Brooklyn Emerging Leaders Academy

Daily Instructional Lesson Plan

**U1.L9 - Intro to HTML - Tags, Attributes and Structure Review & Work-Time**

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| Teacher(s) | Edwin Jaquez | Course | | Web Development | | Unit Title | [Unit 1- Career Exploration, Employability / Intro to Web Design](https://drive.google.com/open?id=1yGNRU0_k27j4bWIY5qFGA1uEiUT3ASwg8pCt3e6PChY) |
| Lesson # | 1 | Total Time | | 80 Minutes | | Dates | **B Days** |
| Objectives: | | | | | | | |
| * **Review their portfolio webpage by gathering input/feedback from peers.** * **Project Rubric Walk-Through & Alignment** | | | | | | | |
| Assessment—Exit Ticket Questions | | | | | Student Exemplar Responses to the Exit Ticket Questions | | |
| **[Google Classroom]**  *Respond to the following prompt(s)*   * [SELF REFLECTION] - What is some feedback that you received today that will help you improve your project? | | | | | **[Responses will vary]** | | |

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| Lesson Methods | |
| Activating Strategy/Hook | Time: 10 mins |
| **Do Now: [ Google Classroom ]**  *Have students answer the following question via Google Classroom.*   * Think about a time when someone gave you feedback for something you did. Was the feedback helpful? Why or why not?   Introduce students to the lesson, by connecting feedback to the web-design & development process. | |
| Lesson Lecture | Time: 20 mins |
| This lesson is short on Lecture and prioritizes time for students to work on their portfolio projects, while still receiving feedback from the teacher and peers.   * What is feedback?   + Feedback promotes personal and professional growth.   + Feedback is about listening actively, taking the time to analyze, and then thinking of the best possible solution to perform better. It provides positive criticism and allows to see what everyone can change to improve their focus and results. * Why is it important?   + Similar to the design process, feedback allows “wiggle room” for adjustment, while taking into account possible solutions. * How will we give feedback to one another?   + It must be solutions oriented.     - Have students provide examples of bad ways to give feedback [scenarios]     - Have students provide examples of good ways to provide feedback [scenarios]       * Feedback must be solutions oriented       * Start with the affirming       * Questions intentions, and assume the best       * Ask before giving feedback (use scenarios as examples)   [**Project #1 - Rubric Walk Through**](https://docs.google.com/open?id=1EY6hH52U--1jeB1SONnwoUjEWm5xMvWxMNlMTzojCUA)   * The rubric will be posted as a resource via the google classroom * It will also be handed out to students (paper copy) | |
| Work Period | Time: 40 mins |
| **Project work time** [30 minutes]   * Students will be creating their portfolio pages **[Independent work]**   + Pages should include the following     - Full Name using the <h1> tag     - 3 lists, using either the <ul> or <ol> tags       * Each list should contain 5 items <li>     - A Paragraph about yourself (summary|brand statement)       * Using the <p> tag       * This section of the webpage must be labeled, “About Me”   **Peer Review/Feedback** [10 minutes]   * Have a few students model to the class what feedback should look like * Students seek out feedback from their peers.   + This will be a messy process, since I’m not prescribing who they should seek feedback from, however, it’s important that students seek feedback from multiple peers, no less than 3 of their peers. | |
| Closing/Exit Ticket | Time: 10 mins |
| **[Google Classroom]**  *Respond to the following prompt(s)*   * [SELF REFLECTION] - What is some feedback that you received today that will help you improve your project? | |