

Lesson Plan Template

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School-Site Supervisor:	N/A (University Supervisor is Bob Turner)	Course:	EDUC 443	Grade Level:	Grades 9-10
School	N/A				

Preparation to Teach

Unit Theme (Where in the unit is your lesson)	Writing and Research 101 – one of the first lessons in the unit.
Content Standard(s):	W.9-10.2A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. <u>Introduce a topic or thesis statement</u> ; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
ELD Standards:	Productive: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Learning Goal(s) or Objective(s):	By the end of the lesson, SWABT construct a thesis statement for an essay.
Materials:	Face to face: Mission Statements (printed or provided on a device), lined paper, pencils, pens, and erasers. Virtual: Mission Statements (links provided).
Technology Integration:	Teacher: Kahoot, Padlet, and Google Forms Student: Kahoot, Padlet, and Google Forms

Class Background

List three things you have learned about your students that will assist you in planning and implementing this lesson.

	<p>What you learned: N/A – Not in fieldwork due to COVID-19</p> <p>How it will influence your lesson: N/A – Not in fieldwork due to COVID-19</p>
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Adaptations

English Learner

Student Description	Student that is “emerging” on the ELD standards.
Instructional adaptation(s) based on the strengths and needs of the student	<ul style="list-style-type: none"> • An “emerging” student may be able to construct a thesis statement if they can produce short phrases. However, if the student cannot do that, the teacher can provide three more example thesis statements and the student can reply yes or no. As the student is exposed to more language, they will start to produce more language. • If the student is beyond the yes-no stage of language development, the teacher can provide sentence frames and the student can fill in the blanks.
Rationale for adaptation(s)	A student that is in the early stages of their language development may not be able to put together a thesis statement. Even though a thesis statement is one to three sentences, the student may only be able to produce short phrases or yes-no responses.

Student who presents a different instructional challenge or from an underserved population

Student Description	Student with dyslexia or dysgraphia.
Instructional adaptation(s) based on the strengths and needs of the student	<ul style="list-style-type: none"> • Provide additional time to complete the assignment. • Allow the student to respond verbally. • Reduce the number of Kahoot questions (asynchronous) and reduce the number of Google Form questions.
Rationale for adaptation(s)	Since this lesson is highly language driven, it may be difficult for a student with dyslexia or dysgraphia to keep up. This is not the student’s fault, but dyslexia or dysgraphia impact the student’s ability to decode written language or produce written language.

Instructional Plan

Activating Background Knowledge

<p>Instructional Strategies</p>	<p>Before this lesson, students will be asked to look up the mission statement for a company of their choice. Students should print out the mission statement, write the mission statement in their notebook, or have the link ready on their phone.</p> <p>Teacher will also provide several mission statements just in case.</p> <ul style="list-style-type: none"> • https://www.nike.com/help/a/nikeinc-mission • https://www.choc.org/about/ • https://corporate.target.com/about/purpose-history • https://laverne.edu/2020-vision/vision-mission/ <p>Students will work with a partner and do a Think-Pair-Share. Students will answer the following questions:</p> <p>“What is the purpose of a mission statement?”</p> <p>“What stands out to you about your company’s mission statement?”</p> <p>The teacher will ask three students to share their thoughts out loud. The teacher will then explain that mission statements are similar to thesis statements in an essay. Today we will be going over how to write a clear, concise, and purposeful thesis statement.</p> <p>Asynchronous Learning: Instead of Think-Pair-Share, students will post their mission statements and reflections to a Padlet: https://padlet.com/terrydopson/missionstatements</p>
<p>Informal Assessment</p>	<p>The teacher uses the Think-Pair-Share to see if the students can detect the qualities of a good mission statement or distinguish between a good and bad mission statement. It is okay if the students do not know the answer because the teacher will go over this information in the next section of the lesson.</p> <p>For an asynchronous environment, the teacher will use Padlet to gather responses. Students can post their response and view other responses at any time.</p>
<p>Rationale for Decisions</p>	<p>Asking the students to bring in their own mission statement from a company they are interested in gives the teacher the opportunity to learn more about their students. This contextualizes the lesson and builds background knowledge (SIOP/SDAIE). The purpose of this activity is to hook the students and successfully activate background knowledge. This activity also asks students to look at the mission statements with a critical eye and provide feedback on how the mission statements are written. This further develops the students’ writing skills.</p>
<p>Reflection (Completed after the lesson)</p>	<p>My classmates enjoyed this component of the lesson. They commented that it drew upon their funds of knowledge, so I was able to successfully “hook” my classmates into the lesson. They also enjoyed actually looking into a company’s mission statement and analyzing it. They felt like they learned something new about a company or organization that they cared about. Finally, my peers also said the video tutorial for the Padlet was helpful.</p>

