

Phase 2 - Lesson 4: Note Taking

Name:	School:	Date:
Subject Area: Social Studies/ELA	Grade Level: 5	Lesson Plan Duration: 2 Class Periods

Lesson/Unit Plan Title, Topic, and/or Theme:

Use note taking to identify essential elements through Social Studies content

Connection to Curriculum and Standards:

Targeted New York State Learning Standards/Performance Indicators:

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Targeted ISTE NETS S:

3. Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

6. Technology Operations and Concepts- Students demonstrate a sound understanding

of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

d. Transfer current knowledge to learning of new technologies

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2. Design and Develop Digital Age Learning Experiences and Assessments

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

3. Model Digital Age Work and Learning

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

Targeted Common Core Learning Standards:

W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Phase 2 - Lesson 4: Note Taking

W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.)

RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 - Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

Lesson Objectives:

By the end of instruction, students will:

1. Identify at least 9 key details about the life of Benjamin Franklin from an article with 90% accuracy.
2. Organize information using a graphic organizer with 90% accuracy.

<i>Instructional Activities and Strategies</i>	<i>Teaching Activity Type</i>	<i>Digital Application</i>
<p>Engage:</p> <ol style="list-style-type: none"> 1. rights and responsibilities- introduce the question “What are some important rights and responsibilities for using an iPad in the classroom?” <ol style="list-style-type: none"> a. Teacher models use of Inspiration as a vehicle for capturing these ideas 	Class/Discussion	Inspiration
<p>Modeling:</p> <ol style="list-style-type: none"> 1. Teacher will model: <ol style="list-style-type: none"> a. Navigating to schoology (logging in) b. Navigating to their school/course c. Navigating to the assignment (Lesson 2.4) d. Open the graphic organizer in Inspiration and name it using the following naming convention ("HR318L4FirstL") e. Open up the pdf of the Benjamin Franklin article from Grolier’s encyclopedia 2. Teacher reads aloud article from Grolier encyclopedia on Benjamin Franklin (section by section) 3. Teacher think aloud- what information is important about Benjamin Franklin that we just read? Can you tell me one important fact? (asking students for their answers and placing them as a class into their graphic organizer). 	Take Notes/Complete a knowledge web/Research	Website/Schoology (Inspiration)/ Website

Phase 2 - Lesson 4: Note Taking

<p>Guided Practice and Exploration (day 2/second page of article):</p> <ol style="list-style-type: none"> 1. Class discussion about contents of article- what else was important? As students state an important detail, shift to the organizer and have students add it to their organizer. Identify 3 or so details and paraphrase each before entering it in the organizer. 	<p>Take Notes/Complete a knowledge web/Research</p>	<p>PDF of article/Schoology/ Inspiration</p>
<p>Independent Practice and Elaboration:</p> <ol style="list-style-type: none"> 1. Students will continue to examine the article about Benjamin Franklin (from Grolier) and identify/paraphrase at least ? more details, entering them into the graphic organizer. (all of page 2 of the article) 	<p>Take Notes/Complete a knowledge web/Research</p>	<p>Website/(Inspiration)</p>
<p>Assessment/Evaluation:</p> <ol style="list-style-type: none"> 1. Students will submit their completed graphic organizer to their teacher electronically through schoology to the assignment (Phase 2 Lesson 4) 		<p>Schoology</p>
<p>Resources, Materials and Technology Needed:</p> <ol style="list-style-type: none"> 1. IWB/Projector 2. Class set of digital devices 3. PDF of Ben Franklin article from Grolier's encyclopedia 4. Graphic Organizer pre filled only with center 5. Inspiration 		