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Teacher: Daniel J. Eckel

Grade: 2

Total Number of Students: 14

**Context Statement:** This class has 11 Chinese Students, 2 South Korean Students, and 1 Kyrgyzstan Student. Of those 11 Chinese students, 7 students are boys, and 4 students are girls. 1 Korean student is a girl and 1 Korean student is a boy. The Kyrgyzstan student is a girl. Thus, 8 students are boys and 6 students are girls. Furthermore, 2 students have a very low level of English, 2 have a barely passable level of English, 9 have a decent level of English, and one 1 student has an outstanding level of English. I also need to take into consideration social class dynamics. The one student with a low level of English has a lot of trouble getting along with others.

**Standards:** Although other standards will be touched upon, these are the main Common Core Standards the Students will be focusing on:

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**Objective:** Students will be able to create a 5 minute Podcast adaptation of the Bremen Town Musicians, which includes a well-written script, all according to the rubrics given.

**Tactic to be used:** the students will work in small groups to create a specific project (collaborative rather than cooperative). Being the first podcast project ever, the teacher will assign the roles to the students rather than the team leaders (roles have been made specifically for writing in groups and podcasting).

**Group size:** 2 groups of 4, and 2 groups of 3 (the 2 groups of 3 will each have a stronger student in them who can take on 2 roles).

**Total Time for lesson:** 80 minutes (two Language Art Blocks).

***Activity Introduction: 15 minutes***

*Ice Breaker Activity (5 minutes)*

Begin the lesson with an icebreaker that focuses on thinking of how others think and why. I call it:

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Superhero Confusion. When the students walk into class they will see a red blank banner across the whiteboard obviously covering a question (Creates anticipation). I will tell them that behind the banner is a question. When they see the question they cannot tell anyone their answer. They need to write down their answer on a piece of paper provided to them, and then when they must give me the piece of paper. The question will be: "If you could have any super power, what would it be?" Once the students are done with this part, and after I have all the answers that they wrote, I will tell the students I will read the responses but no one can say whose response it is. I will then read the responses one at a time. I will ask students to make guesses whose super power is whose, and ask them to give their reasons. Thus the students will get to know each other in a different way, and be more open to working in teams with just about anyone. After this activity is over, I will then tell the students that today will be a group project.

*Groups:* After the Ice Breaker, I will put the students in their pre-assigned groups (2 groups of 4 and 2 groups of 3. The students will be divided according to diversity, gender, and level to make sure each group is even...to the best of my abilities). To make sure the students move into their groups quickly, I will have the students pick up their chairs, and when I call their names, they will go to the designated spot (near my large flip board). As a side note – this classroom I have already has four ready to use work stations so the desks don't need to be rearranged.

*Instructions (10 minutes)*

I will first review with the students the story read throughout the week (Bremen Town Musicians). I will then use my large flip pad to share the pre-written objective: Today you will work in groups to rewrite the story you read this week and then create a 5 minute podcast (Podcast recording was taught during ICT the previous two weeks) with the rewritten story. Each student will be assigned a role in their group, and they are only allowed to do their role.

The Roles are:

**Group Leader** – makes sure everyone is working hard, following the rules, and gives updates to the teacher during the class huddle time.

**Scribe** – writes down the actual story, using what was said during the group project.

**Researcher / Technician** – this student is allowed to look up spelling on the digital dictionary, and although the team can record and discuss together, this student uses the computer to make the edits, and recording.

**Time Keeper** – This student makes sure the class is on time, and following the structured format given to the students to produce their creation.

The students will already be familiar with these roles as they have done them before, except for researcher / technician.

After I share the roles, I will give the students the format of the project that they must follow, to make sure the project runs smoothly, as during recording time, I need to put the groups into different areas to make sure there is no interference. When recording, each student needs to participate during reading time for at least a minute.

***Activity: 60 Minutes***

**Format of Activity** – This activity / project needs to be very structured to make sure the students are able to complete the task.

**Brainstorming** – Students meet in their groups to talk about how they want to rewrite the story they read: Bremen Town Musicians. (5 minutes)...Teacher calls group leader huddle.

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*Discussion and Writing* – Students work together to produce their script for their story. The researchers are allowed to look up words and the scribe needs to do a lot of writing during this time. (15 minutes).

When the time is up, the students will give their script to a selected group for peer editing (5 minutes).

*Practice reading their script* – Students work together to practice reading their story, so that when they record it goes well. (10 minutes).

*Recording of Podcast* – done at the computer stations / library / ICT lab – Students go to their designated areas and record their podcast (15 minutes).

*Editing* – groups work with their technician to add sound effects, and polish their work. It is handed to me on a USB drive so I can check it and we can share it the next Language Art Periods. (10 minutes).

### ***Reflections and Debriefing*** (5 minutes)

Students will meet back and we will do a class circle to discuss how we think the project went. We will talk about the good that happened and what can improve for next time. We will do a class reflection on the project.

### **Assessment**

- I will be getting a pulse of the project both from walking and asking groups where they are at, but also from constant updates by the group leaders.
- The students will be getting a group grade for the project. This will be assessed through a rubric that was given to the students showing how each section of the project is worth. There will also be an individual grade, based off of three aspects: teacher monitoring, group leader updates, and what areas of the project were excellent, or lacking. For example, if the script had a lot of spelling errors, then the person in charge of research and the scribe will be affected, if many parts of the project did not get complete on time then the group leader and the time keeper will get affected.
- As mentioned, debriefing will happen at the end of the lesson with all the students together.
- While monitoring, I will look over their work, and give them tips and clues, as well as encouragement.