

**ED 101 Educational Technology Lab – Fall 2012  
Boston University – School of Education**

## LESSON PLAN

<b>Grade(s)</b>	7 <sup>th</sup> and 8 <sup>th</sup> Grade
<b>Content Area(s)</b>	English/Language Arts
<b>Topic of Lesson</b>	Forming proper open responses, integrating quotes
<b>Three Objectives</b>	<ul style="list-style-type: none"> <li>• Students will show an understanding of the text by correctly forming and writing a claim that is supported by direct textual evidence when provided with a reading passage.</li> <li>• Students will independently find and highlight/underline at least two pieces of direct textual evidence from the passage that are relevant to their claims.</li> <li>• Students will be able to integrate direct quotations into their own writing and correctly identify at least 4 out of 5 as correct or incorrect examples of quote integration during an in-class exercise.</li> </ul>
<b>Technology standard</b>	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p><u>Multimedia:</u> <b><i>G6-8: 1.25 Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.</i></b></p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>• Massachusetts English and Language Arts Standards</li> <li>• College and Career Readiness Anchor Standards for Writing</li> <li>• Writing Standards 6-12, Grade 8</li> </ul> <p><b><i>1. Write arguments to support claims with clear reasons and relevant evidence.</i></b></p> <p><b><i>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</i></b></p> <p><b><i>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></b></p> <p><b><i>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</i></b></p> <p><b><i>d. Establish and maintain a formal style.</i></b></p> <p><b><i>e. Provide a concluding statement or section that follows from and</i></b></p>

	<i>supports the argument presented.</i>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Computer, LCD projector</li> <li>• Notebooks, 1 per student/ Writing Implements</li> <li>• White board/ markers</li> <li>• Dictionaries/Thesauruses</li> <li>• Reading passages, 1 per student</li> <li>• Handouts, 1 per student</li> <li>• Worksheets, 1 per student</li> </ul>
<b>Lesson Introduction</b> <b>(5 minutes)</b>	<p>The Lesson Introduction will aim to teach students to recognize problems in their own writing and in their peers’ writing. Rather than do this through peer review, as this may cause embarrassment, the instructor will distribute three handouts: one will contain a passage and two will contain Open Responses. One response will be completed well and one will be completed poorly. Students will not be told there is a difference or what the difference is. Students will be asked to read and annotate the passage and then each response while writing at least three things that were good, bad, confusing, helpful, etc. in each response. After students have completed reading and annotating, the instructor will ask students to share their experiences with the responses and discuss the quality of the work, including the accuracy of each example’s claim. If students are receptive, the instructor may ask students to relate these problems to their own writing. The instructor will ask students to identify their strengths and weaknesses in writing. The instructor will explain how strong writing skills are important not only for making the MCAS easier to take, but also for lifelong tasks, such as writing resumes and letters.</p>
<b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b> <b>(15 minutes)</b>	<p>After compiling a list of the pros and cons of each response example, the students will be given a worksheet and a sheet of lined paper for their own open response. The instructor will introduce the lesson by explaining that today, the class will be working on improving their open responses by learning how to properly use quotations from the text. The instructor will ask for a student volunteer to read the passage (provided during lesson opening activity) aloud to the class. Multiple students may be called upon to read a portion of the text if the passage is lengthy.</p> <p>The instructor will pull up the Weebly website on the projector and show students the page labeled, “Transitions.” The students will be reminded that the transition examples on this page were created by the students in a previous class during a brainstorming session. The instructor will ask students to write down the correct claim (decided upon during the Lesson Introduction) on their sheets of paper. Students will be given about a minute to underline or highlight two to three pieces of evidence from the text that support their claim, if they did not do so during the Lesson Introduction. Students will be asked to volunteer to share the textual evidence they chose and to offer explanations for how the evidence supports their claim. When a student volunteers and explains, he or she will be invited to the blackboard to write the evidence along with its paragraph or line number.</p>

