

Name of Unit/Course:		
Overall Unit Information (Required for MOOC participants)		Self-Check
Unit or Course Goal(s)	Throughout this fully online unit students will work with their literature group to understand, and discuss the characters, point of view, vocabulary, and any questions they may have about their assigned book (chosen from a list). Individually students will use what they discuss with their group to create a Glogster about their book that talks about the characters, point of views, vocabulary from the book and any questions they still have.	See A1 Yes, the goal is clearly written and it explains what the learners will know and be able to do at the end of the unit.
Standards	<p>Name of standards: Georgia Performance Standards Link to standards: https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-3-Standards.pdf Location information: Standards can be found on the Georgia Performance Standards site that is provided by the state of Georgia Education System. Grade/Year: 3rd Grade (8-9 Years Old) Subject: Language Arts/Reading Standard (as written):</p> <ul style="list-style-type: none"> • ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters • ELAGSE3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase • ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 	See A2 Yes, the objectives, assessments, content, and learner tasks align with the standards.

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<p>Learner Characteristics</p>	<p>The learners are 3rd Grade students in a Georgia Elementary School in Gwinnett County.</p> <table border="1" data-bbox="388 194 1207 795"> <thead> <tr> <th><i>Demographic Information Taylor Elementary</i></th> <th><i>Percentages</i></th> </tr> </thead> <tbody> <tr> <td><i>Asian</i></td> <td><i>11%</i></td> </tr> <tr> <td><i>Black/African American</i></td> <td><i>26%</i></td> </tr> <tr> <td><i>Hispanic/Latino</i></td> <td><i>26%</i></td> </tr> <tr> <td><i>Multiracial</i></td> <td><i>6%</i></td> </tr> <tr> <td><i>Caucasian</i></td> <td><i>31%</i></td> </tr> <tr> <td><i>Special Education</i></td> <td><i>13%</i></td> </tr> <tr> <td><i>ELL</i></td> <td><i>20%</i></td> </tr> <tr> <td><i>Free and reduced lunch</i></td> <td><i>51%</i></td> </tr> </tbody> </table>	<i>Demographic Information Taylor Elementary</i>	<i>Percentages</i>	<i>Asian</i>	<i>11%</i>	<i>Black/African American</i>	<i>26%</i>	<i>Hispanic/Latino</i>	<i>26%</i>	<i>Multiracial</i>	<i>6%</i>	<i>Caucasian</i>	<i>31%</i>	<i>Special Education</i>	<i>13%</i>	<i>ELL</i>	<i>20%</i>	<i>Free and reduced lunch</i>	<i>51%</i>	<p>See B1</p> <p>Yes, the learner characteristics are listed so that I can use them to later accommodate for multiple learning styles.</p>
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<p>Technology requirements</p>	<p>Students will need a computer that has access to the internet, a webcam with a microphone, Glogster login information, a keyboard and a mouse.</p>	<p>See D5</p> <p>Yes, all necessary technology tools are listed so students will be able to complete the lessons.</p>																		

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<p>Prerequisite Skills</p>	<p>Students will need to be able to read at the level of the book assigned to them, communication skills and typing skills to discuss the book with their group, knowledge of the learning management system, and digital citizenship knowledge.</p>	<p>See A4 & D6</p> <p>Yes, students have the prerequisite skills to do this lesson. They are able to read and have worked with the LMS in earlier grades.</p>
<p>Introductory Communication Plans</p>	<p>Students will be required to read or watch any instructional videos for the week so that they can use what they learn in their discussions. After the instructional information and reading their assigned section of the book for that week students will participate in weekly discussions with their group about their book. On Wednesday students will write an original response to the discussion question and then have a discussion replying at least 6 times by the next Monday. Every Monday there will be a video reflection due using video note. Students will also attend synchronous sessions every Wednesday. Students should follow all rules outlined in the syllabus as well as the initial synchronous session.</p>	<p>See A4 B9 & B10</p> <p>Yes, students are provided with various forms of communication throughout the unit. They will be communicating through discussions (student-student), synchronous sessions (student-student and teacher to student), and video.</p>

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<p>Universal Design Principles Considered</p>	<p>Multiple forms of representation: Videos, synchronous sessions, readings, transcripts, webpages Multiple forms of expression: quizzes, video notes, discussions, glogster, brainstorming maps Multiple forms of engagement: webcam/microphone, discussions, telephone, Remind-texting</p>	<p>See B4</p> <p>Yes, The student will be able to express themselves in multiple ways. Students not only type what they know but they will video, talk, and create an end product about what they know.</p>
<p>Number of Modules or Weeks</p>	<p>This unit will last six-weeks. Every Monday students will be able to access a new section. Monday-Tuesday students will review all information provided to them about the learning objective for that week (characters, point of view, context clues, ask and answer questions). Every Wednesday there will be a synchronous session and an original discussion will be due. The discussions will be open until the next Monday and students will need to reply to 6 posts. Every Monday a video reflection is due as well as a quiz for the past week. Week 1: Characters Week 2: Point of View Week 3: Point of View Week 4: Context clues Week 5: Ask and answer questions review (this will also be embedded in other lessons) Week 6: Review and finish Glogster</p>	<p>See A3</p> <p>Yes, the content addresses the standards. Each standard is addressed over each week and the end will have a culminating activity.</p>

