

Standards-Based Lesson Template

Submission Date	2014-07-21 16:11:28
Teacher:	Bridgit Asuncion
Class:	Success Skills
Lesson/Unit Title:	Writing a good email
Abstract/summary of lesson:	Students will learn how to communicate effectively when writing emails. They will learn how important it is to take into account their tone, purpose, and audience.
Students will know...	Students will know how to communicate effectively through an email by taking into account the purpose, audience, and tone.
Students will be able...	Students will be able to modify emails that are inappropriate or unclear. They will understand the difference between effective and ineffective email communication. They will be able to write an appropriate formal email that effectively communicates their purpose.
Standards/Skills addressed	Written communication skills Formal letter writing Learn proper email etiquette.
Performance tasks/projects:	Students will take an improperly written email and rewrite it to communicate more effectively. Students will write a proper email to one of their teachers.
Test and quiz questions or essay prompts:	Read the email below (improper email would be provided), then edit the email keeping in mind the tips we have learned regarding writing an effective and proper email. Write an email to the teacher for the class you struggle with the most. Be sure to introduce yourself. In the email include your current struggles along with what you have struggled with in that subject area in the past. Ask questions regarding how you can receive additional help and what you can do to be successful.
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	Before the students edit an email and create one, they will engage in a class discussion while looking at and listening to different sentences. They will discuss whether or not a particular sentence was effective in communicating what it was meant to communicate.
Student self-assessments:	Students will write a reflection in their class blog.
Objectives	Students will know how to communicate effectively through an email by taking into account the purpose, audience, and tone.
Motivation:	I will ask the students a question in a raised voice. Then I will begin a class discussion on why that was an example of

ineffective communication. Then I will have students share other examples of ineffective ways to communicate when we are face to face.

Presentation:

After the discussion on verbal communication, we will begin discussing the difference between verbal and written communication- what gets lost in translation. I will provide a sample written sentence and ask students to add what they feel is necessary to allow the reader to understand what is being conveyed.

A powerpoint would then be presented on tips for writing an effective email.

Application/Activities:

Students would then be given a handout with an improper email. Students will use the tips on writing an effective email to edit the improper email.

Students will then be directed to write their own email to a current teacher, as stated under 'assessment' above.

Materials needed:

Computer, link to improper email handout, whiteboard

Assessment/Evaluation:

Edit an improper email.
Write an email to a teacher.
Reflect on class blog.

Closure/Reflection:

Students will be asked to write a reflection on their class blog. This reflection will include answers to the following questions: What are some ways you have been ineffective in writing emails in the past? Of the tips you have learned, which do you find the most helpful/useful? How do you feel this lesson has helped you?

Standards-Based Lesson Template

Submission Date	2014-07-19 17:54:24
Teacher:	Melissa Brewer
Class:	ELA
Lesson/Unit Title:	Sixty-second Me
Abstract/summary of lesson:	<p>As a result of this lesson, students will gain a better understanding behind the importance of developing a personal summary statement also known as the “60-Second Me” summary or Elevator Pitch. Students will not only understand the concept behind the “60-second Me” introduction strategy but they will also develop and compose their own summaries that they will later remember and practice in class and with partners to further develop interview skills, social interactions, public speaking opportunities, introductions and future networking opportunities regarding college or career planning.</p>
Students will know...	<ul style="list-style-type: none">• Understand will understand the concept behind a “60-Second Me” introduction strategy.• Will know the main components necessary to developing a personal “60-Second Me” introduction.
Students will be able...	<p>to:</p> <ul style="list-style-type: none">• Develop and compose their own “60-second Me” summaries• Deliver a “60-Second Me” introduction to the class or a partner
Standards/Skills addressed	<p>CCSS ELA Literary SL 11-12.1</p> <ul style="list-style-type: none">• Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) <p>CCSS ELA Literary SL 11-12.1a</p> <ul style="list-style-type: none">• Come to discussions prepared, having researched material important for the meeting <p>CCSS ELA Literary SL 11-12.1c</p> <ul style="list-style-type: none">• Propel conversation by posing and responding to questions that probe reasoning and evidence. <p>CCSS ELA Literary SL 11-12.1d</p> <ul style="list-style-type: none">• Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible.
Performance tasks/projects:	<p>Students will develop, compose, and verbally deliver a brief personal summary “ 60-second Me” that briefly highlights their key skills and experiences, qualifications and personal skills that would help them in future interviews, social interactions, and networking introduction opportunities.</p>
Test and quiz questions or essay prompts:	<p>Students will be able to provide a constructive, concise, and clear response to the following statement: “Tell me about</p>

yourself.”

