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| **Dougherty Comprehensive High School**  **ILT Lesson Plans** | | |
| **Teacher: Mrs. Canty                                Course:  Enrichment                       Grade:9th-12th**  **Date:   1st Rotation                                     Title of Unit: BAA/GMetrix**  **Room Number: 504** | | |
| **Identify Desired Results** | | |
| **Standard(s):** | ELAGSE. SL.1 | |
| **Learning Target(s):** | Come to discussion prepared, having read material under study; explicitly draw on that preparation | |
| **Learning Plan** | | |
| **PREVIEW--**60% Preview (30 minutes) **Preview Vocabulary (new material)** | | |
| **Opening** (5 Minutes)  Have students copy the above vocabulary words and place a check mark next to the words they know. You may guide them the first time and practice the pronunciation as a class. | | **What will the teacher do?**   1. Review colored M&M feelings 2. Review the vocabulary (requirements) 3. Pronouncing reviewed materials**.**   **What will the student do?**   1. Select a bag of M&M to use to describe your feelings. 2. Select and complete all tasks 3. Complete pretest of pronouncing vocabulary. |
| **Work Session** (25 Minutes)  **Suggested Strategies and interventions:** Have students respond to the following prompt: Think about a time that you felt wronged or unfairly treated. In the heat of the moment, did you feel like getting even? How did you eventually react? Discuss the incident with a partner for two minutes and then write about it. (10 min.) | | **What will the teacher do?** **(Preview Vocabulary, provide explicit instruction utilizing suggested strategies and interventions, and circulate the room assisting students)**   1. Students will orally give strategies to prepare for explaining their moods. 2. Provide students with strategies/activities to complete   **The words**  **What will the student do? (Complete graphic organizers and other work session activities designated by teacher)**   1. Students will use a colored Chart for the M&M moods   Students will share their writings on their feelings.   1. Since feelings are individual and students’ responses may vary, the best way to evaluate this lesson is to collect their papers. From these, determine if students see the connection between candy and feelings. |
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| **Work Session** (15 Minutes)  **Suggested Graphic Organizers:**   1. Student grade sheet | | **What will the teacher do?** **(Review Vocabulary and reteach standards from the CFA)**  Review students assessment results to determine the next strategy or activity to include in the lesson.  **What will the student do?**  Students will assess their results and determine which areas they need to remediate to improve their test results. |
| **Closing** (5 Minutes)  **Suggested Closing Strategies:**   1. **Ticket Out the Door (turn in graphic organizer on the way out the door)** 2. **Lesson or Learning Reflection Questions** 3. **Study Cards** | | **What will the teacher do? (Collect closing activity and recap the learning targets)**  Teacher will assigned a quiz for the students to complete based on the activities/tasks completed in class for today.  **What will the student do? (Turn in completed closing activity)**  Students will complete a 5 minute worksheet on their feels reviewed for today a practice test created by the teacher. |

Make a Mood Chart

Tell a short story about you based on the color M&M you pull from your pack. Use the table below

For every (green) M&M write one thing that makes you HAPPY.

For every (brown) M&M write one thing that makes you SAD.

For every (red) M&M write one thing that makes you ANGRY.

For every (yellow) M&M write one thing that makes you EXCITED.

For every (blue) M&M write one poor choice you made today and what you could have done differently.

For every (orange) M&M write one good choice you made today.