

## Daily Lesson Plan

Unit of Study:		Lesson #:	Date:
<b>Mini-lesson:</b> Connection (1 minute)	Yesterday we learned about...  (Teaching Point) Today I'm going to teach you...		
<b>Mini-lesson:</b> Teaching (5 minutes)	Now, I'm going to show you how to...		
<b>Mini-lesson:</b> Active Engagement (3 minutes)	Now it's your turn to try it...		
<b>Mini-lesson:</b> Link (1 minute)	Today I taught you how to...  When you go off to write today, you're going to...		
<b>Independent Writing</b> (20-30 minutes)	Small Group Instruction:    One-On-One Conferring:		
<b>Share</b> (5-10 minutes)			

### **Mini-Lesson: Teaching**

- Teachers make use of mentor texts and/or writing samples, which students may keep in their folders.
- Students continually co-construct anchor charts with teachers, which are posted.

### **Independent Writing**

- Students date each day's writing, and all the writing stays in the students' booklets, notebooks, folders, etc. (and folders - which may also contain mentor texts and checklists - are emptied out after each unit).
- Students self-assess using checklists, which they may keep in their folders.
- As a result of established management routines and accessible supplies, students understand how to move around the room efficiently and independently.

### **Small Group Instruction and Conferring**

#### **At the Start**

- Teacher reviews previous small group or one-on-one conferring notes and/or other assessment data to make instructional decisions based on the needs of the student(s).
- Teacher provides students with one clear teaching point for the small group or conference.

#### **In the Middle**

- Teacher provides different scaffolds to each student based on instructional data.
- Teacher records specific information about the group and each student.

#### **At the End**

- Teacher gives clear directions to students on how to proceed independently; teacher ensures students understand directions.
- Teacher records additional information about each student as needed.

### **Mid-Workshop Teaching Point(s) (optional)**

- Teacher monitors for and notices widespread misconceptions or signs that students are ready for instructional extensions.
- Teacher briefly reteaches the teaching point that the students did not clearly understand OR provides an extension of the learning if the students are ready.

### **Share**

- Teacher takes relevant notes about students' current levels of learning and considers next steps.

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<b>Mini-lesson:</b> Connection (1 minute)	<ul style="list-style-type: none"> <li>● Tells a story, gives a metaphor, or relates to classroom history</li> <li>● States the Teaching Point (what, why, and how to do it). Now...</li> <li>● Links teaching to previous work</li> </ul>	
<b>Mini-lesson:</b> Teaching (5 minutes)	<ul style="list-style-type: none"> <li>● Thinks aloud</li> <li>● Breaks down the steps</li> <li>● Gives extra tips</li> <li>● Restates the teaching in clear, consistent language</li> </ul>	
<b>Mini-lesson:</b> Active Engagement (3 minutes)	<ul style="list-style-type: none"> <li>● Moves to observe and assess</li> <li>● Gives prompts</li> <li>● Restates teaching or does demo to support</li> <li>● Notes who needs extra support</li> <li>● Coaches more than one student</li> </ul>	
<b>Mini-lesson:</b> Link (1 minute)	<ul style="list-style-type: none"> <li>● Restates the teaching in clear, consistent language</li> <li>● Links the teaching point to a repertoire of strategies</li> <li>● Using compliments</li> <li>● Using gestures and nonverbal cues</li> <li>● Circling the class and the room quickly</li> </ul>	
<b>Independent Writing</b> (20-30 minutes)	<ul style="list-style-type: none"> <li>● Small group, 1:1 instruction</li> <li>● Conferring, supporting, and setting goals</li> <li>● Research, complement, decide, teach</li> </ul>	
<b>Share</b> (5-10 minutes)	<ul style="list-style-type: none"> <li>● Setting students up to work with a partner</li> <li>● Celebrating student work</li> <li>● Using student writing and student(s) to teach</li> <li>● Teaching something new for all to try</li> <li>● Introducing a mentor text &amp; students discussing the writing</li> <li>● Setting students up to reflect on their work &amp; make plans</li> </ul>	