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Engl. 357; Lesson Plan 3

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Reading with Technology Lesson Plan

Overview

Annotating and notetaking are precious skills that students will use throughout their personal and work lives. Being able to extract and recognize important information, mark up incorrect or confusing passages, and tabbing enjoyable points allows students to retain and comprehend what they're reading. By creating a personal annotating system that each student can use to understand and breakdown what they're reading, they can build their notetaking skills to assist them through tougher material later in their education as well as in their careers.

Grade Levels

- Sixth grade and up
- The stories or poems can be adjusted to correlate better with the students' reading levels, what they are or have been studying, grade level, focus on specific literary elements, or something more attention-grabbing for the class.

Learning Objectives

Students will be able to:

- Design and implement an annotation method that is practical and useful for their own notetaking and studying.
- Analyze text for its key components and label them according to their annotation method.
- Recognize important aspects/key events of a story for comprehension and understanding.

Vocabulary

Metaphor, simile, event, personification, character, plot, setting, annotation, alliteration, assonance.

Preparation / Prerequisites

- Students will need to go over Scribble (<https://www.scribble.com/>), a free online annotating service, and know their way around using it.
- Microsoft Edge, which can be another annotation option, but this will only work with PDFs.
- Students will have prior knowledge to literary elements, such as characters, setting, plot, personification, metaphor, simile, symbol, alliteration, assonance, and so on. Without this prior knowledge, students may not have the ability to discern certain components of the stories or poems. (This can work well if there is a focus though. If students are just learning to find alliteration and assonance, choosing a poem that has a lot of those can be a good tool to not only help students identify those components, but practice their annotation and notetaking skills.)

Time Needed

- For a blocked English class of two periods, students will have time during the first period for creating an annotating key or legend and annotating by hand.
- The second period of the block, students will use the online application, Scribble, or Microsoft Edge to annotate the second story or poem. Students will explore both options but only have to implement using one program.
- Five to ten minutes should be reserved for the end to allow time to complete the exit slip.

Materials and Equipment

- Paper copies of *Story of an Hour* by Kate Chopin for each student (or whichever story or poem you are using for the pen-and-paper portion of the lesson).
- PDF of “Theme for English B” by Langston Hughes (or whichever story or poem you are using for the online/Scribe portion).
- A short example that you can use to show students how you mark up a text.
- Scribe, each student will need to set up an account, or Microsoft Edge, which students won’t need an account for.
- Art/Office Supplies: markers, pens, highlighters, colored pencils, sticky notes, etc.
- Document camera to project your example.

Step-by-Step Procedures

1. Prior to handing out the short story or poem, give students some insight into what they’ll be doing and why they’ll be doing it. Go through an example of what they’ll be doing in your own way and going through how you (the teacher) may mark up a text. This may take about five minutes. Also, before handing out the paper copies to be annotated, let the students know to have fun with this. This portion is entirely experimental for them and they are to find what works best for them. The way they find best today will be what they use on their homework assignment.
2. Handout the paper copies and allow students to work out their annotation methods. They can work with others, as maybe new ways or different ideas of annotating can help others if they’re bounced around while working. There is also an Annotation Key Guide handout that can be used to help students know what sort of things they need to be

looking out for. They can use this to guide their annotation key along and should be free to use as many copies as they need.

3. Students will have the first class to read and annotate their paper story or poem.
4. For the second class period, students will use either program, Scribble or Microsoft Edge to implement their annotation method with the second story or poem. They will get most of the class to complete this.
5. For the last ten minutes of class, students will fill out an exit slip for participation points. They will also submit a copy of their online annotations to a drop box or email. The paper copies are theirs to keep or to throw.

Notes on Pedagogy

This lesson is meant to allow students to think about how they annotate and take notes. They should not feel pressured to have the right answer. This is a free activity to help them find what works best for them. Keeping a wide variety of supplies will open more opportunities for students to discover their best notetaking and annotating style that they find to be the most useful for them going forward. Although their notetaking style might change over time, getting them to think and to implement one kind of style will help them continue the conversation and thought process for other classes and in their own lives and homework. Keeping things creative and open, this will allow students to have an individual approach to their own learning.

Assessments

Exit Slip: The exit slip will be turned in for participation points. The exit slip addresses the following questions: What did you like or not like about finding your annotation style? What did you find surprising or interesting about your annotation style? Do you see yourself using this in your other classes? Did you prefer physical/tactile annotating or online annotating?

As well, students will record their annotation key, so you can see the outcome of the lesson and to see that they have done the task at hand.

Attachments

- PDF of *Story of an Hour* by Kate Chopin
- PDF of “Theme for English B” by Langston Hughes
- PDF of example text to demonstrate with (“I Still Rise” by Maya Angelou)
 - I also attached an example of how each program (Scribble and Microsoft Edge) may look like when annotated using “I Still Rise”.
- Annotation Key Guide for students
- Exit Slip