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*\* Edmodo group code: 3vmt4j or edmo.do/j1xvstg*

LESSON PLANNING TEMPLATE (adapt as needed)

NAME Lesson topic	Critical evaluation of websites and integrating multimodality into poetry lessons: all about meta-awareness		
Date	23+24 March 2017	Grade	PGCE
Lesson aim(s) (relate to the curriculum)	<ul style="list-style-type: none"> <li>To understand the functions of internet sources, <sup>with specific context</sup></li> <li>To critically evaluate websites - create meta-awareness</li> <li>To engage with various sources for creative integration into lesson plans</li> </ul>		
Key questions	<ul style="list-style-type: none"> <li>How does the "landscape of sources" contribute to how I plan my lesson?</li> <li>How do we evaluate websites about the texts we are looking at?</li> <li>How does engaging with multimodal sources shape the way we make of the poem?</li> </ul>		
Teaching support material/data	<p><i>lowpoint slides (com), PPT, screenshots, projector, speakers, prestik, DLitB, blogspot, Co2a, smartboard, Edmodo site, curating websites and art supplies (e-mail), own source function diagrams, board, art devices, internet searches, write this lesson plan (hand out), feedback prompts on board.</i></p> <p><i>Teaching strategies: Videos - Overview of theories + 7 videos + 7 audio-speech</i></p>		
Learning activities	<p><i>Hook: (Prior knowledge)</i></p> <p>How do you feel when doing internet searches? How do you use the internet at home, for assign, for your lesson plan? Introduce simple theoretical underpinning: types of media compared to functions of media</p> <p><i>Introduction: Curating sites -&gt; quickly!</i></p>		
Learning activities	<p><i>(Short) 10 min</i></p> <p>Draw a picture and paste on wall. (Individual)</p> <p>Quick classroom discussion -&gt; whole class</p> <p>Contribution: Start thinking about functions of internet + connect with prior experience</p> <p>Individual notes on hand-out. No discussion (applied in rest of class) -&gt; point-4th helps</p> <p>Direct students to link on Edmodo</p> <p>Contribution: More about function of sources</p>		

<p>Critically evaluate sites directly connected to the text "The Eagle" by Howard Alford Tennyson</p>	<p>25 min</p>	<p>Group work: Use the Checklist on d14 to b10 to -</p> <ol style="list-style-type: none"> <li>1. Sources about author</li> <li>2. Sources about the poem</li> <li>3. Sources about the context</li> <li>4. Sources about teaching poetry</li> <li>5. Sources showing telling you</li> </ol> <p>Contribution: Create media - an e-poster, work with blogs, work with Edmodo</p>	<p>Use text "Poem for my mother" to guide a modelling class about working with sources that link indirectly to the poem. Explaining why poets (Hook) Draw your reflection (move from personal to public). Read poem as class.</p> <p>Tough - points for above:</p> <ol style="list-style-type: none"> <li>1. Images (shuffled hands) (grace + title) - individual work</li> <li>2. Words working together (strong) - specific to abstract</li> <li>3. Contrast (blue - mixed page)</li> <li>4. Theme: visual, sound, cultural (strong) min</li> </ol> <p>*Remember: Tomorrow's class snark peak + challenges (10 min)</p> <p>Assessment opportunities (formal or informal)</p> <p>Allow students to draw resources from a hat (remember to print out!) and work on their lesson plans of last week in class, imagining themselves using the resources - devices in class to infuse their lesson plans with multimodality. Presented in class.</p> <p>↳ 1 1/2 h</p>
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Remember Challenge: SMART Board or Ipad or tablet / Ipad apps  
 ↳ Challenge 2: Join curator platform

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