

LESSON PLAN TEMPLATE: Transform RI- Day 2

Total Time of Lesson: 60 minutes

Standard 1: Planning and Preparation

Component 1.1: Demonstrating Knowledge of Content & Students

Performance Indicators	Educator Evidence
<p>1.1a <i>Knowledge of Content</i> RIPTS 1,2,3,4,5 INTASC 4,5</p>	<p>List important concepts/skills addressed in this lesson:</p> <ol style="list-style-type: none">1. Construct a comprehensive plan of action for the use of funding based on the needs assessment by:<ol style="list-style-type: none">a. Write a narrative clearly communicating your planb. Allocate funds appropriately based on your plan <p>Describe how lesson concepts are related to other disciplines: The skills listed above can be found in <i>all</i> content areas within the Common Core, spanning from Grades 9-12: Constructing a Comprehensive Narrative, Allocation of Funding</p>
<p>1.1b <i>Knowledge of Students</i> RIPTS 1,2,3,4,5 INTASC 1,2</p>	<p>OVERVIEW OF STUDENTS: Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, cultural background, specific learning needs, linguistic considerations).</p> <p style="text-align: center;"><i>This will change based on the students in each individual classroom</i></p>

Standard 1: Planning and Preparation

Component 1.2: Establishing Instructional Outcomes

Performance Indicator	Educator Evidence
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<p><i>RIPTS 1,2,3,4,5</i> <i>INTASC 1,2,4,5,7</i></p>	<p>INSTRUCTIONAL OUTCOMES</p> <ul style="list-style-type: none"> ● Describe how this lesson is aligned to the general curriculum. <ul style="list-style-type: none"> ○ This lesson aligns with the standards below as they are written in the common core curriculum used by academic institutions nationwide. Each standard is directly linked to the concepts and skills being taught: <ol style="list-style-type: none"> 1. Construct a comprehensive plan of action for the use of funding based on the needs assessment by: <ul style="list-style-type: none"> ○ Write a narrative clearly communicating your plan (W.9-10.1/11-12.1, W9-10.4/11-12.4, W.9-10.9/11-12.9) ○ Allocate funds appropriately based on your plan (W.9-10.9/11-12.9) ● What standards are addressed in this lesson? <ul style="list-style-type: none"> ● Writing Standards Addressed <p>W.9-10.1/11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W9-10.4/11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.9/11-12.9: Draw evidence from literary or informational texts to support analysis, reflection and research.</p>
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Standard 1: Planning and Preparation

Component 1.3: Designing Coherent Instruction

<p>Performance Indicators</p>	<p>Educator Evidence</p>
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<p>1.3.a</p> <p><i>Learning Activities , Lesson Structure & Content-Related Pedagogy</i></p> <p><i>RIPTS 1,2,3,4,5</i></p> <p><i>INTASC 1,2,4,5,7</i></p>	<p>DESCRIPTION OF THE LESSON:</p> <p>Provide an overview of the lesson:</p> <p>This lesson will be taught in a 60 minute period. The majority of the class period will be spent engaging students in a “Writing Workshop” where the educator circulates and meets with each student to ensure progress and the proficiency of the writing. However, before this begins, the class will start with the return of the narrative brainstorm from the last lesson. The teacher should provide students with comprehensive feedback--- praising ideas and encouraging realistic plans, while also providing constructive and specific steps from ideas that may not work into something that will work for students. The feedback should allow all students to participate in the writing workshop today in class.</p> <p>As students receive feedback, the educator should provide a template for students to work with to help them clearly communicate their plan. It should address not only the general plan, but specific ideas with general scopes of financial costs. In creating this document, students will communicate the plan and justification with clarity.</p> <p>The goal of the lesson is to have students complete a written proposal/plan within the working period.</p> <p>What evidence based practices (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, digital learning) are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?)</p> <p>This lesson uses the following evidence based practices: individualized student conferencing, student ownership over content, the revision and editing process, responsive feedback, collaboration and workshopping.</p>
<p>Performance Indicators</p>	<p>Educator Evidence</p>

