

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 10th

Cooperating Teacher: Dr. Shipley

- I. Topic of Lesson: Farcebook Page/Famous Poet Research
- II. Goal/Objective/Purpose of Lesson:
-Students will be able to use technology to produce and update individual writing products, taking advantage of technology's capacity to display information flexibly and dynamically.
-Students will be able to conduct a short research project to answer a question and demonstrate understanding of the subject under investigation.
- III. Prerequisite Knowledge: Students must already have an existing knowledge on how to use a computer to research information.
- IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Writing: Production and Distribution of Writing</i>	<i>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically..</i>
<i>Writing: Research to Build and Present Knowledge</i>	<i>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>

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

Standard	Benchmark
<i>Standard 8: Communication</i>	<i>8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</i>

- VI. Materials/Technology:
1. Computers for each student with internet access.
2. SmartBoard

- VII. Activities/Procedures:

1. Review the grading criteria of the project with the students. (2 mins)
2. Review how to get to the farcebook page template and the website for research. (2 mins)
3. Hand out the presentation rubric that I will use to access their presentations and discuss the criteria with the students. (2 mins)
3. Instruct students to finish their research and their farcebook page today because they will start presentations the following day. Students will also need to plan out what they are going to say during their presentation on index cards or a piece of paper. (45 mins)

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues.

IX. Assessment/Evaluation:

Students will be summatively assessed on their farcebook page to determine if they were able to use technology to produce and update individual writing products, taking advantage of technology’s capacity to display information flexibly and dynamically. As well as able to conduct a short research project to answer a question and demonstrate understanding of the subject under investigation.

	Great 5-4	Good 4-2	Poor 1-0
Using Technology to Display Information Flexibly and Dynamically	The student displayed the information in the appropriate farcebook page template. The information was displayed in a dynamic way which includes a variety of pictures, graphics, and text that draws the reader’s attention and sparks an interest in the subject.	The student displayed the information in the appropriate farcebook page template. The information was displayed in a dynamic way which includes some pictures, graphics, and text but fails to draw the reader’s attention and sparks an interest in the subject.	The student displayed the information in the appropriate farcebook page template. The information was not displayed in a dynamic way which includes pictures, graphics, and text that draws the reader’s attention and sparks an interest in the subject.
Answering the Question and Demonstrating an Understanding of the Subject	The information that the page contained answers all of the questions presented about the poet (When was he/she born? Was he/she in a relationship? What were his or her achievements? What is a quote from one of his or her poems? Who are their friends?, etc.). The information on the page displays a deep understanding of the poet.	The information that the page contained answers most of the questions presented about the poet (When was he/she born? Was he/she in a relationship? What were his or her achievements? What is a quote from one of his or her poems? Who are their friends?, etc.). The information on the page displays a good understanding of the poet.	The information that the page contained answers a few to none of the questions presented about the poet (When was he/she born? Was he/she in a relationship? What were his or her achievements? What is a quote from one of his or her poems? Who are their friends?, etc.). The information on the page displays a minimal understanding of the poet.

- X. Reflection: I taught this lesson in the field and the students really enjoyed the hands on aspect of the research. They really enjoyed the fact that they were actively doing something instead of being lectured to. This was also something that they did not get to do that often so they liked being able to get on the computers and browse through the information. Students also were able to pick their own poet so many of them picked singers that they liked and they really enjoyed learning all of these details about their life. They also liked creating the farcebook page because it is something that most of them have done before for themselves and they thought that it was a really cool way to display the information that they found that was relatable to them.

