



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

Template with guiding questions

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Grade Level(s)	3
Content Area	Social Studies, Writing
Time line	7-10 Days

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.

Content Standards	<p>SS3G1 The student will locate major topographical features.</p> <p>a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.</p> <p>b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.</p> <p>ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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NETS*S Standards:	<p>1. Creativity and innovation</p> <p>b. Create original works as a means of personal or group expression</p> <p>2. Communication and collaboration</p> <p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>c. Develop cultural understanding and global awareness by engaging with learners of other cultures</p> <p>d. Contribute to project teams to produce original works or solve problems</p> <p>3. Research and information fluency</p> <p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>d. Process data and report results</p> <p>5. Digital citizenship</p> <p>a. Advocate and practice safe, legal, and responsible use of information and technology</p> <p>b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</p> <p>c. Demonstrate personal responsibility for lifelong learning</p> <p>d. Exhibit leadership for digital citizenship</p> <p>6. Technology operations and concepts</p> <p>a. Understand and use technology systems</p> <p>b. Select and use applications effectively and productively</p> <p>c. Troubleshoot systems and applications</p>
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Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Students will be taking on the role of Travel Agents and become an expert of a particular region of the United States. They will be responsible for learning about the assigned regions location, resources, culture, landforms, and climate. They will use this information in multiple ways. First they will create a multimedia presentation to try and persuade students to book a vacation to their region. We will also be skypeing with another class somewhere in the United States through the Mystery Skype program. Mystery Skype is a game of 20 questions played with another class to try and figure out their location. Students will use their expertise to help narrow down the location of the other class. Students will ask questions such as, are you west of the Mississippi? Or questions that are similar in nature that will help them narrow down the location of the other class. Once we have successfully pinpointed each others locations, each class will then ask further questions about the location. Students will be responsible for finding out the climate, major landforms, and resources from the students in the Mystery Skype class. We will compare and contrast the mystery location with our location by writing a paper comparing and contrasting the two areas.

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.

Essential Questions:

How can I use a map to find a specific location?

How can technology help us connect with people?

How can I use technology to locate and use information correctly?

Guiding Questions:

What states do the major rivers of the United States run through?

Where are the major US mountain ranges located?

Am I being safe and using technology appropriately?

Do I know what to do if I have an issue with the technology I am using?

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.

Students will create a multimedia presentation that describes a regions location, resources, culture, landforms, and climate using either prezi, emaze, easl.ly, or iMovie. They will be assessed using two teacher created rubrics. The first rubric will determine to what degree students work together cooperatively as a team. The second rubric will determine how well students complete the Skype portion of the assignment. I will also use formative assessment tools daily including Nearpod and Socrative. I will differentiate the product by allowing students to choose which format they do their presentation in. Students can also suggest another tool for their product with teacher approval if they would like. Another way I will differentiate will be based off of the formative assessments the students complete. Students will also learn how Skype works and how to use inferencing skills to figure out where a location is on the map. In addition to map skills, students will also develop their writing skills by comparing and contrasting the Mystery Skype location and our location. I will use the rubrics below to assess students teamwork and the skype session. Students will answer a questionnaire about each group member as well.

Teamwork Rubric

Category	Exemplary	Proficient	Partially Proficient	Unsatisfactory	Points
Focus on the Task	3 points	2 points	1 Point	0 points	
	Stays on task all of the time without reminders	Stays on task most of the time. Group members can count on this person.	Stays on task some of the time. Group members must sometimes remind this person to do the work.	Hardly ever stays on task. Lets others do the work.	___/3
	A true team member who works hard and helps others in the group.	A strong group member who tries hard!	Sometimes an active group member, but needs to try harder.	Sometimes chooses not to help out, and does not complete tasks.	___/3
Work Habits	3 points	2 points	1 Point	0 points	
	Is on time for meetings, turns in all work when it is due.	Usually on time for meetings, turns in most work when it is due.	Sometimes late for meetings, often turns in work late.	Late for all or most meetings, and late turning in work.	___/3
	Completes assigned tasks and does not depend on others to do the work.	Completes most assigned tasks.	Does not follow through on most tasks and sometimes counts on others to do the work	Does not complete tasks. Depends on others to do all of the work.	___/3
Listening, Questioning, and Discussing	3 points	2 points	1 Point	0 points	

