

Date:

Thursday, December 8, 2011

Period/Class:

2, 3, 4, 6, 7

Diagnostic Phase

Analytic description of Learner(s): This is a 6th grade English Language Arts class. There are thirteen girls and twelve boys present. The class is inclusive, including students with a wide range of learning abilities. There is a Special Education teacher present in the classroom in order to assist students who need extra help. All students are native English speakers and come from similar economic backgrounds.

Learning Standard(s): ELA

Common Core Standard (Writing): Production and Distribution of Writing

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Common Core Standard (Language): Conventions of Standard English

Students will demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives.
- b. Spell correctly.

Long-term Goals:

- Students will recognize and understand the major events of WWII and the Holocaust.
- Students will read *Number the Stars*, analyzing the perspective of the novel and discussing facts that Lowry integrated into the book.
- Students will use technology in order to research historical events and publish their own work.

Objectives:

- Students will create a virtual storybook in the perspective of a child living during the Holocaust.
- Students will be able to understand that each person has a unique perspective.

Entry Skills: Students are studying World War II and the Holocaust. They have identified the countries that formed the Allies and Axis and have created a timeline of events that occurred during the war. Students are halfway through Lois Lowry's novel *Number the Stars*.

Model/Strategy Appropriate: The instructor will utilize a student-centered teaching format where students will be able to choose what type of technology and programs they would like to use in order to create their digital storybook. They will be able to experiment and produce original work with these new programs in class under the instructor's guidance.

Materials:

Smartboard

Computers

Number the Stars

Pens/Pencils

Journal

Classroom Organization: Students will sit in individual desks for the first part of the lesson, and then they will go to the computer lab. For the last ten minutes of the period, students will return to the classroom to review the homework assignment due next week.

Delivery Phase

Anticipatory Set:

Writing Prompt: What is a diary? Why do people write in diaries? Is a diary a primary or secondary source?

Procedures for Achieving Objectives:

Anticipatory Set (5 minutes): At the beginning of class, students will open up their journals and complete the writing prompt on the board.

Instruction (15 minutes):

Ask: Would any volunteers like to share what they wrote this morning? Discuss what a diary is as a class. Explain how a diary is a primary source document in which an individual writes his/her own thoughts and feelings down on paper.

Smartboard: Show students an example of a real diary of a child during the Holocaust. Ask for a volunteer to read the entry aloud. Ask students to point out the characteristics of a diary: written in first person, includes details and events, etc.

Handout: Now, hand out copies of the upcoming project: The Holocaust Diary Project. Read over the handout with students and explain that they will begin this project in class.

Holocaust Diary Project

Please write *six to eight diary entries* describing your experiences as a child living in Denmark during World War II. Use *Number the Stars* and the young boy's diary entry to support you throughout your writing.

Writing Prompts:

1. *Your family has just decided to take in some close friends of Jewish heritage:* How has your living environment changed? Do you miss your home? What do you do during the day? Are there other children present in the home? What are your duties at the house? Why have your parents decided to do this?
2. *You are a young, Jewish child fleeing Denmark with your parents:* How do you survive the trails? Where are you going? What dangers are present? How do you hide from soldiers? What do you eat? When will you reach your destination? How do you travel?
3. *You are a young Jewish child in hiding. Your parents left you with some of their closest friends:* How are your living arrangements? How do you feel about this new environment? Do you miss your parents? Have you taken on another person's identity? Are you scared? When will you see your parents again?

Remember to use complete sentences while writing your diary entries. Try to be creative and stay in character throughout your writing. You will have time in class to complete this project.

Guided Practice Activities (10 minutes):

Explain that for part of this project, students will have to create a digital copy of their diary which they will present. On the Smartboard, show students two examples of digital diaries: Students can either create a Voki or they may use Storyjumper in order to create an interactive diary that they will be asked to share and present to the rest of the class.

- *Voki.com* allows students to create an Avatar that can talk. Students can create a unique looking Avatar and either use a microphone to record his/her diary entries, or they can write them into the site and choose a voice over.
- *Storyjumper.com* allows students the chance to create a virtual storybook that includes their diary entries on moveable pages with pictures.

