* The goals and objectives of the instruction - objectives for your overall unit and each lesson in your unit
* **Students will be able to write**
  + Introduction Paragraph
    - Hook
    - Condensed Topic Sentences
    - Thesis Statement
  + Transitions
    - Smooth transitions between each paragraph
    - Facilitate readability of the essay/paper
  + Body Paragraphs
    - Each with a topic sentence and details supporting the topic sentence
    - Each Paragraph should support the Thesis Statement
  + Conclusion
    - Sentences explaining how paper has fit together and leads to a stronger, more emphatic and more detailed version of your thesis
    - Discussion of implications for further research
    - Why the essay was important or interesting
    - Any other areas in which your essay has significance: ethics, practical applications, politics
    - Finish with a concluding statement focusing on the Thesis Statement
* Prerequisites and learner characteristics
* **Students must be able to:**
  + Type a document utilizing a keyboard
  + Read and comprehend informational text
  + Read multiple stories of immigration
  + Format an essay in Microsoft Word
  + Utilize proper grammar, punctuation, and capitalization.
* Testing and evaluation strategies to be used in the instruction, as appropriate
* **Students will:**
  + Fill out a graphic organizer
  + Write and revise an introduction
    - This will be corrected within small groups
    - Each group will edit the participants introductions till they are ready for the final essay
    - Each into must have
      * Hook
      * Condensed Topic Sentences
      * Thesis Statement
  + Each topic sentence will be checked and edited
    - Make sure it is a sentence that can carry a paragraph
      * Each topic sentence must support the thesis statement
    - Writer must have enough information to support the topic sentence
  + Write and revise a Conclusion (Concluding paragraph)
    - Must take their introduction paragraph, and rewrite it as conclusion.
    - Make the lead/hook sentence into a ‘So What?’ statement to finalize the concluding paragraph.
  + Go through the writing process
    - ***Pre-writing:*** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts.
      * Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
    - ***Drafting:*** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
    - ***Revising:*** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
    - ***Editing:*** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer’s feedback in this stage is helpful.
    - ***Publishing:*** In this last step of the writing process, the final writing can be shared with the group. More than likely, we will simply have them submit their final draft to MyAccess.
* Feedback mechanisms that will support testing and evaluation
  + Conducting research
    - They will read
  + Graphic Organizer
    - This will be evaluated by their peers and edited prior to writing their first draft of the Research Paper
    - I will personally check off each aspect of the graphic organizer
      * Introduction
        + Lead/Hook Sentence
        + Condensed ideas that will be their topic sentences
        + Thesis Statement
      * 3 Body Paragraphs
        + Topic Sentences
        + Supporting details
      * Conclusion
        + Sums up the essay
        + Restates the Thesis
        + Explains how their paper provided info
        + Gives the reason why they wrote the paper
  + Rough Draft
    - I will check this off before and after revisions are made
      * Written on paper (by hand)
      * This will be reviewed in their writing groups
        + Group members will give ideas and insight into what each person can do to improve their paper
        + The group will also read and correct the grammar, punctuation, and capitalization of the paper
  + 1st Draft Typed
    - I will check this off before revisions and after
      * Students will type this into Word
      * This will be reviewed in their writing groups
        + Group members will give ideas and insight into what each person can do to improve their paper
        + The group will also read and correct the grammar, punctuation, and capitalization of the paper
        + This will be a process during:

Introduction Paragraph (Lesson 2)

Body Paragraph (Lesson 3)

Concluding Paragraph (Lesson 4)

Revise, Edit, and Final Draft (Lesson 5)

