



Leaders and Role Models: Lesson 3

Overview	Key Lesson Elements	
<p>Unpacked Benchmark, CDAS, CRS, or IL State Standards.</p> <p>Expressing Judgements</p>	What is the Teacher Doing?	What are the Students Doing?
	<p>Do Now (3-5 minutes): I will be standing at the door handing out Do Nows. As soon as the bell rings, I will come into the room and give the instruction to begin the Do Now, set the timer for 5 minutes, and circulate the classroom. While I am circulating the classroom, I will narrate to ensure that the students are on task and check their answers.</p>	<p>Students will be answering the following question on the Do Now that was handed to them at the door:</p> <p>What are the 3 parts of a 3 part response?</p>
	<p>Review steps and process of a Three Part Response. Put transparency up on the overhead projector that outlines the steps. Hand students back their brainstorming work and the Three Part Response template. Discuss with students what they will be doing with this template.</p>	<p>During conversation, students will be participating by raising their hands and taking notes.</p>
	<p>Objective(s) SWBAT: -develop a well supported written explanation to a given question through 3 part response</p>	<p>I will model part 1 on the Three Part Response template. I will go through my thought process on how I developed my point and show the students that I took information from my brainstorming, as they should, to create my point. Then I will facilitate the students' work on their own points. I will put the timer up on the board and walk around the room. During this time, I will check in with individual students to help guide them and answer questions.</p>
<p>Vocabulary words/Key Concepts: Point Evidence Evaluation</p>	<p>I will model part 2, this time using the text and the film to fill in my evidence portions of the template. I will remind the students that there are two things they need with a direct quotation: quotation marks and a page number. Then I will facilitate the students' work on their own evidence. I will put the timer up on the board and walk around the room. During this time, I will check in with individual students to help guide them and answer questions.</p>	<p>Students will listen actively to my modeling and ask questions, when appropriate by raising their hands.</p> <p>Then students will work individually for 8 minutes to fill in part 2, using the text and the film as a reference.</p>
<p>Modifications/ Accommodations -Students may only have to choose 1 example to support their point.</p>	<p>I will model part 3 for the students. I will go through my thought process and show students how I connected each example to my point. I will also show them a nonexample and ask why that is not an appropriate evaluation for my evidence. Then I will facilitate the students' work on their own evaluations. I will put the timer up on the board and walk around the room. During this time, I will check in with individual students to help guide them and answer questions.</p>	<p>Students will listen actively to my modeling and ask questions, when appropriate by raising their hands. Students will also participate in the discussion on why makes something a good evaluation or an insufficient evaluation. Then students will work individually for 5 minutes to fill in part 3.</p>



	<p>Exit Ticket (aligned to lesson objective) or assessment: I will direct the students to their exit ticket and monitor their work by circulating the classroom, making sure that each student is working on the correct assignment, and narrating their behavior.</p>	<p>Students will be silently and independently answering the exit ticket question, which can be found on the back of their Do Now:</p> <p>What makes something a “good” evaluation? What makes something an “insufficient” evaluation?</p>
<p>Materials & Technology Copies of Do Now/ Exit Ticket Copies of templates Overhead Projector and copies</p>	<p>Closing/Preview for next lesson: In tomorrow’s lesson, we will look at the rubric for this assignment and begin to put together our template into the paragraph that the students will be turning in for their final writing assignment.</p> <p>Post Lesson Reflection: The timing of this lesson ended up being much more flexible than I had planned. I introduced the concept of what the students would be doing and then intended them to just work for a short amount of time on each section of the template. However, I ended up needing to work closely with a few students and as the time ran the other students continued to work ahead. Right now, almost every student is at a different part of their Three Part Response. Tomorrow, I will have to be flexible in allowing students to get caught up on the work because some are ready to move on and some are still on the Point.</p>	