

School: New York Institute of Technology

School Year: 2020

Teacher: Qiran Chen

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GRADE: 8

SUBJECT: English Reading

Concept/Unit of Study: book report

Time Frame: 3 Weeks

Indigenous Worldview and Perspectives

- **How has the Indigenous Worldview been infused throughout your unit plan?**

This lesson plan provides different ways for students to accomplish their tasks. The students come from different cultural backgrounds, and they have preferred reading habits. As an instructor, I would try my best to reduce the conflicts between Indigenous Worldview and Western Worldview by using unique teaching methods and various technologies (applications).

- **How are the First People Principles of Learning demonstrated in your instructional plan?**

1. Each individual in my class should be involved in this small community. They are not only responsible for their own development but also for helping others by sharing and creating.
2. They will always have alternatives during the learning process. They can choose to learn in a new school way or an old school way. In other words, if they are not comfortable with technologies or web 2.0 tools, I can transfer this class into a traditional way. A safe learning environment is the key to success.
3. During these three weeks of learning, they will be able to acquire patience and arrange their reading time. The applications that I introduced to them could be helpful.

First Peoples Principles of Learning (with examples/application):

- Learning supports the community. (applications that store and share knowledge.)
- Learning involves patience and time. (Students will have four weeks to read and produce their book report, and it needs time to be well refurbished.)
- Learning requires exploration of one's identity. (By choosing their best book or stories, students can feel empathy and discover their identity.)
- Learning involves generational roles and responsibilities. (They will share their reading experiences from last weeks' lesson.)

Big Ideas

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| <ul style="list-style-type: none"> • Students who have different cultural backgrounds or points of view and they might see things differently. • Enjoy the process of creating the book report. • They should reflect after presenting their book report and try to connect to the real world. |
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Essential Questions | Questions to Guide Inquiry

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| <ul style="list-style-type: none"> • How can they find a proper reading material which fits their current reading needs? • Why should readers take notes during reading? How do these notes help readers reflect? • What kind of applications can help students complete their annotations? • Why should they be critical while reading? • Why is it so important to share and learn from others? |
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Core Competencies

<p><i>Core Competencies</i></p> <ul style="list-style-type: none"> • Communication (Collaboration) • Critical and Reflective Thinking • Personal Awareness and Responsibility 	<p><i>Core Competencies in Action</i></p> <ul style="list-style-type: none"> • Students should be able to exchange, explore
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	<p>and understand each other's ideas.</p> <ul style="list-style-type: none"> • Students should be able to Analyze and critique their reading materials. They should also be able to design and develop their book report. At last, they need to reflect. • They should be able to be self-regulated and well-being throughout the whole lessons.
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Learning Standards

DO (skills, strategies and processes)	KNOW (essential topics and knowledge)
<p><i>Curricular Competencies:</i></p> <ul style="list-style-type: none"> • <i>Access information and ideas for diverse purposes and from various sources and evaluate their relevance, accuracy, and reliability.</i> • <i>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</i> • <i>Construct meaningful personal connections between self, text, and world.</i> • <i>Recognize and appreciate the role of story, narrative, and oral tradition in expressing</i> 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • <i>How to find the purpose before reading</i> • <i>What are the reading strategies?</i> • <i>The writing process of the book report</i> • <i>Enhance their grammar mechanics</i> • <i>The presentation techniques</i>

<ul style="list-style-type: none"> • <i>First Peoples perspectives, values, beliefs, and points of view.</i> 	
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Unit Assessment

<ul style="list-style-type: none"> • What tools will be used to assess learning? <ol style="list-style-type: none"> 1. Electronic devices: Laptops, smartphones and reading pads. 2. Applications: Google Drive, Kahoot! 3. If it is an old school teaching, I suggest students bring a piece of paper or notebook to write evaluations and reflections.

Learning Intentions and Opportunities

<ul style="list-style-type: none"> • What opportunities will the students have to engage in the learning? <ol style="list-style-type: none"> 1. They will have a chance to share their reading materials with others. 2. Students will be able to create their original book reports. 3. Students will enjoy the interactivity that the applications bring to them. 4. For those students who enjoyed the old school way of learning, They will have the chance to select their reading material from the library and give the presentation lively. 4. Students will have the chance to evaluate each other's work then reflect. 5. Different thoughts towards one topic will enhance their ability to think critically.
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Lesson #1

First Peoples Principle(s): Learning requires exploration of one's identity		
<i>Core Competency Focus</i> <i>Students focus on intent and purpose before they choose the reading material.</i>	<i>Curricular Competencies</i> <i>Access information and ideas for diverse purposes and from a variety of sources and</i>	<i>Lesson</i> <i>1. Help them search for the reading material by using google.</i> <i>2. Why is it essential to have a purpose before creating a book report?</i>

	<i>evaluate their relevance, accuracy, and reliability</i>	<i>3. There is a wide range of choices on the internet, but they need to tell the proper content apart from the improper ones</i>
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Lesson #1A (NO TECHNOLOGY)

First Peoples Principle(s): Learning requires exploration of one's identity		
<i>Core Competency Focus</i> <i>Students focus on intent and purpose before they choose the reading material.</i>	<i>Curricular Competencies</i> <i>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability</i>	<i>Lesson</i> <i>1. Take students to the library to help them find their reading material.</i> <i>2. Take students outside the classroom if the weather allows doing so. We will discuss the importance of having a purpose before reading.</i> <i>3. They will be able to understand people will have different choices towards reading.</i>

Lesson #2

First Peoples Principle(s): Learning involves patience and time		
<i>Core Competency Focus</i> <i>1. Communication</i> <i>2. Critical and Reflective Thinking</i>	<i>Curricular Competencies</i> <i>1. Respond to text in personal, creative, and critical ways.</i> <i>2. Construct meaningful personal connections between self, text, and world.</i> <i>3. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</i>	<i>Lesson</i> <i>1. Display a reading material with my annotations to show students how to arrange theirs while reading.</i> <i>2. I will share instructions for making a book report on Google Diver.</i> <i>3. A piece of video that tells students the presentation skills. (Made by me, using OBS studio)</i>

Lesson #2A (NO TECHNOLOGY)

First Peoples Principle(s): Learning involves patience and time

<i>Core Competency Focus</i>	<i>Curricular Competencies</i>	<i>Lesson</i>
1. Communication 2. Critical and Reflective Thinking	1. Respond to text in personal, creative, and critical ways. 2. Construct meaningful personal connections between self, text, and world. 3. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	1. I will bring some book report examples to the classroom and show the students how to do annotations and arrange their report's layout. 2. Prepare a short lecture to tell them the importance of being critical while reading. 3. I will use body language to show students the presentation techniques, which will help them prepare it next week.

Lesson #3**First Peoples Principle(s): Learning supports the community**

<i>Core Competency Focus</i>	<i>Curricular Competencies</i>	<i>Lesson</i>
1. Communication (Collaboration) 2. Critical and Reflective Thinking 3. Personal Awareness and Responsibility	1. Telling their reading experiences by producing a presentation 2. Listen to others and try to be a critical thinker. Students try to exchange their ideas and develop together.	1. Students will be able to share and solve problems in groups. 2. Students will be able to evaluate and reflect on the book report. 3. They will see presentations both in a new school and old school ways.

Lesson #3A (NO TECHNOLOGY)**First Peoples Principle(s): Learning involves generational roles and responsibilities**

<i>Core Competency Focus</i>	<i>Curricular Competencies</i>	<i>Lesson</i>
1. Communication	1. Telling their reading	1. Students will be able to share and solve problems

<i>(Collaboration)</i>	<i>experiences by producing</i>	<i>in groups.</i>
<i>2. Critical and</i>	<i>a presentation</i>	<i>2. Students will be able to evaluate and reflect on the</i>
<i>Reflective Thinking</i>	<i>2. Listen to others and try</i>	<i>book report.</i>
<i>3. Personal Awareness</i>	<i>to be a critical thinker.</i>	<i>3. They will see presentations both in a new school</i>
<i>and Responsibility</i>	<i>Students try to exchange</i>	<i>and old school ways.</i>
	<i>their ideas and develop</i>	
	<i>together.</i>	

Universal Design for Learning | Differentiated Instruction

- How will learning be accessible to all students?
 1. I will prepare extra devices for learning if the students are all comfortable with technologies.
 2. For students who are anxious about using technologies or applications, I will prepare paper materials to ensure everyone feels safe in the learning environment.
 3. If there are students with disabilities in my class, I will make sure they will feel safe and joyful during learning. (This needs the help of the office from school as well.)

Materials and Resources

- Internet-accessible environment.
- A laptop or Reading Pad will be necessary.
- Accounts for the applications that will be implemented (Google, Facebook, Kahoot and so on)
- Paper, colour pens and other materials to help students make their book report if it is a learning environment without technology.
- Several books or stories that have been chosen for those students who have difficulties find their reading materials.
- Core competencies retrieved from <https://curriculum.gov.bc.ca/competencies>

- Content retrieved from
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_ela_k-9_content.pdf
- Big ideas retrieved from
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_ela_k-9_big_ideas.pdf
- Curricular competencies retrieved from
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_ela_k-9_curricular_competencies.pdf
- First Peoples Principles of Learning retrieved from
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles_of_learning.pdf

Application Justification and Compare/Contrast

Discuss and defend your decisions. Why did you choose those specific technologies and applications? How will they engage learners? How will it enhance learning? Which lesson do you think will be more effective: old school or new school? Why? Etc. (These are guiding questions, use them as a launch point for reflection.

- Google Drive is free, and the interface is user friendly. Students could easily engage themselves. They can save their presentation in it and for creating their E-portfolio.
- Kahoot! is an example of gamification which brings competence and fun during the assessment. More critical, Kahoot! can create students' sense of pride.
- I think lesson 3 will be the most effective one, and students love to share and show their work to others. They can learn from each other and develop themselves.
- Lesson three is a hybrid section. You can find both old and new school ways of teaching and learning. The students who are comfortable with different styles will influence each other. Once they start to put their feet into others' boots, they can learn and share in another perspective.