

Lesson Plan Date: February 6, 2012- February 10	Week: 21
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Teacher: Baltsas	Class: College Prep Reading/ Writing	Size: 158
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Monday's Objective(s):
SWBAT rewrite 10 sentences, replacing the informal slang words with more formal diction or appropriate word choice.
SWBAT use context clues to determine the meaning of the missing word or phrase.

	Assessment Results	Data Analysis/Next Steps
<p>Activities: Bell Ringer: Word Choice Complete Effective Word Choice Homework: Context Clues Meta cognition Activity 1</p> <p>Accommodations/Modifications: Students will be expected to complete at least 50-70% of the exercise (percentages are based on students with current IEP modifications). Most students will be given extended time to complete the assignment. The LCD projector will contain helpful visuals (i.e images, graphics, highlighting, bolding, and underlining) that connect with the lesson throughout the entire class period. Students receive written, oral, and visual directions to the assignments. The written directions will contain bolding and underlining. Oral directions will be interactive, and an LCD projector will be used while reviewing important concepts for visual learners.</p> <p>Assessment: Effective Word Choice</p> <p>Materials: Bell Ringer, LCD projector, Effective Word Choice assignment, Context Clues Meta cognition Activity 1</p>	<p># Mastered:</p> <p>Avg Score:</p>	

Tuesday's Objective(s):
SWBAT use context clues to determine the meaning of the missing word or phrase.
SWBAT read 10 sentences and determine the meaning of the word using cross sentence clues or prior knowledge. Then, swbat write down what clues in the sentence enabled students to determine the word meaning.

	Assessment Results	Data Analysis/Next Steps
<p>Activities: Bell Ringer: Word Choice Exit: Complete Context Clues Homework: Context Clues Meta cognition Activity 2</p> <p>Accommodations/Modifications: Students will be expected to complete at least 50-70% of the exercise (percentages are based on students with current IEP modifications). Most students will be given extended time to complete the assignment. The LCD projector will contain helpful visuals (i.e images, graphics, highlighting, bolding, and underlining) that connect with the lesson throughout the entire class period. Students receive written, oral, and visual directions to the assignments. The written directions will contain bolding and underlining. Oral directions will be interactive, and an LCD projector will be used while reviewing important concepts for visual learners.</p> <p>Assessment: Context Clues assignment</p> <p>Materials: Bell Ringer, LCD projector, Context Clues, Context Clues Meta</p>	<p># Mastered:</p> <p>Avg Score:</p>	

PMO Data: _____ % Mastered **Class Average:** _____ %

cognition Activity 2		
Wednesday's Objective(s): SWBAT use context clues to determine the meaning of the missing word or phrase.		
SWBAT read 10 sentences and determine the meaning of the word using cross sentence clues or prior knowledge. Then, swbat write down what clues in the sentence enabled students to determine the word meaning.		
<p>Activities: Bell Ringer: Word Choice Review yesterday's exit Context Clues and homework (Context Clues Meta cognition Activity 2) Exit: Complete Appropriate Word Choice Activity Homework: Context Clues Meta cognition Activity 3</p> <p>Accommodations/Modifications: Students will be expected to complete at least 50-70% of the exercise (percentages are based on students with current IEP modifications). Most students will be given extended time to complete the assignment. The LCD projector will contain helpful visuals (i.e images, graphics, highlighting, bolding, and underlining) that connect with the lesson throughout the entire class period. Students receive written, oral, and visual directions to the assignments. The written directions will contain bolding and underlining. Oral directions will be interactive, and an LCD projector will be used while reviewing important concepts for visual learners.</p> <p>Assessment: Appropriate Word Choice Activity</p> <p>Materials: Bell Ringer, LCD projector, Yesterday's exit Context Clues, Context Clues Meta cognition Activity 2, Appropriate Word Choice Activity, Context Clues Meta cognition Activity 3</p>	<p>Assessment Results</p> <p># Mastered:</p> <p>Avg Score:</p>	<p>Data Analysis/Next Steps</p>

Thursday's Objective(s) SWBAT take a multiple choice quiz on appropriate word choice and diction		
SWBAT revise an essay that contains an introduction and conclusion, maintains a focus on the specific issue, presents a thesis, contains a counterargument, develops ideas with specific examples or evidence, and shows some movement between general and specific ideas.		
<p>Activities: Bell Ringer: Word Choice Take Quiz on Word Choice/ Meet in Lab to revise the 1st draft of George Washington Carver essay</p> <p>Accommodations/Modifications: Students will be expected to complete at least 50-70% of the exercise (percentages are based on students with current IEP modifications). Most students will be given extended time to complete the assignment. The LCD projector will contain helpful visuals (i.e images, graphics, highlighting, bolding, and underlining) that connect with the lesson throughout the entire class period. Students receive written, oral, and visual directions to the assignments. The written directions will contain bolding and underlining. Oral directions will be interactive, and an LCD projector will be used while reviewing important concepts for visual learners.</p> <p>Assessment: Quiz on Word Choice</p> <p>Materials: Quiz on Word Choice, computer lab, rubric, Guidelines for writing an essay using ACTS, MEL-con, and STAC</p>	<p>Assessment Results</p> <p># Mastered:</p> <p>Avg Score:</p>	<p>Data Analysis/Next Steps</p>

PMO Data: _____% Mastered Class Average: _____%

<p>Friday's Objective(s): SWBAT to examine a series of sentences in order to determine appropriate word choice and diction with at least 80 percent accuracy</p> <p>SWBAT revise an essay that contains an introduction and conclusion, maintains a focus on the specific issue, presents a thesis, contains a counterargument, develops ideas with specific examples or evidence, and shows some movement between general and specific ideas.</p>		
<p>Activities: <i>Finish revising George Washington Carver essay/ CPS Essay guidelines/ Scoring Rubric/ editing symbols chart</i></p> <p>Accommodations/Modifications: <i>Students will be expected to complete at least 50-70% of the exercise (percentages are based on students with current IEP modifications). Most students will be given extended time to complete the assignment. The LCD projector will contain helpful visuals (i.e images, graphics, highlighting, bolding, and underlining) that connect with the lesson throughout the entire class period. Students receive written, oral, and visual directions to the assignments. The written directions will contain bolding and underlining. Oral directions will be interactive, and an LCD projector will be used while reviewing important concepts for visual learners.</i></p> <p>Assessment: 2nd Draft of George Washington Carver essay</p> <p>Materials: computer lab, rubric, Guidelines for writing an essay using ACTS, MEL-con, and STAC</p>	<p>Assessment Results</p> <p># Mastered:</p> <p>Avg Score:</p>	<p>Data Analysis/Next Steps</p>

PMO Data: _____% Mastered Class Average: _____%