Lauderdale County Schools – Weekly Lesson Plan

Teacher:	Douglas E. Billings		Grade:	7th	Week Beginning:	February 6-10, 2012
Unit Title:	Letter Writing		Subject:	English/Writing		

Monday	Tuesday	Wednesday	Thursday	Friday

Standards and Objectives:

The Learner Will……	The Learner Will……	The Learner Will……	The Learner Will……	The Learner Will……
We Can: Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, and reports **SPI 0701.3.13** **Snail-Mail Project**	**We Can:** Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, and reports **SPI 0701.3.13** **Snail-Mail Project**	Writing Assessment Today's lesson will be utilizing a series of assessments from the Study Island – Language Arts web site. An assortment of assessments will be given to each class period.	Exam on bibliography and letter writing	Professional Development

Activities/Agenda:

Opening Activity:	Opening Activity:	Opening Activity:	Opening Activity:	Opening Activity:
• Writing activity generated from a prompt.	• Writing activity generated from a prompt.	• Writing activity generated from a prompt.	Review	Professional Development

Instruction:	Instruction:	Instruction:	Instruction:	Instruction:
Procedure: **Snail-Mail Project** Students will be working on writing a letter, in the proper format, in response to a letter received from a teacher and student from Ohio, earlier this school year. Today's lesson will present the numerous formats for letter writing.	**Procedure:** **Snail-Mail Project** Students will be working on writing a letter, in the proper format, in response to a letter received from a teacher and student from Ohio, earlier this school year. Today's lesson will present the numerous formats for letter writing.	**Procedure:** **Snail-Mail Project** Students will be working on re-writing the letter started the previous day. The student will be creating a "final draft" letter that will be addressed and sent to another student who is from another school in a different state (Ohio).	Exam on bibliography and letter writing	Professional Development

The student will be led to choose the proper format for the letter to be written and sent to students in another school and state. Samples will be introduced, presented, and available for instruction. Students will be directed as to what information needs to be included in the letter. A series of questions will be answered by the student. The answers to the questions will be transferred to the letter. The teacher will model and walk through the process throughout the lesson. A rough draft of the letter will be worked on throughout the class period.	The student will be led to choose the proper format for the letter to be written and sent to students in another school and state. Samples will be introduced, presented, and available for instruction. Students will be directed as to what information needs to be included in the letter. A series of questions will be answered by the student. The answers to the questions will be transferred to the letter. The teacher will model and walk through the process throughout the lesson. A rough draft of the letter will be worked on throughout the class period.	The teacher will demonstrate and model the correct method of addressing an envelope and sending it to a prescribed address. The finished product will be mailed to a school in Ohio.		
Lesson Closure:	**Lesson Closure:**	**Lesson Closure:**	**Lesson Closure:**	**Lesson Closure:**
Exit Ticket	Exit Ticket	Exit Ticket	Exam on bibliography and letter writing	
Early Finishers:	**Early Finishers:**	**Early Finishers:**	**Early Finishers:**	**Early Finishers:**
Worksheets	Worksheets	Worksheets	Freerice.com	
Guiding Questions:	**Guiding Questions:**	**Guiding Questions:**	**Guiding Questions:**	**Guiding Questions:**
• What is the purpose of writing letters? • Which format do we choose, and why? • Why is it important to follow the guidelines of writing a letter properly?	• What is the proper way to address a letter? • What could happen if you use poor penmanship on the address of the envelope.	• What is the purpose of writing letters? • Which format do we choose, and why? • Why is it important to follow the guidelines of writing a letter properly? • What is the proper way to address a letter?	Exam on bibliography and letter writing	

• What is the purpose of writing letters? • Which format do we choose, and why? • Why is it important to follow the guidelines of writing a letter properly?	• What is the proper way to address a letter? • What could happen if you use poor penmanship on the address of the envelope.	• What is the purpose of writing letters? • Which format do we choose, and why? • Why is it important to follow the guidelines of writing a letter properly? • What is the proper way to address a letter? • What could happen if you use poor penmanship on the address of the envelope. •	Exam on bibliography and letter writing	
Homework: *(If applicable)*	**Homework:** *(If applicable)*	**Homework:** *(If applicable)*	**Homework:** *(If applicable)*	**Homework:** *(If applicable)*

