**Middle Childhood Education Lesson Plan Template v. 2**

Teacher Candidate Name: Jessica Sultemeier

Lesson Title/#: How Human Activity Altered Australia/ #3

Grade Level: 6th grade [55 minutes]

**Lesson Foundations**

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| Content Standards\*Science and SS should also include common core for reading/writing | ONLS.SS.6.6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.CCSS.ELA-Literacy.WHST.6-8.6: Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| Learning Objective(s)**Content/Skills/Concept**“Students will…” | 1.) Students will research an environmental issue of Australia caused by human activity (Remember). 2.) Students will identify essential knowledge about an environmental issue of Australia (Analyze). 3.) Students will evaluate the strength of arguments from peer reviews of infographic sketches (Evaluate).   |
| Prior Academic Knowledge and Skills | Students have the skills needed to collaborate with other students.Students are familiar with using QR codes.Students have researched and presented their research before. Students have participated in and are aware of the expectations during gallery walks. |
| Materials & Resources | Playing cardsClassroom set of IPadsInfographic example made by teacher with objectives on itExplain Everything App (Teacher made video –“10 Steps to Creating an Infographic”)Handout- 10 steps to creating an infographicList of topics from “Environmental problems in Australia” <http://wwf.panda.org/who_we_are/wwf_offices/australia/environmental_problems_in_australia/> Large envelopes with topic name and that topic specific guidelines inside* Written Directions
* QR Codes to…
* http://piktochart.com/

QR Scanner AppPost-It Notes  |

**Assessments**

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| Description of assessment | Modifications and accommodation to the assessment so that all students can demonstrate their learning.  | Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?  |
| Formative Assessment 1- Student notes taken during research: [LO1] | IEP- List of strategies distributed to students.ESL- Students may use translators with the websites and respond in their preferred language. | Every student in the group makes their own notes. Students’ notes are legible. They are separated into sections by which website the notes came from. Notes include statistics or other quantifiable information. Includes a definition of the topic chosen and location of. There should also be some personal notes were students comment where/how they might use the information.  |
| Formative Assessment 2-10-Steps Handout: [LO2] | IEP and ESL-Sentence frames and bold key terms with definitions. ESL also has titles and directions translated to their preferred language. Struggling readers- Students are read the directions out loud. | Each students fills out the 10 steps handout as their individual accountability. Most of the information on the handout should be the same among group members except the sketch. Students have the option to create different sketches and then compare and choose one. It should be noted on their handouts which one was chosen.  |
| Formative Assessment 3-Teacher Check In (step 4): After [LO1] [LO2]  | ESL- Students can write down their response in their first language and then someone else can share after it is translated. IEP- Students will be given scaffolding through questioning and modeling.  | Teacher checks one group at a time. Students need to have completed steps 1-3. Teacher briefly looks over each member’s notes and handouts. Students verbally explain anything not explicit in their handouts. Teacher is looking for a thought out plan for the infographic that includes enough relevant information.  |
| Formative Assessment 4- Infographic sketch gallery walk: [LO3] | ESL and IEP- Students have peer support.  | One infographic made per person. Infographic stays on the topic chosen by the group. It has a good balance between pictures, numbers and words. There is a clear narrative or message. Every member of the group has the infographic displayed for the gallery walk. Students review each other’s sketch and makes suggestions for improvement.  |

**Instructional Procedures/Steps**

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|  | Teacher will…Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices | Student will…What will students be doing?What evidence of learning will students demonstrate?Student-centered learning/Opportunities for Practice and Apply |
| Opening\_\_\_\_7\_\_\_\_\_ Minutes | *Set Up: arrange tables in groups of 4 (groups are selected based on strengths and needs), place a different playing card on each table cluster to represent that group (have a matching card for each table in possession to draw from), distribute an IPad and a handout at each desk, write the topics on the board, and display the infographic with objectives*. 1. Volunteer reads today’s objectives which are in the form of an infographic
* Teacher explains the mini-project on creating an infographic

 [4 minutes]1. Teacher picks a card to determine which table group gets to choose their topic first, continue until every table picks their topic
* Topics: Deforestation, agricultural clearing and overgrazing, overfishing and illegal fishing, introduction of exotic species, pollution, infrastructure development
* What questions do you have before we begin? (Comprehend)

 [3 minutes] | * Students sit in the same groups they were in the past two days
* Student volunteer reads the objectives
* As a group, students choose which topic they want to research and create and infographic on.
* Responses will vary.
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| Instruction\_\_\_\_41\_\_\_\_\_\_ Minutes**Procedures and steps** to the lesson.What will you say and do? What questions will you ask? What will students do?What strategies and content will you use to align with **culturally responsive teaching** practices?**Differentiation:** How will you provide students access to learning based on individual and group needs? Consider students with IEPs and 504 plans. | 1. Distribute envelope with topic name on it to the group that picked that topic

 [1 minute]1. Guide students through the process of creating an infographic
* Check students work at Step 4 of “10 steps to Create an Infographic”. Give feedback for students to make the necessary adjustments before they begin creating the final infographic
* Check in with each group asking questions that get students back on track, assist students in understanding /clarification, and/or provides extension questions.
* What information would you select to be the most important to include on an infographic? (Evaluate)
* What things are you looking for when determining which template to use? (analyze)
* When you refine or edit your infographic, what things are you paying attention too? (Comprehend)

 [LO1][LO2][A1][A2][A3][40 minutes] | 1. Students look through the contents of the Envelope
* Written directions
* QR codes to various websites determined acceptable for use of topic’s research by the teacher
* Three question cards to exchange for the teacher answering a question the group has
1. Follow the directions verbally given by the teachers and printed from the envelope

- Watch “10 Steps to Creating an Infographic” on Explain Everything App- Follow the 10 steps with their groups as laid out on the hand out - Scan QR codes to access websites for research- Take notes on relevant data and information- Determine a narrative for the infographic- Check in with the teacher (initials required)- Identify problems- Create a Hierarchy of important information- Build a wireframe/sketch- Pre-pare to share with classmates * Answers may vary depending on the narrative chosen by the group. Examples include: Information that causes readers to empathize; shocking information; information that is not common knowledge.
* A template that enhances the narrative of the infographic.
* Answers may vary. Examples include: I am looking for spelling and grammar mistakes; I am paying attention to the layout to see if there is a more effective one; I am rewording some information typed up to sound better.
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| Closure\_\_\_\_\_7\_\_\_\_\_ Minutes | 1. Gallery Walk with post-it notes
* Students display their sketches of infographics at their table.
* Teacher reminds students that when they use post-it notes, they write their name on the back and they cannot repeat comments or questions other students post.
* How would you improve another group’s infographic? (Create)

 [LO3][A4][7 minutes] | Students move from table to table with – writing questions or comments, noting similarities and differences and reflect on what they might do differently if they were to repeat the process.* Answers will vary. Examples include: I would have chosen a different template; I would have not included so much information because it is distracting; I would have laid out the information differently.
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| Academic LanguageWhat language function do you want students to develop in this lesson? What vocabulary do students need to support learning of the learning objective for this lesson | *Language Function: Inform**Vocabulary:* *Environment* *Investigate**Organize**Infographic* *digital**Deforestation**agricultural clearing**overgrazing**overfishing**illegal fishing**exotic species**pollution* *infrastructure development**Language Demand: Discourse*  | *“10 steps...” handout and notes**“10 steps…” handout, notes, teacher check-in, and gallery walk**“10 steps…” handout, notes, teacher check-in, and gallery walk* |