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

Teacher will also check for understanding by monitoring the class room, collecting work samples, and class discussions.

Student self-assessments:

Students will provide a brief statement in the form of the exit ticket that will include a rating system of 1-5 ranging from highly unlikely (1) to high likely (5) they will use their sixty-second me narrative in the future. I will also ask students to write down something they enjoyed or would change about the lesson in the future. And finally, I'd ask them to share a written response sharing what (if anything) did they learn as a result of the lesson.

Objectives

Students will know how to construct a sixty-second written narrative intended to respond to the question “Tell me about yourself” as well as deliver a confidence verbal response to this question.

Motivation:

I plan to use a funny skit that uses satire to demonstrate the embarrassment of being ill-prepared. I then plan to present a few statistics about the power of first impressions and networking.

Presentation:

The lesson will be delivered to the whole group using a combo of power point slides, video, a document camera, handouts, in addition to small group activities to write and deliver the written narrative response.

Application/Activities:

Students will have to develop a written response designed to provide sixty-seconds of personalized narrative to be delivered verbally to a partner.

Materials needed:

the materials will include handouts, paper, writing utensil

Assessment/Evaluation:

students will be given two rubrics—one that directly addresses the written task and another that directly addresses the performance task (response delivery)

Closure/Reflection:

As a result of this lesson students will no longer have to fear first impressions. As a result of this lesson every student will have constructed a minimum of one 60-second narrative to help secure future positions, interviews, and opportunities. I will then ask students to talk to an elbow partner and to generate 5 examples of when a 60-second speech would be useful. As a group we will write down these examples on the whiteboard and further discuss other examples of when this prep. could be useful.

Standards-Based Lesson Template

Submission Date	2014-07-16 12:32:32
Teacher:	Sunshine Letsinger
Class:	Functional Language Arts
Lesson/Unit Title:	Reading and following directions from a seed packet.
Abstract/summary of lesson:	Students will learn to read/follow illustrations from a seed packet to properly plant a seed in soil.v
Students will know...	voacbulary related to seed packet instructions (depth, spacing, requirements, germination, height,sow,sprout, transplanting, harvest, etc.) and understand how to relate these terms to planting their seeds.
Students will be able...	properly read and follow instructions/illustrations of a seed packet to successfully plant their seeds into a soil cup in the classroom under staff supervision.
Standards/Skills addressed	Grade 11 Reading Standards for Literacy in Science and Technical Subjects 6-12. 3. Following precisely a complex multistep procedure when carrying out experiments, or performing technical tasks; analyze the specific results based on explanation in the text.
Performance tasks/projects:	Students will sucessfully follow instructions on seed packet and plant seed into soil cup.
Test and quiz questions or essay prompts:	Students will be asked how to plant a seed to grow. Responses can be illustrated, written or spoken, according to student's abilities.
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	Students will be observed reading instruction, following illustrations and planting seed into soil.
Student self-assessments:	Students will participate in class discussion about what they learned, questions they had amd what they would do differently next time.
Objectives	Students will properly read and follow instructions/illustrations of a seed packet to successfully plant their seeds into a soil cup in the classroom under staff supervision.
Motivation:	Teacher will introduce the lesson by bringing in produce (related to the seeds students will be planting) and brianstorming with students where this food came fron. Students will watch some onliine timelapse videos of seeds maturing into plants and ultimately food to harvest.
Presentation:	Teacher will show a seed packet and the produce it will prduce and engage the students in a guided discussion of

how the seed became food and the necessary steps to grow it.

Vocabulary words will be presented and copied by the students.

Teacher will then read aloud and follow the instructions of the seed packet modeling what the students will be doing themselves.

