Lesson Title: Travel the World

Content Area and Grade Level: Language Arts

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Brief Description of the Lesson/Unit:

Students will immerse themselves in nonfiction and fiction texts at various reading levels to create and present a "live newscast" about a country and its culture.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  - 5R1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text.
  - 5S1.1 Students are able to present oral information in an organized manner, supporting it with appropriate details and examples.
  - 5W4.1 Students will use different sources, gather and organize information, and summarize in writing what is known about selected content area topics.

- **Unpacked standards (in student-friendly wording)**
  - Use parts of nonfiction books to get main and supporting ideas.
  - Give oral report that is organized and has important details.
  - Use different sources to gather and put together information on a certain topic. Write an organized summary of this information.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   An increase acceptance and understanding of diverse populations including people of various ethnic, racial and national background

2. What essential questions will guide this unit and focus both the teaching and the learning?

   How can students apply their knowledge of text structures to locate the information they are seeking?
   How can students use a variety of sources to gather and organize information on a certain topic?
   How can students organize and present their information to an audience orally in an interesting and appealing manner?

3. What key knowledge and skills will students acquire as a result of this unit?

   Students will acquire and apply strategies that enable them to gather, organize in writing and orally present a summary of cultural information.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

   Prior personal experiences including family interactions may have affected how students perceive people from other cultures.
   A possible misconception some students may have is that people who appear "different" do not have the same human feelings, needs, and interests as the students themselves do.
   Student interests may include having personal acquaintances and classmates from various cultures, which should enhance this current unit of study.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

   Whole group discussion of prior personal and academic learning experiences, using 30-60 minute wait time to allow for deeper processing

2. Performance Tasks:

   Note-taking (pulling information from text)
   Use of nonfiction organizational structures such as index, table of contents, topic sentences, and captions
   Use of viusal diagrams such as tables, graphs and chart to gather information

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

   Final newscast using written "typecast" and visual aids

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   Teacher-student dialogue and observations to ensure staying on task and the quality of notes and final copies

   **Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**

   When a small group of students is confused or off track, small group lessons will be conducted while the remainder of the class continues to work. Also, "good" examples of students' ongoing work with be shared as needed for reinforcement and modeling.

5. Student Self-Assessment:

   After viewing the newscasts, students will evaluate themselves by writing a reflective summary concerning the quality, content and effectiveness of their presentations.
6. Attach or include specific rubrics being used for this lesson/unit:

   Rubric Attached
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

   Minilessons: taking notes, using structures of nonfiction text, using a variety of resources, 'reading' tables, graphs, etc., and how to organize information using outlining with supportive details.

2. Materials, Supplies, & Resources (technology & print):

   Variety of fiction/nonfiction books at multiple reading levels; encyclopedias; use of Word; tagboard for visual aids; access to the internet for more in-depth information; digital camcorder, VCR and TV for viewing.

3. Classroom Management:

   The structure of each session will contribute to the class management. Each day will consist of a minilesson or a status of the class followed by individual and small group work with teacher guidance and ended with questions at the end of the day such as, "How are we doing?".

4. Support Services and Special Teacher Notes:

   Instructional assistants from the Resource Room will be available both during class and other times to assist with the students who have special needs. Also, teacher designating pairing will enable these students to be successful in the regular classroom during this unit of study.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

   Individual and small group instruction and guided note-taking as needed
   Partner work as needed

2. Differentiated Content:

   Multi-level Reading materials; Self-chosen topics from a teacher derived list.

3. Differentiated Product:

   The newscasts will be individualized as students determine and create a number of different visual aids and presentation formats.