**Title**

Ms./Mr.

Period Time: minutes

Subject: 8th Grade English

Date:

**Objective(s):**

* TSW be able to do this by the end of lesson (Class, Objective, DOK level)

**Materials**:

* List everything you need: keynote, review worksheet, rulers, white board markers, paddles, speakers

**Bell Ringer (time minutes):**

* What will you be doing? TTW project on the board a state-test style multiple choice question, from which students will have to explain why one incorrect answer is wrong and why the correct answer is right. TTW take attendance.
* “Write your question word for word, including answer choices”
* Maybe you even want to write the answers here so you remember them.

**Set (time minutes):**

* “If you are telling a story have it word for word.”
* If you are asking questions, write them here? [write what answer you are expecting]
* Video: url
* What type of student responses are you expecting?
* “Just like this thing relates to what you just said, it also explains what we are doing today, which is this.”
* <running total of time>

**Procedures (total time minutes):**

1. time minutes. TSW complete notes covering this and this.
   * **Word**: definition.
     + Example: example that explains this.
   * **Word**: definition.
     + Example: example that explains this.
   * <running total of time>
2. time minutes. TSW complete notes covering this other topic that is on a different set of slides.
   * **Word**: definition.
     + Example: example that explains this.
   * **Word**: definition.
     + Example: example that explains this.
   * <running total of time>
3. time minutes. TTW guide students through two practice problems or this diagram or picture, which students will add to their notebook underneath previous notes.
   * <running total of time>
4. time minutes. TTW review white board procedures.
   * Do not write anything on paddles besides your answer.
   * Write a question mark if you do not know an answer.
   * When finished, place face down on desk.
   * When I say “1, 2, 3...UP!” raise your paddles so I can see them.
   * <running total of time>
5. time minutes. TTW assess student understanding of specific material using white board paddles. Questions to be asked:
   * Question? [correct answer]
   * Question? [correct answer]
   * Question? [correct answer]
   * Question? [correct answer]
   * Question? [correct answer]
6. time minutes. TSW complete a series of review questions on the something review worksheet. As students are working, TTW circulate room and help guide struggling students. With time permitting, answers will be reviewed as a class.
   * <running total of time>

**Closure (time minutes):**

* “This is what we learned today and why it is important or how it relates to your life.
* TTW assess student understanding of specific material by orally questioning students. Possible questions:
  1. Question? [correct answer]
  2. Question? [correct answer]
  3. Question? [correct answer]
  4. Question? [correct answer]
  5. Question? [correct answer]
* “Great work today! You learned this, which will help with what we are learning next. Tomorrow we will be doing this. Your next test or quiz is this time, so make sure you are taking your notebooks home and studying tonight.”
* TTW dismiss by rows in order of the cleanest, straightest, most silent row at the sound of the bell.

Assessment/Evaluation:

**Objective(s):**

* TSW be able to do this by the end of lesson (Class, Objective, DOK level)

Assessment:

**Informal**: TTW observe student proficiency in completing the white board practice problems (M) on thing and thing (C). TTW orally question students (M) on this and this (C).

**Formal**: TTW administer a written test (M) that covers these objectives and topics (C), and the grade will be recorded in the grade book (D).