

EBHS Lesson Plan Template

*Upload as artifact on EDFS within 24 hours of observation and tag Standard IA4



Instructional Focus: Create Responses Using Multiple Sources

Instructional Strategy: Teachers will use an integrative approach to “Reading, Writing, Listening, and Speaking Every Day in Every Class” in each of the three elements of lesson design: Explanation, Practice, and Synthesis.

CLASS INFORMATION														
Teacher Name:		Sances												
Class w/Level:		US 2				Block:		4						
Number of ELD students by level:						Number of Special Ed Students w/codes:								
1	2	3	4	5	FLEP	Never	A	F	R	S	U	W	L	O
		4	5	5					3				4	

BOARD CONFIGURATION			
Date:		12/1/2017- 12/2/2017	Standard/s: USII.3 CC RH 11.8-11.9
Content Objective:		SWBAT analyze the immigration experience of the late 1800s and early 1900s through their own personal story	
Language Objective: (WIDA Can Do Descriptors)		SWBAT define memoir, create in a life graph and label it; then free write about one specific event on the life graphs and create a 6 word slide	
Essential Question:		How can we define our life journey in 6 words?	
Agenda:		Do Now: Quick Write- What is a personal memoir? Videos on 6 Word Memoirs Life Graph exercise Free Write Tutorial	

	Create Slide with Chrome Book
Homework:	Change two words to your slide
THE LESSON WITH CONTEXT	
Text/s Used:	Texts from EBHS ELA Department
Formative Assessments:	Do now, Free write, 6 word memoir, Filed trips
Unit Summative Assessment:	Binder grade, Immigration Compare/Contrast essay, Term test,
Explanation of Material: (5-20 min) Bridging new to previous content within a standards-based unit. <i>Use integrative approach and label 4 domains (R, W, L, S)</i>	
Students will free write what they think a memoir is, and then read two text with definitions of a personal memoir	
Task Level on Hess Cognitive Rigor Matrix:	Creating
Practice: (20-50 min) Active student participation using new content <i>Use integrative approach and label 4 domains (R, W, L, S)</i>	
Students will watch 3 YouTube videos on 6 word memoirs. Students will then fill out a “life Graph” graphic organizer. Students will free write based on one of the life events they chose from the graphic organizer	
Task Level on Hess Cognitive Rigor Matrix:	Creating
Synthesis and Closure: (20-30 min) Making meaning <i>Use integrative approach and label 4 domains (R, W, L, S)</i>	
After the free write students choose 6 words from their free write for their six word memoir, then watch a tutorial on the creating a Google slide. Students then create their six word memoir slide	
Task Level on Hess Cognitive Rigor Matrix:	Creating

