

Grade: Third		Subject: ELA	
Materials: Computer, flipchart		Technology Needed: computers	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuels/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) <ul style="list-style-type: none"> 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 		Differentiation <p>Below Proficiency: students will be able to give their presentation via recording.</p> <p>Above Proficiency: Will give their presentation orally and then write a one paragraph summary on their presentation.</p> <p>Approaching/Emerging Proficiency: Will be able to complete the task with little to no difficulty. Is able to ask questions when appropriate.</p> <p>Modalities/Learning Preferences: Visual, Auditory, kinesthetic</p>	
Objective(s) <ul style="list-style-type: none"> By the end of this lesson students will be able to present their research orally to the class. <p>Bloom's Taxonomy Cognitive Level:</p>			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Allow students time to work on presentation on their own. We will review the writing process one last time. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> When we go get the computers we will stand up from our desk push in our chairs and walk. We will carry the computers with two hands We will log into the computer We will open the internet to Kahoot.it We will wait quietly until the code is written on the board Once the code is on the board I will have you type it in. When it asks for your names we MUST use our real names if we are putting in fake names we will be done with the Kahoot. Now I know Kahoot is exciting but if we get to loud we will also be done playing. Once the question is done and you have answered it is important that you are paying attention because I will be clicking to the next question and I will begin reading it, if you miss this you may not know what the question was. 	
Minutes	Procedures		

2 minutes	Set-up/Prep:	
	<ul style="list-style-type: none"> • Prepare power point slides • Write our we will on the board 	
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)	
	<ul style="list-style-type: none"> • Have power point slide pulled up with the question What is the writing process? • Ask students what the animal kingdoms are and how many steps are in the writing process? (allow students time to answer) • Have students log into the Kahoot website for one final review. <ul style="list-style-type: none"> ○ Kahoot code: 3037328 	
5 minutes (for directions and questions)	Explain: (concepts, procedures, vocabulary, etc.)	
	<ul style="list-style-type: none"> • Give Directions: <ol style="list-style-type: none"> 1. When we finish our review Kahoot we will be making a powerpoint to present our information to our classmates. 2. I don't mind if you move around the room. However, if you are growing distracted you will be asked to go back to your seat to get your work done. 3. I want everyone to grab a computer for our review activity. 4. I am going to dismiss the quietest students to go grab computers from next door. 5. When you get logged into your computer I want you to log onto kahoot.com <ul style="list-style-type: none"> ▪ write code on the board • After we finish our Kahoot you will be able to find a spot to work on your presentation. <ol style="list-style-type: none"> 1. I would be sure to grab your flipchart so you have the needed information for your project 	
10 minutes (for the Kahoot)	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)	
30 minutes (for work time on powerpoint)	<ul style="list-style-type: none"> • We will do our review Kahoot! • We will work on our Power Points for our presentation 	
2 minutes	Review (wrap up and transition to next activity):	
	<ul style="list-style-type: none"> • What is the purpose of our flip chart and what stage of the writing process is it considered? 	
Formative Assessment: (linked to objectives, during learning)		Summative Assessment (linked back to objectives, END of learning)
<ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> • Ask reflective questions throughout the lesson. • Use review Kahoot 		<ul style="list-style-type: none"> • Students will present their research to their classmates and hand them in.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		
<p>With the changes made to this lesson it is much easier to handle the behaviors that arise in the classroom.</p>		