Assessments *(all that apply)*		**Assessments** *(all that apply)*		**Assessments** *(all that apply)*		**Assessments** *(all that apply)*		**Assessments** *(all that apply)*	
	Unit/Chapter Test		Unit/Chapter Test		Unit/Chapter Test	X	Unit/Chapter Test		Unit/Chapter Test
	Quiz		Quiz		Quiz		Quiz		Quiz
X	Project	X	Project	X	Project		Project		Project
	Group Assignment		Group Assignment		Group Assignment		Group Assignment		Group Assignment
	Study Guide		Study Guide		Study Guide		Study Guide		Study Guide
	Oral Presentation		Oral Presentation		Oral Presentation		Oral Presentation		Oral Presentation
	Graphic Organizer		Graphic Organizer		Graphic Organizer		Graphic Organizer		Graphic Organizer
X	Real World Solutions	X	Real World Solutions	X	Real World Solutions	X	Real World Solutions		Real World Solutions
X	Written Response	X	Written Response	X	Written Response	X	Written Response		Written Response
X	Teacher Observation	X	Teacher Observation	X	Teacher Observation	X	Teacher Observation		Teacher Observation
X	Other:	X	Other:	X	Other:		Other:		Other:
Feedback *(all that apply)*		**Feedback** *(all that apply)*		**Feedback** *(all that apply)*		**Feedback** *(all that apply)*		**Feedback** *(all that apply)*	
	Verbal		Verbal		Verbal		Verbal		Verbal

X	Written	X	Written	X	Written	X	Written		Written
	Student to Student		Student to Student		Student to Student		Student to Student		Student to Student
X	Other:	X	Other:	X	Other:		Other:		Other:

Problem Solving *(all that apply)*		**Problem Solving** *(all that apply)*		**Problem Solving** *(all that apply)*		**Problem Solving** *(all that apply)*		**Problem Solving** *(all that apply)*	
	Abstraction		Abstraction		Abstraction		Abstraction		Abstraction
X	Categorization	X	Categorization	X	Categorization		Categorization		Categorization
X	Drawing Conclusions	X	Drawing Conclusions	X	Drawing Conclusions	X	Drawing Conclusions		Drawing Conclusions
X	Observing and Experimenting	X	Observing and Experimenting	X	Observing and Experimenting		Observing and Experimenting		Observing and Experimenting
	Predicting Outcomes		Predicting Outcomes		Predicting Outcomes		Predicting Outcomes		Predicting Outcomes
X	Generating Ideas	X	Generating Ideas	X	Generating Ideas		Generating Ideas		Generating Ideas
X	Justifying Solutions	X	Justifying Solutions	X	Justifying Solutions	X	Justifying Solutions		Justifying Solutions
X	Improving Solutions	X	Improving Solutions	X	Improving Solutions		Improving Solutions		Improving Solutions
X	Creating and Designing	X	Creating and Designing	X	Creating and Designing		Creating and Designing		Creating and Designing
X	Identifying Relevant/Irrelevant Info	X	Identifying Relevant/Irrelevant Info	X	Identifying Relevant/Irrelevant Info		Identifying Relevant/Irrelevant Info		Identifying Relevant/Irrelevant Info
X	Other:	X	Other:	X	Other:		Other:		Other:

Grouping *(all that apply)*		**Grouping** *(all that apply)*		**Grouping** *(all that apply)*		**Grouping** *(all that apply)*		**Grouping** *(all that apply)*	
X	Whole Group	X	Whole Group	X	Whole Group		Whole Group		Whole Group
	Small Group		Small Group		Small Group		Small Group		Small Group
X	Pairs	X	Pairs	X	Pairs		Pairs		Pairs
X	Individuals	X	Individuals	X	Individuals	X	Individuals		Individuals
	Other:		Other:		Other:		Other:		Other:

