



Lesson Plan for Implementing NETS•S—Template I (More Directed Learning Activities)

Template with guiding questions

Teacher(s)

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Position

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Grade Level(s)

4

Content Area

Reading/Writing

Time line

3 weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

Students should be able to:

1. Refer back to examples and details in a text when drawing inferences from the text.
2. Determine the theme of a text using details from the text.
3. Form critical thinking questions about a text they read.
4. Summarize a text using only the key details and ideas.
5. Explain the character traits of a character of their choice from the text.
6. Persuade a classmate to read a particular text by giving good reasons.

Content Standards:

Reading Standards:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (4LA_A2012-1/ELACC4RL1)
- Determine a theme of a story, drama, or poem from details in the text; summarize the text (CCGPS) (4LA_A2012-2/ELACC4RL2)
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (CCGPS) (4LA_A2012-3/ELACC4RL3)
- Read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4 (CCGPS) (4LA_A2012-9/ELACC4RL10)
- Determine the meaning of words and phrases as they are used in a text (CCGPS) (4LA_A2012-4/ELACC4RL4)

Writing Standards:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (CCGPS) (4LA_D2012-25/ELACC4W4)

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others (CCGPS) (4LA_D2012-27/ELACC4W6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (4LA_D2012-30/ELACC4W9)

Speaking and Listening Standards:

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CCGPS) (4LA_E2012-35/ELACC4SL4)
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes (CCGPS) (4LA_E2012-36/ELACC4SL5)

NET*S Standards:

- Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or resources.
- Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Technology operations and concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - a. Understand and use technology systems.
 - b. Select and use applications effectively and productively.
 - c. Troubleshoot systems and applications.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

This lesson requires students to individually respond to a chapter book they are reading in their reading group and culminates with the entire reading group creating a presentation summarizing their book and encouraging others to read it.

Individual students will create two book responses using either Glogster, Thinglink, or Kidblog. The first response will be done when they are halfway through the book, and the second response will be done after they have completed the entire book. When writing these responses, students must apply all the reading skills that they have learned throughout the year such as drawing conclusions, determining the theme of a text, understanding unfamiliar words, inferring character traits of characters, etc.

Groups will then come together and use Movenote to present the book they read to the rest of the class. These Movenotes will be converted into QR codes and put out in the hallway before parent night so that parents/teachers/other students are able to view the projects.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

What reading skills that you have learned this year would you like to demonstrate your knowledge of in this book response?

How can you use the skills we have learned this year to respond to a book?

What are some character traits of a character in your book and how were you able to infer these traits?

What are some conclusions you can draw from your book? What clues did you use to draw these conclusions?

How can you persuade someone else to read your book?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Products: Students will write two book responses, and for each one, they will choose to present their response using either a Thinglink, Glogster, or blog. Then, groups will create a final overview plus a recommendation of their book using Movenote. Students will generate new knowledge by using their previous knowledge and applying it to a book they have never read before. Application is a very necessary thing for students to do once they have learned reading skills.

Assessment: Students will be given a checklist that lists everything they must do for each response. Students check each requirement off as they complete it, and then they turn the checklist in to me when they are finished so that I can see that they have completed the entire project. I will assess how the students are progressing after they have completed their first response. This response will show me how well they understand both the book and the reading skills we have learned throughout the year. Groups will also receive a checklist listing the requirements for their final project that they are required to create via Movenote.

Differentiation: This project will be differentiated in a variety of ways. First, each student will be reading a book on his/her reading level. That way no one gets a book that is too difficult or too easy. In addition, my EL students will be given sentence starters to help them begin their responses, and I will also sit with them and help them as they get started. These students will also be given extra time to complete the project. Gifted students will be challenged more in this project. I will introduce to them the ABC method of communicating feedback (A-acknowledge something they said, B – build on what they said with your own personal experience, C – conclude with a critical thinking question). This will help them begin to understand how to give more in-depth feedback to peers. The student choice of which technology to use also provides differentiation since students can choose to use a program more familiar and/or enjoyable to them. For example, students more proficient in writing would probably pick the blog and students who enjoy being creative and using visuals without as many words would choose Thinglink or Glogster.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Technology supports student learning because it is what the students use to respond to their books, present their books to others, and give one another feedback on their projects. Basically, technology is what the students are using to show their application of the skills they have learned throughout the school year.

