

Jackson Public Schools Lesson Planning Guide for Traditional, Hybrid, and Virtual Lessons

Teacher:	Subject: ELA	Unit/Chapter/Module: 1	Grade: 4	Week of:
<p>MS-CCR Standard(s): MA: Cr2.1.4 Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.</p> <p>MA: Pr5.1.4 Develop and refine artistic techniques and work for presentation. a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions. b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions. c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.</p> <p>MA: Cn10.1.4 Synthesize and relate knowledge and personal experiences to make art. a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks. b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</p> <p>W.4.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>		<p>Essential Question(s): - What does it mean to have a great heart, figuratively?</p>		

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<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources.</p>	
<p>Key Vocabulary:</p>	<p>Learning Target(s):</p> <ul style="list-style-type: none"> - The student will create a digital collage that visually exemplifies what it means to have a great heart, figuratively.
<p>Materials/Resources:</p>	<p>Google Slides</p>
<p>Learning Management System: Zoom</p>	
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Lesson Structure		
Lesson Component	Duration	Activities and Strategies
Welcome (Student independently prepares for learning)	5 min	The students will complete their morning work.
Launch (Teacher introduces content framing question)	5 min	The students will enter examples of showing a great heart into Padlet. The class will review the examples together.
Learn (Teacher supports students' engagement in productive struggle)	20 min	The teacher will show the Great Heart Collage planning sheet in Google Classroom. The teacher will review each question and give examples of possible answers, emphasizing that the answers are completely up to the student. The students will complete the planning sheet independently. The teacher will review answers in Google Classroom as the students work.
Land (Reflection on lesson goals)	5 min	The teacher will call a few students to share their answers.
Wrap (Closing Activity)	5 min	The teacher will assign Dojo Points
SEL Embedded Component(s)		Social awareness - being aware of the needs of others and the contributions of others

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Welcome (Student independently prepares for learning)	5 min	The students will complete morning work.
Launch (Teacher introduces content framing question)	5 min	The students will pull up their planning sheets to review their answers.
Learn (Teacher supports students' engagement in productive struggle)	20 min	The students will open the Great Heart Collage assignment in Google Classroom. The teacher will share screen to review the functions of Google Slides (how to insert pictures and text boxes, move the images and text within the slide, change the text size and image size). The teacher will insert a few images and text boxes as examples, demonstrating how to adjust the collage. The teacher will review the expectations for the collage (include at least one image of a person who shows a great heart, cover the entire slide, etc.) The students will work independently on their collage using their planning sheet as a guide as the teacher helps those who struggle with functionality.
Land (Reflection on lesson goals)	5 min	The students will explain how the collage helps visually explain what it means to have a great heart.
Wrap (Closing Activity)	5 min	The teacher will aware Dojo Points.
SEL Embedded Component(s)		Self-management - handling personal frustration with learning new skills and technology

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Welcome (Student independently prepares for learning)	5 min	The students will complete their morning work.
Launch (Teacher introduces content framing question)	5 min	The students will review their collage and make any adjustments.
Learn (Teacher supports students' engagement in productive struggle)	20 min	The teacher will show an example explanation paragraph. The students will identify the topic sentence and supporting details within the paragraph. The teacher will show the students where they finished the sentence in their planning sheet "I believe that having a great heart means _____," and instruct them to use this as their topic sentence. The teacher will ask the students to explain why they chose each image in their collage and how it shows a great heart. The students will write one sentence explaining each image. The students will work independently to write their paragraphs while the teacher supports struggling students.
Land (Reflection on lesson goals)	5 min	The students will explain how the collage and the paragraph together could help someone understand what it means to have a great heart.
Wrap (Closing Activity)	5 min	The teacher will assign Dojo Points
SEL Embedded Component(s)		Social awareness - being aware of the needs of others and the contributions of others

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Welcome (Student independently prepares for learning)	5 min	The students will complete morning work.
Launch (Teacher introduces content framing question)	5 min	The teacher will explain that the class will be celebrating the work of their classmates. The teacher will instruct students to unmute when they see their collage to explain to the class why they chose to include those images.
Learn (Teacher supports students' engagement in productive struggle)	20 min	The teacher will share screen to show each student's collage. The student will explain their collage, and all students will unmute to applaud the work. Repeat for each student.
Land (Reflection on lesson goals)	5 min	TTW praise the work shown, and explain that even though each was represented differently, they each explain a different aspect of showing a great heart.
Wrap (Closing Activity)	5 min	The teacher will award Dojo Points.
SEL Embedded Component(s)		Social awareness - admiring the work of others, and complimenting others