Application/Activities:

Students will practice their vocabulary words in a peer-lead group setting.

Teacher will create word-searches and crossword puzzles for students to familiarize themselves to the new vocabulary. Students

Students will verbalize steps necessary to plant seeds, using their instruction handout.

Materials needed:

Seed packets with instructions copied and magnified for easier reading.

gardening soil

gardening cups or pots

popsicle sticks for seed markers

watering can or spray bottle filled with water

area in classroom with sunlight

Assessment/Evaluation:

Students will be evaluated by how well they follow the text/illustration/verbal prompts of the seed planting instructions and the steps they use to plant their seeds.

Students will also be given a matching quiz using the seed packet instructions and explanations of each step.

Closure/Reflection:

1. Reading and following instructions (informational text) is important for successful seed growth

2. Prompting students to share what they have learned from this lesson

3. Asking students to discuss how they can apply this lesson at home

4. This week we planted seeds and in the next few weeks we will continue to water the seeds and watch them sprout and grow. This lesson will be a part of an overall seed/farm-to-table unit plan.

Standards-Based Lesson Template

Submission Date	2014-07-08 17:42:48
Teacher:	Sarah Nelson
Class:	Any class 7-12
Lesson/Unit Title:	Academic Discourse
Abstract/summary of lesson:	Students will communicate using Academic Discourse
Students will know...	<p>Students will know the difference between academic (formal) language and non-academic (informal language).</p> <p>Student will know what SLANT stands for: Sit up tall, Lean forward, Ask and answer questions, Note key ideas, Track the talker.</p> <p>Students will know when and how to use academic discourse in the classroom.</p>
Students will be able...	<p>Students will be able to unpack their thinking.</p> <p>Students will be able to paraphrase.</p> <p>Students will be able to ask for clarification.</p> <p>Students will be able to compare contributions.</p> <p>Students will be able to engage in academic discourse while standing up.</p>
Standards/Skills addressed	<p>Common Core Math Practice 3 - construct viable arguments and critique reasoning of others.</p> <p>College and career readiness anchor standards for speaking and listening grades 6-12</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>6. Adapt speech to a variety of contexts and communicative</p>

tasks, demonstrating command of formal English when indicated or appropriate.

Performance tasks/projects:

As an assessment students will be given this problem.

A pair of shoes are on sale at 25% off the original price. The price of the shoes is 80.00 dollars. How much is the discount?

Students will need to complete the problem on a whiteboard. The teacher will randomly select students to stand and "unpack their thinking" on how they were able to solve this problem. The teacher will randomly select students to stand and "paraphrase" on the thought process of another student. The teacher will randomly select students to stand and "contribute" to the conversations.

During this process the teacher is evaluating the students who are speaking on their academic language and evaluating the students who are listening to make sure they are SLANTing.

Test and quiz questions or essay prompts:

I would give the students another problem.

Sarah has two cookies to share equally with herself and two friends. How much of the cookie does each person get?

After the students have had a chance to engage with each other using academic discourse. I would have they students write their answer to the question and explain their reasoning.

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

Academic discourse should be used everyday and in every classroom. Students need to be held accountable for being able to explain, paraphrase, and contribute to an academic conversation. Teaching academic discourse takes practice and patience and the teacher needs to continuously evaluate students so they can become successful independent thinkers.

Student self-assessments:

Before students have to stand up and use academic discourse they usually share their answers with their group or with a partner. This gives them a chance to get feedback from a peer before they stand up and present their information to the class.

Objectives

I will engage effectively in a collaborative discussion.

Motivation:

This is a lesson I would do the first few days of school so that students know that it is a norm. Standing and using academic discourse is something we are going to use everyday and I would explain how it connects to the real world. I would talk about my experience at SupHerb farms and why good communication is essential.

Presentation:

I would use a PowerPoint to guide me through the lesson. First I would have a discussion and academic and non-academic language. I would explain how to be an active listener using SLANT and I would have the students practice. Next I would model how to unpack my thinking and how to paraphrase. Then the students would practice within their groups and then in front of the class. Once the are

comfortable I would model how to engage in comparing contributions and then have the students practice.