K-12 Blended and Online Learning

Module 1 Plan (Note: “module” and “lesson” used interchangeably) (Required for MOOC participants)		Self-Check
Module Objective(s)	<p>The student will describe the character in the story and explain how their actions contribute to the sequence of events in a story with 90% accuracy on an independent quiz.</p> <p>The student will be able to distinguish between their own point of view and other points of view in a story with 90% accuracy on an independent quiz.</p> <p>The student will be able to determine the meaning of unknown words using context clues in a story with 90% accuracy on an independent quiz.</p> <p>The student will be able to ask and answer questions to demonstrate understanding of a text, referring back to the text to talk about their answers as well as describe the characters, point of view, and vocabulary with 90% accuracy on an independent Glogster Interactive poster graded through a rubric.</p>	<p>See A1 & A2</p> <p>Yes, all of the objectives are clearly written to explain what the learners will know and be able to do and they are aligned to the standards.</p>
Module Assessment(s)	<ol style="list-style-type: none"> 1. Reading quiz due every Monday that will cover the standard/objective for that week- Graded automatically 2. One discussion a week answering a discussion question and 6 replies to classmates. 3. One Video reflection per week due every Monday about the learning that week 4. Individual Glogster Poster that incorporates all objectives from the unit and is graded through a rubric. 	<p>See A2 A3 C1 C2 & C5</p> <p>Yes, students will be able to show mastery in multiple ways and there are many ways for formative feedback.</p>

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Description of Learning Activities	<ol style="list-style-type: none">1. Students will be assigned a reading group and in the group they will pick from a list of books given to them about which one they will read.2. They will be provided an online copy to read their sections each week. The assigned section needs to be read by Wednesday each week.3. Students will learn about the objectives Monday-Wednesday each week by<ul style="list-style-type: none">• Exploring websites about the objective• Doing practice/examples provided through the LMS• Reading information provided to them by teacher• Watching slideshows provided about the various topics• Attending synchronous sessions on Wednesdays about the topic for that week to discuss any questions or further learning with the teacher4. After the Wednesday synchronous session students will start a discussion with their group addressing the topic for that week. For example- the first week would ask about the characters in the book and their actions. The students would then have until Monday to discuss the topic replying to at least 6 people in their group.5. Students will also have until Monday to turn in their reading quiz as well as a video reflection of the assigned reading and discussion.	<p>See A2 A3 B3 B4 & B10</p> <p>Yes, the content has multiple learning opportunities and is aligned with the standards. This unit also has higher level blooms. Students will create when doing the Glogster, they will evaluate when doing reflections, they will analyze when talking in their discussion group, they will also apply what they know when making the Glogster.</p>
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Formative Evaluation & Feedback	Students will be formatively assessed throughout the week. There will be a mid-week synchronous session where students will participate in discussion and answer questions. Students will also do a video reflection each week answering: What was your favorite part of your reading, what is one thing you learned, how did you think your group discussions went, and how do you feel about the content we learned this week. Teacher can also look at the discussions with the students groups as a formative assessment to see who may need more help on a topic.	See A3 C1 C3 & C5 Yes, my plan supports differentiated assessments because it has multiple ways to assess. The discussions and the video reflections are formative and the quizzes and the Glogster are summative. I am also seeing how students are doing in online sessions and with their group on the discussion board.
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<p>Physical Learning Materials</p>	<p>Students will not have a physical text. They can buy the book that they are assigned with their group or they can use the online version provided to them. The students will also be provided with many online resources.</p>	<p>See A3, A9, B1, B4, & B6</p> <p>Yes, even though there is no physical textbook students have many online and printable items they can use. They also will have videos and slideshows.</p>
<p>Digital Learning Objects</p>	<ul style="list-style-type: none"> • Slideshows about each learning objective • Videos about each learning objective • Digital copies of books that are assigned to each group • Glogster EDU account information • Access to the Learning Management System- eClass • Handouts on Characters, Point of View, Context clues, and asking thick and thin questions about a text 	<p>See A3, A9, B1, B4, & B6</p> <p>Yes, the digital tools have multiple ways for the learner to get the content and express what they know.</p>

K-12 Blended and Online Learning

<p>Plans for Differentiation</p>	<p>ELL students will be supported through modifications. They will be provided with graphic organizers, planning sheets, templates for Glogster, a modified rubric, pictures with descriptions, as well as a notes sheet that goes with the videos to pull out key points.</p> <p>If needed, students have the option for additional teacher help through phone calls or webcam.</p> <p>Students will also be put into their reading groups based on ability. Reading levels will be determined at the beginning of the unit and students will be placed in groups with other students that are near their reading level but will also push them to excel and be able to help with any needs.</p>	<p>See B1 B4 & B6</p> <p>Yes, I realized that at Taylor there are multiple students who may need ELL support so I made sure to talk about the main modifications that need to be made. I also discussed how every student will be in their differentiated reading groups.</p>
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