**TEXAS TEACHERS LESSON PLAN FORMAT**

**NAME: Jennifer Wooldridge SUBJECT/GRADE:** \_\_\_\_5th Grade English Language Arts and Reading\_\_

**TEKS:** [***5.24***](https://www.teksresourcesystem.net/module/standards/Tools/Browse?LinkStandardId=103238&StandardId=102624)*-****Research/Gathering Sources.****Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.*

**LEARNING OBJECTIVE(S):** Students will use their resources to determine and locate the answers to research questions, while recording them and their sources.

**ASSESSMENT:**

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| **MATERIALS and SETTING** | Partner assignment (determined by the teacher). Notebook, pencils, library books based on their animals, and animal research packets. Computers/laptops during designated computer time. |
| **KEY VOCABULARY and ACADEMIC LANGUAGE** | Review the definitions for plagiarism, point-of-view, persuasive, factual, informative, resource, and essay requirements. |
| **FOCUS ACTIVITY** | Students will create a poster of a compare and contrast showing what a plagiarized essay and a non-plagiarized essay looks like. |
| **CONNECTION TO PRIOR LEARNING** | Students will review different types of researching methods and essay requirements that we learned in the previous weeks. What makes an essay, topic sentence, conclusion sentence, details, resources, plagiarism. |
| **OBJECTIVE STATEMENT**  **(including a performance behavior)** | Students, today we will extend our learning of research by learning how to use multiple methods such as the computer, encyclopedia, books from the library, and interviews from experts. |
| **PURPOSE OF LEARNING** | The importance of this lesson is so we understand how to properly conduct research and prove that we used someone else’s expertise to extend our own knowledge of a subject. It is always important to give credit where credit is due, and learning how to research is important because we need to know how to extend our knowledge on our own. |
| **INSTRUCTIONAL STEPS**  Include:  Step by step instructions  Key points  Directions to give | **Review.** Begin the instruction by asking the students a question relating it to internet safety. How many times a day do you use the internet to look up something you didn’t know?  **Active Engagement:** I will preview each of these videos and pick the one most appropriate for each of my classes and their levels. This will show them a little more about internet safety and the importance of it. Review plagiarism, and copyrighting, how we can avoid it in choosing our pictures.  • http://www.commoncraft.com/video/protecting-reputations-online  •https://www.youtube.com/watch?feature=player\_embedded&v=Gd520wZZGDE#  • https://www.youtube.com/watch?v=nOUu1fldBbI  • <https://www.youtube.com/watch?v=dT1GvPQG904>  **Model:** Let me show you how to properly use a reference. I will go through the three main types of references including showing them how to change the type of reference from a book to the internet or article from a magazine. Show them paraphrasing and a direct quote.  **Activity:** Let’s begin your research on an exotic animal. I will hand out the list of animals, with those already assigned to students and begin with them using the encyclopedia and library books to begin their research. After they have completed the non-technological portion, they will begin working with the laptops and computers using only .org and .gov websites. We will go over why these are the preferred websites to use and websites like Wikipedia are not.  **Written Assignment:** Now that you have taken notes on your animal, it is time to begin writing your essay. Let us begin writing our topic sentence. Then we need to move on to our details and conclusion sentence. Remember, if you are using a direct quote, please use the right punctuation!  **Activity Completion:** Following the completion of this activity I will be asking students the Post Questions to clarify any misconceptions or misunderstandings from the lesson.  **Assessment:** Due to the in-depth nature of this assignment we will be using the rubric to assess their understanding of the lesson and character development in a story.  **Connection to Future Learning:** Students will be using the skills learned in this lesson, both internet and research skills to better understand how to continue their education outside of the general setting. This will help in later activities and projects.  **Closure:**  Review the definitions for plagiarism, point-of-view, persuasive, factual, informative, resource, and essay requirements. Students will write the hardest part of research on their exit ticket and how they overcame that challenge. I will be reviewing these and taking notes, to better understand their struggles and where they are weaker in this concept.  \*While students are continuing these activities independently, I will be pulling some of my Tier 1 and Tier 2 students to build their research skills and how to use the internet safely. |
| **LITERACY STRATEGIES USED** | Review the definitions for plagiarism, point-of-view, persuasive, factual, informative, resource, and essay requirements. Review internet safety. |
| **STUDENT USE OF TECHNOLOGY** | Laptops and computers, Microsoft word program, Google Docs. |
| **6 QUESTIONS FOR UNDERSTANDING**  *1 per Bloom’s Level; Identify levels of Blooms*  **Questions should increase in complexity as lesson progresses** | **Pre-Questions:**   1. Describe the Writing Process. **Knowledge** 2. What differences exist between paraphrasing and quoting when you are researching? **Comprehension** 3. How is researching a topic like exotic animals related to extending your knowledge in a subject like Reading or Language Arts? **Application** 4. Outline what you think a citing your references would look like. **Analysis**   **Post Questions:**   1. What solutions would you suggest for someone that doesn’t know the author of a page your would like to cite information from? **Synthesis** 2. Do you agree that people should get credit for their academic work? Why or why not? **Evaluation** |
| **MODIFICATIONS/ACCOMMODATIONS** | **Modifications:** IEP and ELL students will have sentence stems and a list of websites best used for the research.  **Accommodations:** IEP and 504 students will have all websites open for them before the start of the assignment. |
| **RETEACH/EXTENSION** | **Reteach:** Students who are struggling with research and citing will come in and use a laptop to demonstrate how to take a picture book a cite from a picture book. We will take the paper copy of the book and highlight the parts that need to be used and then we will put them in the computer to cite them.  **Extension:** If the students finish their Exotic Animal Research Project, they will be able to take their paper and make an interactive PowerPoint from the next packet awaiting them. This will replace their 2 lowest test grades due to the extensive nature of the assignment. |
| **CLOSURE**  **Review:**    **Connect to future learning:** | **Connection to Future Learning:** Students will be using the skills learned in this lesson, both internet and research skills to better understand how to continue their education outside of the general setting. This will help in later activities and projects.  **Closure:**  Review the definitions for plagiarism, point-of-view, persuasive, factual, informative, resource, and essay requirements. Students will write the hardest part of research on their exit ticket and how they overcame that challenge. I will be reviewing these and taking notes, to better understand their struggles and where they are weaker in this concept. |