Bloom's Taxonomy Questions:

1. *Knowledge*
What is a diary?
2. *Comprehension*
Can you explain why every person's diary is different?
Can you make comparisons between different people's diaries?
3. *Application*
Can you write a diary using the perspective of a child living during the Holocaust?
4. *Analysis*
Can you make comparisons between your diary and *Number the Stars*?
5. *Synthesis*
How would your diary be different if you wrote in the perspective of a German adult?
6. *Evaluation*
How would you feel if you were treated as badly as the Jewish people were during the Holocaust?
Can you defend the Nazis' actions?

Independent Practice (5 minutes): Escort students to the computer lab where they will be given time to start typing their diary entries and creating their digital copies.

Closure (5-7 minutes): Students will be reminded that they will have more lab time to work on their projects and that they should continue reading *Number the Stars*.

Evaluation of Learning: Students will be assessed on the following:

1. Informal Evaluation – The instructor will walk around the computer lab, assisting students if they need help and making sure that all students are working.
2. Formal Evaluation – Discussion questions from homework will be collected. Diary entries will be graded.

Differentiation of Instruction / Accommodations: This lesson engages a variety of learners. Examples of digital storybooks will be provided on the Smartboard. Students will be given writing prompts to help get them started on their diary entries. For students who need extra help, I will be walking around the computer lab along with the Special Education Teacher. The project may be modified for students with severe learning disabilities to a minimum of three written diary entries.

Follow-up Lesson: Students will continue working in the Computer Lab next class meeting and will complete an online activity.

Date:

Monday, December 11, 2011

Period/Class:

2, 3, 4, 6, 7

Diagnostic Phase

Analytic description of Learner(s): This is a 7th grade Social Studies / English class. There are fourteen girls and ten boys present. The class is inclusive, including students with a wide range of learning abilities. There is a Special Education teacher present in the classroom in order to assist students who need extra help. All students are native English speakers and come from similar economic backgrounds.

Learning Standard(s): ELA*Common Core Standard (Reading/Literacy):*

1. Cite several pieces of textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text.
2. Analyze the interactions between individuals, events, and ideas in a text.
3. Describe how a text presents information.

Long-term Goals:

- Students will develop strategies for critically examining the origin and characteristics of myth.
- Students will develop an awareness of the diversities, similarities, and values in various Native American cultural and story traditions.
- Students will develop awareness of racist and biased language and its impact on readers over centuries.
- Students will develop strategies for examining messages for racial and cultural bias.

Objectives:

- Students will read "Of Plymouth Plantation" by William Bradford and develop an awareness for different perspectives.
- Students will create a digital comic strip or storyteller in order to illustrate how people have different perspectives on major events.

Entry Skills: Students are studying American History and the world of exploration. They have identified the colonies that formed during the settlement of America. Students will continue studying the lives of both the Pilgrims and Native Americans that inhabited the land during this time.

Model/Strategy Appropriate: The instructor will utilize a student-centered teaching format where students will be able to choose what type of technology and programs they would like to

use in order to create their “First Thanksgiving” visuals. They will be able to experiment and produce original work with these new programs in class under the instructor’s guidance.

Materials:

Smartboard
Computers
Article Handouts
Pens/Pencils
Journal

Classroom Organization: Students will sit in individual desks for the first part of the lesson, and then they will form small groups to discuss the story and work on their visuals.

Delivery Phase

Anticipatory Set:

Writing Prompts: Choose one of the three prompts on the board and free write for the first five minutes of class.

- a. What difference does it make who writes a story as long as they tell the "truth"?
- b. How can you tell when a story is true? What would indicate a story wasn't true?
- c. Have you ever read something that was presented as nonfiction but that you knew was fiction? Explain.

Procedures for Achieving Objectives:

Anticipatory Set (5 minutes): Students will choose one of three writing prompts to work on for the first five minutes of class.

Instruction (25 minutes):

Ask: Would any volunteers like to share what they wrote this morning? Have students share their thoughts on the three presented questions. Write their answers on the board.

Read: "Of Plymouth Plantation" by William Bradford. As students read, ask them to pay particular attention to the way that Bradford talks about the Native Americans that the colonists encounter.

