

Lesson Plan Template

Grade: 10		Subject: English	
Materials: - Powerpoint - - -		Technology Needed: - Computer - Projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) . Gather relevant information from multiple authoritative print and digital sources. a. Use advanced searches effectively. b. Assess the usefulness of each source in answering the research question. c. Integrate information into the text selectively to maintain the flow of ideas. d. Avoid plagiarism. e. Follow a standard format for citation that is appropriate for the discipline and writing type.		Differentiation Below Proficiency: While students are working on their works cited pages I will be sure to spend more time with these students while I'm walking around. I will make sure they actually get it before moving on. Above Proficiency: I will check in with these students while they are working, briefly, and then look over their works cited page after they have completely finished if they want me to. Approaching/Emerging Proficiency: I will check in with these students during their process of creating and see if they are having any issues. I will answer their questions, but mostly let them work on their own. I will then look over their first entry on the works cited page and let them know if it is correct or what may need to be changed. Modalities/Learning Preferences:	
Objective(s) - Students will be able to create works cited pages in proper MLA format by the end of the lesson. - Students will be able to write citations in proper MLA format in order to avoid plagiarism by the end of the lesson. Bloom's Taxonomy Cognitive Level: - Create			
Classroom Management- (grouping(s), movement/transitions, etc.) - Large group - Independent working		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Listen and take notes during lecture - Participate when asked questions - Work independently	
Minutes	Procedures		
2	Set-up/Prep: Turn on projector, and set up PowerPoint		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Read personal fiction books for ten minutes		
15	Explain: (concepts, procedures, vocabulary, etc.) First I will talk about why it is important to cite your sources. I will emphasize how important it is to not plagiarize another authors work. I will make sure they understand that we need to give credit to the original author of the sources. I will then tell them what all needs to be cited including direct quotes and anything that is paraphrased from the source. I will then begin explaining out to do intext citations. First I will explain and point to my example of an intext citation when citing a direct quote. I will make sure they		

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	<p>understand that the placement of punctuation is important to follow proper MLA formatting. I will then explain how to cite something that is paraphrased using in-text citations. We will then talk about what a works cited page is and how to properly format it. I will show them an example of what a works cited page looks like, specifically to demonstrate the hanging indent that is required. We will then talk about what the citations need to look like. I will be sure to tell them that an article citation is going to look a little different from a book citation and explain those differences. I will also be sure to tell them what it will look like if there is no author for their article since this occasionally can come up. We will then do a practice together as a class where I have each item we need for the citation and the students will tell me what comes first and so forth. I will also have them tell me what punctuation we need and if something needs to be italicized or in parentheses. I will not require students to raise their hand and have them just shout out the answers since this is just a quick exercise. Last I will give them a couple of tips that might help them out when applying this to their paper. I also provide a website that can help them if they get stuck and have no one to ask.</p>
<p>25</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I want to give the students a lot of time to begin working on their works cited pages so that I will be able to gauge whether they understand what they are doing. I will be walking around, checking in with each student, and answering any questions they may have. I will be sure to make sure I check in with each student, even the ones that are not asking questions. I will look over them when the students have finished them all or just one to check for understanding. I will make sure that the students know that I am available to answer any questions they may have.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Students will be working on their works cited page up until the bell rings and if they finish it they will be encouraged to begin finding information in their sources to include in their papers.</p> <p>I will remind them that the works cited page should be done for the next class time.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Practice offered in the powerpoint and when they work on their works cited pages</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> - Their works cited pages will be due the next class period. - <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>It seemed that it went decently well. The students seemed to grasp what I was teaching. I do think I could have spent more time and showed more examples of the different situations when the citations may change. I also need to make sure to wait until students are done writing before moving on to a next slide. I had one instant when I moved on too soon and the student then had to ask if I would go back. I'm worried now that I have done that before and students weren't brave enough to speak out like this one student fortunately was.</p>	