

2021-2022 Mabry CCC Lesson Plan

CCC Meeting		CCC Norms	CCC Meeting Guide
Subject:	English Language Arts	<ul style="list-style-type: none"> Start and end on time. Stay on topic. Come prepared (with data, ideas, etc.) 	<ol style="list-style-type: none"> What do we want students to learn? <ul style="list-style-type: none"> Lesson Plan How do we know if students learned it? <ul style="list-style-type: none"> Create Common Assessments Review & Assess Data What do we do when students don't learn it? <ul style="list-style-type: none"> Discuss Possible Strategies What do we do when students learn it? <ul style="list-style-type: none"> Celebrate! & Discuss Ideas
Unit:	Unit 1 – Narratives & Story Elements		
Week of:	Sept. 6 to Sept. 10		
Members:	Alexis Underwood *** Barri Burke Sandra King Kelli-Jo Martin * Facilitator / **Note-taker		

WHAT DO WE WANT STUDENTS TO LEARN?					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Learning Targets	Today I am... So that I can... In order to...	Today I am... creating a one pager So that I can... change the perspective of a story In order to... show how point of view impacts a story.	Today I am... creating a one pager So that I can... change the perspective of a story In order to... show how point of view impacts a story.	Today I am... using notice and note So that I can... find elements of direct and indirect characterization In order to... show how a character develops through plot.	Today I am... using notice and note So that I can... find elements of direct and indirect characterization In order to... show how a character develops through plot.
Content Standards					
Opening		True Story of Three Little Pigs		Step Inside with Langston Hughes related image	
Lesson Plan		Read Short story One Pager of an alternative	Finish one pager from Tuesday	Read "Thank you Ma'm" in textbook using Notice and Note	Finish reading Thank You Ma'm" in textbook Complete the direct/indirect characterization chart for both the young man and the woman

Closing		Check in on progress of one pager		
Grade?			Formative Grade	Formative grade of chart

HOW DO WE KNOW IF STUDENTS LEARNED IT?				
Assessment (Current or Future)	<input type="checkbox"/> Formative <input type="checkbox"/> Summative			
	<i>Teacher Initials</i>			
Data	# of Students Assessed			
	% Exemplary Learners			
	% Proficient Learners			
	% Emerging Learners			
	% Beginning Learners			

WHAT DO WE DO WHEN STUDENTS DON'T LEARN IT?					
Differentiation and Specialized instruction & Strategies		Individual conferencing, cooperative peer groups, modeled think aloud, activating prior knowledge		Read aloud, think aloud, chunking, individual conferencing	

WHAT DO WE DO WHEN STUDENTS DO LEARN IT?

Differentiation and Specialized instruction & Strategies					
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STEAM ELEMENTS					
Engineering Design Process Stage	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input checked="" type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input type="checkbox"/> Improve <input checked="" type="checkbox"/> Share	<input checked="" type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input type="checkbox"/> Improve <input checked="" type="checkbox"/> Share	<input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share	<input checked="" type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share
STEAM Connections (2 or More)	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Engineering <input checked="" type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Engineering <input checked="" type="checkbox"/> Art <input type="checkbox"/> Math	<input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math	Science Technology Engineering Art Math
Cross-Curricular Connections	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language	ELA Math Science Social Studies Foreign Language
STEAM/Cross-Curricular Standards		VA6.CR.1 Visualize and generate ideas for creating works of art. (e. Document process – Frayer model sketch and plan)			
STEAM/Cross-Curricular Vocabulary		Symbolism Focal Point Careful use of color and space			
Real-world Connection					

Career Connection					
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