- Identify the tribe of Native Americans that Bradford and the colonists interacted with as the Wampanoag.

- Ask students to write two questions of their own for the class to consider: one question that is answered in the text and an "I wonder why" question. Use a writer's notebook or response journal for this writing.

Group Discussion: Have students share their questions and discuss answers.

- What might readers conclude about the Wampanoag or about William Bradford, the writer?
- What are the implications for a European audience, for an audience that had never met the Wampanoag or other Native American people, and for a Native American audience?
- What do you notice about Bradford's report that fits with your ideas about the first Thanksgiving, and what seems unusual or seems to have been left out?

Guided Practice Activities (10 minutes):

Ask: After reading "Of Plymouth Plantation" by William Bradford, how do you picture the "first Thanksgiving"?

Now, we are going to be artists with different perspectives. Half of the class is going to be colonists and the other half are going to be Native Americans. I want you to create a comic strip using ToonDoo or

Bloom's Taxonomy Questions:

7. *Knowledge*
What did the first Thanksgiving consist of? Who was present on this day?
8. *Comprehension*
Can you explain why every person's perspective is different?
Can you make comparisons between the first Thanksgiving and the holiday we celebrate today?
9. *Application*
Can you create a comic strip that illustrates the perspective of either a Native American or Colonist during the First Thanksgiving?
10. *Analysis*
Can you make comparisons between what you have learned about the First Thanksgiving and what the author shares?
11. *Synthesis*
How do the Colonists' perspectives differ from the Native Americans' perspectives?

12. Evaluation

After analyzing both perspectives, how would you evaluate the relationships present at the First Thanksgiving?

Independent Practice (15 minutes): Escort students to the computer lab where they will be given time to start their ToonDoos or Vokis.

Closure (5 minutes): Students will be reminded that they will receive an extra fifteen minutes in class tomorrow to finish these character perspectives. They will be expected to share their creations to their peers.

Evaluation of Learning: Students will be assessed on the following:

3. Informal Evaluation – Class discussion and lab work.
4. Formal Evaluation – Final projects will be collected the following class day.

Differentiation of Instruction / Accommodations: This lesson engages a variety of learners. Examples of digital comic strips and storytellers will be provided on the Smartboard. For students who need extra help, I will be walking around the computer lab along with the Special Education Teacher.

Follow-up Lesson: Students will continue working in the Computer Lab next class meeting and then will present their final digital storytellers or comic strips.

Modified From: <http://www.readwritethink.org/classroom-resources/lesson-plans/myth-truth-first-thanksgiving-65.html?tab=4#tabs>

Student Project Models:

Storyteller (Voki): <http://www.voki.com/pickup.php?scid=5036514&height=267&width=200>

Comic Strip (ToonDoo):



DOMINICAN COLLEGE
LESSON PLAN FORMAT

DIAGNOSTIC PHASE:

Analytic description of Learner(s): This is a 9th grade English Language Arts class. There are thirteen girls and twelve boys present. The class is inclusive, including students with a wide range of learning abilities: seven students have IEPs, two students have ADHD, one student has dyslexia, and four students are diagnosed with developmental disabilities. There is a Special Education teacher present in the classroom in order to assist students who need extra help. All students are native English speakers and come from similar economic backgrounds. They have technology available at home as well as in the school library afterschool. The students have taken a learning style test in the beginning of the year. The class consists of mostly multi-modal learners, the second highest percentage of learners being visual learners.

Learning Standard(s): ELA Common Core Standards

Grade 9 Reading Standards for Informational Texts:

- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Grade 9 Writing Standards:

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Long-term Goals:

- Students will understand who Shakespeare is and what he contributed to American literature and history.

Objective:

- By watching a Brain Pop video on William Shakespeare located at <http://www.brainpop.com/english/freemovies/williamshakespeare/>, students will be able

to complete online exercises on Shakespeare's life and works of literature and complete the take-home quiz successfully.

Entry Skills:

- Students have visited Brain Pop before. They have basic technology skills and can access the site.
- Students may have a brief knowledge or understanding of who Shakespeare is. Some students may have read some of his works in middle school.