Application/Activities:

I would create problems to give to my students based on the class I was teaching. I teach math so I would use math problems but I would make them easy and they need to have more than one way to find the answer. This way you can get students to unpack their thinking in several different ways. The point of the activity is not if they get the problem right or wrong but if they can engage in academic discourse based on their answer.

Materials needed:

I would have a SLANT poster on my wall to remind them of how to be a good listener. Students would have whiteboards and pens so they could write down their answer to the problems. Students would also have sentence starters to use when using academic discourse.

Assessment/Evaluation:

My biggest assessment tool would be evaluating students while they are speaking and guiding them if they are struggling. I might need to ask them questions to have them dig deeper into their thought process. I might need to remind them to stand up or refer to their sentence starters if they are stuck. They need to use a voice that everyone in the room can hear and understand.

Closure/Reflection:

I would have students answer this question on an exit ticket.
Explain what discourse is and how discourse will improve your learning.

Standards-Based Lesson Template

Submission Date	2014-07-21 20:25:31
Teacher:	Maria Alexandra Carrillo Prasad
Class:	8th grade ELA
Lesson/Unit Title:	Internet basics
Abstract/summary of lesson:	Students will the basic features of the internet utilized to conducted research and searches.
Students will know...	Students will know how to open the internet to conduct searches on a specific topic. Students will be able to open several windows on their screen to compare and contrast the information found on their topic for a list of various websites.
Students will be able...	Students will be able to conduct research on a specific top from a list provided by the teacher. Students will be able to cut and past on a word document a list of the internet sources found along with any pertinent information found. Students will be have this list to use as a reference sheet with all their sources for their research for future use in the classroom and at home.
Standards/Skills addressed	Students will; conduct research of topics in American literature and American authors. Students will compare and contrast pieces of non-fictional writing such as the;style, time period, historical significance, tone and mood. Students will know how to navigate the internet to find relevant and important information related to their topic of research.
Performance tasks/projects:	Students will submit a word document with all the steps completed in their basic internet search. Students will be assessed on their completion of the task. Each student will walk out at the end of the class session with sheet to use as reference on a specific topic in American literature.
Test and quiz questions or essay prompts:	Students will be able to answer questions about specific American authors in their literature books. They will also be taking a short quiz on the topics of a basic internet search.
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	Teacher will assist the students in the computer lab. Teacher will also be monitoring students as they progress through their task. Teacher will be monitoring the use of academic language related to the task. Students are also expected to be utilizing words and phrases related to the task.
Student self-assessments:	At the end of the task students will be completed a rubric and short answer question as a reflection to their experience. Teacher will read this to asses the learning and benefit of the task. Each student will also have the opportunity to share their findings on their specific topic with each member in their group(the same day or the next day in class).

Objectives

Students will know how to open the internet to conduct searches on a specific topic. Students will be able to open several windows on their screen to compare and contrast the information found on their topic using various different websites.

Motivation:

Students will be walked over to the school computer lab and use the internet for an introduction to internet basics. Students will be utilizing the internet to conduct a basic internet search on a specific topic to create a reference sheet with information about American literature and authors to be utilized in the classroom or at home.

Presentation:

Prior to this lesson students will have read and have knowledge of American authors and their literature. Students will be guided through the use and introduction of internet basics.

Application/Activities:

Students will conduct a basic internet search with several windows opened on their screen using their own unique username and password. This lesson will be one of a series of short mini-lessons on how to conduct research on the internet. This lesson will lead students into using the online services through the Stanislaus County Library website.

Materials needed:

- a computer (each student is provided one to use in the school computer lab)
- guided lesson worksheet and handout (provided by the teacher)

Assessment/Evaluation:

Students will submit a word document with all the steps completed in their basic internet search. Students will be assessed on their completion of the task. Students will be able to answer questions about specific American authors in our literature books. They will also be taking a short quiz on the basic internet search.

Closure/Reflection:

Students will have the opportunity to share their experience and findings with their peers in a small group. Each student will present to their group their reference sheet with information on their specific topic. Students will use this reference sheet at home to complete a short homework assignment. Students will continue to grow in their knowledge of the internet to conduct research in the future.