MWSU student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level: \_\_\_\_\_ blake 2013

**Basic Writing Lesson Plan**

(*Download and type your lesson. It will probably take two pages*.) **See Rubric.**

**Common Core Standard:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Skill or strategy performance based objective:** The student/s will demonstrate an understanding of \_\_(***strategy/skill/write trait*** *you’re teaching goes here*)\_\_ by \_\_\_\_(*your measurable* ***assessment tool*** *goes here*)\_\_\_\_

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| **Materials:** |
| **Activating Prior Knowledge: (Find out what they know about the skill or strategy you're teaching.)** |
| **Establishing a Purpose for Learning the Objective: (Help the students make a connection to what they already know and let them know how this new learning will help them as readers.)** |
| **Teacher Modeling and Thinking Aloud**: **(Show your students what to do and how to think. Are you using (Check which one) \_\_\_\_\_literature to model? or \_\_\_\_\_ comparing strong and weak pieces of writing? Explain what you will say to students about the strategy, skill, or trait, its purpose, how to use it, and how it helps the reader/writer. Use first person in writing this out. Attach the short text used in the modeling.)**  The teacher will say: |
| **Guided Practice:** **(Interaction teacher/students or student/student applying the strategy. This is when you determine if the students are getting it or not. Explain the process of your guided instruction. Use first person in writing this out.)**  The teacher will say: |
| **Independent Practice: (What will the students do independently to demonstrate an understanding of the objective? This should match what you modeled and include the assessment tool for measuring?)** |
| **Assessment Tool:** **(What tool will you use to measure student learning of the stated objective/s? Attach it, if applicable.)** |
| **Interactive Reflection:** **Push for metacognition: Help students think about what they know and what they don’t know. Revisit the objective - Eg. What did we learn today about \_\_(this is your objective\_\_\_)? What did you learn about yourself as a reader today?** |