Lesson Plan
Max Thiede

Guess Again

Materials: A list of words, paper, phone/ipad/computer. Worldbook.com, Worksheet, Powerpoint

CCSS: W.7.1B, Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Central Focus: This lesson plan is designed to help children understand the importance of using credible sources to help demonstrate a knowledge of the text.

Specific Learning Objective: Students will understand that dialogue is important for several reasons, and can enhance a story.

Identify Academic Language: create picture, discuss sources, research topics

Procedures: (Total Length 45 minutes)

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Educational Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome each student and give them each a piece of paper as well as a graphic organizer.</td>
<td>N/A</td>
<td>1 (1 total)</td>
</tr>
<tr>
<td>Explain to the students that they are to draw a picture of the word on the paper with three facts. Then do it yourself.</td>
<td>Teacher Led Modeling</td>
<td>3 (4 total)</td>
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<tr>
<td>Give the students time to draw a picture and list three things they know about it.</td>
<td>N/A</td>
<td>4 (8 total)</td>
</tr>
<tr>
<td>Have them share pictures with those around them</td>
<td>Small group discussion</td>
<td>2 (10 total)</td>
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<tr>
<td>Debrief with class. Discuss how difficult it was to write about something they don’t know about.</td>
<td>Full class debrief</td>
<td>4 (14 total)</td>
</tr>
<tr>
<td>Pick out a new word and repeat the process in front of the class, with sources from the worldbook.com</td>
<td>Teacher Led Modeling</td>
<td>5 (19 total)</td>
</tr>
<tr>
<td>Have them work independently to create another image of the word they have. They must prove provide three sources that back up their point.</td>
<td>Independent work</td>
<td>10 (29 total)</td>
</tr>
<tr>
<td>Have the students look up their topic on the website</td>
<td>Student led work</td>
<td>11 (40 total)</td>
</tr>
<tr>
<td>Have a few share and debrief. Make sure they talk about how much easier it was to create the image when they could look up what it looks like. Have them turn in pictures. Have them write an exit slip that shares their feelings as well.</td>
<td>Debrief and Exit Slip/Assessment</td>
<td>5 (45 total)</td>
</tr>
</tbody>
</table>
Assessment Rationale: I am using a full class debrief and the images they create for assessment. This will show that each they have learned how much knowledge of a topic can change when they use sources from the internet. I am also using an exit slip because they are a very good way to gauge individual assessment of the lesson plan and can see how much they learned.¹

Modeling: I model the activity to make sure they understand what they are doing so there is a clear outcome for the students²

Teacher-Led Story Telling: I am telling them the story so that the students are able to focus on the text itself and understand what is happening in the story.

Small Group Discussion: Small Groups are used so that each person gets to ensure that every student has time to participate and be heard. Full class discussion would also be much too long.²

Full Class Debrief: I use a class debrief as a way to make so all students can see how dialogue has many important uses. It also helps students think of ideas of why things are effective and ineffective, as questions like the questions asked may not be easy to think about without preparation²

Exit Slip: I chose an exit slip because they are a very good way to gauge individual assessment of the lesson plan and can see how much they learned.¹

Works Cited:
What are three things that you THINK you know about his topic:

1.
2.
3.
Paraphrase three facts that you now know from your research:

1. 
2. 
3. 

Draw me a picture of your topic!
Work Samples

11/10

1. Did having a source make it easier to think of information? Why? - Yes because the stuff was all there, you just had to look for it and read.

2. Did having an image in front of you make it easier to draw the image? Why? - Yes because I could just look back to compare my picture with the image.

3. Did any of your facts turn out to be wrong? Explain. - No, actually all my facts were true, and that surprised me a bit.

Did having a source in front of you make it easier to think on info?
Did having a picture in front of you make it easier to draw?
Did any of your facts turn out to be wrong?

My topic was Harriet Tubman and I thought that she was a man but she turned out to be a woman. When I was drawing her it was easier to have a picture in front of me because I probably would have drawn her with long hair when she didn't have that. So it was just easier to draw when you have something to reference to. Having a source in front of me made it easier to think of facts because it gave me something to reference and to get ideas from to paraphrase.

Having source made it easier for me to think of information because sometimes people don't remember everything that they are told and the courses can help them refresh their memory on the facts and history about someone or something. Also having an image in front of you can make it easier to draw because then you get a visual picture in front with all the detail you need so you don't have to just think or guess what it looked like.
Topic: Aztec Empire

What are three things that you THINK you know about this topic:

1. an old culture
2. worshiped really weird gods
3.
Paraphrase three facts that you now know from your research:

1. The people on it are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
2. Heads - 60 feet high.
Topic: Harriet Tubman

Draw me a picture of your topic!

What are three things that you THINK you know about his topic:

1. Harriet is smart
2. Harriet is a man
3. He lived in the U.S.
Draw me a picture of your topic!

Paraphrase three facts that you now know from your research:

1. Thanksgiving is for giving thanks
2. Celebrated in the U.S and Canada
3. First celebrated in 1621 at Plymouth Colony