



# Lesson Plan for Implementing NETS•S—Template I

*(More Directed Learning Activities)*

Grade Level(s)	6th grade
Content Area	Language Arts
Time line	6 days

**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?)

Students should show they are able to:

1. Identify how each character's think based on analyzing character traits
2. Determine the central idea of a text and describe how the character, setting, and plot, contribute to the main idea.
3. Define Point of View from the character
4. Share his or her thoughts via technology platform such as Flipgrid

## Georgia Performance Standards

### Reading Literary

ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE6RL3: 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.

### Writing

ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### Speaking and Listening

ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

### Language

ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

### **ITSE Standards (Net-S)**

1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
    - a. Apply existing knowledge to generate new ideas, products, or processes
    - b. Create original works as a means of personal or group expression
  2. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
  3. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

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

The objective for this lesson is to be able to identify a character from a story (specifically Hocus Pocus) and use character traits (previous lesson) to be able to explain how a character's actions play into the story. Students will watch a movie and complete a graphic organizer for a sample character. The students then will choose the character and complete organizational thoughts into how even a minor character can play such a vital role for the story. They are expected to create an autopsy of the character and then explain their results via Flipgrid and share with the class.

**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? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

1. What is a main character in the story?
2. How can supporting characters help in a story?
3. What are some character traits that can be used to describe characters?
4. What are some adjectives that can describe the characters and events in the story?
5. How can you provide evidence from the text (movie)?
6. How can you share your results via Flipgrid?
7. How can you respond to your classmates?

**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?)

Students will create an autopsy report based on answering five different parts per body part. Students will complete and share an understanding of character traits based on verbal conversation via Flipgrid. Students' work samples will be assessed via a rubric. Students will be assessed throughout the process via informal observation and simple checklist.

**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?)

This class is a resource classroom which means that all the students are below grade level therefore several instructional strategies are used every day to make learning more meaningful and authentic for the students to be able to process and understand the different tasks at hand. The technology just enhances their learning experience in my classroom.

Digital Tools: Flipgrid, Google Classroom, Google Docs, Padlet, Youtube, Flocabulary

Resources: Rubric, Checklist, Class Example

Previous Skills Needed: Students should be able to identify a character in the story and answer questions in verbal form based on the plot of the story.

### **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?)

The prior leaning for this unit would be a review of plot elements that were studied in September. There would be a classroom example created using the form to show students how to create the autopsy. There must be a knowledge of what character traits are and how they can describe the characters in the movie/story. The students have been using the various Web 2.0 tools since the beginning of the year.

**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 troubleshoot them?

The teacher will use whole group instruction to review over plot elements and have students fill out a question on Google classroom based on the class's way to remember as a warm-up activity. We will watch Hocus Pocus over 2 ½ days. We will stop and have discussion throughout the movie to identify the major and minor characters. The students will be keeping a list of the characters' actions, as a way of being able to remember different plot points. The students will then decide which character to complete their autopsy on. The students will have 2 days to complete on their own and then 1 day to share their discoveries on Flipgrid. All technology will take place in the resource classroom and will use the classroom Chromebooks. The Web 2.0 tools will be available for use in the classroom. The teacher will have alternate paper copies of all the activities.

**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?

The classroom will be set up for individual students to complete the tasks. The students will have access to their Chromebook during the movie to take notes on several different characters. The resources and other information will be based in the Google classroom, with the teacher having a hard copy of the papers. Regular feedback will be given from the para and teacher as they students are working on their autopsies after the movie. There will be review before the movie of the plot vocabulary and explanation of what an autopsy is and how it can be helpful in the real world. The teacher will encourage the students to use their own vocabulary when it comes to creating character traits for the different parts of the graphic organizer.

I. Student's Responsibilities

- a. Each student is responsible for turning in morning work, answer a question via Padlet, completing the graphic organizer, turning in an autopsy, completing a Flipgrid, and responding to another student's Flipgrid.

II. Layout/Plan for Activity:

- a. Day 1: Padlet (Review Question based on Plot Review). , discuss overall project, and start movie. During the movie, pose questions for students for discussion.
- b. Day 2-3: Answering questions in verbal discussion, students are collecting information about the various characters via the graphic organizer.
- c. Day 4- Create a class example, students begin to work on their own autopsies
- d. Day 5- Continue to work on their own autopsies and start Flipgrid videos

- e. Day 6- Finish Flipgrid and respond to other classmates and turn in everything via Google Classroom.

III. Rubric/Graphic Organizer/ Template

- a. [Information for Body.docx](#)
- b. [Hocus Pocs.docx](#)

a.

IV. Completed Project

- a. Turn in:
  - i. Organizer
  - ii. Body Chalk outline
  - iii. Information for Body Sheet
  - iv. Flipgrid-Completed and Response

**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?)

This classroom is very interesting because it is a resource classroom, so all the students struggle with reading and have IEPS. There are some things that need to be completed verbally rather than written and completing graphic organizers.

**Extension Activities:**

For the students who may complete it earlier, then can work on creating a Google Slideshow to elaborate on their thoughts and ideas.

**Adaptive/Assistive Technology**

All students will have access to a computer and the ability to work one on one with either the teacher or parapro.

**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?)

The closing event is completing an Flipgrid and responding to other classmates on how accurate they were to describe and analyze the character.

The lesson went well. The use of Padlet could have been improved and possibly have used Google Draw to create the graphic organizer rather than sorting to use clip art. The rubric was difficult to create because of technical issues in the classroom.

The students really got into the project because it was done close to Halloween and it was a fun and unique project. I did discuss the use of autopsies and created a crime scene for the first part of the introduction day. It was a lot of fun and I plan on using this idea for a novel sometime later in the year.

This activity was used with a lot of web 2.0 tools that can be used in a variety of other classes. There could have even been used for Adobe Spark to create a presentation for the ending instead of a Flipgrid (just another way of answering).

**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?

Recommendations:

- Make sure all computers are charged and working.
- Allow students a choice of tools and to work in groups if they want too.
- Have alternative methods available if web 2.0 site is down (paper and pencil)
- Collaborate with Instructional Coach to see about extending to a written response
- Allow for plenty of time (could take longer as planned depending on level of students)