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| ***Lesson Plan: MLA Unit- Day 2*** |
| **Subject & Grade:** English 10 Honors |
| **Teacher:** Ms. Sisson |
| **Learning Goal:** Identify and demonstrate knowledge of correct sequencing, punctuation, and formatting of an MLA Works Cited page. |
| **NCTE/ IRA Standard (s):**  3) Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).8) Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. |
| **SOL for Day 1:** **10.8 The student will collect, evaluate, organize, and present information to create a research product.** e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).* use organizational patterns/techniques, such as:
* use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis.

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| **Bell Ringer:**  |
| * Free-write on the prompt for 2 minutes.
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| **Anticipatory Set:** |
| * Free-Write 2 Minutes
* Mini-Lesson on MLA with Perdue Owl (15 Minutes)
* MLA Game (30 Minutes)
* Wrap Up Discussion with 1-2-3 Q’s (5 Minutes)
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| **Main Lesson Activities:** |
| **The Student Will Be Able To….** | **The Teacher Will….** |
| 1. Compose journals which allow students free thought.
2. Inspect the sequence and punctuation of MLA citations.
3. Organize citations with correct punctuation and sequencing.
4. Assess their citations as well as the citations of other students.
5. Measure their knowledge of citations and understand generators won’t always be correct.
 | 1. Tell students to get out a piece of paper and free write for 2 minutes on the given prompt on the PowerPoint.
2. Use a PowerPoint to model for the students how to do a MLA Works Cited Page. Explain why we use them and the correct sequencing and punctuation. (Make an acronym for the order).
3. Next, have the students get into groups. Explain the game. Students will pick up an envelope which will have a various large pieces of paper with different authors, books, publication information, punctuation, etc. Each piece of paper has a number, which means they are in the same citation, but they have to put them in the correct order.
4. Have students come to the board when they are done and post their citations under the Works Cited title on the board. The first group done, CORRECTLY (alphabetical order, correct citations, indentations, etc. WINS!)
5. Now prompt them to discuss how they can remember the order of everything so they can spot an incorrect citation. Explain that citation generators don’t always get the citations right.
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| **Closure** |
| **“1-2-3” Questions:**On a piece of paper have students write 1 thing they want to know about MLA, 2 things they already knew, and 3 things they learned. **Homework:**Brainstorm topics for research, they need to have their chosen topic on a piece of paper tomorrow.  |
| **Assignments:** * Free write
* MLA Game
* Discussion
* 1-2-3 Questions
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| **Assessments:*** Free writing
* Game participation and correctness.
* Exit cards (1-2-3 Questions)
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| **Extenders/ Back up Activities:**If students finish early, have them get out computers, start researching and compiling a list of reliable sources for their research paper. Have them go on Perdue owl and use those pages as a model.  |
| **Materials:** Power Point on Works Cited Pages Perdueowl.comEasybib.comCitation envelopes |
| **Sources Used:** **PerdueOwl.com**  |

**Teacher Notes:**

***Instructional Notes/Questions***:

***Assessments***:

***Instructional Materials***: