**Discipline: 9th grade**

**Unit: Presenting information on editing and grammar**

**Learning Standard(s):** [CCSS.ELA-Literacy.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/), [CCSS.ELA-Literacy.L.9-10.2](http://www.corestandards.org/ELA-Literacy/L/9-10/2/), [CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)

**Duration: 1-3 class periods**

**Resources/Materials: Students will need their visual. I will need a small quiz made for their exit ticket.**

**Learning Objective(s):** Students will be able to demonstrate the knowledge they have learned on one specific type of editing or grammar. Students will then present this information to the class.

**Essential Questions:** How does reinforcement and visuals help will retaining information?

**Activities**

**DAY ONE/TWO**

-Students will be put into pairs or groups of three. They will then be assigned one of the units that we worked on in class (a type of editing method or mechanics)

-Students will then be given 1-2 class periods to review that unit and create either a small poster or printer paper size document with all the key information that another student would need to understand that unit as whole. I will be monitoring all groups to make sure that only correct information makes it to the poster. Student will be tasked with creating this visual that is going to draw other students in and help them retain that information.

-Along with creating the visual, each group will need to create either a game, worksheet, or type of activity that will accompany their visual.

-After those 1-2 class periods are done, students will then present their information to the class

**DAY THREE**

**-**Each group will be the “teacher” for their lesson. They will go up front and present their visual to the class and then review the material (that was already presented in class from my lesson) with the class (answering any questions as they come). Then they will proceed with a class game or activity, that will then involve everyone else in the learning process, helping everyone (the student teachers included) to retain the information.

-Each group will present their visual, review, and activity during the class period. If discussions break out, this may end up going to another day.

-After all groups have presented their information, I will put each visual up on the wall so that students will have that information easily accessible to them (as well as putting the visuals onto google classroom).

-I will then have an exit ticket made up that included 1-2 questions (quiz based) on each topic that was presented (since I knew what each group would be going over, I could have a quick quiz to make sure that the knowledge is sticking and if not, what we need to review again).