

INFORMATION ORGANIZATION

Course Name: ELA

Unit/Theme: Research

Time Frame: 4 40 minute periods

Grade Level: 7

CONTENT AND SKILLS
Learning Objectives: - Students will identify information from their notes that are critical for their audience to know and understand for their presentations. - Students will organize their information on Whiteboard in a way that makes sense to themselves and their intended audience. - Students will present to a partner using the organized information on their Whiteboard and provide each other feedback. - Students will identify their research needs based on the feedback provided to them by their partner, create a priority list, and work to accomplish their goals.
Essential Questions (optional):
Students I can statements . . . - I can identify information that needs to be in my presentation based on my purpose. - I can organize my information based on a system I create. - I can organize my information in a logical presentation order. - I can identify what I need to do in order to refine my presentation and prioritize those tasks.
How will you meet the needs of SWD and ELL/MLL students? How will you make sure this lesson is culturally responsive?
AASL (American Association of School Librarians) Content Standards List all standards and how learners will meet the standard
Curate: B.4 - Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme. Inquire: C.2 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes providing constructive feedback. Inquire: C.3 - Learners adapt, communicate, and exchange learning products with others in a cycle that include acting on feedback to improve.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
7-8.CT.5 - Identify multiple similar concrete computations in a program, then create a function to generalize over them using parameters to accommodate their differences.

- **7-8.CT.3** - Refine and visualize a data set in order to persuade an audience.
- **7-8.CT.6** - Design, compare and refine algorithms for a specific task or within a program.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- **1C.3a.** Set a short-term goal and develop a plan for achieving it.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Day 1:

- Students will be instructed to take out all of their research notes.
- We will discuss the purpose and end goal of the research project.
- We will discuss what they, as an audience, need to “see” in presentations – I will capture their answers on the ClearTouch board.
- Students will then be instructed to highlight the notes they, as experts on their topics, think the audience needs to know, and also what the audience might like to know.
- I will demonstrate on my MS Office 365 Whiteboard, how to add individual notes onto the application
- Students will create their own Whiteboards.
- Students will have the rest of the period to add all of their highlighted notes on to their Whiteboard.

Day 2:

- We will discuss how different people organize “things” differently using Halloween candy and Legos as examples.
- I will demonstrate how to move my notes around on my demonstration Whiteboard in order to group items that I think belong together.
- Students will be instructed to do the same thing with their notes and Whiteboard.
- Students will have the rest of the period to organize their information the way that makes sense to themselves. **(7-8.CT.5)**

Day 3:

- Students will be posed the question: “What if you were going to present today?”
- After their responses, I will tell them that they are presenting – but to a partner.
- They will be able to use their Whiteboards but now they need to organize their information in a logical presentation order.
- I will show them my Before presentation organization and After presentation organization Whiteboards.
- The students will be given 10 minutes to reorganize their information. **(7-8.CT.3)**
- Students will be given a “Presentation Feedback Form” and we will review it together. We will remind students about how to give proper feedback.
- Students will be paired up with a partner and be instructed to move anywhere in the library where they can hear each other and not disturb another group.
- Students will be given 3 minutes to present to their partner.
- Feedback will be shared and the process will be done again.
- When students get back to their seats, there is a reflection sheet for them to complete

describing . **(7-8.CT.6)**

- We will discuss how they felt about the learning activity for the day.

Day 4:

- Students will work on the items they identified as priorities on their reflection sheet on Day 3. **(7-8.CT.6)**

ASSESSMENT(S) / PROJECTS / PRODUCTS

- Students will present their organized information to a peer for feedback. **(7-8.CT.3)**
- Students will complete a reflection sheet after they receive peer feedback. **(7-8.CT.6)**

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Office 365 Whiteboard

MATERIALS / RESOURCES

- Peer Presentation Feedback form
- Reflection sheet

ADAPTATIONS FROM PEER FEEDBACK

-