

# Writing Essentials Lesson Planning and Teaching worksheet

Wednesday, 20 December 2006

Last Updated Wednesday, 18 July 2007

Worksheet for Writing Essentials Lesson Planning and Teaching

Group Members \_\_\_\_\_

Grade Level Focus of the Writing Workshop \_\_\_\_\_

Subject of Writing Workshop \_\_\_\_\_

Backward Design Lesson Planning: (Take notes in the spaces below)

Why is this learning experience important (i.e. What's the point?)? [Make your explanation a paragraph in length.]

What will your classmates know or be able to do or demonstrate when you are done?

How will I know that (i.e. formal or informal assessment)?

After the second of your three class work times, send me electronically by Word attachment one update of your progress as a group by March 4th. I will give you formative assessment (in process feedback) on your efforts to date and send back an electronic response to you.

In this one to two page, typed update, address all the points below using Roman numerals. Include:

I. Group members, subject of workshop, and grade level of learning experience,

II. Your answers to these three questions. (From the front side)

A. Why is this learning experience important (i.e. What's the point?)? [Make your explanation a paragraph in length.]

B. What will your classmates know or be able to do or demonstrate when you are done?

C. How will you know that (i.e. formal or informal assessment)?

III. What is the purpose of the writing and how will you explain it to them so it has meaning to them?

IV. What is your Essential Question?

V. What book are you reading to establish the reading/writing connection?

VI. Describe the think aloud/write aloud you will do.

VII. A preliminary outline of what you will do for the 40-45 minutes with the estimated length of time for each segment,

VIII. Your plan to complete the project on time,

IX. One to three questions for me.

Whoever sends the update to me, cc (copy) it to your group members. I can then send the update back with my comments to each of you. If you have your classmates work in groups for this project, come up with a creative way of putting them into groups for your presentation. For example, one semester a group taped the roles for their classmates under the chairs as they introduced their presentation.