

Lesson Plan Template

Lesson plans involving the Turn it Around cards can supplement curriculum across a variety of subject areas and can take place in or outside the classroom. We encourage you to share your creativity in this subject! Please contact Ann.Nielsen@asu.edu with any questions or concerns.

1. Personal Information	
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School	Drachman Montessori K-8 Magnet School
District	Tucson Unified School District 1
Grade Level/Audience	Elementary
Number of Students	Small groups 3-5 students

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2. Lesson

Title	What are the issues?
Brief Description (<150 words)	Using the Turn it Around Cards, students will group and categorize issues refining their understanding of what the card authors are sharing.
Subject(s)	Language Arts, Social Studies, Problem Solving, Collaboration Skills
Length of Lesson	30 minutes approx. may have more than one session
Lesson Objective (Optional)	Students will read for comprehension and use the text and their understanding to categorize issues in cohesive groups that can be justified and agreed upon by the small group.

3. Vocabulary *(Please add spaces for more terms as needed)*

Term	Definition

4. Materials/Resources Required *(Please add spaces for more materials/resources as needed)*

Turn Around Cards, paper/cards/stickies, pencils

5. Background

What do the students know already about the topic? What knowledge might you need to scaffold in order for your students to understand the lesson?

Students should have experience to categorize and group like items by attributes, content, effects or other relevant information.

6. Activity/Lesson

Please describe the steps of your lesson or activity. Be sure to include any pedagogical tools (i.e. teaching resources, questions to ask students, additional information, etc.) that will assist others in adapting your activity or lesson for their own classrooms.

Students select one group of cards from the deck. The students as a team read and discuss the card topics. After synthesizing the issue and turn around steps of the group of cards, students begin to categorize and group the cards either by beginning issue or the turn it around plan. Students work together to form category titles for each group and justify why each group of card fit in the decided category. Students then choose individually or as a group which category they feel they can address and help 'turn it around' following a card or devising their own turn around process.

7. Assessment

Please describe how and what will be assessed from this activity or lesson and any rubrics or tools you might use to assess student learning.

Assessment should be through observation and discussion as to the reasonableness of their categories and their ability to debate and work together for agreement. The experience is not for a grade but to help the students debate discuss and come to agreeable conclusions as a small group. Further steps may need to be taken on other days to help the students either understand the issues or negotiate the categories.