



## Learning Plan incorporating Digital Tools with English Language Learners

Teachers: Robin Bashor, Janette Barela Grade: Information Literacy & Technology, 2<sup>nd</sup> Grade High Intervention

Timeline: 3 sessions (Jan. 11, 18, 25<sup>th</sup>) 10:30-11:15 (Lab/Library)

Lesson/Unit Subject or Title: Response to Literature with Accountable Talk via Blogging

### Standards Addressed:

- **Subject Area Content :**  
Literacy - Story Comprehension: Main Event and Supporting details;  
Written Response to Literature.
- **D.P.S. Information Literacy and Technology Standards**  
Uses own words to paraphrase and summarize information verbally and in writing.
- **21<sup>st</sup> Century Learning Skills and N.E.T.S.S.:**  
Collaborate with others to broaden and deepen understanding. Contribute with the exchange of ideas within the learning community. Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

### Objectives:

- **Learning Objectives:**  
Students will understand a stories main event in collaboration, using accountable talk and create a blog post summarizing and paraphrasing the supporting details from the story, as well as, evaluate other's posts with comments.

- **Language Objective:**

Students will be able to write in complete sentences located from text:  
"Who? + Action + What?" Ex. \_\_\_\_\_ told Giraffe \_\_\_\_\_.

- **-Lit. Vocabulary:**

Main Event, Characters, Beginning, Middle, End, Change

- **-Tech Vocabulary:**

Gaggle, Blog, Submit, Post, Comment, Entry, Edit.



### Resources:

*Giraffe's Can't Dance*, by Giles Andreae story script and book.

### Technology Tools:

Computer Lab, Projector, BookFlix, Gaggle.Net- Blogging

### Computer Lab Expected Outcomes

- **Student Products:**  
Blog Post and Comment post on peer's blogs
- **Assessments of Student Learning**  
Rubric for blog post using complete sentences and understanding of main event, using supporting details from the text.

### Activity Design

#### Sequence of Learning Activities:

- Library: Introduce New Lesson . Recall a previous read aloud and ask: What strategies did you use to help you understand the story? Think-pair-share for 2 mins. Chart their thoughts. Introduce Giraffe's Can't Dance, read aloud. Model ways to help students understand the main event: Stop and think during story, Remind self what happened in the beginning and middle, who are the main characters, what did they do, what happened to them in the end, how did they feel, have you ever felt that way, when did the story change, how did you know, why did the author tell us this? etc...
- Computer Lab: Review previous intro to Gaggle.net and their 1<sup>st</sup> blog entry (introduction of self). Explain Lesson Objectives. Recall identification of a stories main event and "how you know" from previous lesson. Pair up students. Watch *Giraffe's Can't Dance* on BookFlix. Stop movie midway through (think-pair-share) and ask questions/previous lesson.
- After story, pass out story scripts & highlighters to pairs of students. Together they collaborate to locate text that identifies when the story changed/main event. Ask students to share their sentences from the story. Go back to script and star or circle changes to correctly identify main event.
- Everyone Opens Gaggle accounts and Open Blogs. Teacher models creating a new blog for our book using main characters + action + what happens. Students create and post blog with complete sentences, using highlighted text to paraphrase and summarize the main event in the story. Pairs assist each other, yet create own sentences within blog. Students reread and edit blog for spelling and punctuation before posting. Teachers read posts and reveal interesting information to whole group and ask leading questions to allow for collaboration and freedom for accountable talk and link to text.
- Teacher models how to locate peer's blogs, read, or **listen** to the blog using "Say it," reflect, and comment in complete sentences about what they liked about the story. I liked your comment because \_\_\_\_\_. Or, I liked this story because \_\_\_\_\_.