Instructional Input

<p>Instructional</p>	<p>Teacher will briefly describe the difference between a good thesis statement and a bad</p>
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Strategies	<p>thesis statement: Click here for the Google Slides (Slides 6-9)</p> <p>Teacher will run the students through a game of Kahoot where students will identify good and bad thesis statements. The teacher will explain the reasoning behind each answer. https://kahoot.it/challenge/07615028?challenge-id=b26a14db-76af-485f-9518-43cfba101edd_1612932555014</p> <p>Or https://kahoot.it/ - PIN: 07615028</p> <ul style="list-style-type: none"> Nicknames will be automatically assigned to students for synchronous learning, so everyone is anonymous. This lowers affective filter in case students get the answer wrong. <p>The Kahoot game contains ten questions so students get to see several examples of thesis statements before they start writing their own in the conclusion of the lesson.</p> <p>Asynchronous Learning: The Kahoot game is self-paced. Students will then watch a video of the teacher reviewing the answers so the students can get instant feedback as to why they got an answer right or wrong. Nicknames will not be assigned for asynchronous learning so the teacher can reach out to individual students if needed. Since the game is self-paced, students cannot see each other’s answers. https://kahoot.it/challenge/07615028?challenge-id=b26a14db-76af-485f-9518-43cfba101edd_1612932555014</p>
Informal Assessment	<p>The Kahoot game provides several examples of good and bad thesis statements. The teacher can check if students are grasping the qualities of a good thesis statement. The teacher can immediately view the responses and explain to the class the reasoning behind each answer.</p>
Rationale for Decisions	<p>The brief presentation before the Kahoot game provides students with the instructions they need to be able to write a thesis statement. The presentation is written with plain language and supported with pictures to increase comprehensible input.</p> <p>The Kahoot game works in a synchronous environment because the class can give a “choral response” by responding to the Kahoot. The teacher can go through each question and explain why the thesis statement is good or bad. Nicknames are automatically generated to help lower affective filter. If students get the question wrong, no one is going to know. The Kahoot is more exciting and interactive than just putting the examples on a PowerPoint.</p> <p>The Kahoot game also works for an asynchronous environment because the student gets instant feedback and they still get to see the examples. The Kahoot contains pictures which increase comprehensible input.</p>
Reflection (Completed after the lesson)	<p>All of my classmates enjoyed the Kahoot. They said it was a creative way to use Kahoot. One of my classmates was blown away that there were able to do a self-paced Kahoot. One classmate commented that the Kahoot clearly showed examples of good and bad thesis statements which was my goal.</p> <p>One of my peers commented that the “Questions To Ask Yourself” slide should have gone earlier before the examples. I purposefully put that slide before the Kahoot so the students had that Think Aloud strategy fresh in their brain before they examine the Kahoot examples, but I can see how that flow would be helpful. I need to try this lesson in front of a group of students one or two more times to see if I need to rearrange any of the slides.</p>

	<p>Several of my peers also commented that they want to see more colors, videos, and visuals in my lesson. I absolutely agree that I could add more color to my lessons and this is an area I need to work on. I could see where having an additional video where someone else besides the teacher is explaining thesis statements would be helpful.</p>
<p><i>Closure</i></p>	
<p>Instructional Strategies</p>	<p>Independent Practice:</p> <p>Students will now practice writing their own thesis statements. Students will complete a Google Form that contains three essay prompts. Students only need to write their one to three sentence thesis statement for the prompt, not the entire essay.</p> <p>Self-Assessment Rubric:</p> <p>On the same Google Form, students will also answer two questions.</p> <ol style="list-style-type: none"> 1) On a scale from 1 to 5 (1 being least confident and 5 being the most confident), how confident do you feel about writing thesis statements? 2) Are there any parts about writing thesis statements that you do not understand? Feel free to leave your questions and concerns here. <p>Google Form Link: https://forms.gle/1PPcavfrVRuVUwMF6</p> <p>In a face-to-face environment where there is no access to Chromebooks, this form would need to be converted to a printable worksheet.</p>
<p>Formal Assessment</p>	<p>Independent practice and Self-Assessment Rubric on Google Forms: https://forms.gle/1PPcavfrVRuVUwMF6</p>
<p>Rationale for Decisions</p>	<p>Students are writing thesis statements for real essay prompts. The Google Form is an efficient way for the teacher to gather responses and check if each individual student is meeting the lesson objective. The teacher can export all responses to a Google Sheet.</p> <p>The self-assessment rubric gives the students the opportunity to practice metacognitive strategies. If they are struggling with thesis statements, are they able to identify what is causing them trouble? Even if the student cannot determine the issue, the teacher is able to scan the responses to determine if there are any trends. The teacher can use the data to review or reteach.</p>
<p>Reflection (Completed after the lesson)</p>	<p>This is the area of my lesson that needs the most work. One of my classmates said that they felt like they needed more support between the Kahoot and writing the Thesis Statements on the Google Form. They suggested that I should model for the students how I would go about writing a thesis statement which is a great recommendation.</p> <p>If I were to do a lesson again, I would do a video where I use the first Google Form question to model how I would write a thesis statement.</p> <p>This same classmate also recommended that I add an “exit ticket” question at the end of the lesson. She recommended a focus question where students think about the objective of the lesson. So I could write a question like “What are the qualities of a strong thesis statement?” This would help students with practicing their metacognition.</p> <p>Finally, I was happy that I used the self-assessment rubric. One student explained that</p>

