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Thank You Ma'am

Mother to Son

Tupac's Dear Mama

2 Pictures

http://www.huffingtonpost.com/2013/09/07/grandparents-day-2013_n_3887074.html

<http://staff.esuhd.org/danielle/english%20department%20village/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf>

<http://teacherweb.com/DE/PSduPontMiddleSchool/MrsBeck/Mother-amp-Speech.pdf>

<http://genius.com/2pac-dear-mama-lyrics>



Mix & Mingle

1. One challenge I've faced with implementing Common Core State Standards . . .

Name _____

2. One thing I really like about the Common Core State Standards . . .

Name _____

3. One great activity/task I've used/learned that teaches a standard/standards . . .

Name _____

4. How I currently plan to integrate reading and writing in my classroom . . .

Name _____

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<p>Standards Please include NO MORE than three standards from CCSS (http://www.corestandards.org/read-the-standards/) or NCES (http://www.ncpublicschools.org/acre/standards/new-standards/). These can be copied can pasted from the document.</p>	
<p>Thematic Connections Please note the unit theme/concept(s) to which this lesson aligns. Be sure to include texts (fiction; non-fiction; informational, etc).</p>	
<p>Materials Please list all materials you will need for this lesson. Be sure to include multimedia you plan to use.</p>	
<p>Procedure This lesson is intended to scaffold student learning. One of the BEST strategies to use in any content area is the me, we, few, you technique that you use for a specific lesson/activity.</p>	<ol style="list-style-type: none"> 1. Opening: How will you hook your students? Consider pulling from something they know, such as music, television, graphic novels, etc. 2. Me: How will you model the learning task/strategy? 3. We: How will you do the learning task/strategy together as a whole group? 4. Few: What kind of small group work can students do to practice this task/strategy? How will you hold them accountable? Remember, it is best to keep students in groups of two or three. 5. You: What kind of individual work will you expect students to do in order to demonstrate the skill or understanding associated with the task/strategy? 6. Closure: How will close up the lesson? How will you return to the objectives and essential questions? Please explain how you will do this in the form of an exit slip or ticket-out-the-door or some other brief formative assessment.

<p>Assessment Please list all informal and formal assessments you plan to use for (only) this lesson. Make sure that your assessments will help you to know if students met the stated objectives.</p>	
<p>Modifications Because you will have a variety of learners in your classroom, please explain how you will modify for each of them. For example, you could state that you will provide all instructions on a power point for visual learners; you will state the directions twice for audio learners; you will have students stand up and sit down during an anticipation guide; you will ask students to work in pairs to assist students who are learning English.</p>	<p>Visual</p> <p>Audio</p> <p>Kinesthetic</p> <p>English Language Learners</p>

Reflection

One of the tactics that successful teachers use is prediction; they ask themselves, “what could happen and I will I modify for it when I’m teaching?” This helps teachers become more comfortable trying new strategies when planned lessons are not working. In this section, write down what you think will be the strengths of the lesson. Also write down what areas might be weak and how you could modify for it with different learners.

Strengths:**Areas of improvement and how to modify:**