	<p>Students will then be told to take the pieces of evidence from the board and use the transitions from the Weebly website to properly introduce each quotation. They will be given approximately two to three minutes to do this and will be asked to look up when they are finished. Student volunteers will be asked to share their sentences and the instructor will provide feedback and explanation for how the transition is or is not effective. Students will be reminded that if a sentence does not sound proper when spoken aloud, it is not properly written.</p> <p>The instructor will write the most effective transitions from the students on the blackboard and will move on to the Weebly page about integrating quotes. The instructor will mention that some of the students' transitions did not work out correctly and that it isn't necessarily their fault. The instructor will explain that when using direct evidence, sometimes transitions are not enough to make a quote sound proper in a sentence. The instructor will draw a pair of brackets ( [ ] ) on the blackboard and ask students if they have ever used this symbol. The instructor will explain that brackets are used to change or add a word in a quote so that it makes sense grammatically. The instructor will caution the students about the dangers of adding a word to a quotation; she will inform students that brackets are not used to change the meaning or intent of a sentence and that doing so is not ethical.</p> <p>The instructor will ask students to pick up their handouts (attached) and will ask student volunteers to read the bullet points that identify the uses of brackets. The instructor will ask a student to provide a piece of evidence and a transition that he or she could not figure out how to use properly. The instructor will show how brackets can change a pronoun or a tense of a verb in a sentence in order to make the meaning more clear. The instructor will repeat this process several times until students say that they feel comfortable trying the process on their own. From here, students will begin the lesson wrap-up.</p>
<p><b>Wrap-Up of Lesson</b> <b>(5 minutes)</b></p>	<p>Students will be asked to re-write their own evidence sections using brackets, if necessary. Once finished, students will be asked to come to the front of the classroom and type a piece of evidence using a proper transition and brackets directly onto the Weebly site. The instructor will demonstrate the use of the Weebly spelling/grammar checker, and the instructor will explain that while the checker can point out spelling mistakes, it cannot pick up homophones and it often has a problem with brackets and other symbols (this fulfills the multimedia standard). Students will continue to type their sentences onto the laptop and onto the Weebly site.</p>
<p><b>How will students be assessed to make sure they</b></p>	<p><b>Goal:</b> Students will show an understanding of the text by correctly forming and writing a claim that is supported by direct textual evidence when provided with a reading passage.</p> <p><b>Assessment:</b> Students will be provided with a quiz page that</p>

<p><b>are able to perform the objectives?</b></p>	<p>includes a passage. They will be asked to write the correct claim that would begin an open response.</p> <p><b><u>Goal:</u></b> Students will independently find and highlight/underline at least two pieces of direct textual evidence from the passage that are relevant to their claims.</p> <p><b><u>Assessment:</u></b> Students will be asked to list provide two to three direct pieces of evidence from the text with a paragraph and line number citation.</p> <p><b><u>Goal:</u></b> Students will be able to integrate direct quotations into their own text and correctly identify at least 4 out of 5 as correct or incorrect examples of quote integration during an in-class exercise.</p> <p><b><u>Assessment:</u></b> The quiz paper will list five examples of correct and incorrect quote integration. Students will be asked to indicate if the quote integration is correct or incorrect. If incorrect, students will have to circle error made and then correctly integrate the quotation into a sentence that they create themselves.</p>
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## [ Using Brackets ]

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### What are brackets?

Brackets are **symbols used to alter a word or phrase within a quotation**. They are especially helpful when you need to change something in a quote to make it fit more seamlessly into your sentence.

### Why do I need to know this?

Being able to use information from outside sources is essential for creating a good piece of analytical writing, and creating a good piece of writing is an extremely important **life skill** that you will use long after you graduate. Integrating quotations seamlessly allows your writing to flow more easily, and makes your sentences (and you) sound more **mature and educated**.

### When should I use brackets?

Brackets can be used to change a word or phrase within a sentence. You can use brackets to change do three things:

1. To change a **pronoun**
2. To change the **tense** of a verb
3. To add a word or phrase to **clarify**

Brackets cannot be used to change the meaning of a quote so that it fits into your paper. Always remember: your claim should fit your evidence, not the other way around.

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**Here are some examples** of quotations and sentences that use brackets to integrate the quotes. Each sentence will add another bracket from the last. While most sentences shouldn't need this many brackets, this example shows how one quote can benefit from many alterations.

The quote being used here is: *"I always have to pick up my brother!" Kathy complained.*"

- **Changing a pronoun**

In paragraph two, Kathy states that she "always" has "to pick up [her] brother."

- **Changing the tense of a verb**

In paragraph two, Kathy states that she "always [has] to pick up [her] brother."

- **Adding a word or phrase for clarification**

In paragraph two, Kathy states that she "always [has] to pick up [her] brother [from school]."

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**Try it out!** Below are two sentences from writers who tried to use brackets in a quotation within their own writing. After reading the sentences, try to fix the errors each writer made and explain why they misused the brackets. Once you're done, see if you can create a better version of a sentence using the quotation and brackets.

The quotation being used here is: *"In my mind, the storm had destroyed not only our home, but our family."*

1. In the text, the narrator says the "storm had [destroys] not only our home but [our] family."
2. In the final sentence of chapter four, the narrator says "in my mind, the storm [hurricane] had destroyed not only our home, but [my] family."

How would you edit these sentences? Can you come up with your own example of the proper use of brackets?