they are not sure how vague their thesis statements should be. What they meant was do they just explain their position in the paper or do they also go ahead and list their main points. I let the student know that either option is acceptable. It really depends on the voice of the writer and the flow of their paper.

Rationale

<p>1. What is the underlying theoretical base for your lesson decisions?</p>	<p>The theoretical base for this lesson is the SDAIE model:</p> <ol style="list-style-type: none"> 1) The lesson takes the time to activate background knowledge with the mission statement activity. Students also get to share their own interests by picking a company of their choice. 2) The mission statements also contextualize the lesson. Providing comprehensible instructions and playing Kahoot to evaluate good and bad thesis statements build scaffolding before the students proceed into writing thesis statements. 3) A positive learning environment is created by using nicknames in Kahoot, so no one feels singled out if they get an answer wrong. The self-assessment gives students the chance to voice their concerns about the lesson. 4) The self-assessment rubric also builds study skills. The rubric asks students to slow down and ask themselves “Am I understanding this? If not, what do I need to do?” 5) The Google Form is a performance assessment because students practice writing thesis statements. This task will translate to the students’ future essays.
<p>2. Explain how the learning plan connects to the social and emotional needs of the students.</p>	<p>The thesis statement is the main argument of an essay. But this extends beyond essay writing. Students need to communicate their main idea clearly and concisely in situations like emails, interviews, and presentations. Along with being able to produce a main idea, students also learn how to detect arguments or main ideas which can be applied to books, news, and media.</p>
<p>3. Explain how your choice of technology supported the learning goals and student engagement.</p>	<p>The Padlet allows students to see each other’s responses at any time during the week which is effective for an asynchronous lesson.</p> <p>The Kahoot provides examples of thesis statements and instant feedback. This is important as it builds scaffolding before the students start writing their thesis statements.</p> <p>The Google Form is an efficient way for the teacher to collect the students’ responses. The Google form would work in a Zoom environment, asynchronous learning environment, or a face-to-face environment with Chromebooks.</p>
<p>4. How are you going to know that students are actively engaged?</p>	<p>Students are required to participate during the following activities:</p> <ol style="list-style-type: none"> 1) Think-Pair-Share (Zoom or Face to Face learning) 2) Padlet (asynchronous lesson) 3) Kahoot 4) Google Form <p>The teacher can track if a student is not actively participating at a certain point. If students are not participating, there are multiple opportunities for the teacher to bring the students back into the lesson.</p>
<p>5. What procedures and</p>	<p>Routines and procedures for partner work are needed for the Think-Pair-Share.</p>

<p>routines are needed for student activities and materials?</p>	<p>The teacher should give a specific time limit for how long the students are talking to each other.</p> <p>The teacher also needs to have procedures for using devices, especially for the Kahoot in a face-to-face environment. The teacher needs to ensure that students are participating in the Kahoot and not doing another activity on their device.</p>
<p>6. Describe how the lesson supported students' academic language.</p>	<p>Thesis statements teach students how to identify and create a main idea or main argument. This is a skill that is needed for academic writing. A writer must clearly articulate their purpose. This also helps students with learning how to detect the main purpose or the main idea when reading text.</p>
<p>7. Describe how the lesson supported students' content knowledge.</p>	<p>The Common Core State Standard for this lesson specifically asks students to be able to produce a thesis statement. This skill is needed to proceed with the other steps of writing which is one of the five main categories of English Language Arts.</p>