

EDUC 442
Lesson Plan Template Spring 2021

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School-Site Supervisor:	N/A (University Supervisor is Bob Turner)	Course:	EDUC 442	Grade Level:	10
School	N/A (Not in fieldwork yet due to COVID-19)				

Preparation to Teach.

Unit Theme (Where in the unit is your lesson)	Writing and Research 101 – This lesson would be one of the first lessons because students need to gather sources before they can start writing a paper.
Content Standard(s):	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively: asses the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and follow a standard format for citation including footnotes and endnotes. CA
ELD Standards:	Justifying own arguments and evaluating others' arguments in writing
Learning Goal(s) or Objective(s):	Content Objective/Language Objective: SWBAT evaluate the credibility of print and digital sources to gather quality resources for writing and speaking activities.
Materials:	Google Slides <ul style="list-style-type: none"> View slides 8-13 for the stations and corresponding materials. Access to a computer lab or library to gather sources.
Technology Integration:	Teacher: Google Slides, Google search and library databases Student: Google Docs, Google search and library databases

Class Background

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

Kinesthetic Learners	What you learned: They need to move or they will feel less engaged. How it will influence your lesson: Stations allow students with this intelligence to get up and move. The frequent changes will help promote engagement.
Struggling Writers	What you learned: Even though these students may be in 10 th grade, they may not have properly learned the elements of writing in previous grades.

	<p>How it will influence your lesson: I present the information with the assumption that these students have never learned the basics of evaluating sources. By “not assuming knowledge” I can make sure I build the foundation for these students and proficient writers.</p>
Strong Writers	<p>What you learned: For some students, this information may be review if they learned this in 8th or 9th grade.</p> <p>How it will influence your lesson: If most of my class falls in this category, I may want to move faster to make the most of the lesson time. However, I think the review will help all</p>

Adaptations (<i>imagine 2 students for this section</i>)	
English Learner	
Student Description	EL student that is Emerging or Expanding on the ELD standards.
Instructional adaptation(s) based on the strengths and needs of the student	<ul style="list-style-type: none"> • Modification and simplification of text • Teacher will preselect the sources for the student to view in the station and provide modified versions. • Allow students to search for sources in their native language.
Rationale for adaptation(s)	<p>Some of the articles or resources in the stations may not match the EL student’s L2 proficiency. The teacher can modify or simplify the resources to make it more accessible for the EL student.</p> <p>The student can also practice the skill of evaluating credibility in their native language. Even though they are still decoding the L2 language, that does not mean they are incapable of critically evaluating sources. As the student’s L2 proficiency improves, the gathering resources skill can be used in L1 and L2 (common underlying proficiency)</p>

Student who presents a different instructional challenge or from an underserved population	
Student Description	Student with Autism
Instructional adaptation(s) based on the strengths and needs of the student	Allow the student to work on the stations independently and go to a quiet space if needed. Teacher needs to keep an eye out for the student and have a space prepared.
Rationale for adaptation(s)	Students with autism can be overwhelmed by many changes or experience sensory overload from a large amount of information. This can raise the affective filter so by giving the student a safe refuge, they can regroup to make the most of their learning.

Instructional Plan: ACTIVE LEARNING

Include at least 2 active learning strategies into this lesson.

Activating Background Knowledge

Instructional Strategies

The teacher will introduce the standard and content objective. The teacher will settle the students into the topic of gathering sources with a short video:

<https://www.youtube.com/watch?v=EyMT08mD7Ds&list=WL&index=15>

Personal Dictionary: The teacher will introduce the following vocabulary words: **evaluate**, **credibility**, and **bias**. The personal dictionary is established at the beginning of the year and students add vocabulary words to their ongoing personal dictionary for each lesson.

The idea of students having a personal dictionary is a great LA tool. Think about how they would compile it and have it available. Keeping it electronically is probably the best choice for both access and ease of search. How will you monitor this to be sure students are up to date.

Informal Assessment

Think Pair Share + [KWL Chart](#).

- 1) Students will turn to their partner and answer the following questions.
 - “What do you know about finding credible sources?”
 - “What do you want to learn about finding credible sources?”
- 2) The teacher will ask several students to volunteer and share their ideas for the K and W areas of the [KWL Chart](#).

