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Unit Plan
Teaching Methods for SLMS
NJCU

Goal

SWBAT utilize the Biography criteria, bibliography creation, 'my backpack', timeline and research tools that World Book Online offers.

SWBAT use World Book Online to create a one page paper which includes bibliography and timeline.

SWBAT use World Book Online to research and gather 8 facts on their president.

SWBAT determine which contribution their president made is most important and give reasons why.

SWBAT present to the class their presidential findings, speaking clearly and making eye contact.

SWBAT actively listen to classmates.

Rationale

Students will learn that World Book Online offers many tools that if used properly will help them for years to come. World Book can help them to manage projects and keep research organized. In the past, encyclopedic resources have seemed dry to the average student. This application of World Book has the ability to truly help a student in a very practical way. Students will also learn that research findings can be reported in both written and visual ways when provided with such simple tools as the timeline. The bibliography creation tool will remind students to keep track of where information comes from in order to be ethically responsible. Lastly, presenting to the class and answering an opinion question requires the student to process and integrate the information they have just learned against information that they already know.

Objective

Students will become familiar with the research process and comfortable with the tools available through World Book Online.

Outline

1. Learn how to use World Book Online
2. Select President
3. Research
4. Write
5. Present

Lesson Plans

Attached

Assessment

Attached rubric

Materials

World Book Online Subscription

Smartboard

Computers

Lesson 1

- Subject

American President Biography using World Book Student

- Topic of the Lesson

Introduce Presidential Biography

Learn to use World Book Student

- Grade Level

4th

- Duration

1 session

- Objectives

SWL how to use World Book Student Online as a research tool after watching the tutorial and will set up their own 'backpack' folder.

- NJ CCCS

3.4.4 A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

3.4.4 B. Listening Comprehension

3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

8.1.4. A.

1. Demonstrate effective input of text and data using an input device.

2. Create a document with text formatting and graphics using a word processing program

- Description of Lesson

Briefly introduce project.

Students will watch a World Book tutorial that explains all of the tools available.

Students will be given an opportunity to utilize the many tools World Book offers through simple exercises aimed at giving the students familiarity with the subscription.

- Procedures

Explain project. Students will select a president, research and record 4 facts about the man before he comes to office and 4 facts about him after he becomes president.

Students will write a one page paper including the 8 facts that they have learned and what they believe to be the most important contribution their president has made to our history. Information will also be put in timeline form using the timeline tool. Record all bibliographic information using the bibliography tool and include on the final page.

Timelines will be presented to class and students will report on what they believe to be their president's most important contribution.

Watch Tutorial. Visit Roxbury.org, select Lincoln Roosevelt, select media center, and select World Book Online. The password is xxxx. Once on site select World Book Student, tutorial is on bottom of page. Highlight biography criteria, backpack and timeline as tutorial explains.

Send students to computers. They will set up a 'backpack'; select a biography subject of their choice and save one fact to timeline. Students will save this information to backpack folder entitled practice.

- Learning Activities

Tutorial

Practice

- Materials

Smartboard and student computers.

- Assessment

Assessment will be made in two ways. Simple observation will be made while work is going on, and review of information that is saved to backpack to confirm understanding. The project will be assessed based on the attached rubric.

Lesson 2

- Subject

Introduction of Presidential Biographies

- Topic of the Lesson

Understanding of Project Requirements

Selection of Presidents

- Grade Level

4th

- Duration

1 session

- Objectives

Students will understand project instructions after group discussion and will be able to select president.

Students will select president for project by using World Book Student Online Biography criteria to make selection.

- NJ CCCS

3.4.4 A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

3.4.4 B. Listening Comprehension

3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

8.1.4. A.

1. Demonstrate effective input of text and data using an input device.

2. Create a document with text formatting and graphics using a word processing program

- Description of Lesson

Explain scope of project and final presentation. Assist students in using biography criteria to select president they are interested in.

- Procedures

Show [Presidential video #1](#) for fun!

Explain project. Students will select a president, research and record 4 facts about the man before he comes to office and 4 facts about him after he becomes president.

Students will write a one page paper including the 8 facts that they have learned and what they believe to be the most important contribution their president has made to our history. Information will also be put in timeline form using the timeline tool. Record all bibliographic information using the bibliography tool and include on the final page.

Timelines will be presented to class and students will report on what they believe to be their president's most important contribution.

