

SAMPLE LESSON PLAN: Lesson 2

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| Lesson Title | LESSON 2: Margaret Knight and the Flat-Bottomed Paper Bag | Class Level/ GLE | Intermediate (Pre-ASE)/ 4-8 GLE (STAR) |
| Unit Title | Innovations & Society (FOCUS: Second Industrial Revolution) | Teacher Name | Maura McCabe |

| CCRS AE <i>(use notation & shorthand)</i> | ELA Learning Objectives By the end of this lesson, students will be able to: | Evidence of Learning Students will show their learning by: |
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| L6D: vocabulary acquisition & use | With support, accurately construct sentences that use content vocabulary | Responses on the TIER 3 VOCABULARY: Inventions of the Late 19th Century handout |
| RF4C: fluency | Read text accurately, at an appropriate rate, with good expression | Reading aloud and being assessed with a Fluency Checklist by the teacher on a rotating basis |
| R2D: main ideas, development, & summaries | With support, take notes on content read about innovations | Submitting their completed Notetaking Form |
| R7D: integrate info from diverse formats | With support, interpret a timeline | Completing an Exit Ticket in which they ask and answer two questions related to a timeline infographic |

| Student Texts and Other Resources | | |
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| <ul style="list-style-type: none"> • <i>Include authentic print and/or digital texts that are appropriate for adults.</i> • <i>Include texts that accurately and respectfully represent diverse identities, cultures, and perspectives.</i> • <i>Include text complexity level for each text.</i> • <i>List instructional videos, websites, and handouts for students.</i> • <i>Include hyperlinks.</i> | | |
| <ul style="list-style-type: none"> • TIER 3 Vocabulary: Innovations & Society (FOCUS: Second Industrial Revolution) • Fluency texts: <ul style="list-style-type: none"> ○ Making Things Better: Margaret Knight and the Paper Bag (GLE 5/6) ○ Margaret Knight (GLE 8) • *NOTE: Fluency and comprehension activities in Lessons 2 & 3 include texts about inventors from marginalized groups to help students develop a critical stance that they can apply as they work through the rest of the unit. • CHECKLIST: Fluency • Notetaking Form • A screenshot of a timeline from Sample Timelines with Questions, or one of your choosing, displayed on Jamboard (example) • Exit Ticket on Google Survey, email, or index cards | | |
| Instructional Shifts <i>(Which ones are addressed in this lesson?)</i> | X | Engage with complex text and its academic language. |
| | X | Ground reading, writing, and speaking in evidence from literary and informational texts. |
| | X | Build knowledge through content-rich nonfiction. |

Instructional Process

Sequence and concisely describe culturally-responsive and evidence-based instruction.

- Incorporate the “I do,” “We do,” “You do” model.
- Contextualize skill instruction within authentic texts and tasks.
- Incorporate a variety of tasks and interactions that foster engagement.
- Support learners in making connections to their lives.
- Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content.
- Include choice and flexibility where appropriate to meet diverse needs.
- Provide additional modifications as needed for English Learners, students with learning disabilities (LD), and students at different levels.

TIME ESTIMATE: 2 hours

| TIME / MATERIALS | STEP-BY-STEP DIRECTIONS | FURTHER DIFFERENTIATION <small>(e.g., EL, LD, different levels)</small> |
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Warm-Up/Introduction

- Review unit goal/cumulative project.
- Review key learnings from previous lesson(s)/Activate prior knowledge.
- Introduce the objectives -- and address why they are important.

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| (5 min) | <ol style="list-style-type: none"> 1. Review the culminating activity (Timeline Infographic Project) and briefly overview how this lesson will move them forward. 2. Overview the Lesson Objectives. | |
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Body

- Explain and model 1) the target knowledge or skill and/or 2) processes to follow to accomplish tasks.
- Provide scaffolded practice and feedback.
- Engage learners in inquiring, exploring, and problem-solving.
- Include multiple kinds of interactions (e.g., whole group, small group, pairs).
- Pose questions that require critical thinking and evidence from text.
- Use technology appropriate to the task(s).