Materials/Resources		**Materials/Resources**		**Materials/Resources**		**Materials/Resources**		**Materials/Resources**	
X	Computer	X	Computer	X	Computer	X	Computer		Computer
	Manipulative		Manipulative		Manipulative		Manipulative		Manipulative
X	PowerPoint/Software	X	PowerPoint/Software	X	PowerPoint/Software		PowerPoint/Software		PowerPoint/Software
X	Projection Device	X	Projection Device	X	Projection Device	X	Projection Device		Projection Device
	Printer		Printer		Printer		Printer		Printer
X	Worksheets/Handouts	X	Worksheets/Handouts	X	Worksheets/Handouts		Worksheets/Handouts		Worksheets/Handouts
X	Internet Resources	X	Internet Resources	X	Internet Resources	X	Internet Resources		Internet Resources
X	Dry Erase Boards	X	Dry Erase Boards	X	Dry Erase Boards		Dry Erase Boards		Dry Erase Boards

	Textbook/Workbook		Textbook/Workbook		Textbook/Workbook		Textbook/Workbook		Textbook/Workbook
X	Other: DICTIONARY/THESAURUS	X	Other: DICTIONARY/THESAURUS	X	Other: DICTIONARY/THESAURUS		Other: DICTIONARY/THESAURUS		Other: DICTIONARY/THESAURUS
Differentiation *(all that apply)*		**Differentiation** *(all that apply)*		**Differentiation** *(all that apply)*		**Differentiation** *(all that apply)*		**Differentiation** *(all that apply)*	
X	Content	X	Content	X	Content	X	Content		Content
X	Process	X	Process	X	Process		Process		Process
X	Product	X	Product	X	Product		Product		Product
	Tiered Assignments		Tiered Assignments		Tiered Assignments		Tiered Assignments		Tiered Assignments
X	Flexible Grouping	X	Flexible Grouping	X	Flexible Grouping		Flexible Grouping		Flexible Grouping
	Learning Centers		Learning Centers		Learning Centers		Learning Centers		Learning Centers
	Other:		Other:		Other:		Other:		Other:
Student Thinking		**Student Thinking**		**Student Thinking**		**Student Thinking**		**Student Thinking**	
X	Analytical	X	Analytical	X	Analytical	X	Analytical		Analytical
X	Practical	X	Practical	X	Practical	X	Practical		Practical
	Creative		Creative		Creative		Creative		Creative
X	Research-Based	X	Research-Based	X	Research-Based		Research-Based		Research-Based
	Other:		Other:		Other:		Other:		Other:
Accommodations for SpEd/504		**Accommodations for SpEd/504**		**Accommodations for SpEd/504**		**Accommodations for SpEd/504**		**Accommodations for SpEd/504**	
X	Preferential Seating	X	Preferential Seating	X	Preferential Seating		Preferential Seating		Preferential Seating
	Extended Time		Extended Time		Extended Time	X	Extended Time		Extended Time
X	Small Group	X	Small Group	X	Small Group		Small Group		Small Group
X	Peer Tutoring	X	Peer Tutoring	X	Peer Tutoring		Peer Tutoring		Peer Tutoring
X	Modified Assignments	X	Modified Assignments	X	Modified Assignments	X	Modified Assignments		Modified Assignments
	Other:		Other:		Other:		Other:		Other:

Lesson Notes:

Modifications to the overall lesson plan will be made accordingly for comprehension of special needs students.

* No less than two classes per week will contain a short writing exercise (5 to 10 minutes).

* Story Starter's, Poetry Starter's, or other warm-up assignment.

SPI's #'s 0701.1.2 , 0701.1.9, and 0701.3.10 are always included and available in instruction, daily:

SPI # 0701.1.2 - Recognize and correct usage errors (e.g., double negatives, comparative and superlative forms, etc.).

SPI # 0701.1.9 - Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capital/capitol, principle/principal, between/among, rise/raise, stationary/stationery}).

SPI # 0701.3.10 - Use language to share meaning.