



Leaders and Role Models: Lesson 4

Overview	Key Lesson Elements	
	What is the Teacher Doing?	What are the Students Doing?
<p>Unpacked Benchmark, CDAS, CRS, or IL State Standards.</p> <p>-making generalizations and conclusions</p> <p>-expressing judgments</p>	<p>Do Now (3-5 minutes):</p> <p>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: Make a list of key qualities of a good paragraph.</p>
	<p>First, I will lead a discussion about the Do Now, trying to get the students to identify that a good paragraph needs all of the components of a Three Part Response in addition to transition words, phrases, and sentences.</p> <p>Then, I will put my modeled Three Part Response from yesterday up on the board, to refresh the students' memories of what they did yesterday. At this time, I will also pass back their template outlines that they worked on yesterday.</p>	<p>Students will review their answers to their Do Nows, share with the class, and add information to their own lists.</p> <p>Students will review their work and my work on the template from yesterday to refresh their memories on what they accomplished.</p>
<p>Objective(s) SWBAT: develop a well supported written explanation to a given questions through 3 part response</p>	<p>I will put up my sample paragraph, that includes transition words, phrases, and sentences, on the overhead.</p> <p>I will read the paragraph out loud, following line by line with my finger, off of the overhead. After I have finished reading, I will guide the students through identifying each part of the Three Part Response, very specifically (acknowledging only the words that would be considered portions of the Three Part Response). I will identify each part with a different color.</p> <p>Then, I will ask students to determine what the purpose of the other words in the paragraph that are not part of the Three Part Response are (trying to get them to identify those words as transitional).</p> <p>Pass back all materials to students, as well as the rubric for the assignment with space for the students to draft.</p>	<p>Students will actively follow along with the paragraph and participate in the discussion of what each part of the paragraph is. They may take notes on their own papers as necessary.</p> <p>Students will review their materials, individually, and the rubric. They will ask any questions they may have about the assignment.</p>
<p>Vocabulary words/Key Concepts:</p> <p>Role Model</p> <p>Leader</p> <p>Point</p> <p>Evidence</p> <p>Evaluation</p>	<p>During this time, I will be circulating the room and checking in individually with students. I will use this time to answer questions and read what the students are writing. I will be able to address misconceptions and struggles one on one or to the whole class, as I see fit.</p> <p>I will also be monitoring the time and behavior of the students during this independent work time.</p>	<p>Students will have 15 minutes to turn their own template into a paragraph, with transition phrases.</p> <p>At the end of 15 minutes, they will swap paragraphs with a partner, who will identify each of the three parts and transition words. If the student is missing a part or a necessary transition, the partner will make a note at the bottom of their paper before returning it to the author.</p>
<p>Modifications/ Accommodations</p> <p>Students in need of more guidance will be encouraged to mirror the transition words/phrases used in my modeling.</p> <p>Students in need of more freedom will be encouraged to use unique transitions to enhance their paragraphs.</p>	<p>Exit Ticket (aligned to lesson objective) or assessment:</p> <p>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 answer the Exit Ticket, which they can find on the back of their Do Now, silently and independently.</p> <p>What more do you feel that you need to do to successfully develop a well-supported paragraph?</p>



<p>Materials & Technology Overhead projector, transparencies with modeled paragraph and template Rubrics with drafting space</p>	<p>Closing/Preview for next lesson: In subsequent lessons, we will be editing and continuing to draft. This rough draft will eventually become the students' final writing assignment for the school year.</p>
	<p>Post Lesson Reflection: Today, I had a lot of students who have been absent the last few lessons return. This posed a big problem for me to have students move forward in the drafting process. I was constantly trying to catch up the students who had been absent while keeping the students who were here from running out of things to do. I do not think that any of the students had the opportunity to peer edit. Some of them seemed to understand transitions, but some still looked perplexed after my brief introduction. I think it might be too late in the school year to stop and have a lesson on transitions, but maybe next week I will provide them with a list of transitions that they might be able to apply.</p>