Category	Exemplary	Proficient	Partially Proficient	Unsatisfactory	Points
	Respectfully listens, discusses, asks questions and helps direct the group in solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting other people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas. Blocks group from reaching agreement.	___/3
Research and Information Sharing	3 points	2 points	1 Point	0 points	
	Gathers information and shares useful ideas for discussions. All information fits the group's goals	Usually provides useful information and ideas for discussion.	Sometimes provides useful information and ideas for discussion.	Almost never provides useful information or ideas for discussion.	___/3
Problem Solving	3 points	2 points	1 Point	0 points	
	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	Does not try to solve problems or help others solve problems.	___/3
Group Teamwork	3 points	2 points	1 Point	0 points	
	Works to complete all group goals.	Usually helps to complete group goals.	Occasionally helps to complete group goals.	Does not work well with others and shows no interest in completing group goals.	___/3
	Always has a positive attitude about the task(s) and the work of others	Usually has a positive attitude about the task(s) and the work of others.	Sometimes makes fun of the task(s) or the work of other group members.	Often makes fun of others' work and has a negative attitude.	___/3
	All team members contributed equally to the finished project.	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	Contributed little to the group effort during the project.	___/3

Category	Exemplary	Proficient	Partially Proficient	Unsatisfactory	Points
	Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.	Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.	___/3
Total Points					___/33

Skype Rubric

	3 Points	2 Points	1 Point
Question Quality	Student generated an excellent higher level question.	Student generated a fairly strong question.	Student generated a weak, lower - level question.
Recorded Answer	Student recorded the answer on the form.	Student partially recorded the answer.	Student did not record the answer.
Delivery	Student spoke at a good rate and with good volume during the session.	Student spoke a little fast/slow or too quiet/loud during parts of the session.	Student paid little attention to their rate and/or volume during session.
Manners and Behavior	Student displayed excellent manners and behavior during session.	Student displayed adequate manners and behavior during the session.	Student displayed inappropriate behavior during session.
			Total Points ___/12

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 will support learning in many ways throughout this lesson. Technology will be the engine that fuels authenticity and engages students in the task. In this lesson students will become more familiar with 21st century tools and use them to help reach the goals and understandings that are presented to them. They can use online tools such as prezzi, emaze, easl.ly, or iMovie to create a presentation for the class. Students will also use tools such as YouTube, Google, and travel websites to help research their region. Students should already have experience using each of the presentation and research tools mentioned above.

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?)

Students already have the background knowledge necessary. We have been working on map skills and vocabulary since the beginning of the school year off and on. We will review the rivers and mountains in the U.S. and where they are located. If students seem to struggle remembering the map skills, landforms and vocabulary that they have previously learned, they will be paired with a peer for help. Students have been using the Web 2.0 tools all year, so they should have the foundational skills they need for the presentation. Students will be working in groups, so they will be able to peer teach and coach through each step of this project.

Management Describe the classroom management strategies will you 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.

I will have students work in different ways throughout the project. Students will work in small groups of four during the majority of the task. Students will each be assigned a role to ensure that everyone is doing their part and are able to contribute to the final project. Students will either be a recorder, publisher, editor or inquirer. While they each have different roles and responsibilities, they will all have to contribute to the final product. All students have their own school issued iPad, so they will have equitable access during the project.

Some issues that may arise could be the internet going down completely, the wi-fi could go down, a particular website could not work, or an issue with Skype such as not being able to connect. If the internet goes down completely, it depends on what part of the task we are at. A few ideas for a solution would be to have the students use the information that they already have to make a mind map using popplet which does not require the internet. If the wi-fi goes down, students will still have access to desktop computers and can continue with their project. They will only have one computer per group instead of each student having their own iPad to work from. If a particular website is not working, we will look for a website that could be considered equal. If students have chosen prezzi or emaze and this is the case, students will select another of the presentation tools to use. If Skype will not connect I will attempt to get in contact with the Mystery Skype teacher and see if we can connect through another means such as FaceTime or by writing back and fourth on edmodo or a site like that. If I cannot find a way to connect, I will choose a location on the map and students will ask me the question to try and figure out the location I have chosen. Then we will research the location as a class.