In order to access World Book, visit Roxbury.org, select Lincoln Roosevelt, select Media Center, and select World Book Online. The password is xxxx. Once on site select World Book Student. (Quickly) Use criteria to select president and resources to find article and one fact. Site information to bibliography, begin timeline and save to 'my backpack'.

Students will be sent to computers to utilize World Book Student Online Biography criteria to select president and save to 'my backpack'.

- Learning Activities

After discussion students will develop search criteria in order to select president of their choosing.

- Materials

Smartboard, computers

- Assessment

Classroom observation. Students will have presidents selected by the end of class time. Project will be assessed based on the attached rubric.

Lesson 3

- Subject

Presidential facts

- Topic of the Lesson

Students will search for 4 facts prior to election and 4 facts after election.

- Grade Level

4th

- Duration

1 session

- Objectives

Students will research chosen president using World Book Student Online and record 4 facts about their president before he came to office and 4 facts after he came to office. Students will research chosen president using World Book Student Online and record information using 'my backpack' and 'bibliography' tools. Students will also begin timeline.

- NJ CCCS

3.1.4 H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.

3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.

4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.

5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.

7. Review and edit work for spelling, mechanics, clarity, and fluency.

8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.

9. Use computer writing applications during most of the writing process.

10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.

3.2.4 B. Writing as a Product (resulting in a formal product or publication)

2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.

3.2.4 C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.

2. Use increasingly complex sentence structure and syntax to express ideas.

3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.

4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.

5. Use capital letters correctly in sentences, for proper nouns, and in titles.

3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

3.3.4 A. Discussion (small group and whole class)

1. Use details, examples and reasons to support central ideas or clarify a point of view.

3.3.4 B. Questioning (Inquiry) and Contributing

5. Reflect and evaluate information learned as a result of the inquiry

3.4.4 A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

3.4.4 B. Listening Comprehension

3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

Social Studies

6.1.4. D.

4 Explain how key events led to the creation of the United States and the state of New Jersey.

6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Technology

8.1.4. A.

1. Demonstrate effective input of text and data using an input device.

2. Create a document with text formatting and graphics using a word processing program

- Description of Lesson

After brief clarification of the type of facts needed students will be sent to work at computers.

- Procedures

Show [Presidential video #2](#) for fun!

To access World Book, visit Roxbury.org, select Lincoln Roosevelt, select Media Center, and select World Book Online. The password is xxxx. Once on site select World Book Student.

Using Smartboard select 'my backpack' to open previously saved folder. Find one additional fact about my president. Site information to bibliography, continue timeline and save to 'my backpack'. Students will be sent to computers to research and record all 8 facts they need.

Students can begin writing report if time allows.

- Learning Activities

Research

- Materials

Computers

- Assessment

8 Facts must be compiled by the end of class time. Project will be assessed based on the attached rubric.

Lesson 4

- Subject

Writing Reports

- Topic of the Lesson

Composing report, timeline and bibliography

- Grade Level

4th

- Duration

2 Sessions

- Objectives

Students will be able to write report using the information that has been saved to 'my backpack' and properly cite resources using 'bibliography' tool.

Students will be able to record facts using 'timeline' tool as required for final presentation.

Students will hand in completed work after project has been saved to 'my backpack'.

- NJ CCCS

3.1.4 H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.

3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.

4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.

5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.

7. Review and edit work for spelling, mechanics, clarity, and fluency.

8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.

9. Use computer writing applications during most of the writing process.

10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.

3.2.4 B. Writing as a Product (resulting in a formal product or publication)

2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.

3.2.4 C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.

2. Use increasingly complex sentence structure and syntax to express ideas.

3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.

4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.

5. Use capital letters correctly in sentences, for proper nouns, and in titles.

3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

3.3.4 A. Discussion (small group and whole class)

1. Use details, examples and reasons to support central ideas or clarify a point of view.

3.3.4 B. Questioning (Inquiry) and Contributing

5. Reflect and evaluate information learned as a result of the inquiry

3.4.4 A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

3.4.4 B. Listening Comprehension

3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

Social Studies

6.1.4. D.

4 Explain how key events led to the creation of the United States and the state of New Jersey.

6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Technology

8.1.4. A.

1. Demonstrate effective input of text and data using an input device.

2. Create a document with text formatting and graphics using a word processing program

- Description of Lesson

After brief discussion, students will be sent to computers to compose written reports and timelines.

- Procedures

Show [Presidential video #3](#) (for fun) for first session

Show [Presidential video #4](#) (for fun) for second session

Access my backpack, open presidential folder. Find one more fact about my president.

