhead -Dell Netbooks -Reading packet on Inverted Pyramid, and Leads.	
<b>Accommodations and Modifications</b> -Students with IEP have extra instruction time, which is one-on-one. They will also have more examples.	<b>Family Involvement Plan</b> -Students should go home and thank their parents, and community members for the well spent tax dollars, which provided us with the Dell Netbooks to use for this unit.	