Model/Strategy Appropriate: The instructor will utilize a student-centered teaching format where students will be watching a short video and then reviewing and working on group work during class time.

Materials:

Smartboard
Laptops
Printer
Brain Pop

Classroom Organization: The desks are formed in small clusters and centered around the SmartBoard. A laptop cart is located in the back of the classroom for easy access to the computers.

DELIVERY PHASE: 46 minute period

Procedures for Achieving Objectives:

Anticipatory Set (5-10 minutes): Welcome students to the class and ask them to look at the board and find their seats quietly.

- Today, students will begin a new unit on Shakespeare. They will be reading *Romeo and Juliet*.
- The class will begin with a short anticipatory discussion. Write "William Shakespeare" on the board, and ask each student to express their initial thoughts about Shakespeare in one word. What is the first thing that comes to mind when they hear that name? Either

have students come up to the board to write their word, or have them verbally share and write the word on the Smartboard for others to see.

- After a brief discussion about the words that are shared, tell students that they will be starting a new unit today and will be reading William Shakespeare's play *Romeo and Juliet*.
- Before starting the play, students will participate in activities and group work that will investigate the history of William Shakespeare.
- Ask students to close all laptop screens and take out a pen and a sheet of paper. Explain that they will be watching a short animated film about William Shakespeare and will need to take notes on any important details.
- Show film: <http://www.brainpop.com/english/freemovies/williamshakespeare/>

**Notes: These will be given to students with IEPs.*

BRAIN POP VIDEO

The Mysteries of Life with Zach and Toby: William Shakespeare

William Shakespeare – wrote 37 plays, 154 sonnets

- Sonnet: 14 line poem.
- Born in England.
- Married at age 18.
- By 1594, one of the most famous playwrights and actors in the city.
- The Globe Theater – groundlings on the ground of the theater
- Died in 1516, age 52.
- His plays reflect truths of human nature

Plays:

- *Richard the Third*
- *Henry the Fifth*
- *A Midsummer Night's Dream (Comedy)*
- *Twelfth Night (Comedy)*
- *Hamlet (Tragedy)*
- *Othello (Tragedy)*
- *Macbeth (Tragedy)*
- *The Tempest*
- *Romeo and Juliet*

*Comedies, Histories, and Tragedies, Romances

Instruction (5-10 minutes):

- After watching the video, ask volunteers for short reactions from the video. Tell them that they will be continuing to research Shakespeare by completing activities on Brain Pop. Students will be allowed to work with a partner if they chose to do so.
- Direct students to go to the Brain Pop Shakespeare page on laptops: <http://www.brainpop.com/english/freemovies/williamshakespeare/>. Underneath the video they just watched, they will see “related features.”
- Ask students to visit the timeline first and add any new information to their notes.
- Then, students should work on all three of the posted activities. Students should type their answers on the computer and then print the final papers.
- If students have enough time, ask them to investigate the FYI section and write down to new things from the articles that they learned for extra credit on the assignment.

Guided Practice Activities (20 minutes):

- Students will work independently or with a partner on the Brain Pop activities. Circle the room and visit each student or group to monitor progress and assist when needed.
- Samples of the activities are illustrated on the next page:
<http://www.brainpop.com/english/freemovies/williamshakespeare/activity/>.

TRUE OR FALSE

Determine if the statement is true or false. If false, replace the word(s) in bold with the correct word(s) on the line. If true, write 'true' on the line.

1. _____ Shakespeare was born in **Ireland** in 1564.
2. _____ Sonnets are poems that contain **12** lines.
3. _____ Shakespeare married at the age of 18 and moved to **London** in about 1592.
4. _____ In 1594 he began performing his plays with Lord **Baltimore's** Men.
5. _____ His **tragedies** often deal with social life and human flaws and contain slapstick humor and puns.
6. _____ Shakespeare wrote **history** plays, which chronicle the lives of British kings, but they were not always historically accurate.
7. _____ *Macbeth* and *Romeo and Juliet* are **comedies**.
8. _____ Shakespeare's plays contain truths of human nature that are still **relevant** today.

THINK ABOUT IT

What is the purpose of a soliloquy?

