

Practicum Student: Jay H. Lee Date: Tuesday 2/11/2014

Subject/Skills: Language Arts 200 Lv. Grade Level: 9-10 Number of Students: 4

Time of Lesson (Period): Period 1, 7:50 am Length of Lesson: 55 minutes

Curriculum Frameworks

Grade Level: 9-10

Subject: English Language Arts

Strand: Writing

Cluster: Research to Build and Present Knowledge

Standard: W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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Publication Date: Fall 2013

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Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Purpose/Objective/Function:

- As a result of this lesson, students will be able to identify relevant information text and paraphrase portions from the text.

Pre-requisite Skills/Knowledge:

- Knowledge of research notecards (templates on which paraphrases will be written)
- Knowledge of sentence structure, identifying nouns, verbs, adjectives, & adverbs, as well as independent and dependent clauses

Schedule and Pacing

1. Read announcements (3 min)
2. Go over class agenda (2 min)
3. Warm-Up: Review previous night's HW (7 min)
4. Research- brainstorming and reading & analyzing articles (23 min total)
 - a. Students will be given a topic and begin brainstorming questions about the topic (5 min)
 - b. Articles relating to topic will be provided read in class together (10 min)
 - c. As a class, students will identify and highlight portions of the text that answer brainstormed questions (8 min)
5. Paraphrasing sentences selected from articles (20 min)
 - a. As a class, students will paraphrase highlighted portions of the articles on research notecard templates.

- All handouts will be provided digitally and as hardcopies to allow students write by hand or type on computer.
- For exit tickets students will have the option to use laptops or write by hand on notecards.

Accommodations/Adaptations:

- *STUDENT W* will sit in front row to limit possible distractions to him/her.
- *STUDENT W* will be provided graphic organizers, checklists and reference sheets.
- Provide paired visual and auditory information, especially for directions

Possible Problems and Solutions:

- *STUDENT X* will hand in phone at the beginning of class to help limit distractions.
- After class, *STUDENT X* will check in with instructor to go over behavior and receive feedback.
- To allow even participation in class all students will raise their hands to participate in class discussion.
- Monitor *STUDENT Y* to make sure he/she fall asleep in class. Multiple activities in during lesson will be collaborative and require *STUDENT Y* to be alert and participating.

Lesson Closure:

- As a class, students with instructor will paraphrase sentences highlighted from articles. Afterwards, students will write one paraphrased sentence independently.

Assessment:

- For the exit ticket, students will be given a sentence and they will have to paraphrase it and hand in their sentence on an index card. Instructor will collect cards and evaluate their ability to identify key words and change them with appropriate synonyms, and reword the sentence.

Extension of the Lesson:

- Homework will use their brainstorm to organize ideas and have 3 details that will become the detail sentences for a paragraph.
- Next class, students will begin be reviewing previous night's HW. After their paraphrased statements have been reviewed, they will begin to organize and group research notecards to use in future writing.