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?

Students will be communicating and collaborating with their group to produce a presentation. They will critique each other and receive feedback from the teachers. I will facilitate in all aspects of the process of this project. I will help keep students on track for their presentation. Students will work together to solve any issues that arise within their group. Students will research their given region and discuss within their group which facts are important. They will categorize the information based on which part of the presentation it will fit into. They will combine all of this information and generate a multimedia presentation. Students will make critical choices in the design and delivery of their information. During the presentation each group member will have to report on the region in some way. For the Mystery Skype portion, students will be expected to ask meaningful questions to determine the location of the other class. Students will examine the information given by the other class to differentiate their location. Then students will take the location we have discovered and write an informational piece to compare and contrast our location with theirs.

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?)

My third grade class is co-taught by myself and the General Education Teacher. Students in this class have a wide range of abilities and learning styles. By allowing students to choose their product, it will also help differentiate in other ways. Students who are auditory learners can choose to find resources that they can listen to. They can also use speak selection to listen to the text on the iPad. This also accommodates students with a Learning Disability (LD) in Reading or students who are struggling readers. Visual learners can find pictures or watch videos to help with the research phase. Students will be grouped so that groups have equal abilities represented. For example, one group will have a gifted student who really understands the content well, a general education student, an English Language Learner, and a SPED student. By using mixed ability grouping, higher students are able to extend their reasoning and thinking by peer teaching and struggling students will not be grouped altogether so that they could not complete the project. All students will have the opportunity to be successful. Students with disabilities already know which assistive technologies work best for them because they have been using the accommodations all year. Some examples of the accommodations used are speak selection which reads selected text aloud, inverted colors which darkens the background and puts the words in white to allow for higher contrast, and speech to text which allows students with a disability involving writing to dictate to the iPad and it types out what they are saying. I will also differentiate content by using the data from my formative assessments to drive instruction. I will determine which students still do not understand the content and I will work with those students to help them close the gap by helping them find resources that will help their deficit.

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?)

Students will be presenting their presentations to the class to try and persuade students to visit their region of the United States. Students will participate in the Mystery Skype session and then write their compare and contrast pieces. We will wrap this lesson up by reviewing what we have learned about the different regions and landforms that make up the regions. Students will complete a group reflection to explain what they liked or did not like about the task, what they thought worked well or not so well, and how we can make this project better for next years students. Students will respond to a blog post about the previous questions. I will review the answers given by students to get their feedback about the lesson. I will self reflect and determine what worked and what did not. I will judge based off the student presentations if there are any misconceptions and will remediate students as necessary.

Reflection after lesson:

Students overall enjoyed this project and most things worked the way they were supposed to. The only major issue we ran into was the internet going down and it slowed the research down because we lost basically a whole day of online research. I had students work on getting their ideas in order for their presentations. I had them make an outline and fill in as much information as they could. This actually helped in the long run because the next day students knew what they were lacking and it was wiser for them to look for what they were still missing. Students in both classes loved the Skype session. The students in the other class have completed a Mystery Skype session before so they definitely had the advantage as far as what kind of questions to ask. They figured out our location in 9 questions, it took our class 17 questions. Part of the problem is that some of my students were not paying close attention to the questions that had already been asked. So they asked questions that we already new the answer to. Next time I will give students a better way to record what questions have been asked. I was blown away by the presentations that students came up with. I had several groups create each type of presentation that was offered. I was very impressed at the amount of work the students were willing to put into this project. I think the students felt this was an authentic task and were ready for the challenge. In the end this lesson was effective because students met the main objective which was the standards. Students now have a better understand of where things are in the United States.

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.

If you are going to implement this lesson plan, you will need to make sure to have a backup plan in case the internet is not working. I would also recommend building in a day to create an outline and see what else is needed around the halfway mark.