Appendix B
Co-Planning Meeting Agenda Template

Date: _____Note taker: _____

Timekeeper: _____

Review (20% of time) Reflect on teacher and student performance • What worked well? • What didn't?	
Plan Instruction (60% of time) • Discuss "big picture" issues first • Discuss content • Plan content delivery • Consider variations of co-teaching • Design practice activities • Plan individual and group evaluation	
Assign Responsibilities (20% of time) • Identify needed materials • Clarify teaching roles and responsibilities • Write out responsibilities for all involved	

Next Meeting Date:_____   Place:_____

The following agenda example supports the teaching of SOL objective, Writing 7.8.

The student will develop narrative, expository, and persuasive writing:
a) Apply knowledge of prewriting strategies
b) Elaborate the central idea in an organized manner
c) Choose vocabulary and information that will create voice and tone
d) Use clauses and phrases to vary sentences
e) Revise writing for clarity and effect
f) Use a word processor to plan, draft, revise, edit, and publish selected writings

Date: *January 20*   Note taker: *Mr. Kelly*   Timekeeper: *Mrs. Williams*

Review (20% of time) Reflect on teacher and student performance • What worked well? • What didn't?	1. Students presented book reports. Robert and LaShandra did not perform well on their oral book reports, so they will be given an opportunity to redo their reports. Even though they were given two choices for reporting on their books, these students required more support during the planning and composing stages of writing. Mrs. Williams will review brainstorming as a planning strategy and provide a graphic organizer for composing. She will monitor their progress throughout the week. 2. Student writing samples revealed that all students need instruction on the components of narrative writing and review of the parts of a paragraph.
Plan Instruction (60% of time) • Discuss "big picture" issues first • Discuss content • Plan content delivery • Consider variations of Co-Teaching • Design practice activities • Plan individual and group evaluation	**Big Picture: Components of narrative writing** **Monday**: Create a character description Use lesson from SOL Enhanced Scope and Sequence PLUS: Grade 7 English/Writing "Our Actions Show Who We Really Are" found on www.ttaconline.org (see Appendix I) **Tuesday and Wednesday**: Write a narrative paragraph • Topic • Main Idea Sentence • Detail Sentences • Concluding Sentence Use picture of sandwich to depict make-up of a paragraph **Thursday and Friday**: Write a three- to five-paragraph narrative paper • Opening paragraph • Supporting paragraphs • Concluding paragraph Students will be shown how to organize content of their paper using a graphic organizer **Content:** **Monday**: Interactive Teaching Discuss writer's technique of revealing character traits through actions. Model composing sentences using the graphic organizer and the grocery store scenario. **Tuesday:** One Teach, One Assist Discuss writing a paragraph with a main idea sentence, detail sentences, and a conclusion sentence. Model composing a paragraph by using the "I do, We do, You do" instructional sequence. **Wednesday**: One Teach, One Assist No new content. Mrs. Williams will show the students three examples of narrative paragraphs on overhead projector. Using response boards, students will write down the main idea, details, and concluding sentence of each paragraph. **Thursday:** Interactive Teaching Model composing a 3- to 5-paragraph paper by using the "I do, We do, You do" strategy. Display the completed narrative paper on a bulletin board so students can refer to it whenever they wish. Students will write a 3- to 5-paragraph paper entitled "All About Me." **Friday:** Alternative Teaching Students will continue writing their narrative papers. A small group of students will work with Mr. Kelly to write a group narrative paper. Warm-up, practice, and wrap-up activities will be written on the lesson plan template.