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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Template I *(More Directed Learning Activities)*** |
| ***Template with guiding questions*** | | |
| Teacher(s) Name | Anna Luther | |
| Position | Teacher | |
| School/District | Cobb County School District | |
| E-mail | Anna.luther@cobbk12.org | |
| Phone | 678-863-9300 | |
| Grade Level(s) | 6th | |
| Content Area | English Language Arts | |
| Time line | Five 70 minute class periods to create and Two 70 minute class periods to present | |

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks? ) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

ELACC6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

ELACC6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

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| Content Standards | ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  ELACC6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| NETS\*S Standards: | 1. Creativity and Innovation 3. Research and Information Fluency 2. Communication and Collaboration 6. Technology operations and concepts   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.   1. Apply existing knowledge to generate new ideas, products, or processes 2. Create original works as a means of personal or group expression 3. Use models and simulations to explore complex systems and issues 4. Identify trends and forecast possibilities |

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

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| Our class has just finished reading *The Lightning Thief* by Rick Riordan. To finish out the book, we will be creating Alternative Books Reports, or ABRs. Alternative Book Reports force students to dig in the book, select a particular scene from the book, and critically recreate something from it. Students will have five class days to create their activity. Then, we will begin presenting the following week. In the past, students have turned in PowToon book reviews, Interviews with the character podcasts, Pinterest pages, and travel brochures displaying parts of the setting of the book. |

**Essential Questions** (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

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| * What were the key concepts from Percy Jackson? * How can one event impact the story line? |

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

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| At the beginning of the assignment, students will be given a list of pre-approved technologies to use during their ABR. How they create their assignment will depend on the technology they decide to use. Students will generate by integrating prior knowledge with new knowledge. My co-teacher and I will assess students during their presentations with a rubric. The student’s products will be differentiated by giving students a choice on their assignment. Of course, students IEP accommodations will be implemented if necessary. |

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

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| Technology is the basis for this assignment. Students will be using the following tools to help them create this project: Edmodo, Google Earth, PowToon, Vocaroo, Weebly, Microsoft Office, Microsoft Paint, YouTube, or iMovie. Students will write their scripts then use classmates, teachers, or family members to help them create and deliver the project. At the end of the final project students will upload their reports to Edmodo and embed them on their Weebly portfolios. |

**Instructional Plan**

**Preparation** (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

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| Before completing this lesson, it is essential that students have completed *The Lightning Thief.*  This project meets students’ needs by differentiating based off of Howard Gardener’s Multiple Intelligences. Depending on the students’ prior experiences with technology, they might have to use a different method than the other students. At this point in the year, the teachers are pretty familiar with students’ technology literacy. Both teachers in the classroom are proficient in all of these tools, and they will be there to instruct the students if difficulties arise. |

**Management** Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

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| The students will create this project independently, but they will edit collaboratively before turning in their final project. Students will complete this project in the media center computer lab to create this project. Because there are so many students without access to internet at home, we have arranged to have the students complete this project entirely at school. Some of the students often do not save things properly, so their work disappears. To prevent this from having them losing their entire project, we will have them write out and get approved what they will put on the computers before they can begin working with technology. |

**Instructional Strategies and Learning Activities** – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom’s Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

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| To get the students started, I will show the students projects from years past to help them get excited about the project. Since we will be in the media center, students will complete their writing at the outside gathering tables and then will move into the computer lab when they are ready to begin working. My role in this project will be as a facilitator. I will introduce the project and provide students with a rubric for the project, but they will create and explore independently. I am ensuring higher order thinking by making them look back at the book and think critically to create something from the novel. Technology will engage the students and help them present the projects. Students will work on their speaking, listening, and research skills with this project. The students will be paired with one other person on Thursday to help them edit their project and make revisions before they present. I will develop these pairs based of the projects students choose. |

**Differentiation** (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

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| I will differentiate based off choice. Students who have a hard time writing will also be able to use Snap Read and co-writer to help them develop their ideas. I will also partner them in peers to help them learn how to collaborate with one another. When I have done this in the past, students have learned a lot about their own projects from viewing their peers’ work. |

**Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?)

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| Students enjoy this assignment because it is a nice event that allows them to be creative. This raises levels of engagement and excitement in the class. The work process and presentations went well. Students knew the time frame from the project, so this motivated them to use their time wisely. Since each student took a substantial amount of time, students began to get bored during presentations although they were grading one another.  During presentations, students will grade one another by ranking each other on a scale of 1 to 4. They will also be also write a short paper on their experience after presentations are over. In the future, I might place students who would like to do the same assignment in teams or pairs to minimalize the time it takes the present the projects. |

**Closure:** Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

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| While implementing this lesson, I would make sure students are still bringing the books to class with them everyday. If they are doing this assignment correctly, they should be referring to the book frequently while creating their project. I do think using partners could significantly reduce the time this project takes. If I did this, I think I could reduce the work time to three days and do the presentations the last two days of the week. |