Site information to bibliography, continue timeline and save to my backpack.

After a brief reminder of proper writing skills (capitalization, punctuation, spelling and grammar) students will be sent to computers to compose report. Remind students to be thinking of their president's most important contribution.

- Learning Activities

Computer use

Writing paper

- Materials

Computers

- Assessment

Observation of student's effort, understanding and diligence while in class. Completed paper is due at the end of the second session. Project will be assessed based on the attached rubric.

Lesson 5

- Subject
Presentation

- Topic of the Lesson
Reviewing others work

- Grade Level
4th

- Duration
2 sessions

- Objectives

Students will present timeline using Smartboard to aid in visual representation and report to class what they believe their president's most important contribution to history is and why.

Students will take care to speaking slowly and clearly, and make eye contact.

- NJ CCCS

3.1.4 H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.

3.2.4 A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.

4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.

5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.

7. Review and edit work for spelling, mechanics, clarity, and fluency.

8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.

9. Use computer writing applications during most of the writing process.

10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.

3.2.4 B. Writing as a Product (resulting in a formal product or publication)

2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.

3.2.4 C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.

2. Use increasingly complex sentence structure and syntax to express ideas.

3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.

4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.

5. Use capital letters correctly in sentences, for proper nouns, and in titles.

3.2.4 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.

11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

3.3.4 A. Discussion (small group and whole class)

1. Use details, examples and reasons to support central ideas or clarify a point of view.

3.3.4 B. Questioning (Inquiry) and Contributing

5. Reflect and evaluate information learned as a result of the inquiry

3.3.4 D. Oral Presentation

4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.

3.4.4 A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

3.4.4 B. Listening Comprehension

3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.

3.5.4 A. Constructing Meaning

3. Use graphs, charts, and diagrams to report data.

Social Studies

6.1.4. D.

4 Explain how key events led to the creation of the United States and the state of New Jersey.

6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Technology

8.1.4. A.

1. Demonstrate effective input of text and data using an input device.

2. Create a document with text formatting and graphics using a word processing program

• Description of Lesson

Students finished timeline will be displayed on overhead. Students will report on what they believe to be their president's most important contribution to history and why.

• Procedures

[Show Presidential video #5](#) (for fun) for first session

[Show Presidential video #6](#) (for fun) for second session.

To access World Book, visit Roxbury.org, select Lincoln Roosevelt, select Media Center, and select World Book Online. The password is xxxx. Once on site select World Book Student.

Present my finished timeline and what I believe to be my president's most important contribution.

Students give brief presentation using Smartboard to display timeline.

• Learning Activities

Public speaking

• Materials

Smartboard

• Assessment

Review will be based on completed work and verbal presentation. Project will be assessed based on the attached rubric.

World Book Student Online Presidential Research

Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Amount of Information	All 8 facts are collected and opinion question answered and supported by critical reasoning.	All 8 facts are collected and opinion question answered but not supported by critical reasoning.	All 8 facts are not collected and opinion question is not supported by critical reasoning.	One or more facts were addressed and opinion question not answered.
Sentence Structure	Uses only simple sentences	Uses mostly simple sentences, very few compound or complex sentences	Uses simple sentences with few compound and complex sentences	Uses a variety of sentence types such as compound, complex & simple sentences
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Works cited page	All sources (information and graphics) are accurately documented in the desired format on the works cited page.	All sources (information and graphics) are accurately documented, but a few are not in the desired format on the works cited page.	All sources (information and graphics) are accurately documented, but many are not in the desired format on the works cited page.	Some sources are not accurately documented on the works cited page
Presentation	Stands up straight, looks relaxed and confident establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members throughout the presentation	Stands up straight and establishes eye contact with everyone in the room during the presentation. Volume is loud enough to be heard by all audience members at least 90% of the time	Sometimes stands up straight and establishes eye contact. Volume is loud enough to be heard by all audience members at least 80% of the time	Slouches and does not establish eye contact. Volume often too soft to be heard by all audience members

Bibliography

El-Tigi, Manal. (2003, December). *The Educators reference desk, Write a lesson plan guide* . Retrieved from <http://www.eduref.org/Virtual/Lessons/Guide.shtml>

Kizlik, Dr. Robert. *Five Common Mistakes in Writing Lesson Plans (and how to avoid them)*. Retrieved from http://www.forlessonplans.com/lesson_teacher/index.php