Although many teachers use and like KWL charts, I personally always struggled with them in the classroom. As you move forward you will find some techniques work better for you and your students, just be prepared for that.

Rationale for Decisions

The purpose of the YouTube video is to activate **schema** before proceeding into the Think-Pair-Share and [KWL chart](#).

- 1) There will be students that are familiar with writing research papers, so this video serves as a reminder.
- 2) There will be students that may not be familiar with writing research papers, so the video serves to introduce the topic for the first time.

The reason for the Think-Pair-Share is to give students the chance to **process** the video and think about what they know and what they want to learn. The Think-Pair-Share will maximize the KWL chart. If the teacher were to skip the Think-Pair-Share, the first minute of getting KWL answers would probably be somewhat unorganized. Using the think-pair-share helps with **information processing**.

Reflection (Completed after the lesson WAIVED)

Instructional Input

Instructional Strategies

The teacher will explain the importance of credible sources. We live in a world where there is more information available at our fingertips than any other point in history. Students may not be writing essays after high school, but they will be exposed to information from the news, social media, peers, family members, and co-workers. Having the ability to evaluate information with a critical eye will help students build their influence in their careers and communities.

This is a critical topic for all students especially when doing internet research. Consistent practice will be necessary but is worth the time. Think about the ways you can easily assess that students are following these “rules” when doing research.

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Stations: Students will work in groups of and rotate through the following stations. Students will spend 8 minutes at each station:

- [Traditional/Print Sources](#)
- [Internet Sources](#)
- [Google Search Tips](#)
- [Checking for Bias](#)

Solid stuff here and excellent support materials.

Informal
Assessment

Graphic Organizer: Students will fill out a Graphic Organizer with information about each station.

<https://docs.google.com/document/d/1XAfLGIRIEpOcbLux1ow6Ue4zJE0LtfM4smUrCssZtg/copy>

The teacher can collect the Graphic Organizer to check how students constructed their understanding of the resources at the stations.

KWL Chart: After going through all the stations, the teacher will go back to the KWL chart to update the chart with new knowledge.

Rationale
for
Decisions

Stations serve the purpose of active learning because the teacher is acting more like a guide on the side rather than a sage on the stage. Students must look through the information on their own and **construct** their understanding (**constructivism**). Since the students are in groups, they can talk to each other about the material and ask each other questions. The learning is student driven. However, the teacher is still available to provide support and guide the students.

Stations are useful here to cover a wide amount of information in small chunks (**information processing**). The Graphic Organizer provides **scaffolding** because the students can refer to their Graphic Organizer to remember what they learned in the stations when they conduct their own research.

This is a meaningful point to use the KWL chart because some questions may have been answered during the stations. The teacher can also clarify any confusion from the stations.

Reflection
(Completed
after the
lesson
WAIVED)

Closure

Instructional
Strategies

This part of the lesson would preferably be conducted in the school’s library, so students have access to print resources and a computer lab. The teacher would want to include a class meet and greet with the librarian if not already done earlier in the year. The librarian can share tips and tricks about making the most of what the library has to offer.

Students will use the information from the stations to gather five sources for the following prompt:

“What are three character traits of an effective leader?” (EDUC 443 Unit Theme)

Here you might want to define effective in some way prior to starting. Hitler was Time magazines “Man of the Year” in 1938 for “effective leadership”, so be sure that it is explored in the broadest terms and also within historical context when examining leaders of the past.

Students will need to compile their four sources on a piece of paper (face to face) or a Google Doc (Zoom or Chromebook environment)

RallyCoach (from Kagan Cooperative Learning. Students take turns giving feedback to each other)

Students will work in pairs and trade their list of sources with their partner. The student will compare the list to their notes from the Graphic Organizer. Students will give each other feedback on their sources.

Students will submit their list to the teacher in Google Classroom. The teacher will review the lists and determine if any additional scaffolding or reteaching is needed.

The teacher is available to answer questions and monitor the pairs as they are giving each other feedback.

Rubric:

https://drive.google.com/file/d/1OnqJuoA61VPMviS_gf71zM_lPh06Fpkh/view?usp=sharing

KWL Chart: The teacher will go over the KWL chart one more time to close out the lesson and debrief.

Formal Assessment

Students are gathering resources independently which serves as independent practice. This performance assessment allows the teacher to see if the student is meeting the content objective. The RallyCoach structure from Kagan extends the practice by having students look at a peer’s resources and provide feedback. The peer review taps into higher levels of Bloom’s Taxonomy.