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GENRE CHART

Describe the four types of plays William Shakespeare wrote, and list some examples of plays that fall under each genre.



HISTORY PLAYS



COMEDIES



TRAGEDIES



ROMANCES

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DEFINE

Can you explain the terms below in your own words?

SONNET:

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PLAYWRIGHT:

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INTRIGUE:

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PRANK:

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GROUNDLINGS:

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SLAPSTICK:

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INTRICATE:

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TRAGEDY:

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RIVAL:

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SORCERER:

.....

Choose an additional term from the movie to define.

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Bloom's Taxonomy Questions:

13. Knowledge

Who is William Shakespeare?

14. Comprehension

In your own words, what is a tragedy?

15. Application

If you could, what questions would you ask William Shakespeare?

16. Analysis

What is the difference between a tragedy and a comedy?

17. Synthesis

Can you write a sonnet that follows Shakespeare's format?

18. Evaluation

How would you feel if you were a groundling at the theater?

Independent Practice and Closure (10 minutes):

- Ask students to share their thoughts on their investigation of William Shakespeare: What word would now come to their mind when they first hear his name? Are they excited to read *Romeo and Juliet*?
- Review the activities on Brain Pop and ask students to volunteer to share their answers.
- Have all students hand in their printed activity sheets at the end of class.
- For homework: Students will complete the online Brain Pop: Shakespeare QUIZ. This quiz will be completed online independently and submitted through email.

Evaluation of Learning: Students will be assessed on the following:

5. *Informal Evaluation* – The printed and collected activity worksheets.
6. *Formal Evaluation* – The online take home QUIZ.

Differentiation of Instruction / Accommodations: This lesson engages a variety of learners.

- My multi-modal students will be receiving many different forms of information intake through this lesson. They will be utilizing note-taking skills, reading skills, visual and listening skills, and kinesthetic skills.
- My visual learners will be able to watch the small video and look at the images that are referenced in the timeline on Brain Pop.
- My auditory learners will be receiving auditory information by listening to the video shown in class as well as the class discussions occurring at the beginning and end of the lesson.
- My kinesthetic learners will have the chance to come up to the board and physically write down their ideas. They will also be utilizing their hands while physically doing the online activities.
- My four students with developmental disabilities will receive printouts of important notes from the video shown in class. They will also have the option of printing out the online activities and doing with them with the assistance of the in-class Special Education teacher.
- My two students with ADHD will receive fill-in-the-blank notes that they will be required to fill in during the video. This outline will keep them on task and not overwhelmed. They will also be given the option to utilize their energy productively by coming up to the board and writing down their ideas.
- My student with dyslexia will be given more time to complete the assignments. If she needs help deciphering any numbers or letters, the Special Education teacher as well as myself will be in the room to assist. I will also have printouts available.

Follow- up Lesson: Students will receive copies of *Romeo and Juliet*. They will be introduced to this very famous play and begin choosing parts.

Name: _____

The Mysteries of Life with Zach and Toby

WILLIAM SHAKESPEARE

William Shakespeare – wrote 37 plays, 154 sonnets

- Sonnet: 14 line poem
- Born in England.
- Married at age 18.
- By 1594, one of the most famous playwrights and actors in the city.
- The Globe Theater – groundlings on the ground of the theater
- Died in 1516, age 52.
- His plays reflect truths of human nature.

Plays:

- *Richard the Third*
- *Henry the Fifth*
- *A Midsummer Night's Dream (Comedy)*
- *Twelfth Night (Comedy)*
- *Hamlet (Tragedy)*
- *Othello (Tragedy)*
- *Macbeth (Tragedy)*
- *The Tempest*
- *Romeo and Juliet*

*Comedies, Histories, and Tragedies, Romances

Name: _____

The Mysteries of Life with Zach and Toby

WILLIAM SHAKESPEARE

William Shakespeare – wrote ____ plays and ____ sonnets.

- A sonnet consists of ____ lines.
- Shakespeare was born in _____, and he married by age eighteen.
- By _____, one of the most famous playwrights and actors in the city!
- The Globe Theater – groundlings on the ground of the theater.
- Died in 1516 at the age of _____.
- His plays reflect truths of human nature.

