**Instructions for Creating the Lesson Plan**

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**Attachments**

* [Written\_Guidelines\_for\_Lesson\_Plan\_F13.doc](https://college.livetext.com/folder/10115201/GBMefiDI_Written_Guidelines_for_Lesson_Plan_F13.doc)
* [Visual\_Guidelines\_for\_Lesson\_Plan\_F13.doc](https://college.livetext.com/folder/10115201/SUopzkti_Visual_Guidelines_for_Lesson_Plan_F13.doc)

**A. Demographics**

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name: Savannah Murphy** | | **Date of observation:** | | **Age/Grade Level: 7th Grade** |
| **# of students:25** | **# of students with an IEP: 0**  **# of students with a GSSP: 0**  **# of students with a 504 plan: 0**  **# of students with a PSP:0** | | | |
| **Content Area: Marketing** | | **Lesson Content: Writing** | | **Lesson length:20 Minutes** |
| **Unit Title: Persuading a Local Compnay** | | **Lesson # (within unit sequence):1of 3** | **Lesson title:Writing a Persuasive Business Letter** | |
| **Created by individual or group members (If not completely your original work, cite the source.):** | | | | |

**B. Critical Student Characteristics**

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* ***Describe any critical student characteristics that will affect student learning.***

* ***Describe how you will embed the goals of students with the IEP, GSSP, PSP, and/or 504 plan for this lesson and how you will assess these goals.***

* ***State why this lesson is developmentally appropriate for this group of learners (for example, in terms of cognitive, affective, and psychomotor domains of learning).***

**C. Lesson Alignment**

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* ***Describe the students' prior knowledge and/or content of previous lesson(s).***

 How to read and write

* ***Explain how this lesson relates to the unit of study and/or your goals for teaching about the topic in this lesson.***

 In order to be able to write a persuasive business letter to persuade a company that is coming to town to use the logo that they designed.

* ***Explain what content and/or skill is needed from this lesson for the next lesson***

Students need to understand the parts of a letter to be able to organize their thoughts.

**D. Standards**

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Connect your goals and objectives to appropriate Kentucky Core Academic Standards (KCAS) and/or National Standards. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Kentucky Core Academic Standards (KCAS) and/or National Standards. Right click on the link below and choose 'open in new tab.'

<http://kate.murraystate.edu/resources/pdresource/49/>

W.5.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**E. Objectives/Learning Targets**

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***State what students will know and do as a result of this lesson. The objective/learning target must be student centered, observable and measurable. No more than three (3) objectives/learning targets written for this lesson.***

1.  Objective: Students will learn the parts of a business letter.

     Learning Target:By using the references in the room, you will learn the parts of a business letter.

2.  Objective: Students will learn the correct order of the parts of a business letter.

     Learning Target: By refering back to the references in the room you will learn the correct order of a business letter.

3.  Objective: Students will learn how to correclty to persuade someone in a letter.

     Learning Target: By reading good and bad examples of persuasive business letters, you will learn how to write your own persuasive business letter.

**F. Lesson Assessment Plan**

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In tabular format, organize how each objective/learning target will be assessed.

**Lesson Assessment Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Learning Target #** | **Assessment type**  **(Formative or Summative)** | **Description of Assessment (1)**  ***(Indicate the assessment instrument and the performance criteria you will use to score for mastery of the objective.)*** | **Differentiated Assessment Plan (2)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**\*\*\*Attach copies of the assessment instruments and rubrics\*\*\***

*(1)  When using formative assessments, indicate the phase:  short cycle (minute to minute or day to day), medium cycle, and/or long cycle. Examples of assessments: quiz, test, KWL, quick write, open response, essay, checklist, performance task, Venn diagram, anecdotal records, skills test, photograph, rating scale, rubric, lab report, or playing test, etc.*

*(2)  Consider:*products, projects and learning tasks, Structured interview which focuses on Higher level questions focusing on an essential understanding and low level questions focusing on knowledge or a skill, learning logs and journals, Peer-assessment and self-assessment tasks, including rubrics, group or individual conferencing sessions,  Consider i*ncluding  details about assessment modifications needed for students with an IEP, or GSSP, or PSP, 504 Plan, ethnic, cultural, or racial diversity, or achievement gaps, if needed.*

**G. Instructional and Differentiated Strategies and Activities**

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**State the instructional strategies and the activities you will align to your planned objective/learning target for this lesson.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Learning Target #:** | **Instructional Strategies:** | **Activities:** | **Differentiated Strategies/Activities:** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Note: Differentiation may be implemented through process, product, content, or environment.

