

Educational Software Lesson Plan

Grade Level & Subject Area: 8th Grade ELA

Standards/Framework (State Standards, Content Standards, InTASC Standards)

SL.8.1 Engage effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.1 Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 8 when writing or speaking.

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.

L.8.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

This lesson is part of our unit on dystopian literature. Students will use the mind maps/graphic organizers that they create in class to learn vocabulary terms necessary for the unit.

Time (is this a 1 day 50-minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):

1 Day 50-minute lesson

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

Students have already been introduced to the unit and to dystopian literature. They know what a dystopia is and how authors sometimes use real-world events and circumstances to inspire their writing.

Objective (What are the students' going to accomplish):

Students will recognize and define key terms from the unit.

Students will create their own Concept Definition Map/graphic organizer to enhance their learning.

Materials:

iPad with SimpleMind – Mind Mapping already downloaded, Kahoot!

Procedure:

Warm up: Kahoot! about dystopian societies. Some language may be unfamiliar, but this unfamiliar language will be the focus of today's lesson.

Introduction to lesson: PowerPoint about concept definition maps and their importance with examples

Class discussion: key terms about unit terms. I will write these on the board for the class to see.

Educational Software Implementation: students use the SimpleMind – Mind Mapping app on their iPads. Students will explore the app and then create a concept definition map using a term from the board.

Partner Time: pairs will share their concept definition maps with each other. They will send me the maps and I will

- a) print and hang them around the room
- b) post them on my website

Assessment (How will the students' show you that the objective has been met):

(Note: the assessment does not have to be a paper and pencil test)

Formative – Mind Map creation

Formative – Kahoot! participation

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

To get the students warmed up, we will play a Kahoot! about dystopian societies using the information we have learned in class thus far. Some of the language in the Kahoot may be unfamiliar, but that's the point! Students will learn this unfamiliar language in our lesson today.

After the Kahoot, I will show students a PowerPoint about concept definition maps and why they are important. I will give examples, including some that I have generated myself.

As a class, we will discuss key terms that students have seen throughout the unit (i.e., dystopia, rebellion, surveillance, propaganda, totalitarian, utopia, etc.). I will write these on the board for the class to see.

Next, students will get their iPads and open the SimpleMind – Mind Mapping app that has already been downloaded. After exploring the app for a few minutes, I will explain the task: students are to create a concept definition map using any term that they are unfamiliar with/would like to know more about. They are encouraged to make their graphic organizer very colorful and personalized.

With a partner, students will share their concept definition maps. They can even show the class if they want! Students will send me the maps they created and I will a) print them out and hang them around the room and b) post them on my website so that parents can see them!

**(I should be able to see and understand your entire lesson by reading this.
Remember, Technology is not the lesson. It enhances the lesson)**