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Spring Semester

English- Pirates of the Caribbean - Mrs. RC

Middleton ID 6th Graders

Lesson Plan/ Parts of A Ship

Sources:

<http://piratemaster.wetpaint.com/page/The+parts+of+a+ship>

<http://www.piratesinfo.com/images/piratesinfo/illustrations/ship/ShipParts.gif>

Steer, Dugald, Ian Andrew, Helen Ward, and Anne Yvonne Gilbert. *Pirateology*. Cambridge, Mass: Candlewick Press, 2006.

Rationale: *Pirateology* is the book they are using as a model for the unit on Pirates of the Caribbean. They are creating a book in the manner that *Pirateology* is created. My lesson will be to help them to create the page in which they have the parts of a ship labeled and a short creative paragraph about what they would like life to be like on a ship.

Show them a finished model

State Standards Addressed: Standard 4 and Standard 7

Standard 4: The lesson uses many different teaching techniques such as repetition orally of the parts of a ship, labeling parts of a ship by writing names next to the items location, listening to the teacher repeat the names of the parts, and working in groups to develop cooperative learning.

Standard 7: The lesson is prepped to help the students learn the material needed to complete their page: the parts of a ship. The material is varied and has instructional time at the beginning, an assessment through answering questions during the game, and a review at the end.

Think: How to get them to write a "good" paragraph

Introduction: Alright everyone, Kayloni is going to pass out your eye patches (attention getter). Everyone please put them on and we are going to introduce you to the parts of a ship.

Assessing Prior Knowledge: Does anyone know any of the parts of a ship? (Choose two volunteers). Has anyone learned about pirate ships before? (Choose one volunteer)

Goals or Key Concepts:

- To help students to learn the 21 parts of a pirate ship
- To coordinate students to work cooperatively as part of a team

How? This will take a min to get their attention again

Re-word questions for open ended

What will you do with their answers

We cover later
These are new teacher standards

Model it 😊

yes/no closed question

Objectives:

- Students will hear the parts of a pirate ship before and after the lesson.
- Students will identify the parts of a pirate ship individually and by working as groups.
- Students will discover some ways of working cooperatively in groups. -
- Students will discover and label their own diagram of a pirate ship. -

all 21? word of 21?
What about the paragraph?

Materials: pirate eye patches, hand-outs, overhead with ship labeled, overhead with ship unlabeled, pirate gold coin candy, pencils or pens to label with, blank paper for game, timer for game

Activities: Look to Kayloni's lesson plan for beginning part of the lesson in which students listen to the parts of the ship and label the parts of a ship.

I will conduct the game portion of the lesson. For this, I will number students off one to four to form teams of 8 with one team of 9. I will then tell the students to go to their assigned place for their team. First the ones will go to the left side of the room then a couple feet away the second team continued until the fourth team is in place at the front of the room. I will then explain the rules of the game.

Procedures for getting their attention?

- good

Rules: Students will need to work as teams to figure out the parts of the pirate ship. I will point to a part of the ship then say go. From that point, students will have 30 seconds as a team to come up with their group's answer. When the timer goes off, I will say 1, 2, 3 hold up your answer. At that point, each team will need to hold up their paper with their answer written on it. If it is correct, then each correct team will receive 1 point. If no team answers correctly then I will state the correct answer. The game will progress until each of the 21 parts has been quizzed. At that point, the team with the highest points will each receive 1 gold chocolate coin per group member.

Verbally explain?

When will you give these directions?

good How?

* Model the "Right Way?"

Your expectations

After the rules are said, I'll ask one student to summarize what the rules are. Then they will begin to play until all 21 parts are done. I will then hand out the winning team's prize. At that point, I will put the labeled map back up and repeat the list one last time asking the students to repeat with me. At this point, I will hand out the handout with the labeled map. I will then tell the students to spend five minutes in conclusion to write about what special things they would like to have on their pirate ship, what they thought would have been the most important part of the pirate ship, and the parts of a pirate ship in general. I would tell them to be creative and put anything that they felt would make a pirate ship way better and to draw in objects if they want to label their own additions. I'll then ask them to tell their neighbor what the topic they are writing about is. Then I will tell them to begin their paragraph. After five minutes, I will collect the papers to put with the rest of their book material. I will also photocopy several students work for my portfolio.

Prep in Advance
open-ended

Differentiation: We will be using several different teaching methods to adapt to learning style differences. We do not have any ESL, gifted and talented, or special needs students.

Evaluation/ Assessments: Throughout the lesson we will be asking questions and asking people to summarize directions and information. As well, during the game we will be able to identify those areas that need reviewing and if time be able to emphasize those again. We will also have the end writing conclusion to see what parts the students came away with.

Closing Activity/ Summary: We will gather up the concluding paragraph in which students wrote about the parts of a pirate ship. Then as one teacher is gathering papers the other teacher will give each student a chocolate coin.

Where is this happening in this lesson?

where do you transition from game to paragraph?

47/50