Jennifer Tannehill

IT 645

Lesson Plan

**Course Title**: 6th Grade English Language Arts (Reading/Writing)

**Course Objectives:**

* Use evidence to support analysis of explicit and implicit details from the text by correctly identifying examples of each with 95% or greater accuracy.
* Determine the theme of a text and how it is conveyed through specific details by stating the theme and listing details that support that conclusion in accordance with a given rubic.
* Conduct short research projects to answer a question using the Big6 process to level 4 or higher on the evaluation rubric.
* Present written information or research findings using print and digital media following all presentation requirements in the rubric.

**Main Topics:**

* Implicit and explicit text details
* Central theme of a fiction text.
* Big6 Information Model
* Creating multimedia presentations

**Textbook**: There will not be a textbook used, but students will be reading The Island of the Blue Dolphins by Scott O’Dell.

**Instructional Materials:**

* KWL graph- Will be created with students to activate prior knowledge.
* Explicit/ Implicit meaning game
* Podcast on Explicit/Implicit
* Big6 Video
* Easy Test Maker Quiz
* Rubistar Rubric
* Daily Homework Google Doc
* ThingLink Presentation
* Scoop It articles

**Rationale for Teaching and Learning Strategies in this Class:**

Learner rationale- This 6th grade class is comprised of mostly above average to slightly below average learners (average being typical scores of 80% on assignments). All of the students enjoy using computers and technology in the classroom. However, some do not have access to productivity tools at home. The majority do have Internet access, so Google Docs (and other Google programs) has been chosen as a method to communicate some information needed prior to class. The work done in class will be done in the same way so that the student will have access at home as well.

Teaching and Learning Activities: Based on prior interactions with this class, I feel that they would be a good group to pilot some “flipped classroom” activities with. Therefore, some assignments will be completed before class so that more class time is available to work on projects and collaboration. The students will check a Google Doc each night as homework and complete any listed assignments before coming to class. Activities that are done to support the objectives listed above are very hands on in nature because many students identified as kinesthetic learners. They will work in groups for the research project because they have indicated they enjoy working collaboratively. This week, I will slowly be “flipping” the classroom a little at a time, with more flipped activities to follow as students become accustomed to it.

**Class Activities and Assignments by day:**

**Monday**

Activities- The class will work as a whole group to enter data into a KWL chart (what I know, what I want to know, what I learned). The first sections will be filled out today. The final section will be filled out at the end of the week. The teacher will tell students the story they will read is about a child who gets left behind on an island. They are to put themselves in that scenario and tell what they know about how to survive. Then, they will add to the middle section what they need to know in order to be able to survive. This will be done collaboratively in a Google Doc, so students can begin to get a sense of how it works. Students will go online at home to enter info in the final column after the novel is complete.

After working on the chart, the teacher will introduce the story and the students will read chapters 1-3 silently.

After reading, the teacher will discuss the concept of explicit and implicit details. Explicit details are stated in black and white in the text. Implicit details are only implied by the author. It is “reading between the lines". Students were assigned to listen to the Explicit/Implicit Podcast last week to prepare for this new unit.

Assignment: Students will work in groups of two. They will find 3 explicit details and 3 implicit details. These will be checked by the teacher and used later for the game. For homework, students are encouraged to go online to view the Big6 Presentation Video to prepare for tomorrow’s lesson.

**Tuesday:**

Activities: Before reading chapters today, the students will trade their 3 explicit and 3 implicit details with another group. Each group will attempt to put the details into the correct categories. Groups will check each other’s work and share an interesting detail with the class.

Assignments: Students will read chapters 4-7

After reading, the teacher will revisit the Big6 method by showing students a PowerPoint of the steps involved in the Big6. Students will be encouraged to lead the discussion since they should have viewed the video previously. Students will be put into groups. Each student will research a tool that could be used for survival if they were in a situation similar to the main character. The students will research online about their tool. They will find a picture of the tool. Tomorrow, students will be finding information only. They will take notes and write down any sources they used. Tonight for homework, students will put their name, tool, and any info they already possess into a Google Homework Doc created by the teacher for this purpose. This will also serve as the “sign-up” sheet for tools.

**Wednesday:**

Activities: Teacher will create an interactive Google Slide presentation with the class. A few students will share their ideas about what the theme of the text is, and they will practice putting this info into the presentation. After getting responses, the teacher will facilitate a discussion. Students will discuss details they feel support the theme of the story so far and add them to the appropriate slides. As they read today, the students will add details to support their idea or find evidence that disproves their idea. (Let students know it is okay to find out they are not correct).

Assignments:

Students will read chapters 7-10. Students will meet in their groups to begin researching their tools. Students will collect their information into a Google Slide presentation. A sample can be found on the course webpage. Students will be advised to make sure they are collecting sources as they find their information to be cited at the end of their presentation.

**Thursday:**

Activities: Students will share their progress on researching their survival tool. Students will share information about whether they found evidence to support their theme or not. After reading, research groups will meet to collaborate on their presentations which should be finished today.

Assignments:

Students will read chapters 11-15. Students will view ScoopIt articles and choose one for an independent research project that will begin next week. For homework students will view ThingLink and write a one page paper comparing and contrasting the real survivor and the character in the book.

**Friday:**

Activities: Students will complete a short answer quiz on the topics covered while reading the novel, Created using Easy Test Maker. (Theme, explicit and implicit details). Students will complete a Big6 evaluation of their research project and process using the Rubistar Rubric. Each group will present their slide presentation to the class.

**Resources:**

Berkowitz, R., & Berkowitz, A. (2006). The Big6 research notebook. Worthington, Ohio: Linworth Pub.

Dell, S. (1960). Island of the Blue Dolphins. Boston: Houghton Mifflin.