

# Proposed Lesson Plan Template DoTE

Name: Danielle Cook

Date of Lesson: Thursday 11\16/12

Content Area: English

Grade/Age: 9th

Cooperating Teacher: Dr. Shipley

I. Topic of Lesson: Reading Informational Texts

II. Goal/Objective/Purpose of Lesson:

-Students will be able to effectively initiate and participate in a group discussion about the texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

-Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

-Students will be able to provide an objective summary of the text.

-Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

-Students will be able to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

III. Prerequisite Knowledge: Students must know how to summarize and find the main points of a text.

IV. Common Core Content Standards:

Standard	
SL.9-10.1	<i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i>
RI.9-10.1	<i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>
RI.9-10.2	<i>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i>
SL.9-10.4	<i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i>
SL.9-10.5	<i>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	
Standard 1	<i>Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i>
Standard 4	<i>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</i>
Standard 8	<i>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</i>

#### VI. Materials/Technology:

- Encyclopedia entries of: Mardi Gras, Heraldry, Free Masonry, Catacombs, and The Order of Thistle
- iPads for each group
- EduCreations app
- paper and pencil
- white board and markers

#### VII. Activities/Procedures:

- Break students up into groups. Allow time for each group to determine their group members' roles. Give the following instructions (5 mins):
  - The Presenter will download the EduCreations app on the ipad. (Danielle will be available for assistance) (5 mins)
  - The Resource Manager will collect an article from Maria for their group.
  - Each group member will read the article. Either it can be read aloud as a group or individually. (10 mins)
  - Discuss the article while the Leader makes sure that everyone in the group is participating, the timekeeper makes sure everyone stays on task and is moving efficiently, and the recorder is taking notes of key points that are being made. This discussion should lead to a rough sketch of how your EduCreations project will look like. (15 mins)
  - Once a rough sketch is made, the presenter should take the lead in using the iPad to create the EduCreations project. (Raise your hand for assistance) (15 mins)
  - The EduCreations project should contain: at least one picture, a written summary of the main points from the article (bulleted or in paragraph form), and a voice over clip explaining the information.
  - Once the project is done post the EduCreations to the BlackBoard website.

VIII. Accommodations/Differentiated Instruction: Students will receive both written and verbal instruction for assignments. Lower achieving students will be grouped with higher achieving students so that they can help each other with the articles and summaries. Students will also be assisted on a case-by-case basis.

IX. Assessment/Evaluation:

Students will be formatively assessed on their ability to present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task during their media project\voice over. If the majority of students are proficient in the assignment I will know the objective has been met.

Through observation I will be able to formatively assess students' ability to initiate and participate effectively in collaborative discussions. I will be looking to see that students can discuss the material with their peers while drawing on and referring to evidence from the text. I will also be checking to see if the students are able to set and abide by the rules of discussion within their group. In addition students will also need to propel the discussion by posing challenging questions to other peers' responses while responding thoughtfully to the ideas of their peers. If the majority of students demonstrate mastery of these skills I will know the objective has been met.

During evaluation of their multi-media project I will be able to formatively assess the students' ability to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I will also be evaluating their ability to produce an objective summary of the text that includes all major points.

X. Reflection:

Students really enjoyed this activity because they were able to work in groups using the iPads to develop a very creative multi-media project. In addition, students researched and learned about topics they had questions about while reading the texts which they will like because it will help them understand and make connections to the story.