# Weekly Lesson Plans

Planning Guiding Questions:
What will students learn?
Which strategies will provide evidence of student learn ing?
Which strategies will help students acquire and integrate learning?
Which strategies will help students practice. review. and apply learning?

Name Jennifer Emerson Subject Writing School .'---Pe=r-=csh""'i-'-'.ngc _ Week of Aug. 27

| OBJECTIVES/TEKS | PROCEDURE | ASSESSMENT/EVALUATION |
|---|---|---|
| (4.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.<br>I can write a personal journal entry that may be used to help me in future writing. | 1. will start a class discussion about keeping a diary. (Create an anchor chart about what the students know/expect concerning diaries/journals. )<br>2. Read some of my journal entries from when I was younger.<br>3. Brief class discussion.<br>4. Passout personal journals.<br>5. Have students decorate. | The student will have mastered the objective if they can accurately explain what journals can be used for. This can be in the form of an exit ticket or even a RAFT stem.<br>Ex. Imagine you are a teacher who needs to explain to ~fellow teachers why journaling is ~ant. Compose an email that lists at least three reasons to encourage journaling in their classrooms. |

2 suggestions
R self
A peer
teacher who uses journals
to one who doesn't

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| TUESDAY | (4.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.<br>I can write a personal journal entry that may be used to help me in future writing. | 1. Revisit the idea of journaling.<br>2. Read some journal entries from the Diary of Anne Frank. Discuss the importance of this book.<br>3. Lay out the expectations and guidelines for journaling. (See last box)<br>4. Start journaling. (15 minutes)<br>5. Pick up journals and discuss how they felt about their first journal entry. | The student will have mastered the objective if they can follow the expectations set out for journaling. The evidence will be gathered from teacher observation and the student's journal entry. | Expectations:<br>1. Date in the upper right hand corner.<br>2. Write about what you want unless I give you a specific prompt to write about.<br>3. We will write every day for at least 15 minutes. Keep writing until I tell you to stop. If you need to, you can illustrate what you have written about.<br>4. No talking during the [illegible] too. [illegible] me [illegible] you have an emergency.<br>5. When I call time, you will decide whether you want me to read it or not. If you want me to read it, place it in the appropriate basket. |
| WEDNESDAY | (4.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.<br>I can write a personal journal entry that may be used to help me in future writing. | Journal Entry #3 | The student will have mastered the objective if they can follow the expectations set out for journaling. The evidence will be gathered from teacher observation and the student's journal entry. | |
| THURSDAY | (4.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.<br>I can write a personal journal entry that may be used to help me in future writing. | Journal Entry #3 | The student will have mastered the objective if they can follow the expectations set out for journaling. The evidence will be gathered from teacher observation and the student's journal entry. | |

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