* + MyAccess
    - They will put their research paper into MyAccess
      * Using the automated program, they will get further insight into what they can do to improve their writing
  + Final Draft
    - I will read and grade each paper
* Practice activities to be used in the instruction, including feedback strategies
  + Research Note Cards
    - Gathering info and bringing citations
  + Graphic Organizer
  + Rough Drafts
    - Thesis statement
    - Introduction paragraph
    - Body Paragraphs
    - Concluding Paragraph
  + Writing Groups
  + 1st Print Draft
  + MyAccess
  + Final Draft
* Examples and non-examples of the procedure or concept (as appropriate)
* Good and Bad Examples of:
* Introductory presentation of instruction
  + Show info written for a research paper
* Motivational strategies to be used in instruction
  + Doing a class Harlem Shake at the end of the thematic unit
  + Oreo
    - Complete the concluding paragraph by rewriting the introduction paragraph in revers order
      * alter the sentences and vocabulary without changing the topic, main idea, or theme
* When you have completed the *Analysis Document* and *Design Document*, you should have a very clear idea of the materials that will be required in order to support your instruction. The next step of instructional design is to develop and produce the instructional materials. The materials include an instructor's guide and student guide (lesson plans), and all relevant student materials.
* The materials include:
* Lined Paper
  + brain storms
  + thesis practice
  + topic sentence practice
  + supporting details
  + t-chart/diagram
  + closing paragraph practice
* Pen or Pencil (1 per student)
* Laptop (1 per student)
  + Must have a word processor
  + Must be networked with a printer
* Graphic Organizer (1 per student – extra copies)
  + I will allow students to select one of two graphic organizers
    - Each graphic organizer will have a similar layout, but subtle differences
* Document Camera
* GoPro Camera
* iMovie
* Projector
* Class appropriate music (While they write)
  + I will also need a copy of *Harlem Shake* by Baauer
* Oreos (1 per student)
* Leaf
  + Needs to have a larger stem and visible veins
  + Maple or a leaf from a Red Bud tree will work well
  + Possible to get multiple for each student to see and use
* MyAccess (Each will need an account that I can access to gather scores)
* Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.
  + Objective 2  Develop language through viewing media and presenting.
* Standard 2  (Concepts of Print): Students develop an understanding of how printed language works.
* Standard 6  (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.
  + Objective 2  Use resources to learn new words by relating them to known words and/or concepts.
* Standard 7  (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.
  + Objective 1  Identify purposes of text.
  + Objective 3  Recognize and use features of narrative and informational text.
* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.
  + Objective 1  Prepare to write by gathering and organizing information and ideas (pre-writing).
  + Objective 2  Compose a written draft.
  + Objective 3  Revise by elaborating and clarifying a written draft.
  + Objective 4  Edit written draft for conventions
* An instructor’s guide
* A student guide (lesson plans)
* Lessons

1. Thesis Statements
2. Introduction Paragraphs
3. Body Paragraphs
4. Closing Paragraphs
5. Edit/Revise Final Drafts

* Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.
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  + Objective 1  Prepare to write by gathering and organizing information and ideas (pre-writing).
  + Objective 2  Compose a written draft.
  + Objective 3  Revise by elaborating and clarifying a written draft.
  + Objective 4  Edit written draft for conventions
* Hook Statement Thesis Statement
* Students will be able to write a clear and concise thesis statement.
* Materials
  + Paper (1 per student)
  + Pencil or Pen
  + Ipad (7 – 1 per group)
    - ShowMe app
  + Laptop
    - Internet Access
    - YouTube Video
      * <http://www.youtube.com/watch?v=en1xVDU0xlI>
      * <http://www.youtube.com/watch?v=Ep3OHQh7WdA>
  + Harlem Shake Video
    - Class Harlem Shake Video
      * Will be made on laptop with iMovie
      * Need the song “Harlem Shake”
* Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.
  + Objective 1  Prepare to write by gathering and organizing information and ideas (pre-writing).
  + Objective 2  Compose a written draft.
  + Objective 3  Revise by elaborating and clarifying a written draft.
  + Objective 4  Edit written draft for conventions
* Phase 1
* Prior to the beginning of lesson, have laptop ready with videos cued and ready to go
* Begin conversation by asking what students know about thesis statements.
  + Structure and facilitate discussion till class comes up with the definition similar to: A **thesis statement** is a statement that clarifies the main argument for the rest of the essay.
  + Use examples of a concise plot support the idea of a thesis being the ‘plot’ of your essay.
    - Refer to previous activities and examples of plot/thesis
* Show video
  + <http://www.youtube.com/watch?v=en1xVDU0xlI>
* Phase 2
* Ask if students have heard or seen the ‘*Harlem Shake’*
* Write parts of explanation on the board
* Show a video of the Harlem Shake
  + Let students know that they will be writing a thesis statement about the Harlem Shake
* Show another video about thesis statements
  + <http://www.youtube.com/watch?v=Ep3OHQh7WdA>
* After video, create a thesis statement using the criteria from the thesis video
  + Make sure the first example is a good example
    - i.e.
      * The Harlem Shake is a fun dance that begins with one person dancing, and ends with the entire group going crazy.
      * The Harlem Shake is an internet meme of a modern dance to “Harlem Shake” by Baauer.
  + Give bad examples
    - i.e.
      * The Harlem Shake is a movie.
      * The Harlem Shake is song.
      * The Harlem Shake is really funny and on the internet and should be done by everyone.
* Have students write their own thesis statement
  + Students will share their thesis statements with their group
    - Each group should talk about each thesis and decide on one to share with the class
* As a class we will talk about each thesis statement
* Evaluation Document:
  + Learner Reaction
    - What was the learners’ reaction to your thematic unit?
    - What did they like?
    - What didn’t they like?
    - Results of your reaction survey
  + Meeting Objectives
    - How well did the learners meet the objectives of this thematic unit?
    - You may want to include scores from assessments.
  + Facilitator Evaluation
    - From the instructor’s perspective, what worked and what didn’t?
    - What would you change?
  + Materials/Technology
    - Were the materials or technologies effective and appropriate?
    - What worked and what didn’t?
    - What would you change?
    - Environment
    - Could the teaching space be modified in anyway to improve instruction?
    - What would you change?
  + Continuity & Conformity
    - What changes would you make to the design plan to make this unit effective?