

Christmas Carol (Technology) Lesson Plan

Grade: 6		Subject: English	
Materials: Chromebooks, Projector		Technology Needed: Google Meet, Google classroom (powerpoint & online worksheet), https://forms.gle/F1JRJXmcWj5SpXBbA, https://docs.google.com/presentation/d/131LJhMTaZ6LMH4zSBDUTD0XYdpQfPIq-S6U6a-ecBNI/edit?usp=sharing	
Instructional Strategies: <ul style="list-style-type: none"> ● Direct instruction ● Guided practice ● Socratic Seminar ● Learning Centers ● Lecture ● Technology integration ● Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> ● Large group activity ● Independent activity ● Pairing/collaboration ● Simulations/Scenarios ● Other (list) <ul style="list-style-type: none"> ● Explain: ● Hands-on ● Technology integration ● Imitation/Repeat/Mimic 	
Standard(s) W.8.7: Conduct short research projects to answer a question (including a self-generated question). a. Draw on several sources. W.8.9: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.		Differentiation Below Proficiency: They will have plenty of time and plenty of help from me if they need it. If they don't finish in class, they can finish up at home. Above Proficiency: If they finish early, I can lead them into more research on the topic. Approaching/Emerging Proficiency: I think these guys will probably use just about the whole time. If they don't, they can finish up at home or they can move forward with more research. I'll keep up with them and see where they're at. Modalities/Learning Preferences: Students who are on meet will be able to participate fully in the activity and the instruction. I will be sure to pay extra attention to help them.	
Objective(s) - Students will research a Christmas Carol. - Students will analyze the suitability and authority of sources in answering their research questions. - Students will identify the website, article title, author name, and date, where available. - Students will begin to consider the purpose of Christmas Carols. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> - Remember - Understand - Analyze 			
Classroom Management- (grouping(s), movement/transitions, etc.) - Solo activity - Transitioning from instruction to the activity to after the activity should be pretty easy and clear.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - I'll have to be sure that all students are on task while on their chromebooks - I'm not sure how long students will take to complete the activity, so I'll have to be flexible about managing time.	
Minutes	Procedures		
5	Set-up/Prep: <ul style="list-style-type: none"> - Be sure to open the Google Meet - Have the powerpoint up and ready - Be sure the assignment is on Google 		

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5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Ask about how students are feeling about the beginning of the Christmas season. Do people have positive or negative feelings about it? - Ask about Christmas Carol (if they've started it) 		
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Go through powerpoint! <ul style="list-style-type: none"> - https://docs.google.com/presentation/d/131LJhMTaZ6LMH4zSBDUTD0XYdpQfPIq-S6U6a-ecBNI/edit?usp=sharing 		
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - The students will complete the Google Form worksheet <ul style="list-style-type: none"> - Answering questions about a specific Christmas Carol, considering the reliability of sources, and answering citation questions about the sources. - https://forms.gle/F1JRJXmcWj5SpXBbA 		
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - What did you guys answer for the last question? Based on your research, what is the purpose of Christmas Carols? - Continue to consider this as you go through this Christmas season! Why does your family sing them? How does it make you feel? 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - I'll be walking around the class, monitoring their progress. - Challenge students to dig deeper into their research to learn something fun and interesting! <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> - If the technology doesn't cooperate that way, I could have the students just complete the questions in a word doc or in their notebook. </td> <td style="width: 50%; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - They'll turn in the Google form <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - I'll be walking around the class, monitoring their progress. - Challenge students to dig deeper into their research to learn something fun and interesting! <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> - If the technology doesn't cooperate that way, I could have the students just complete the questions in a word doc or in their notebook. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - They'll turn in the Google form <p>If applicable- overall unit, chapter, concept, etc.:</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> - The students found out some really cool info and were pretty engaged for this first part - They got done far earlier than planned, and because I had planned to teach it to the eighth grade and ended up teaching to the sixth grade, I didn't have plans for the rest of their time, so I just had them do more research, and they got way off task. - NEXT TIME I would have them share their findings – a suggestion from Mrs. Sullivan 			