Describe the artifact:

This assignment effectively engages students by assigning them distinct roles that facilitate collaborative reading. By breaking down a complex text into manageable parts, students can focus on understanding their assigned sections before sharing insights with their peers. This promotes active participation and helps to clarify challenging concepts.

The use of a “4 square poster” as a synthesis tool is a creative way to visually organize their thoughts. This method allows students to distill key ideas, supporting their ability to make connections and synthesize information from the text. Additionally, aligning the lesson with Standard 9 emphasizes the importance of tailoring learning experiences to meet diverse student needs. By recognizing that students learn differently, this framework encourages teachers to adjust their approaches and provide adequate support, ensuring that every student can engage meaningfully with the material.

Overall, this assignment not only fosters comprehension but also cultivates teamwork and critical thinking skills, making it a well-rounded educational strategy.

Reflect on the artifact:

Reflecting on the assignment, I found it to be an effective approach to breaking down complex texts. By assigning different roles to students, it encouraged engagement and collaboration, allowing them to tackle challenging content together. However, I did realize that the lesson plan was quite lengthy and likely exceeded the time available in a single class period.

To optimize the experience, it might be beneficial to select a smaller text that can be easily managed within one class session. Alternatively, extending the lesson over two class periods could allow for a deeper exploration of the material and a more thorough synthesis process. This would give students ample time to discuss their roles, share insights, and create their 4 square posters without feeling rushed. Overall, adjusting the text length or spreading the lesson over two days would enhance the effectiveness of this engaging learning activity.

Canyons School District Lesson Planning Guide

PART 1 - Planning		
Teacher Name: Hamilton	Course/Content/Grade CCA 6th Grade	Lesson Duration: 50 mins.
Unit/Topic/Module: Transportation, Distribution, Logistics	Core Standard(s):	
Lesson Objective(s): Students will understand the basic concepts of transportation, distribution, and logistics so that they can see how it plays a part in their daily life when purchasing goods. They will know they are successful when they can categories the different TDL careers.		
Essential Vocabulary: transportation, distribution, logistics, efficiency, destination, fulfillment		
Interdisciplinary Connections (shared content, skills, or vocabulary): Social Studies: Silk Road, trade routes		
Materials and Technology needed to enhance learning: Chart paper, markers		
Assessment for student learning (checks for understanding to be used to guide instructional decisions): Students reading silently and if they are marking unknown words (if not marking anything, they are not understanding the entire article)--this is a hard article with all new content.		

PART 2 - Teaching				
Pacing	Lesson Sequence	Student Skill or Knowledge	RIGOR Level	Scaffolding & Grouping
Pacing in Minutes	*WHAT THE TEACHER DOES:* • Initial instruction • Explicit Instruction: I do/We do/Y'all do/You do	*WHAT THE STUDENTS DO:* • Opportunities to Respond (OTRs) that provides immediate checks for understanding	Acquisition Fluency Generalization Adaption	*HOW THE TEACHER ADJUSTS THE LESSON FOR ALL LEARNERS:* Scaffolding for the needs of ALL learners (include interventions) Grouping Structures for effective scaffolding
5min	Connect TDL with previous Manufacturing. Explain Reading activity	Students will "mirror me" with explanation of reading activity.	Acquisition	
10 min	CFU-scope the room, proximity	Students will be doing a silent read and circling any words that they do not know or are not familiar with in their first read.	Acquisition	Based on what words students are circling, T will include in next section.
5 min	Vocabulary. Link with Pictures. Anticipated vocab: distribution, logistics, operations, fulfillment centers	Students will create a motion to go with each of the pictures.	Acquisition	
10 min	Students will get in groups of 4 for a second read of article. Read the	Students will read the text again, this time taking roles corresponding to the type of text: bold, underline, italics, regular	Fluency	Checking to ensure all students are reading.

	different types of text by different people. Bold, regular, italics, underline.	What kind of jobs come to mind with each system of TDL is the question students are asking themselves during reading.		
20 min	In groups of 4 students will create a collaborative poster that summarizes the reading highlighting what TDL is and what the different career areas are of TDL	Students will make a 4 square poster that includes a picture in each square (for each career area), example of a job, one word to describe each career area.	Fluency	Walking to each group making sure they understand the career areas.

PART 3 - Lesson Closure		
How will my students connect back to the objectives? (e.g. re-visit the objective trackers, rubrics)	How will my students reflect on their learning? (e.g. exit tickets, student self-assessment)	How will I assess student learning at the end of the unit or lesson? (e.g. performance task, quiz, trackers. writing, test)
Create a rubric for the posters		Poster

PART 4 - Reflecting	
Objectives: Was the instructional objective met? (How did my students show me what they learned?)	
Engagement: Were my students as engaged as I would have liked them to be? (What different strategies might I try next time?)	
Instructional Adjustments: Did I alter my instructional plan as I taught the lesson? (What modifications might make this lesson more effective in the future?	
Connections: How will I help my students connect this new learning to future learning in the class?(e.g. review, preview)	