<p>1.3.a</p> <p><i>Learning Activities , Lesson Structure & Content-Related Pedagogy</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,4,5,7</p>	<p>SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON</p> <p>Step 1: Describe Step 1 Do Now: Digest Your Feedback Here students will immediately receive their brainstorm narrative from the previous class. They will be asked to read through teacher feedback and make a plan for changes and revisions to be made (10 minutes)</p> <p>Step 2: Describe Step 2 Model Plan Present last year’s winner. Share elements of their plan and elements that made them stand out and successful through the application process. Discuss these ideas with the students as a whole class. (10 minutes)</p> <p>Step 3: Describe Step 3 Writing Workshop Students will start working right away. Using a template, they will compose a narrative using their research and brainstorm to fuel a comprehensive plan, inclusive of each need for their school, generalized financials, and a justification for each. The teacher will conference with each student, encouraging passion and the infusion of narrative writing skills to enhance the end result. (40 minutes)</p>
<p>1.3.b</p> <p><i>Instructional Materials and Resources</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,7</p> <p>CEC 1,2,5</p>	<p>INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY</p> <ul style="list-style-type: none"> ● Chromebooks for each student ● Projector for Classroom Teacher to present ● Brainstorm Narrative & Feedback <p>Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities: All listed instructional materials and resources must be provided to all students to ensure equality among student learning within the classroom. These resources and materials consider the needs of various learning styles and levels, engaging in visual guides, whole class discussions-small group discussions and work, and independent writing.</p>

<p>1.3.c Instructional Groups RIPTS 1,2,3,4,5,9 INTASC 1,2,7</p>	<p>PREREQUISITE SKILLS Describe the prerequisite skills needed for this lesson’s success: Students will need to be familiar with classroom routines and procedures, and have a safe and supportive working relationship with one another and their teacher in order to engage and connect to the content of the lesson’s discussions and assessments. They will need to be able to access the technology and the language well enough to follow and participate in the collaborative discussions in order to produce clear and coherent writing independently at the of the lesson. If students were not present during the previous lesson, they will need to conduct a narrative brainstorm and look over the research that the class conducted before working on their formal plan.</p>
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Standard 1: Planning and Preparation
Component 1.4: Designing Student Assessment

Performance Indicators	Educator Evidence
<p>1.4 Designing Student Assessment RIPTS 4,5,9 INTASC 2,8,6</p>	<p>ASSESSMENT Describe and include assessments that will be used to assess student progress of learning outcomes.</p> <ul style="list-style-type: none"> ● Summative Assessment: at the end of the lesson, students will produce a comprehensive plan of action for the use of funding based on the needs assessment by writing a narrative clearly communicating a plan and allocation funds appropriately based on the plan. <p>Explain how these assessments align to the outcomes of the lesson:</p> <ul style="list-style-type: none"> ● The written assessments ensure students are communicating what to do with the money in a realistic and effective way that benefits their community as well as themselves. ● They will need to include their emotional investment in this opportunity and the application process in order to complete it with the passion and integrity needed to be considered and to make a difference. <p>How does information from assessments inform your instruction?</p> <ul style="list-style-type: none"> ● In conferencing with students, teachers will be able to individually assess whether they are on track to completing their plans proficiently. ● The written assessment at the end of the lesson will inform the educator whether or not the student has a deep understanding of the task at hand as well as the communication skills necessary to work further with their plans. <p>How do the planned assessments consider diversity of students (i.e. special education needs, cultural, linguistic and racial identities)?</p> <ul style="list-style-type: none"> ● Being that the lesson is based on what resources and plans would students want to improve their schools, the consideration towards diversity is inherent in that it will force them to consider the benefit of their whole community: not solely themselves. The question asks what the school needs to improve-- and thus forces students to think about <u>all</u>

	<p>members of the school community--inclusive of <u>all</u> learners. The research modeled as a whole group and then completed in small groups will help students see and understand the many diverse learners in their school.</p>
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