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| (30 min) | <p>A. WORD STUDY: [L6D]</p> <ol style="list-style-type: none"> 1. Review definitions for Second Industrial Revolution and the Gilded Age. Addressing questions/misunderstandings from the previous day’s Exit Ticket. 2. Distribute TIER 3 Vocabulary: Inventions of the Late 19th Century. Together the class reads each definition and its sample sentence, and then the teacher prompts students to construct their own sentences, verbally. <p style="margin-left: 20px;">EXAMPLES:</p> <ul style="list-style-type: none"> ○ Invention: What inventions do you see around the room? What invention could you not do without? | |
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| | <ul style="list-style-type: none"> ○ Industrialization: I grew up in a very agricultural community. Industrialization still hasn't hit my hometown. In fact, we have no factories at all. How would you describe the industrialization level of your hometown? <p>3. After a few examples, each student chooses or creates a sentence to write down on their handout.</p> | |
| <p>(25 min)</p> <p>CHECKLIST: Fluency</p> <p>Copies of the following for appropriately leveled groups, or access to electronic versions:</p> <p>Making Things Better: Margaret Knight and the Paper Bag (GLE 5/6)</p> <p>Margaret Knight (GLE 8)</p> | <p>B. FLUENCY: [RF4C, R7D]</p> <p>1. Set up the reading:</p> <ul style="list-style-type: none"> ○ Explain that students will be reading different texts to learn about one major invention from the Second Industrial Revolution, and then they'll take notes on what they are learning. They will later use these notes to make decisions about which innovations to include on their timeline. ○ Say something like: <i>For today's lesson, different groups have different texts, so that we can learn about the same topic from different authors. As we learn about our first innovator, we'll also build our reading fluency.</i> <p>2. I/DO:</p> <ul style="list-style-type: none"> ○ Share the CHECKLIST: Fluency with students, explaining that it's a helpful reminder of what skilled readers do. Display the text from the lowest level and model fluent reading with the intro paragraph. Have students briefly give you feedback from the fluency checklist. Encourage students to work on reading accurately, smoothly, and with expression as they read. ○ Explain that students will read their text at least twice. Point out to students that skilled readers often reread a text several times because, with each reading, they may notice information they didn't notice before. It also helps them become more familiar with new words and concepts. ○ Assign texts to each group. <ul style="list-style-type: none"> - Making Things Better: Margaret Knight and the Paper Bag (GLE 5/6) - Margaret Knight (GLE 8) ○ Remind each group to use the title, headings, and any pictures to predict what the article will be about and to quickly brainstorm what they know about the topic before they begin. | <p>With only 2 levels of the reading provided, students reading at GLE 4 may need more support. Consider having students echo-read the text with you, at least the first time.</p> |

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| | <p>3. WE DO (OR YOU DO):</p> <ul style="list-style-type: none"> ○ Student pairs or triads use collaborative oral reading to read the text. Encourage them to help each other with difficult words and/or to clear up any confusions that arise. They may also circle or underline any unfamiliar words. *Listen to students as they read with their partners. (Optional) Use the fluency checklist to assess 1 or a few students during this time. ○ If there's time, have student pairs or triads read the text one more time, circling or underlining anything else they find interesting. <p>4. Provide general feedback on students' fluency.</p> | |
| <p>(50 min)</p> <p>Notetaking Form</p> | <p>C. COMPREHENSION: [R7D, R2D]</p> <ol style="list-style-type: none"> 1. Debrief the fluency text, asking students what most interested them, surprised them, concerned them, etc. Each group may share slightly different information. Draw attention to the challenges Margaret Knight faced as a woman, what societal forces were behind those challenges, and how she overcame those. Invite students to compare and contrast their experiences with those of Knight's and have a discussion about overcoming challenges. 2. I DO/WE DO (notetaking and oral summaries): <ul style="list-style-type: none"> ○ Remind students that, for their final projects, they will be incorporating information from at least 2 sources and they have just read one source they might want to use. They will be learning/enhancing notetaking skills with each reading and then making decisions later about what information they ultimately want to use for their timeline infographics. ○ Explain the importance of taking notes when we want to remember what we read. Point out that notetaking can also help when we want to write about what we've read. There are different ways to take notes, but one way is to focus on <i>Who? What? Where? When? Why? How?</i> questions. Doing so will also help us with our comprehension and will help us even remember what we want to share about something interesting we've read. ○ Distribute the Notetaking Form and show how the headings are framed as <i>Who? What? Where? When? Why? How?</i> questions. ○ Using the lower level text, model how to record the name of the source and take notes on the Notetaking Form, increasingly involving students and emphasizing using their own words. <p>NOTE: It works best to devote a row to each invention mentioned in the article. Explain that not every article will offer a response</p> | <p>Partially-filled in notetaking forms can be provided for students if needed</p> <p>Once students using the higher level text have seen what to do, they can work as a group to complete their Notetaking</p> |

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| <p>A timeline from Sample Timelines with Question or another one of your choosing, displayed on Jamboard</p> | <p>for every column, but hopefully, over the course of the unit, all the columns for each invention will have some info.</p> <ul style="list-style-type: none"> ○ Explain that the class should now be able to use the notes to give an oral summary of the text. Using the Notetaking Form completed by the group who read the lower level text, model working across the columns and forming (admittedly rough!) sentences based on the notes to create a summary of what they read. Gradually involve students. <p>3. I DO/WE DO (reading timelines):</p> <ul style="list-style-type: none"> ○ Display one of the timelines from the Sample Timelines with Questions resource or another one that you find. ○ Orient students to the organization of the timeline and pose questions to assess their understanding of the graphics. ○ Remind students to make note of what “works,” what they like, and what they might want to use in their own timeline infographic. ○ Have students decide where the flat-bottomed paper bag should go on the timeline. | <p>Form for this source while the teacher continues to work with the other group.</p> |
| <p>Wrap-Up/Reflection</p> <ul style="list-style-type: none"> ● <i>Lead reflection in what students learned and how they might use what they learned in their lives.</i> ● <i>Preview the next lesson.</i> | | |
| <p>(10 min)</p> <p>Google Forms, email, or index cards</p> | <ol style="list-style-type: none"> 1. Briefly review the lesson objectives and how they were accomplished. 2. EXIT TICKET (via Google Forms, email, or index cards): <i>Write and answer 2 questions that can be answered from the timeline infographic (e.g., Which was invented first, the light bulb or the telephone?).</i> | |