Helpful website for this section: <http://daretodifferentiate.wikispaces.com/>

**H. Key Vocabulary**

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***List the key vocabulary for this lesson:***

Heading

Address

Salutation

Body

Signature

**I. Media/Technologies/Resources**

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***List materials and equipment needed for the lesson.  Attach any handouts needed (including PowerPoints).  If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesso*n.**

Big Post It Notes

Marker Board

Document Camera

**J. Classroom Management for Activities and Transitions**

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***Describe how you will manage the activities and transitions in terms of student behavioral expectations (ie. CHAMPs, ACHIEVE, PBIS, etc.) as an ongoing component of your lesson.***

Respect...yourself & others

Listen...to teacher

Raise Hand...to speak

Participate...

**K. Procedures - Opening of the Lesson**

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Opening

* ***In terms of student engagement, how will you activate prior information/knowledge of the students?***

 By using a bellringer: List the five parts of a business letter.

* ***In terms of student engagement, how will you motivate the students for this lesson?***

 In order to be able to write a persuasive letter, the students will need to know the correct parts and the order they go in to organize their thoughts.

* ***In terms of student engagement, how will you communicate the student friendly learning target(s) for this lesson to the students?***

 Be positive, and use a friendly tone. Write them with the Champs rules on the board for them to refer to.

* ***In terms of student engagement, how will you introduce the key vocabulary for this lesson to the students?***

Show examples of the parts of the business letter

**L. Procedures - Middle of the Lesson**

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**Middle**

The middle of the lesson plan is the heart of the lesson. ***Reminders for planning the middle section of the procedures for this lesson plan can be found in the attachment.***

* Provide detailed step by step procedures for delivering content to meet your objectives.
* Co-teaching strategies listed (if used):

Transition by verbally asking the students what they already know about a business letter. From there we will teach the correct parts and the correct why the parts should by organized by using the document camera and the marker board. After the students have a clear understanding of the parts, we will show them some good and bad examples of a business letter, and they are to identify what is wrong with the bad ones, and why the good ones are correct.

**Attachments**

* [Guiding\_Questions\_for\_Planning\_the\_Middle\_Section\_of\_the\_Lesson\_Plan\_F13.doc](https://college.livetext.com/folder/10115201/VWbWH84R_Guiding_Questions_for_Planning_the_Middle_Section_of_the_Lesson_Plan_F13.doc)

**M. Procedures - Closing of the Lesson**

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Closing

* ***In terms of student engagement, how will you conduct the review of what was learned/taught during this lesson?***

 Just review by asking the student different questions about the lesson, such as asking them to name the parts of the letter, and the correct order.

* ***In terms of student engagement, what will be the focus of the next lesson?***

We will let our students know that for the next lesson they will be learning how to persuade someone in a letter.

**N. Lesson Analysis and Reflection**

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***To ensure that your lesson analysis and reflection inform instruction, this part must be completed no more than two days after each observed lesson.***

**1.  Explain how you determined the levels of student performance on your objective(s)/learning target(s).  Refer to rubrics or criteria used in this determination.  (What was effective?  What was not effective?  What would you keep and why?  What would you change and why?)**

The effective part of the lesson had to be the hands on part where most of the students participated in telling me what was right and wrong about the examples of good and bad persuasive business letters. I would change the attidtude of the classroom because it wasn't very up beat like I think it should have been, I would add more hands on activities, as well as maybe some group work for the class to get them involved in what they were learning.

**2.  For each lesson objective/learning target, sort the student performance into three categories:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective/Learning Target** | **# of students BELOW stated criteria** | **# of students MEETING stated criteria** | **# of students EXCEEDING stated criteria** |
| Students will be able to identify the 5 parts of a persuasive business letter. | 0 | 23 | 20 |
| Students will be able to put the parts of a persuasive business letter in order | 0 | 23 | 21 |
| Students will be able to persuade in a letter | 0 | 23 | 20 |

**3.  For each category, describe the students' strengths and learning needs:**

**a)  Below criteria:**

**b)  Meeting criteria:**

**c)  Exceeding criteria:**

**4.  Reflect on the following:**

**a)  How effective was your instruction for each Lesson Objective/Learning Target based on analysis of student performance identified in number 2 above?**

**Very effective**

**b)  Reflect on the co-teaching strategies, if any were used.**

**We took turns teaching different activities. I taught the parts and order of a persuasive business letter, and my partner went over the activity where the students looked and good and bad examples of a persuasive buisness letter.**

**c)  Describe patterns in student performance.  How will these patterns be used in planning and instruction?**

**5.  For each category of students, how will you differentiate instruction in future lessons?**

**a)  Below stated criteria**

**b)  Meeting stated criteria- Give more hands on activities**

**c)  Exceeding stated criteria**

**6.  Describe how you will communicate the progress of students with the students and parents/caregivers (other than school grade reporting).**

**If students aren't doing well I will first confront them, but if things do not start to get better, then I will email their parent and inform them of their childs academics or their behavior.**

**O. Glossary**

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**Attachments**

* [K12\_COE\_TPA\_Lesson\_Plan\_Glossary\_F13.docx](https://college.livetext.com/folder/10115201/ZMD6Pxeg_K12_COE_TPA_Lesson_Plan_Glossary_F13.docx)

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