

TCRP Pilot: Phase 2
Author:
<u>Elaborated Lesson Plan- May 23, 2011- 8:45-10:00AM</u>

Standard	
Objective	Students will identify the parts of media, and use the parts to get information.
Prior Knowledge	<p>-To complete this lesson, they will need to know that newspapers and magazines are popular media they can use to access information from.</p> <p>-They will need to be able to visually differentiate between various text features.</p>
Daily Schedule	<ol style="list-style-type: none"> 1. Research Unit Cover Page: <i>Students will share what prior knowledge they have about research, and we will record this prior knowledge onto their unit cover page.</i> 2. Direct Instruction to Understand Big Picture of Unit: <i>Students will be told that they will be going more into depth than we did in the Greek God and Goddesses Research Project to learn more about evaluating sources, accessing information, analyzing media, and synthesizing research. I will post a newspaper article up on the board, and ask students to pair-share what they need to know to be able to get information from this source of media? Students will share their answers. I will refer back to the objective, and elicit their need to access information through being able to identify text features.</i> 3. Guided Instruction: <i>Students will read through pg. R 27 of their Interactive Reader to define text features of popular media. Then, I will project an example newspaper article (pg. 72 of "Media Studies, Speaking and Listening" Supplemental Material), and students will volunteer to come to the Elmo to label the text features.</i> 4. Pair Work: <i>I will introduce students' assignment. Large posters with the name of each text feature will be displayed around the room. Students will look through newspapers and magazines to identify text features. They will cut out one of each text feature, checking off each in their Interactive</i>

	<p><i>Reader. As they identify each text feature, they will go around the room and glue the text feature to the poster. Students can clarify with their partner (or ask me) if they are not sure which text-feature they have found. During this time, the focus question will be written on the board, "What information does each text feature give me?" and I will verbally prompt students to analyze text features to determine the information they receive from each.</i></p> <p>5. <i>Group Reinforcement: After students have located and posted at least 80% of the text features, we will do a gallery walk and observe the different text features the group identified. In a whole group students will discuss what observations they made about each text feature, and what information each text feature gave them.</i></p> <p>6. <i>Individual Reinforcement/ Formative Assessment: I will then post the example newspaper article I used at the beginning of the period, and ask students a series of questions to assess their ability to use the text features we've learned about to obtain information. The complete assessment will be students' exit slip.</i></p>
Accommodations	<ul style="list-style-type: none"> - Students will work in pairs within their zone of proximal development (Vygotsky). - Volunteer students will use their tactile modality to identify text features during guided instruction - During pair work, all students will use tactile-visual modalities to identify text features, and construct their own knowledge of how to obtain information - Checks for understanding will be explicit and directed toward students with special needs, and students who are below basic. - Gallery walk will visually reinforce differentiation of text features and clarify any misconceptions students may still have related to the topic.
Homework	<p>Make flash cards with word and definition for 10 text features. Study for 20+ minutes.</p>
Curriculum Connections	<ul style="list-style-type: none"> -Students will be encouraged to identify text features in their Science, Social Studies, and Math textbooks in the future to obtain information. -Example newspaper will relate to G.G.O. curriculum. -Students will be asked to recognize the life skill (high-

	school/ college-ready/ aware citizen) associated with being able to identify text features (for example: if they are reading a newspaper about the revolution in Egypt, how will they know what is being shown in the graphic aid? The caption.)
Notes	Materials: Labels with text features written on them, Elmo, projector, white poster paper, newspapers, magazines, class set of scissors, glue, Interactive Readers, and "Media" Supplemental

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Standards	<p>2.3 Comprehension and Analysis of Grade- Level- Appropriate Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>Summative assessment standard we are working toward: <i>Writing Strategies</i> 1.2 Organization and Focus: Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.</p>
Objective	I will synthesize what I've learned from research, Number the Stars, and a Gallery Walk to create an Open Mind.
Prior Knowledge	<p>-To complete this lesson, they will need to know that during the Holocaust the German Nazis were capturing Jewish people to intern them in concentration camps. In addition, they will need to know that the Nazis occupied European countries, and some citizens of those countries resisted against this occupation.</p> <p>-They will need to be able to differentiate between the three roles of people in the Holocaust: Nazis, Resistance Members, and Jews (I've observed certain students already have misconceptions regarding the difference between these various roles, so hopefully the visual scaffold of a gallery walk will help them differentiate more)</p>

<p>Daily Schedule</p>	<ol style="list-style-type: none"> 1. Access Prior Knowledge during Do Now: <i>Students will complete a graphic organizer to detail what they already know about each of the three roles: Nazis, Resistance Members, and Jews, based upon their reading of <u>Number the Stars</u> and our research of the Holocaust thus far.</i> 2. Direct Instruction to Understand Big Picture of Unit: <i>Students will be told that their formative assessment at the end of this unit will be an expository essay detailing the role of either a Nazi, Resistance Member, or Jewish person during the Holocaust. In order to develop more knowledge on this subject, students will be participating in a Gallery Walk. They will then expect to connect the images they view in the Gallery Walk, with their analysis of the characters in <u>Number the Stars</u>, and produce an Open Mind and a paragraph detailing what they've learned about one of the roles. I will briefly show them an example of an Open Mind, and let the know we will be learning what an Open Mind is in depth later in the lesson.</i> 3. Guided Instruction: <i>Show example picture. Ask students to identify the role shown in the image (Nazi, Resistance Member, or Jew). Then, guide students in analyzing the photo and writing down observations (objective, and inference, i.e. qualities of character). Model how to set up graphic organizer, and say students will be required to keep their information organized as they walk through the gallery.</i> 4. Group Activity: <i>Number students off into 8 groups. Review Gallery Walk expectations. Have students circulate the gallery, analyze pictures, discuss what they see, and write down their observations. Come back together and focus discussion on the following question: What qualities of character were exhibited in the images? Also, reinforce what students may have missed.</i> 5. Individual Reinforcement/ Formative Assessment: <i>Show example of Open Mind w/ paragraph description (i.e. Students draw pictures and write words that describe the character/ role). Have whole class identify requirements for 5- level work. Students get to choose which role they want</i>
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	<i>to make their Open Mind on. They will also be encouraged to use <u>Number the Stars</u> to inform their descriptions. For the remainder of the period, students work independently to complete the Open Mind.</i>
Accommodations	<ul style="list-style-type: none"> - Graphic organizer used to organize and access prior knowledge at the start of the period - I will model, and elicit models of productive analysis/ identification/ discussion during Gallery Walk - Students will be encouraged to discuss and “interthink” in differentiated groups during the Gallery Walk. - Use of multiple modalities (visual, kinesthetic, auditory) will be used to analyze roles, and apply learning - Checks for understanding will be explicit and directed toward students with special needs, and students who are below basic. - Exemplar will be shown of formative assessment, and students will be involved in discussing the requirements/ expectations for achieving 5-level success. - Sentence starters will be verbally provided as scaffold to below-basic students
Homework	Share and discuss Open Mind with parent or family member. Have your family member sign the Open Mind verifying the discussion took place.
Curriculum Connections	-Link to Social Studies learning of tyranny versus democracy (Nazism versus resistance)
Notes	Materials: Colored pictures for Gallery Walk, 46 “Open Mind” copies, color pencils, markers, Elmo projector, Workbooks

Heading: _____

The Open Mind of a _____ During the Holocaust