Digital Tools: Kidblog, Thinglink, Glogster, Movenote, eClass tool that Gwinnett county uses, and Britannica Image Quest (to search for images to upload into Thinglink, Glogster, or Movenote).

Resources: Reading group books for each student (different book for each group), Interactive reading notebook, checklist for response one, checklist for response two, and checklist for Movenote presentation.

Previous technology skills needed: A knowledge of the following programs: Kidblog, Glogster, and ThingLink and an understanding of how to search for pictures using Britannica Image Quest. Basic computer knowledge is also needed such as uploading pictures into Thinglink or Glogster and embedding projects into the eClass tool.

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

By this time in the school year, students will have learned all kinds of reading skills such as drawing conclusions, determining the theme, and inferring character traits. Now that they have such a variety of skills mastered, they will be able to complete a thorough response to a book they have read. If students do not have a grasp on these skills, they will struggle with this project. As a result, when I meet with each reading group, I will conduct a quick review of these skills with the group members who might need a refresher. Students also have activities in their interactive reading notebook that we have done with each skill that they can go back and review if they need reminders.

Management Describe the classroom management strategies you will use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

This activity will be done during our reading block. Students will be working individually on their responses and then in groups for the culminating activity. They will be working in my classroom. In my classroom, students have access to 8 mini-laptops, 1 desktop computer, and 10 tablets. In addition, many students bring their own device to school. As a result, every child has access to a device while in my room. Our school also has several computer labs, so if the need for more computers should ever arise, I could always reserve a computer lab for a few days.

One issue that tends to arise is Internet outage. If and when this happens, students know to wait five minutes to see if the problem will fix itself. If it does not, students can continue reading their book or planning their response on paper. If this were to be a long-term issue, I would switch the project to a poster presentation, a PowerPoint presentation, or some other type of Microsoft Office product. However, I cannot imagine this happening. Our internet tends to be pretty reliable. In addition, if any type of program was not working properly, I would provide alternate programs for my students to use to complete their project.

Throughout this project, students had the most trouble with Movenote. This program was new for all of us, so troubleshooting was a lot of trial and error and required lots of assistance from my LSTC. I also could not really plan out troubleshooting in advance since it was a program new also to me. When students had trouble with this program (most of the trouble came when trying to save the project), I worked on it for a bit, and if we still could not get it to work, we went to the LSTC, and she was usually able to fix it.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

This activity will be introduced in small groups. My ELL co-teacher and I will be introducing these projects. Nothing in this activity will be a whole-class lesson except for the introduction of Movenote. Small, differentiated groups will be much more effective when introducing a project like this so that we can explain this activity on the level that each group requires. This project will require some individual work and some group work. That way, students can show what they know on their own, but they can also collaborate with others to create a final product.

In this project, I will serve as facilitator and guide. I'll be facilitating the project and guiding the students as they formulate their responses. The students are producers since they are creating products.

I can ensure higher order thinking at the analysis, evaluation, AND creativity level of Bloom's Taxonomy. First, students are required to analyze their books and infer the theme, character traits, and draw other conclusions based on evidence found in the text. Then students are asked to form an opinion about their book and determine if they would recommend the book to someone else to read. They will then justify their opinion. Finally, students will be required to construct two responses to their book, and at the end of the project, they will create a presentation giving an overview of the entire book.

Technology will support my teaching because the students will use various programs to create their own project. In this lesson, technology is mainly a tool students use to achieve their end goal.

This task will be authentic and meaningful because students will be creating projects that their classmates will see and respond to. Also, the Movenote at the end of the presentation will be converted to a QR code and put out in the hallway so that the entire school is able to view these projects. Parents will also be able to see this work when they come for a parent night. Forming and justifying an opinion is an important skill to have and the end product of this project allows the student to practice that skill. In addition, reading and comprehending what one reads is a necessary skill to consistently develop, and these book responses are allowing the students to do that.

Students will use the eClass tool that Gwinnett County uses as a "home base" to communicate and collaborate with one another. For example, students who complete a Thinglink or a Glogster will embed their projects into a discussion thread in eClass so that other students can view and respond to these projects. Students who do a Kidblog have the option of other students going to their blog and commenting on it. Also, when all the Movenote projects are complete and out in the hallway, students will use either a school device or their own device that has the QR reader app on it to view the projects. They will then go back to eClass and post their feedback to the Movenote projects they viewed. In addition, students will work together in groups to create their Movenote project.