Rationale for Decisions

By using the RallyCoach structure, students will be held accountable to complete the task because they need to present their resources to their peer. With the RallyCoach structure, each student can get **simultaneous feedback** and **make connections** with the information from the stations section of the lesson.

Reflection (Completed after the lesson WAIVED)

A very solid lesson with excellent support materials provided throughout. Students should be able to gain the ability to both access and assess research material. In LA one of the important things for the teacher is to consider the time required for grading. Because of the number of students most secondary teachers have in a school year, managing grading time will be an important skill to develop. Using pair share, group work, and peer editing can help streamline grading overall.

Rationale

1. Explain how your lesson holds all students accountable to high expectations for learning.

Since this lesson is rooted in Active Learning, students are responsible for driving most of the learning while the teacher is facilitating as a guide on the side. For the KWL chart, students are making connections between what they know and what they need to learn. For the Graphic Organizer, students are responsible to view the articles and videos in the stations and make note of best practices and what to be careful of when reviewing sources. Finally, the RallyCoach strategy means that students will be accountable to present their

	<p>work to a partner and receive feedback.</p> <p>I created a rubric to hold students accountable for participating in all aspects of the lesson.</p>
2. Explain how the lesson engages students in content specific higher order thinking (analysis, synthesis, evaluation, interpretation, transfer).	<p>Evaluation: Students must use the criteria that they learn from the stations to determine if the sources they are using are appropriate for academic writing. Students must consider multiple factors to make a decision about using a source.</p> <p>Synthesis: Students are searching for resources to support their argument for the essay prompt. Along with looking at each source by itself, students need to look at their collection of sources to make sure they have a good balance of perspectives. They also need to make sure they can gather quotes and facts from their sources to assemble their paper.</p>
3. Explain how the lesson plan connects to the social and emotional needs of the students to create a positive learning environment	<ol style="list-style-type: none"> 1) Evaluating credibility is a life skill that is necessary in personal and professional settings. There is urgency behind this topic. 2) For the RallyCoach strategy at the end of the lesson, students are asked to provide 1 compliment and 1 piece of feedback. This is to help maintain a positive learning environment and make sure the feedback is balanced. If a student delivers multiple points of criticism to another student, it could cause the receiver of feedback to shut down and raise affective filter.
4. Explain how the students' use of educational technology supported the learning goals and student engagement.	<p>The content standard for this lesson requires that students understand how to perform an effective search. Although many print sources still exist, our students are primarily working with resources on the internet and in digital databases. This is an educational technology skill that is necessary to foster for students' high school and college success.</p>
5. How did you incorporate active learning throughout the lesson?	<p>I used several strategies including Think-Pair-Share, KWL Chart, Graphic Organizer, Stations, Independent Practice, and RallyCoach. There is almost no teacher lecturing in this lesson. Students must be actively engaged for almost the entire lesson.</p>
6. Describe how the lesson supported students' content learning and academic language development to learn/access the content. List the specific terms you introduced and the strategies you used.	<p>Academic Language: Students are exposed to vocabulary such as evaluating, credibility, traditional sources, internet sources, and bias. The Personal Dictionary strategy is used in this lesson and throughout the year to capture key vocabulary. The activities in this lesson such as Think-Pair-Share, KWL Chart, Graphic Organizer, and RallyCoach require the students to practice their speaking and writing skills. Students need to articulate ideas in their own words. The KWL Chart also requires the students to use metacognition to evaluate what they know and what gaps they need to fill in their knowledge.</p> <p>Content Learning: Students must learn how to gather sources for academic writing in high school and college. Evaluating credibility is a media literacy skill that is necessary for personal and professional success. This unit provides the foundation for future research papers and essay writing because students need to gather sources and peruse them to construct the main points of their essay.</p>
7. Describe the ways in which you are providing content specific feedback to students throughout your lesson.	<p>By reviewing the KWL chart in the middle and the end of the lesson, I can address students' questions and clear up misconceptions about gathering and evaluating sources. Through the Rally Coach and final review of the students' resources, I can let them know if they picked quality sources. If the student picked a source such as Wikipedia or a blog, I could explain why that resource is not usable in academic writing.</p>

