**Daily Lesson Plan**

**Title: Project Meme**

**Duration: 50 minutes**

**December 12, 2017**

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| **What am I teaching?** | |
| Aim: by the end of this lesson students will be able to:   * Write a short meme * Make a rubric to assess a good meme * Read other groups meme and assess them using the rubric * Read their own writing to the class and explain what it means | |
| **How am I teaching it?** | |
| **Do Now: Read & Reflect (5) m** | |
| * Ss are asked to read a meme in English *(a humorous image, video, piece of text, etc., that is copied often with slight variations and spread rapidly by Internet users.)* * In groups of 3, SS are asked to write a rubric of what makes a good meme * They send me their rubrics and I use their ideas to make the final rubric. * (categories are, Originality, Appropriate language, Value, In time) | * Promotes higher-level thinking * Opportunities for students to initiate higher-order questions & extend/enrich the discussion   Open-ended questions with multiple correct answers |
| **Class Activity: Write it down ( 20 m )** | |
| Write it down   * In their groups ss come up with an idea for their writing * They start phrasing what they want to say. * I go around helping with words they need or phrasing problems. * Ss draw a stick figure to go with their writing | * Fully aligned with instructional outcomes * Permits student choice * Appropriately paced to allow time needed to intellectually engage with and reflect upon learning |
| **Class Activity: Jigsaw sharing and assessment (20 m)** | |
| * Groups split up and share their memes with other groups. * They read it to them and explain new words. * They use the rubric to assess each meme and give it a score in each category. (Categories are mentioned above) * SS get back to their original group and see the scores they got |  |
| **How am I assessing it? (5 m)** | |
| I comment on each piece of writing and give feed back  I re-assess students final product and give them a score | * Integrated into instruction * Students contribute to assessment criteria * Students self-assess & are aware of characteristics of high-quality work * Specific & timely feedback |