

# HBCSD TECHNOLOGY LESSON PLAN

## 7th GRADE (Lesson 1)

**Grade Level - 7**

**Lesson Title - Book Critique of *The Giver***

### Standards

[CCSS.ELA-Literacy.RL.7.1](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.7.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[CCSS.ELA-Literacy.W.7.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-Literacy.W.7.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.7.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 [here](#).)

[CCSS.ELA-Literacy.W.7.6](#) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Technology Competencies

- Computer Identification/Skills 3-6, 8-9
- Application Skills 10-18
- Word Processing 19-27
- Publishing 41
- Societal/Ethical Issues 48-53

### Purpose

Students will create a well-balanced critique of *The Giver* which will be posted onto the Group Section of School Loop for fellow student discussion/contribution. Students will be mindful of and use appropriate interaction through the media.

### Resources

School Loop - Teacher may build a class group for student posting and discussion

[https://www.excellenceinwriting.com/files/Unit\\_9\\_Webinar.pdf](https://www.excellenceinwriting.com/files/Unit_9_Webinar.pdf)

<http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html>

### Supplies

- Class set of *The Giver*
- Internet accessible computers
- All students registered onto School Loop
- Network printers
- Paper (lined and printer)
- Pencils

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### Direct Instruction

1. Review standards for computer use, Internet search procedures, and publishing skills
2. Remind students about computer safety, saving files, and printing procedures
3. Show sample critiques and model how to make one
4. Show how to access the Group section in School Loop by uploading your sample critique
5. Show how to open a Discussion thread within the Group section
6. Review acceptable standards for peer reviews providing sample review
7. Set standard of how many students can review one essay so that every student receives a minimum of three reviews

### Guided Practice

1. Students write their own critiques of *The Giver*, saving often into approved medium (network file folder, individual flash drive, etc)
2. Students upload their critiques into the Group section in School Loop
3. Students read at least three essays and provide positive feedback/suggestions for improvement
4. Students monitor their own critiques and edit the essay using helpful suggestions from peers
5. Students print edited essay (home/school depending on capability)

### Differentiated Instruction

- EL - pair with partner, allow proofreading by either teacher or student mentor, allow scaffolding devices like Internet assistance
- GATE - narrow critique focus to global commentary, use alternate mediums like video critiques

### Assessment

Rubric should be provided prior to guided practice. Teacher can grade based on content accuracy, level of critique, conventions, upload to Group forum, and edits based on peer reviews.