I will facilitate collaboration by allowing time in class for students to work together on their Movenote projects. I will also be conducting a mini-lesson explaining to students how to give appropriate feedback to peers.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Differentiation: This lesson will be differentiated in a variety of ways. First, each part of the project will be introduced in small guided reading groups based on reading level. That way, I can spend extra time explaining this project to students who might need additional support. I also have an ELL teacher co-teach with me during this block, so she will also be introducing the project to various groups. This project will accommodate various learning styles and abilities since the students get to choose which program they would like to use to respond to their book. For example, students who are visual would probably choose Thinglink or Glogster since both of these programs use at least one picture. Auditory learners will enjoy this project because of the Movenote component of the project where they will actually get to record themselves speaking. Kinesthetic learners will be allowed to sit around the room or in the hallway to complete this work, and several of the technology programs require students to design their finished product by manipulating pictures and other visuals. In addition, some of this project is done individually and some of it is done collaboratively. Finally, the books the students read are chosen based on each group's reading level.

Extensions/Enrichment: Extension/Enrichment opportunities are built right into this project since higher readers will be able to read more challenging books. Also, this project gives the students freedom when responding to their books. As a result, the higher students' responses will be done at a higher level. The higher groups will also have some more in-depth requirements for responding to their group members' blogs.

Assistive Technology: Students are provided with headphones that they can use to listen to their movenote project when it is completed. In addition, the tablets in my room allow for students to speak what they want to say in their blog, thinglink, or glogster instead of typing it. This helps students who have difficulty typing. Kidblog allows students with visual impairments the option to type in a larger font.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

The closing event of this lesson is the Movenote project. Students were not asked to reflect on their work – instead, they were asked to provide feedback on other students' work. Regarding the project itself, any time we use any type of new technology, we always have a class discussion about it so I can hear what they liked and did not like about the program. After this discussion, I found that students liked Movenote a lot, but some were frustrated at the difficulties they experienced when trying to save their project.

I am able to tell if students found the lesson meaningful and worth completing by the quality of the work that they completed. I came to the conclusion that the students found this project very meaningful because their work was exceptional. I think that knowing they are doing something that others are going to see and provide feedback to is also a great motivator. Plus, I believe that since they were given choice, they took more ownership over what they were assigned to do.

As I observed the students working, I noticed it was very easy for them to use the various technology programs to respond to their books. The fact that they already knew these programs ahead of time resulted in the lesson going very well. I enjoy watching my students work because through my observations, it is easy to tell what goes well and what does not. The part that did not go as well was the Movenote, but that was simply because it was a new program.

In the future, I think I would have my students take a day to play with Movenote just to get familiar with it. That way everyone will have at least experienced it to a certain extent before doing a big project with it. I did a whole class demonstration of the program, and that seemed to give most of the class a good idea of how to use it, but definitely my lower groups could have used some more practice time with it.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

My students really enjoyed this reading response and book recommendation activity. Since my students had had prior experience using Thinglink, Glogster, and Kidblog, it was simple to tell the students that they were required to do two book responses using their choice of these three programs they have learned. If someone else were to implement this lesson, I would recommend that they have already taught the technology programs they want the students to choose from to write their responses. That way the students can begin their responses independently once they have read their book. Introducing Movenote also went well all things considered. I first introduced it by having a few students model to the entire class how to use the program. That worked very well – I can't imagine just giving the students a new program to try and letting them just go for it without at least showing them a little bit of what the program is and what it can do. I definitely do recommend not telling them everything about the program – I think it's good to let the students discover some aspects of it on their own. I have noticed that this type of discovery and exploration really fosters critical thinking skills, creativity, and curiosity.

In the future, I would choose another presentation program in addition to Movenote for the students to choose between when completing their final project. That way, if unfixable technical issues were to arise again with Movenote, the students could just switch to a different program. The time that it took to complete this project was also an issue for some of my lower students. Next time, I think I will shorten the required length of the response for these students such as my EL students. Finally, since the students were recording themselves, the classroom was not a conducive place to complete this presentation due to the noise level of other things going on in the room at the same time. I allowed the students to go out in to the hallway to record themselves, but I did not require it. As a result, some students stayed in the classroom to record. Next time, I will make it a requirement for students to record their projects in a quieter location.