Plays:

- *Richard the Third* –
- *Henry the Fifth* –
- *A Midsummer Night's Dream (Comedy)* –
- *Twelfth Night (Comedy)* –
- *Hamlet (Tragedy)* –
- *Othello (Tragedy)* –

- *Macbeth (Tragedy)* –

- *The Tempest* –

- *Romeo and Juliet* –

*Comedies, Histories, and Tragedies, Romances

Extra Notes:

Student Examples of Productivity: Students will type out the answers on the Brain Pop activity section and print them out at the end of class. The take-home quiz can be taken on Brain Pop and directly emailed to the teacher.

TRUE OR FALSE

Determine if the statement is true or false. If false, replace the word(s) in bold with the correct word(s) on the line. If true, write 'true' on the line.

1. **False** Shakespeare was born in **Ireland** in 1564.
2. **False** Sonnets are poems that contain **12** lines.
3. **True** Shakespeare married at the age of 18 and moved to **London** in about 1592.
4. **False** In 1594 he began performing his plays with Lord **Baltimore's** Men.
5. **True** His **tragedies** often deal with social life and human flaws and contain slapstick humor and puns.
6. **True** Shakespeare wrote **history** plays, which chronicle the lives of British kings, but they were not always historically accurate.
7. **False** *Macbeth* and *Romeo and Juliet* are **comedies**.
8. **True** Shakespeare's plays contain truths of human nature that are still **relevant** today.

THINK ABOUT IT

What is the purpose of a soliloquy?

A soliloquy allows a character to voice his/her feelings directly to the audience. It allowed the audience to know things that other characters.

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GENRE CHART

Describe the four types of plays William Shakespeare wrote, and list some examples of plays that fall under each genre.



Usually about a British King:

- Henry V

- Richard III

HISTORY PLAYS



Lots of slapstick humor. Usually ending with a wedding:

- Much Ado About Nothing

- A Midsummer Night's Dream

COMEDIES



A very sad tale usually ending in death.

- Macbeth

- Othello

- Hamlet

TRAGEDIES



A romantic story involving lovers of some kind.

- Romeo and Juliet

- The Tempest

ROMANCES

References

William Shakespeare. (n.d.). Retrieved from <http://www.brainpop.com/english/freemovies/williamshakespeare/>

DOMINICAN COLLEGE
LESSON PLAN FORMAT

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Learning Standard(s): ELA

Common Core Standard (Writing): Production and Distribution of Writing

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Common Core Standard (Language): Conventions of Standard English

Students will demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives.
- b. Spell correctly.

Long-term Goals:

- Students will learn about the history of the English language.
- Students will properly use the English language in their writing.

Objective:

- Students will create a class historical review sheet by using Google Docs and reacting to the videos that they watched at home for homework: *The History of English in 10 Minutes*.

Entry Skills: Students have been shown that they have Google Accounts though the school and have basic computer knowledge. For homework the night before, students watched a video on the history of the English language. They were asked to watch the video and write down some main interesting points that they will share in class.

Model/Strategy Appropriate: The instructor will utilize a student-centered teaching format where students will be working in the computer lab together on Google Docs in order to create a class review sheet on the history of the English language. This review sheet will later be posted on the class Google Site.

Materials:

Smartboard

Computers

Google Accounts

Google Drive

The History of the English language video

Classroom Organization: The class will meet in the computer lab for the day. There will also be a Smartboard present in the room where the shared Google Document will be displayed.

DELIVERY PHASE:**Procedures for Achieving Objectives:**

Anticipatory Set (minutes): This lesson will be following a flipped classroom model. For homework, students will be watching a video at home: *The History of English in 10 Minutes*. While watching the video, they will be expected to take notes on interesting facts that they learned from the video.

When students enter the classroom, the instructor will greet each student at the door and ask students to log onto the computers. *The History of English in 10 Minutes* will be playing softly in the background as a recap as students enter and settle into their seats. The instructor will pass out student login IDs and passwords for their Google accounts.

Instruction (minutes):

The instruction will ask: “How many of you are familiar with Google? Can you name anything that is related to Google?”

