Modified 5E Lesson Plan Template

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| **Title: Essay Revision Part 2** | |
| **Teacher:** El White & Anna Gay  **Subject:** English I  **Grade Level:** 9 | **Lesson Length (time estimate):** 80 minutes total – 20 minute SSR 40 minute lesson  **Lesson Date:** 2 April 2024 |
| **Standards, Objectives, and Materials** | |
| *Ask yourself:* How does this lesson connect to current state standards? What will students know or be able to do after participating in the lesson? How will students demonstrate what they know?  **State standards covered from these two sources:**   * TEKS:   9.9Bii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.  **Objectives (SWBAT)**  **Students are able to craft their essays with their own idea, not just summarizing the plot of the play.**  9.9C: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of  parallel constructions and placements of phrases and dependent clauses.  **Objectives (SWBAT)**  **Students will be able to revise their original essays by following the notes given on their individual essays and correcting any general mistakes that very revised through the lessons.**  9.9D: edit drafts using standard English conventions.  **Objectives (SWBAT)**  **Students will be able to change their drafts and elevate their writing in this next version of their essay.**  9.10D: Compose correspondence in a professional or friendly structure.  **Objectives (SWBAT)**  **Students are able to take out all slang and informal text in their essay and change it to academic language without losing the main ideas they were trying to convey.**   * ELPS: All students in our class have tested out of ELPS placement.   **Are there any IEP goals, 504 plans, or levels of ELLs to consider with your objectives? What learning differences will you keep in mind? List them here.**  The only accommodation in this class is extra time so although the students should be able to complete in this class, the kids with extra time have until the following class period to complete the assignment. We also have small group accommodations, but we do not expect anyone to need this for this activity however if they struggle we can always send a smaller group to the empty classroom next door to work in a quitter environment. | |
| **Materials**   * Printed out copies of student’s essays. * White board to write on * Students need their Laptops to work * Google classroom to monitor work. | |
| **Lesson components: The 5Es**  Today is essay writing workshop part 2! During part one, we handed back paper copies of the essays with comments written on them of student specific corrections. Before they saw their essays we reviewed the parts of the essays and how to develop a thesis. Today we will do similar. The lesson should run like this: 10 minutes of set up — 60 minutes of work — 10 minutes of reading for those who finish early or more time to work on essays. | |
| **Engage** (10 Minutes)   * Today I believe the engage portion of the lesson is also the explain. This is the only time where they are not just in their own writing bubbles working on their essays. They will come in and get directions then work for the entire class period. They will also engage with me throughout the whole class period as they need to ask questions or would like individual help with their essays. | |
| **Teacher actions**   * I will explain the layout of today and be available to answer individual questions throughout the entire class period. | **Possible Student Actions and Responses**   * Students will have questions about the individual comments made on their essays or about general essay structure that they simply need a refresh on. |
| **Explore** (estimate the number of minutes)   * The main thing they are exploring today is how to better their own writing. They have already had one whole class period to work on this and have had the essay grades and comments back for many days. Now they are proving they have retained the information from the previous lessons and to show they can better their writing. | |
| **Teacher actions**   * I will monitor their essays using google classroom as they write. Through this resource I can leave real time comments on their papers to aid in their revision. | **Possible Student Actions and Responses**  I will need to be available to answer questions and help aid in the general revision process. |
| **Explain** (10)   * At the beginning of class I will hand out their physical copies of their essays again and I will lay out what we are doing for the day. | |
| **Teacher actions**   * I will tell them how we are working on our essays and how they will need to type out their new essays into the google form which we are monitoring. * They can ask me questions at any time about their comments on their papers. | **Possible Student Actions and Responses**   * Directions are said and given on their google classroom for them to read. |
| **Extend** (60 – entire class)   * Students are able to use the last few classes (where we review essay structure, thesis building, and rubrics for essay writing) to advance their own writing skills. They are revising their essays which they believed were final drafts to create a better version of their original essay. | |
| **Teacher actions**   * I will remind them of the lessons we reviewed, I will help them to shape their new essays. I will make live comments reminding of them of details they may forget while trying to fix larger errors. | **Possible Student Actions and Responses**   * I will need to be available to answer questions. The students who take more time may need me to make comments even after class has ended so they can get the same amount of guidance as those who completed their entire essay in the class time. |
| **Evaluate** (60 – entire class )   * I am monitoring their work as they do it which allows me to see how they are correcting their previous work and how they edit their drafts. Once they turn these in we will compare them to their last essays to monitor for growth. | |
| **Teacher actions**   * Once essays are finished, compare old essays to new. This will allow us to see what they still need to focus on and what they have now mastered. | **Possible Student Actions and Responses**  Some students may need individual conferencing again to discuss the essay if major corrections were still not made. |

*Note.* Be sure to attach any student worksheets to your lesson plan.