**Lesson Title:** Personal Topic Research Presentation

**Content Area and Grade Level:** 4th Grade Reading

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**Brief Description of the Lesson/Unit:**

The students will research a topic by gathering information from multiple sources. The students will then create a Power Point presentation about their topic. They will be given a rubric to follow in their research.

**South Dakota Content Standards:**

- **Standard numbers and exact wording**
  4.R.5.2 Students can research a topic by gathering information from at least two resources.

- **Unpacked standards (in student-friendly wording)**
  The students will create a Power Point presentation about a topic of their choosing.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   I want the students to research a topic that they may know a little about. Through the research process I want them to gain a better understanding of the topic, and be able to share what he/she has learned with the class.

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

   What do I already know?
   What do I want to learn from this project?
   What did I learn from this project?

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

   The students will learn how to research a topic by the means of using an encyclopedia (the book...not the internet). They will learn how to use the card catalogue in the library to find non-fiction material related to their topic. The students will also learn how to present meaningful information in an orderly fashion as to attract their audience's attention.

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

   The students will choose a topic that he/she has a little knowledge of. He/she will be able to prove if their information was fact or fiction. The students tend to think that what they see on TV or on the internet is always factual information, hopefully through this lesson they will be able to put the "myths" back into the closet.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   - Brainstorming Topic Session
   - KWL chart
   - Concept Map

2. Performance Tasks:
   - The students will choose a topic from the brainstorming session, it must be a topic he/she does have some prior knowledge about. The students will then research their topic and create a Power Point Presentation.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):
   - Kid-to-Kid Chat (students will visit each other and discuss with other students what they know about their topic, trying to convince the others that their information is Factual, the other students will then state what information they think is true, false, or an opinion.)
     **attached a copy

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   - The teacher will observe their work progress through anecdotal notetaking. The students will set up meetings (2X a week) with the teacher, to discuss any questions he/she may have, as well as check on the progress he/she is making. The students will also do daily journal entries on their feelings towards this project, and how they feel they are progressing.

   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.
During our meetings, the teacher will be able to monitor the assistance that child needs. If additional assistance is needed the teacher will set up individual work times for that child to work with a supervisor one-on-one.

5. **Student Self-Assessment:**

   The students will assess one anothers Power Point Presentations. They will write a small paragraph about what they learned from the presentation.

6. **Attach or include specific rubrics being used for this lesson/unit:**

   **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:

   Researching their personal topics will challenge the students to gain a better understanding of their topic. The students will become better equipped on how to use the Card Catalogue as well as the Encyclopedia (book and internet). The student will be able to know what to look for in an internet site to determine it has a good/bad source for information.

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

   - Internet
   - Power Point
   - Encyclopedia
   - Net Trekker
   - Online World Encyclopedia

3. Classroom Management:

   The teacher will monitor the students, and provide redirection when needed. Students who do not wish to use class time wisely will make it up on their own time (recess, pe, after school, etc.)

4. Support Services and Special Teacher Notes:

   Mrs. Pulse, special ed. teacher, Mrs. Holan, special education aid, Mrs. Jandreau, computer teacher, and Mrs. Scott, title reading instructor, will all be available to provide support and assistance to those students with special needs. Also, a personal phone call will be made to each one of their parents explaining the process. This way the parents can also provide some support at home. I have also established some before and after school time to work with each student individually.
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:

This is a differentiated process due to the student's personal topics, various research tools, and the different classrooms this will all be taking place in. The student's will have the opportunity to work with different teachers who are specialized in those areas. Also, the students will be able to use technology to present their information.

2. Differentiated Content:

The students will have access to the internet, the card catalog, the library, books of their reading levels, and verbally communicating with their peers. The student will be able to express their own personalities through the construction of their Power Points.

3. Differentiated Product:

Each student's power Point will be uniquely different. Each one will have a different topic, as well as the creativity of the Power Point.