

LESSON PLAN

Subject:	English language /Literature
Grade 8:	SP II
Term/Unit:	Term1, Unit 1
Theme:	Health and Nutrition
Focus Strand:	Research and Study Skills
Topic:	Conducting a Research

Objectives: Groups 1, 2

Students should be able to:

- Analyse topics to ascertain areas for focused research
- Formulate questions about the topic to guide focused research
- Work cooperatively in groups

Engage

Students will listen to a dialogue among three students who have a research project to complete but are having challenges, after which they will undertake the following:

- i. state the problem that the students had and say why.

Students will be engaged in a discussion regarding narrowing a topic for research.

In order to reinforce what the students would have learnt from the dialogue, a bag will be passed around with research sub-topics that students will place under broad topics on the whiteboard.

Students will be asked to justify why they placed a particular sub-topic under one of the broader topics.

Example: 'Good Food versus Bad Food' – Sub-Topic

Junk Food and Health – Broad Research Topic

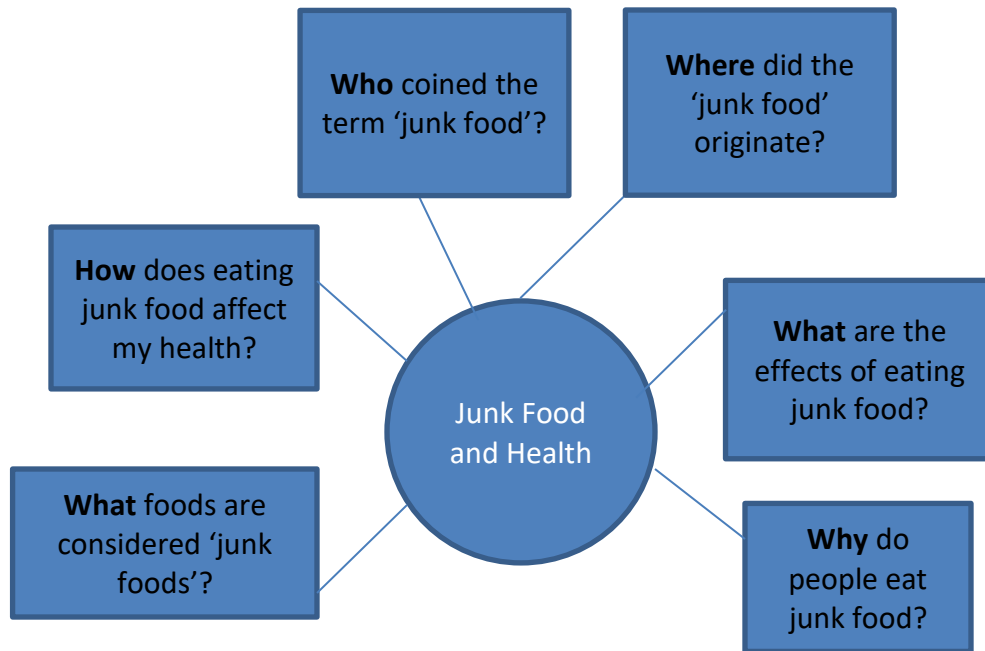
Explore

Students will watch a YouTube video https://www.youtube.com/watch?v=V8f_pLyz7Q4 which focuses on the steps involved in managing a research project. After watching the video, they will engage in a whole class discussion focused on the steps highlighted in the video. As part of their reflection on the video and the class discussion, they will use a graphic organizer, of their choice, to record the steps discussed. Students will then work collaboratively with the teacher to narrow the broad topic 'Junk Food and Health' they will be guided through the process by:

- (i) developing questions using the 5Ws and H
- (ii) turning subheadings into questions and
- (iii) using picture cue cards.

Students will then share their graphic organiser, explaining the relationship between the main topic and their sub- topics.

Sample Semantic Map (The 5Ws and H)



Explain

In groups, students will select a topic from a ‘mystery bag’ then employ the strategies learned to narrow down their topic. The following questions will be used to guide the process: (i) how can we get a more specific topic? (ii) what are the things we need to consider?

Extend/Elaborate

In groups, students will use the sub-topics generated from the previous activity to complete a KWHL chart. They will discuss what they already know about their sub-topic. Determine what they need to know by formulating three questions for research (complete what I want to know column) and indicate how they will gather the information (How do I find out column). Students will then engage in collaborative discussion with teacher/peers to refine, restructure and expand the information in their KWHL charts.

Students will then be advised to use different online/offline sources to gather information based on their sub-topic then complete the last section of the KWHL chart (*What have I learned?*). (Please note:- it is expected that extension of the activity will take place outside of the classroom setting)

Name: _____

K <i>What do I know?</i>	W <i>What do I want to know?</i>	H <i>How do I find out?</i>	L <i>What have I learned?</i>

Evaluation

Students will self-select a partner to engage in a reflective activity using the Exit Slip. Following completion of the slip, students and teacher will engage in a discussion to critically evaluate the information representing their reflections.

Name: _____
EXIT SLIP
What was the most important part of what you learned today?

How is what you learned today connected to your previous knowledge?

How will what you learned today help you in the future?

OR

Oral Quiz- I ask you ask activity

Assessment Criteria: Were students able to

- Identify the main problem students often encounter when given a topic to research
- Narrow a research topic using different strategies – e.g. 5Ws and H, turn sub-headings into questions
- Specific research questions satisfactorily developed
- KWHL chart accurately complete

Teacher Reflection:

Dialogue

Bob: Hi Sandy.

Sandy: Hello Bob, what are you doing with all those books and papers?

Bob: Remember miss gave us a project on 'Health and Nutrition' so, I am going to write out all the information that I found in these books.

Sandy: (laughs) Yes, I remember Bob but, you need to get real; that is a whole lot of writing. All I need now is some more paper to finish printing off all the information I found on the internet on the topic. I already have about 30 pages.

Bob: No Sandy, that will not work since miss says she doesn't want more than 20 pages that is why I am writing mine. That way I can write very small and ensure it holds on the 20 pages.

Sandy: Sorry Bob, but I don't know how to give her less than that since there is so much information on the topic.

Bob: Tell me about it, do you see how many books I have? I don't even know where to begin. (sighs)

Jimmy: (Calls from the table opposite Bob) excuse me guys but I overheard your conversation and I think you guys are having this challenge because you are looking at everything related to the topic.

Sandy : Shouldn't we?

Jimmy: When you go to KFC do you order everything on the menu? No, you look and decide exactly what you want.

(All three laughed)

Jimmy: Guess what guys, my teacher will be teaching this topic in class today and since your teacher is not at school you could come over and join us.