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| Lesson Title: ***How to Create Simple Book Reports***  ***Lesson 2*** |
| **Grade: 4**    **Subject: Creating Simple Book Reports**  **Unit: Language Arts** |
| **Driving Question:** How do I show what I learned about a book?  How do I express my thoughts and opinions about the book? |
| **NS Language Arts Curriculum Outcomes:**  [ELA 1.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [1.4](http://choltmasters.weebly.com/english-language-arts-outcomes.html) ,  [4.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [6.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [6.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [9.1](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.3](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.4](http://choltmasters.weebly.com/english-language-arts-outcomes.html) |
| **Learning Targets:**   1. **Students will evaluate book information and leverage the most appropriate details to create a draft for a report.** 2. **Students will leverage details to create a book report of their choice.** 3. **Students will apply and interconnect learning from flipped videos in order to create simple book reports.** |
| **Resources/AT Tips:**   1. Prior to lessons (flipped videos available): Book Reports:   [Screen cast simple book Report](http://youtu.be/cREYOYyRTts)  [Screen Cast iMovie](https://youtu.be/iUwv7ADSYWw)   1. “[Other Ways to Report on Books](http://choltmasters.weebly.com/other-types-of-book-reports.html)” sheet 2. [Notability](http://choltmasters.weebly.com/language-links.html) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type. 3. [iMovie](https://www.apple.com/ca/ios/imovie/) on iPads is an alternative way to do book reports – encourage drawing on notability then adding images to movie, or some students may want to act out some scenes. 4. Teacher’s collaborative skills [checklist](http://choltmasters.weebly.com/assessment-resources.html) 5. Book Report [Rubrics](http://choltmasters.weebly.com/book-report-rubrics.html) |
| **Lesson Procedure**  **(students will have to carry over their work period to one more class, but the foundation is laid out in this lesson)** |
| **I do (10 – 15 minutes)**  **Teacher:** “This is a work period. You have gathered details from your book and you are now ready to start planning your book report.  ***\*Activate learning from screencasts. “The videos give you some ideas of how to make a simple report, and the possibility of using iMovie. Remember, you can watch these videos again if it helps to give you plan your report.”***     1. Tell thestudents there are many ways to report, they can also access a document called *“*[Other Ways to Make a Book Report](http://choltmasters.weebly.com/other-types-of-book-reports.html)*”.* Now they have lots of choices. Project document on board and review the choices. 2. Next, project the [basic rubric](http://choltmasters.weebly.com/book-report-rubrics.html) for a report. 3. Remind students they have to start with a plan. Before Starting, ask the students to tell you what the learning targets are. How will you know if they have done a good job? (Record Targets – take a picture and put photo on website for reference) |
| **We do: (40 -50 minutes)**   1. Students begin planning their book reports 2. Students work collaboratively in groups to help peers with execution. 3. Teacher circulates to check on progress, make notes on collaborative skills ([checklist](http://choltmasters.weebly.com/assessment-resources.html)). 4. Students may use [Notability](http://www.gingerlabs.com/) (for notes or storyboard), or [Inspiration](https://itunes.apple.com/ca/app/inspiration-maps-vpp/id510173686?mt=8) planning |
| **We Share (10 – 15 mins)**   1. 3 students share ideas for reports to date. Discuss potential stumbling blocks as a class.   *(Break until next class)* |
| ***Follow up***  **You Do (60 mins):**   1. Students continue to work independently on their reports. 2. Teacher is circulating to ask questions and offer support. |
| **We Share (15 - 20 mins)**   1. Students who are keen to share their reports can project or display them for the class, and tell about their book. 2. Teacher evaluates with [rubrics](http://choltmasters.weebly.com/book-report-rubrics.html) |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |