**Direct instruction**

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| Teacher(s): Taylor Johnson | | Subject: Integrating Quotes | |
| Standard(s): Common Core, Arizona Career and College Ready Standards, ISTE Standards apply to this lesson   * Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9‐10.RL.1) | | | |
| Objectives (Explicit): Use Bloom’s verbiage and “formula”   * Students will demonstrate applicable knowledge of integrating quotes by writing complete sentences containing quotes | | | |
| Evidence of Mastery (Measurable): An actual “product” /How are you going to grade? (rubric, checklist, etc.)  Students will submit a Check-Out sheet which contains eight sentences integrating eight quotes of their choice into sentences; they will be graded for effort rather than for correctness; feedback/corrections will be given for their future reference  In the future, students will use this skill in essays and paragraphs and it will be graded for correctness. | | | |
| Sub-objectives, SWBAT (Sequenced from basic to complex): Content and Language objectives – action verbs such as write, list, highlight, etc.)   * Students will write complete sentences containing quotes. * Students will write proper punctuation marks with sentences containing quotes. * Students will say “I will integrate this quote by…” | | | |
| Key vocabulary: integrate, colon, comma, | | Materials/Technology Resources to be Used:  -prezi with the info, handout with the info  -access to phones or lap tops to look up quotes  -access to books for quotes  -whiteboard/ whiteboard markers | |
| Opening (state objectives, connect to previous learning, and make **RELEVENT** to real life) ENGAGE/ “hook” the students  *-talk about how it is necessary in any essay you are writing for all high school and college; journalists would probably need to know how to do this to; science major would need to know how to reference other research etc. Future job applications* | | | |
| Instructional Input | Teacher Will: Be specific  -work through Prezi presentation and the different examples  -give students a brief amount of time to integrate an example quote; walk around as students work individually to integrate a specific Romeo and Juliet quotes into their own sentence using each integration technique; this would be a good time to ask questions | | Student Will: Be specific  -take notes on the different ways to integrate quotes  -integrate a specific Romeo and Juliet quote into their own sentence using each integration technique |
| Co-Teaching Strategy/Differentiation How will your instruction look different for those students who need differentiation or accommodations? I will be providing a hand out with all the information on integrating quotes for all students that will have the same information as on the Prezi; also, I will post online a screencast video of myself explaining how to integrate quotes based on the four examples | | |
| Guided Practice | Teacher Will: Be specific  -break students into groups  -have example sentences written on the board that already contain quotes; help students identify where the punctuation goes to integrate it properly; call on students | | Student Will: Be specific  -in groups of three, students will add punctuation marks to example sentences already on the board; then I will randomly call on a few groups to come up to the board and write out the complete sentence with the quote and punctuation |
| Co-Teaching Strategy/Differentiation/Check for Understanding before independent practice  *I will be able to visually see if students are understanding how punctuation is used to integrate a quote into a sentence; students will be able to work together to help clarify how punctuation integrates a quote and how to integrate a quote correctly; I realize that this will not allow all students to show their understanding but it will give them a chance to work together to complete the sentences* | | |
| Independent Practice | Teacher Will: Be specific  -walk around and help students integrate the quotes correctly; sit with students who may be struggling | | Student Will: Be specific  -students will integrate eight quotes of their choice into sentences |
| Co-Teaching Strategy/Differentiation How will your instruction look different for those students who need differentiation or accommodations? Allow some students to type these sentences up, allow for students to work together in pairs so long as they complete eight integrated quotes by the time they leave class; they will be graded based on participation rather than correctness; if I notice that when students work in partners that one partner is doing more of the work than the other, then that will be one group I sit with and work with them together | | |
| Closing/Student Reflection/Real-life connections: What connections will students make to their real lives? What essential questions will they reflect on in their closure of the lesson?  *Talk about why we integrate quotes: Why do we integrate quotes? What effect does it have on an argument? How can integrating quotes become a bad thing? When does integrating quotes become less powerful?* | | | |