

Practicum 1: Lesson 2

Grade: High School		Subject: Journalism 1	
Materials: <ul style="list-style-type: none"> • Projector with sound • Students must have pencil and paper • Copies of song lyrics 		Technology Needed: <ul style="list-style-type: none"> • Projector with sound 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p>	
Standard(s) MA:Re7.HS3a. Survey an exemplary range of media artworks, analyzing the qualities and relationships of the components and methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.		Differentiation Below Proficiency: Students below proficiency will be assisted through peer teaching/collaboration as well as the contributions of the teacher during group discussions. Above Proficiency: Students above proficiency will be challenged by being given deeper, critical thinking questions to consider by the teacher. Approaching/Emerging Proficiency: Students approaching proficiency will be aided by peer discussion and collaboration. Students will also be given concrete examples by the teacher. Modalities/Learning Preferences: Learning preferences will be accommodated through visual aids in the PowerPoint, a sampling of music, auditory lecture given by the teacher, and collaboration opportunities with students and their peers.	
Objective(s) <ul style="list-style-type: none"> • Students will comprehend questions to consider while writing a review. • Students will formulate an arguments for whether or not a review is effective. • Students will evaluate and discuss the strategies used by the author when reading a music review. 			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be assigned groups randomly by the teacher in hopes to eliminate side-conversations and being off-task. Procedures of only speaking when raising your hand will be reminded to the students prior to large-group discussions.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded of the procedures of group discussion prior to discussion itself. Students will also be given extra questions on the PowerPoint to talk about if they run out of ideas, this way students will remain on task.	
Minutes	Procedures		
5-10 minutes	Set-up/Prep: All that is needed for set-up is the projection of the PowerPoint and making sure the song lyrics are copied for the students.		
7-10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Introduce myself as Miss Sharp to the students → facts about me, going to be an English teacher, favorite book, etc. • Have students answer the “bell ringer” question (refer to slide 2): <ul style="list-style-type: none"> ○ Do you ever look to others to ask for their opinion on something (like a movie, song, album, place to eat, etc.) before you actually see it, listen to it, or buy it? Why? • Have students write down their answer for a couple of minutes • Have students discuss with the person next to them → ask students in large group what they/their partner talked about 		
10-15 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • There are different types of reviews (refer to slide 3) <ul style="list-style-type: none"> ○ Movie, music, T.V., restaurant, etc. • Go through the “basics” with students (refer to slide 4) <ul style="list-style-type: none"> ○ Remind students what <i>ethos</i> means → basically “why should I listen to you?” ○ Give your opinion, but you need to back it up with reasons ○ Should give your reader the chance to form their own opinion as well ○ Know your audience → Who are you writing for? Movie fans? Students? People that already have seen the movie? ○ Do not give away too much about the song/movie → no spoilers • How to Write a Movie Review (refer to slides 5-7) 		

Practicum 1: Lesson 2

	<ol style="list-style-type: none"> 1. Include an Introduction 2. Background Information 3. Song Itself 4. Impressions and Opinions 5. Overall Rating and Final Comments <ul style="list-style-type: none"> • Remind students that they do not have to use all these suggestions
<p>20 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Have students listen to “Shallow” https://www.youtube.com/watch?v=Bplf43m2ZQI • Have students read the sample review (pass out sheets (attached below) and refer to slide 8) • Tell students ahead of time to be thinking of the strategies this author is using • Point out words that might be tricky ahead of time (ingénue meaning innocent female character) • Have a student read the article aloud • Go through example of looking at this review with students → How do we know what audience this author is writing for? Rolling Stone often reviews music, people who listen to a lot of music probably know what he is talking about, but this could be ineffective for people who do not know as much • Assign students groups based on where they are sitting, assign each group a number to refer to (refer to slide 9) • Have students discuss in groups for around 15 minutes.
<p>5-10 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have students come together in a large group discussion and discuss the ways in which they thought this review was good and how they thought it was not as good • Have students discuss specific ways this article used strategies we talked about
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Before releasing students into their groups, I will ask them “Can anyone tell me what you are going to do when we get into groups?” to make sure I know they understand what they should be doing. I will also be walking around during their small group time so I can gauge their understanding</p> <p>Consideration for Back-up Plan: If students do not understand the material, I will spend more time giving examples to the whole class before letting them discuss in groups. If Kahoot does not work, ask students the questions on the Kahoot game aloud instead.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: I will be able to tell if the students have understood the material by observing their small groups discussion and seeing where they are at in the final, large group discussion.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went really well. I think that review the song “Shallow” was a good decision because it allowed for students to discuss something that was very relevant to them and applicable to current events. One thing that I have changed from the original lesson is, again, the format in which I grouped the students. Instead of having the students “number off” to get into groups, if I were to do this lesson again, I would group the students by where there are sitting. This is suggestion I received from Mrs. Cain when she came observe me teaching this lesson because the students in this classroom were sophomore, juniors, and seniors, and they were not comfortable in their groups. They were so uncomfortable, in fact, that they did not really even talk to one another when they got in the groups. I think the discussion time would have been more beneficial had they been with students that they already knew. If it were my classroom, I might have made it a norm for students to get to know each other throughout the school year, and then maybe they would have been more comfortable speaking to students other than their set group of friends they normally talked to.</p>	

Song You Need to Know: Lady Gaga and Bradley Cooper, 'Shallow'

Gaga delivers a vocal performance that power-ballad scholars will be studying for generations.

By

MAURA JOHNSTON

“Shallow,” the Bradley Cooper-Lady Gaga duet from the forthcoming remake of *A Star Is Born*, opens with an acoustic guitar that recalls strumming from the Peak Power Ballad Era — think the percussive nature of “More Than Words” and the filigrees of “I Remember You,” with a bit of “To Be With You” shagginess thrown in for good measure; Cooper’s slightly raspy voice brings to mind today’s country-pop singers in *Unplugged* mode. But when Lady Gaga — playing Ally, the ingenue who gets drawn in by Cooper’s grizzled rocker — comes in to cheers, “Shallow” explodes into colors, turning a simple love song into high drama.

Rock Powerhouse Gaga is one of her best personas, allowing her to channel her theater-kid background and pop-star present simultaneously; “Shallow” lets her not just revel but sound like she’s bathing in it, from the ovation accompanying her arrival to her final repetition of the chorus. The key moment, of course, is Gaga’s 17-second run at the song’s bridge, a vocal triumph that future generations will study. The musicians crouch into their starting blocks at 2:25, and two seconds later, she fires the starter’s pistol, teasing what’s to come with a breathy gasp; her voice then opens, and opens more, until she’s seemingly threatening to swallow the entire stage whole, sustaining its triumphant ending note before crashing back into its Bic lighter-worthy chorus. (Cooper’s somewhere in there, too, but Gaga steals the show as easily in Hollywood as she does in pop.)

Johnston, Maura. “Song You Need to Know: Lady Gaga and Bradley Cooper, 'Shallow'.” *Rolling*

Stone, 28 Sept. 2018,

www.rollingstone.com/music/music-news/lady-gaga-bradley-cooper-shallow-review-730

[639/](#).