

Lesson Plan

(Please complete and attach to the Lesson Implementation Form)

Lesson Title: "A MLA Style of Life"

Subject(s) and Grade Level: G/T 6-8 Grade

Standards:

MTT Domain-Competencies:

7.2s, 8.9s, 9.10s, 10.7s, 11.7s, 8.7s Demonstrate proficiency in the use of a variety of input devices appropriate for producing desktop publishing product ;

7.8.s, 8.34s, 9.27s, 10.16s, 11.24s Use strategies to navigate and access information from local area networks (LAN), wide area networks (WANs), the Internet, and intranets;

9.16s, 11.22s Identify, create, and use available file formats, including text, image, video, and audio files;

10.2s Compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;

Content TEKS: Reading

TEK 110.13C use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions;

TEK 110.23.10(G) paraphrase and summarize text to recall, inform, or organize ideas; TEK 110.23.13(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts;

TEK 110.23.18.(E) present information in various forms using available technology;

(G) Refine selected pieces frequently to "publish" for general and specific audiences;

TEK110.23.18.(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts; TEK110.23.20.(D) summarize and organize ideas gained from multiple sources in useful ways

TEKS 110.23.20 (A) frame questions to direct research

(B) Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer

(C) Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (F) evaluate his/her own research and raise new questions for further investigation and

(G) Follow accepted formats for writing research, including documenting sources;

TEK 110.23.20(E) present information in various forms using available technology

Content and Cognitive Goals:

Student Goals: 1) Students will be able to effectively research using the internet, encyclopedias, magazines and newspapers; 2) Students will be able to desegregate into needed and un-needed information based on their research findings; 3) Students will be able to recognize and appropriately site sources using a variety of reading materials; 4) Students will be provide concise

summarized information based on criteria provided pertaining to the bibliography source; 5) Students will be able to create an Annotated Bibliography using MLA style; 6) Students will be able to separate categories for Primary and Secondary Sources

Teacher Goals: implement *student instruction* in the areas of summarization, MLA style, writing for information; design worksheets and follow TEK guidelines for Reading; Maintain student learning, keep students focused and on topic, work with *diverse learners* to maintain understanding and give individual direction; Working with mentor to understand *technology and enrich student learning*

Mentor Goals: Tech support for the teacher on how to use technology in the classroom; Questioning and looking at the lesson to be taught how technologies can be incorporated to best help the teacher

Learning Connections:

Procedures for Learning Activities/Tasks: *(Please number each procedure.)*

Address Bloom's Taxonomy

1) Students will be able to effectively research using the internet, encyclopedias, magazines and newspapers

- ✓ The teacher will introduce how to conduct research.
- ✓ Why research is important
- ✓ Explain the "5 W's and H" How to find information using encyclopedia, magazine, newspaper
- ✓ Assign Worksheet "5W's and H"

Students will write notes for notebook and do worksheet: "5 W's and H"

Find information using encyclopedias, Magazine and Newspaper or use On-line sources **Knowledge/ Comprehension**

2) Review from day before and go back over 5W's and H asking students to highlight the who, what, when, where, why and how in a magazine article

Class discussion: on what is important what is not

Why unnecessary information is given in magazine/newspaper articles.

Using the magazine article gathered find the 5W's and H highlight each with different color

Discuss information with class and small groups

- ✓ write a summarization using information found

Comprehension/ Understanding

.3) Give class notes on MLA style show examples for Encyclopedia, Magazine, and a Newspaper Class assignment select one of each type of media and write the MLA style Use information gathered write Annotation in MLA style for Encyclopedias, Magazines, and Newspapers write one MLA Style for each of the following encyclopedia, magazine, and newspapers. **Application/ Applying**

4) Go over MLA style again creating annotations from student work

Discuss summarizations. Worksheet: Summarization: write an annotations using MLA style and summarize the article. **Analysis/ Analyzing**

5) Create Annotated Bibliography cards with summarizations **Analysis/ Analyzing**

6) Introduction to what is a primary source? And what is a secondary source?

Give instructions for Creation of Word Document: size, type, margins, title.

Synthesizing/ Analysis

Assistive and Diverse Learners

Diverse learners are partnered with other students for peer-to-peer mentoring. Groups stay more focus, working in a quiet environment such as the library where information can be gathered quickly.

Teaching/Instructional Strategy:

This is a project based, student centered learning unit. Students will be searching for information, reading, summarizing and reflecting upon information gathered. Through discussions, and interaction between groups the teacher will keep students on task during this learning unit. The teacher will act as a facilitator guiding the students in their research and development of their project. Students who understand the task at hand will peer-mentor other students who need help. In addition students will be given addition time to work in the library in the morning, during lunch, and after school.

Student Work Samples:

Annotated Bibliography student samples provided. See electronic documentation.

Technology Connection:

Students will use Microsoft Word for their word processing papers. Students will be reading, researching, and complying information to use in a formal presentation at a later date. Several presentations will be presented during this unit, created in Power Point and using a multimedia projector.

Technology Management Strategy:

Students will have access to one of three computer labs on campus during this unit, one is in the library where the main focus will occur. Using a word processing program (Microsoft Word) students will create and maintain an Annotated Bibliography. Students will be able to edit, format, and insert into a document. Special needs students will have not only a peer mentor, but have additional time to complete assignments based on the modifications listed by the special education department.

Materials:

Classroom, library & Computer Lab,

Multimedia projector

Whiteboard & Markers

Teacher instruction notes on MLA Style

Microsoft Word Program

Access to Newspapers, magazines, encyclopedias, and on-line materials

Assessment:

Informal: Observations, written work class participation, discussions

Formal: Final product and formal presentation of annotations.

Reflection:

Please rate the following indicators using a scale of 1-5.

(1=Poor, 5= Excellent, NA if not applicable)

- 4 ___ Technology instruction was effective and students/educators achieved curricular goals.
- 5 ___ Technology instruction was effective and students/educators or I achieved targeted goals.
- 5 ___ Technology instruction was effective and I achieved my professional goals.
- 4 ___ Students/educators were motivated by the use of technology.
- 3 ___ Technology was critical to the success of this lesson.
- 5 ___ Varying abilities of students/educators was supported through the use of the technology.
- 4 ___ Equipment was sufficient for the number of students/educators completing the activity.
- 5 ___ Equipment and software functioned properly.
- 5 ___ Overall rating of lesson.

Reflection Time: Use the following questions to reflect on your lesson.

Questions to Ponder:

Was this lesson worth doing? Yes, students learned how to use MLA style when finding information which will enable them to be successful in high school and college.

In what ways was the lesson effective? Students were successful in using the computer and producing a product in Microsoft Word. They were able to edit materials written, move sections, and learn how to use word count, cut and paste, formatting techniques, and how to save and transfer information.

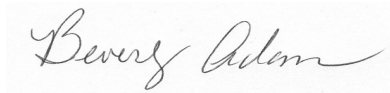
What evidence do you have for your conclusion? The final product produced showed that the students understood.

How would you change this lesson for teaching it again? I would allow more time and have more check points for comprehension.

Did your students/educators find the lesson meaningful? Yes, they felt more confident about their abilities to use the computer successfully.

Did the lesson motivate your students/educators to “go beyond” what was required? Yes, once they understood what they need many went beyond what was requested of them.

Did you achieve your goals met/in progress in the required criteria? Not all, but we will continue to work to become more comfortable with the technology.



Participant Signature Date 10/25/06



Coach Signature Date 10/25/06