- *Google Search*
- *Google Sites*
- *YouTube*
- *Gmail*
- *Google Drive*

This year, Sleepy Hollow High School has gone Google! Each student now has his/her own Google account. This means, that you can access different Google products, such a Google Drive. Has anyone used Google Drive before? Can anyone explain what Google Drive is?

Google Drive: A free, web-based office suite that allows users to create, save, and store documents, presentations, forms, and more!

One of the coolest things about Google Drive is that I can share a document with everyone in the class, and we can work on a document together at the same time. This is what we will be doing today!

Everyone please log onto Google using the information on the card I handed out to you. Then I want you to click on “Drive” located on the upper toolbar. When you are in drive, you should see a file already stored there called “The History of English.” Please open the document and wait for further instructions.

Now, before I bring up the document, I want to show you what Google Drive has that you can explore:

- *You can create presentations, documents, forms, drawings, etc.*
- *Or you can upload files from your computer. Google will convert them.*
- *My favorite feature on Google Drive is the AUTO SAVE. When you use Google Drive, you don’t have to worry about forgetting to save and losing your paper! Google saves every keystroke for you!!*

Guided Practice Activities (minutes):

Now that everyone has the Google doc opened, today you will be splitting up into ten groups. Each group will be writing a review of a clip from The History of English in 10 Minutes. In your review of the clip, you must state:

- *Any important people, places, or dates that are mentioned in your clip.*
- *Anything that was interesting that you feel is also important*

- *And any questions you have after watching this video clip*

You will have twenty minutes to work on the document in your groups. When you are writing, you will see your classmates writing on the page as well. For the last ten minutes, your group will come up to the board and present your review of your clip. This document will then be a resource to all of us in the future of our study of the English Language.

Bloom's Taxonomy Questions:

19. Knowledge

What is Google Drive?

20. Comprehension

What differences exist between Google Drive and Microsoft Suite?

21. Application

How could this web-based program be useful to you in the future?

22. Analysis

How is Google Drive similar to Microsoft Suite?

23. Synthesis

Can you develop a project idea which could utilize this web-based site in the future? How about this review sheet?

24. Evaluation

How would you feel if we utilized Google Drive more in class?

Independent Practice and Closure (minutes): Students will present their work on Google Drive to the rest of the class. The final review sheet will be embedded into the class site. Students will be asked to write down their homework for tomorrow before leaving class for the day.

Evaluation of Learning: Students will be assessed on the following:

- 7. Informal Evaluation* – The instructor will walk around the computer lab, assisting students if they need help and making sure that all students are working.
- 8. Formal Evaluation* – Google Drive presentations and group work.

Differentiation of Instruction / Accommodations: This lesson engages a variety of learners. All students will be seated at their own individual computer, and I will hand out each student's password. I find that working on the computers is more engaging for my students. They are all

able to use their hands while typing their documents, re-watch the video on the internet if they need to, and walk up to the front of the room to present to their peers. The students with IEPs in the class will also be supported by a Special Education teacher in the room. I have created an organizer on Google Drive for these students specifically so that they can have help organizing their thoughts and writing. The Special Education teacher as well as I will assist these students in any help they need.

My students with ADHD will also be given another job in the classroom if they need more stimulation. Along with writing their own comments on the Google Drive, they will be checking the board every ten minutes and informing the class on their progress. They can read any comments out loud and/or give positive encouragement to any of their classmates' comments. Through this extra job, these students will be able to take breaks from their work and walk around the room without becoming distracting to other students or getting in trouble.

For my student with dyslexia, any numbers or letters that she has trouble reading in the Google Doc will be magnified on the screen. I will also be present in the room if she needs any further assistance or has any extra questions.

Follow- up Lesson: If not all students have finished presenting their work, they will do so at the beginning of next class. In the next lesson, students will begin their next class text: *Romeo and Juliet*.

The History of English

Part 1:

Part 2:

Part 3:

Part 4:

Part 5:

Part 6:

Part 7:

Part 8:

Part 9:

Part 10:

The History of English in 10 Minutes: ORGANIZER

Important Dates:

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Important People:

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Interesting Facts:

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Questions:

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