CO- TEACHING LESSON PLAN

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| Co-teaching Model: Parallel teaching | | | | | |
| Teacher 1: Ethan  Teacher 2: Sam | | | Date: 3/21/24 | Lesson Start and End Time: All day | |
| Academic Area: Reading/Language Arts | | | Grade Level: 8 | Co-op initials with date: | |
| **Pre-Instruction Planning** | | | | | |
| Topic | | Argumentative essays & Lizzie Borden | | | |
| PA Anchor/Standard or Eligible Content | | CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics. | | | |
| Lesson Objectives | | T.S.W.B.A.T. write an inductor paragraph to their argumentative essay using a supportive outline. | | | |
|  | | Teacher 1 | | | Teacher 2 |
| Materials | | Smart board | | | Large sketch pad and markers. |
| Planning for Learners | | | | | |
| Differentiation: | | The teacher will seek to ensure student understanding by continually asking questions and enriching the conversation. | | | The teacher will seek to ensure student understanding by continually asking questions and enriching the conversation. |
| Modifications/Accommodations: | | **Modifications:**  Students who strongly struggle with writing may be allowed to write less than their peers. This will likely happen for only one or two students in the grade. This will be decided by Kirsten, the learning support teacher. | | | **Accommodation:** Students who struggle with writing will be provided with the necessary explicit instruction. This lesson aims to help students practically visualize the elements of an introduction to support their writing. They will also be given extended time. This is a requirement in multiple of the students’ IEPs. |
| **Lesson Presentation** | Time Allotment | Teacher 1 | | | Teacher 2 |
| Introduction | 3 minutes. | Take attendance. | | | Display the groups students will be in. |
| Sequence of activities including assessments | Step 1: 5 minutes. Step 2: 5 minutes.  Step 3: 5 minutes  Steps 4 & 5: 10-15 minutes  Steps 7-8: 10-15 minutes  Steps 9-10: Approx. 20 minutes. | 1. Go over what the purpose of an essay is: To convince people of what is true of the evidence. 2. Explain in small groups: What’s the purpose of an introduction? (Sets purpose for writing & introduces essay.) 3. What are the elements of an introduction? (who, what, where, when AND a thesis statement)    1. What’s a thesis statement? No first person because it’s all based on facts! 4. Begin to write example introduction with background (this will be used for innocent and guilty) 5. Write thesis statements for both sides.    1. To do this we will ask students what evidence supports either side. This evidence will be put into more general categories. (Like with spongebob opening). 6. Finish intro. 7. Teacher will show their introduction to the class. The students will evaluate it with the checklists. Edits will be suggested in front of the whole class. 8. Group will watch group 2. 9. Students will open schoology and begin to type their own introduction. They will be encouraged to fix their original paragraph. 10. With extra time, students will begin writing the topic sentence of paragraph one. | | | 1. Go over what the purpose of an essay is: To convince people of what is true of the evidence. 2. Explain in small groups: What’s the purpose of an introduction? (Sets purpose for writing & introduces essay.) 3. What are the elements of an introduction? (who, what, where, when AND a thesis statement)    1. What’s a thesis statement? No first person because it’s all based on facts! 4. Begin to write example introduction with background (this will be used for innocent and guilty) 5. Write thesis statements for both sides.    1. To do this we will ask students what evidence supports either side. This evidence will be put into more general categories. (Like with spongebob opening). 6. Finish intro. 7. Group will watch group 1. 8. Teacher from group 1 will show their introduction to the class. The students will evaluate it with the checklists. Edits will be suggested in front of the whole class. 9. Students will open schoology and begin to type their own introduction. They will be encouraged to fix their original paragraph. 10. With extra time, students will begin writing the topic sentence of paragraph one. |
| Lesson Wrap-up |  | Final thought: Students will be encouraged to continue research on their own if they felt like they were lacking evidence. | | | Final thought: Students will be encouraged to continue research on their own if they felt like they were lacking evidence. |
| Self-Evaluation | Note: the final essay will be the assessment for this lesson. | | | | |