

## Lesson Plan for Unit 6 (Describing a graph)

### Stage 1 – Desired Results

#### Content Standard(s):

- **A2 Reading for Information and Argument:** Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Council of Europe 2011).
- **A2 Overall Written Production:** Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because” (Council of Europe 2011).
- **Unit 6 Learning Objectives:** Write a topic sentence to describe a graph and use data to support ideas (O’Neill, 2015).

#### Unpacked Standard(s):

- Students need to be able to use their knowledge to predict content.
- Students need to be able to understand key vocabulary related to the data.
- Students need to be able to read for main ideas.
- Students need to be able to read for detail.
- Students will need to be able to write an introductory sentence that describes what a graph is about
- Students need to know vocabulary for describing graphs (e.g. high, low, rise, drop, an increase, a decrease).
- Students need to know and be able to use comparative and superlative adjectives.
- Students need to be able to use data from the graph to support their analysis and statements.

#### Essential Questions:

*How can data (sets of recorded numbers/values) be easily viewed or displayed?*

*What kinds of data can be represented with a graph?*

*How can graphs of scientific data help us to understand the natural world and our environment?*

**Students will set their own personal goals by....**

- Using the rubric devised from the pre-assessment data to identify any errors or missing information in their assessment paragraphs and then make note of what they will need to fix or include next time to improve their scores.

**Progress on students' personalized goals will be monitored by...**

- Feedback during in-class writing practice, group/peer assessment and online self-study.
- Using a rubric designed to assess the final paragraph writing assignment.

**Rules and Procedures**

- All students must have the textbook.
- All students are required to practice courteous, respectful behavior at all times.
- Attendance will be checked in every class period.
- Twenty-minute tardiness is considered an absence.
- Academic honesty - Any plagiarism, cheating etc. will result in a failing grade for the assignment or the course.
- Cell Phone/computer policy - In order to not interrupt the class session, students are asked to turn off all cell phones and other electronic devices prior to the beginning of class. (This policy is flexible and rarely enforced because of the usefulness of smart phone dictionaries and translation apps in a language class).
- Self-Study - Around 2 hours of self-study (homework) time should be planned for each hour of lecture in order to practice the material learned in class and to meet the learning expectations of the course.
- Work in groups of 4 or 5 students.
- Check with peers in groups after each exercise and help each other understand and correct any mistakes.
- Ask the teacher for any necessary clarification while working and as he circulates to different groups.

## Stage 2 – Assessment Evidence Directly Aligned to Content Standard

### Pre-Assessment, including analysis of the pre-assessment results.

Write a one-sided opinion paragraph (do you agree or disagree) about the following topic:

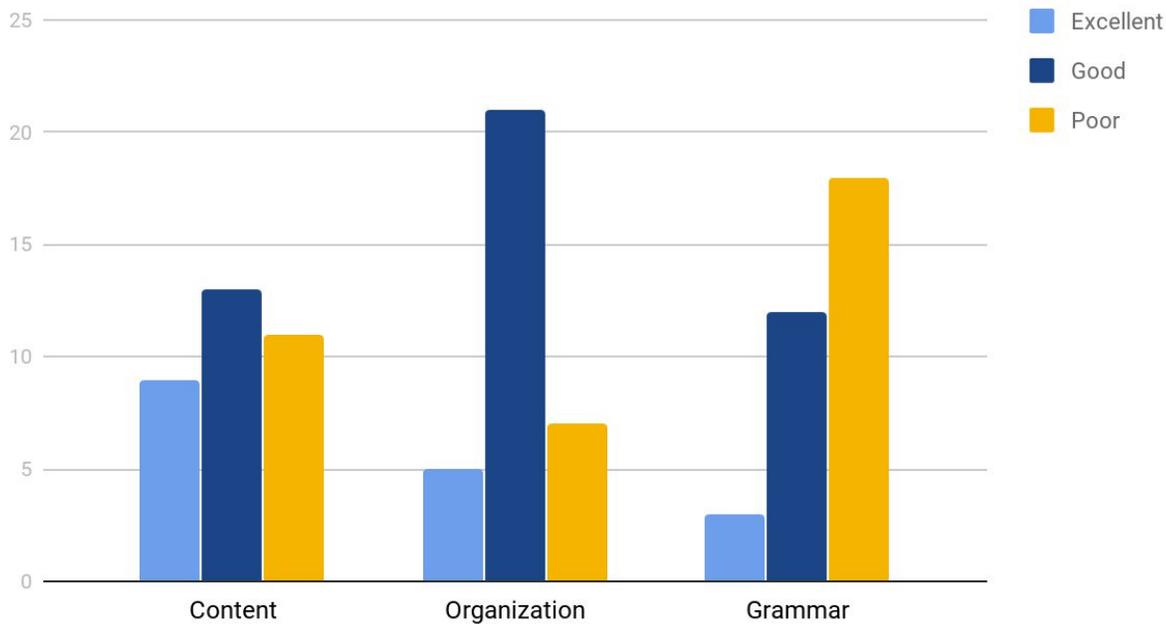
- **Mobile phones have improved our lives. Do you agree or disagree?**

Start with a topic sentence stating your opinion and then support your opinion with three supporting ideas, connected together with linking words. End with a concluding sentence that restates your opinion.

