Guilmette MS: ELA December 15, 2016

 Planning Effective Lessons

Part I:

1. Look at the following lesson, <https://www.learner.org/courses/readwrite/video-detail/comprehending-informational-texts.html>

 As you read it, what would you expect to see in the video in terms of

|  |  |
| --- | --- |
| Target |  |
| Text |  |
| Task |  |

2. As we watch the video, how well did the lesson fulfill its promise on all three?

|  |  |
| --- | --- |
| Target |  |
| Text |  |
| Task |  |

3. What might have strengthened the lesson?

4. Now using the checklist for Standard RI6.1, assess the quality of the lesson.

5. Working in groups of 2 and 3, please complete this task for one of the following lessons:

<https://www.learner.org/courses/readwrite/video-detail/comparing-language-multiple-sources.html>

<https://www.learner.org/courses/readwrite/video-detail/guided-instruction-independence.html>

<http://betterlesson.com/lesson/494731/story-elements-introduction-part-1>

[Checklists for RI and other ELA Standards may be found here:

<https://drive.google.com/drive/folders/0B5LjVL1qgSsDenZDeXdCSzN2Qkk> ]

Part II: Planning a Lesson

Melissa will be teaching a lesson to be videoed.

Her Target is

Her Text is

Her Task is

How can we help create a lesson that is rigorous and fulfills the expectations of the Target?

Part III:

Using work of your students and the appropriate literacy check list, reflect upon

1. What was your Target for the lesson?
2. How did the Text support the Target?
3. How did the Task support the Target?
4. What worked well in the lesson?
5. What changes might you make the next time you taught this lesson?