The paragraphs were scored according to three writing criteria - content, organization and grammar. Their paragraphs were given a score from 1 to 3 for each criterion (1=poor, 2=good, 3=excellent).

The results were then tallied and graphed as follows:

### One-Sided Opinion Paragraph



**Performance Task(s) or Assignment Description(s):**

- The goal of this unit is to learn and develop techniques, vocabulary and grammar for writing a paragraph to describe a graph.
- Starting with an introductory sentence and then adding at least three supporting details, to describe and compare some given graphs with appropriate vocabulary and grammar.
- Ending with a concluding sentence that summarizes the paragraph.

**Rubric:**

Having roughly scored the paragraphs and plotted the rough scores on a chart to graphically display their strengths and weaknesses, a rubric was created to effectively assess their aptitude and aid them in setting goals to master the required abilities: (this is the rubric for the “one-sided opinion paragraph” from pre-assessment)

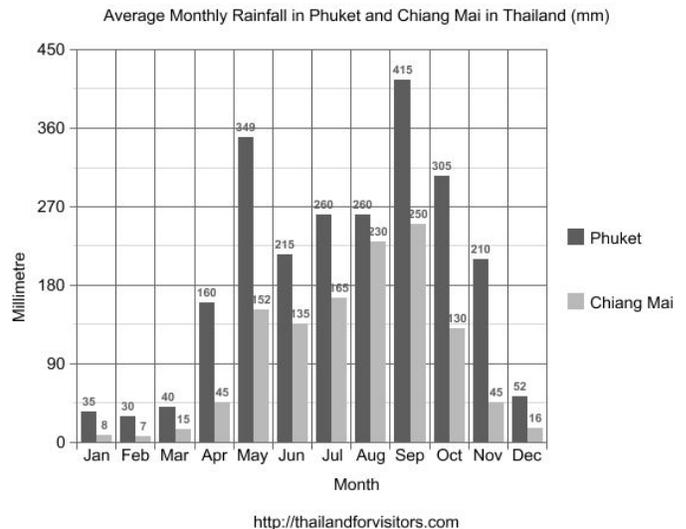
<b>Criteria</b>	3 - Exceeds Standard	2 - Meets Standard	1 - Approaching Standard	0 - Not Enough Information
<i>Content</i>	Clear and relevant opinion, supporting details with clarification.	Clearly stated opinion with appropriate supporting details.	Unclear opinion with irrelevant or unrelated details.	No opinion stated and/or no details given.
<i>Organization</i>	Clear paragraph form with a topic sentence, 3 supporting details and a concluding sentence.	Clear topic sentence but missing 1 other component (i.e. no conclusion, or missing one supporting detail).	Missing topic sentence OR 2 or more other components.	No identifiable required paragraph components.
<i>Grammar</i>	Correct sentence structures, punctuation and spelling. Appropriate use of opinion phrases and linkers (5 or more).	Appropriate use of opinion phrases and linkers (3 to 5).	Inappropriate use of opinion phrases and/or linkers.	Opinion phrases and/or linkers not used.

### Self or Peer Assessments

- Students are familiarized with the rubric for the writing task at the beginning of unit.
- Students self-assess while working through online self-study tasks.
- Students peer-assess while working in groups through the unit exercises.
- Students have an opportunity to self-assess while we edit the group derived paragraph.
- Students then write their individual paragraphs and use the rubric to edit.

### Formative Assessments, Summative Assessments, etc.

*Write a well-organized paragraph of at least 120 words to describe the following graph:*



*Start with an introductory sentence and then add at least three supporting details, describing and*

*comparing the graphs with appropriate vocabulary.*

*End with a concluding sentence that summarizes your paragraph.*

### Stage 3 – Learning Plan – Directly Aligned to Content Standard AND Assessments

#### Learning Activities: (3 hour lesson)

- Introduction with brief essential question discussion followed by intro video and comprehension tasks to introduce the topic/vocab/concepts for the unit. (10 min. total)
- Work through online self-study tasks. (5 min. for each trouble section, up to 20 min. total)
  - Students work in groups to complete each exercise projected on the screen then correct answers are elicited from individual students.

- Work in groups through the unit exercises. (10 to 15 minute blocks up to 1 hour total)
  - Group work with pauses for whole class explanation of trouble concepts and clarification.
- 10 minute break for bathroom and snacks.
- Produce in groups and edit a paragraph. (10 to 15 minute blocks up to 30 mins. total)
  - Group work with pauses for whole class explanation of trouble concepts and clarification.
- Produce and edit a whole class paragraph made of parts derived from each group. (20 min. total)
  - Students from each group write one sentence per group on the board that was chosen by the teacher to produce an example paragraph. (5 min.)
  - Teacher elicits edits from the class and provides clarification as needed. (15 min.)
- Students then write their individual paragraphs and use the rubric to edit. (30 min. total)

#### **Stage 4 - Feedback Strategies, including Timeliness**

- Feedback received by students from the website while completing the online coursework.
- Peer feedback given during group work by checking answers and discussing corrections.
- Teacher feedback given during unit work in groups and group/individual paragraph writing.
- Group feedback received during whole-class paragraph revision and review.
- Individual feedback given on graded paragraphs after in-class writing assignments are scored.