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

Teacher(s) Name	Alyssa Sills
Position	3rd Grade Teacher
School/District	Gwinnett County Schools
E-mail	Alyssasills213@gmail.com
Phone	678-617-3686
Grade Level(s)	3rd
Content Area	Reading and Technology
Time line	5 Days- 1st day decide on topic/write a draft, 2nd Day to type review and start project, 3rd- 5th day complete project/review

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	ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band ELAGSE3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
NETS*S Standards:	Creative Communicator -Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6d Students publish or present content that customizes the message and medium for their intended audiences. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

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

Students will write a review of an independent reading book that they are reading or that they have read in the past. By writing a review, they are showing that they comprehend the book and that they can refer back to the book to add details to their review.

First, students will decide on a book that they are passionate about and that they want to write a review on. Once they have made a decision they will post the name of their book and one reason why they chose the book on Mentimeter.com. Mentimeter is an online presentation tool that lets students use a code to access the presentation and they can post their response. Once they post, it pops up on the screen right away so others can read their responses. This tool is very similar to Animoto and Lino (a mixture of the two) that we learned about in class. Animoto is an online presentation tool and Lino allows students to post on boards online for others to see. Mentimeter does both. After students, post their response we will discuss their replies as a class.

The teacher will then model how to write a book review about the book we are reading as a class, Because of Winn Dixie. Students will then have time to start typing their draft of their book review on our schools LMS called eClass. Students will create a discussion on the discussion board to type their book review, which includes a summary of the book (with details from the story), how they feel about the book, and tells why someone should read that book. Once students finish writing their review they will post it on the discussion board for other students in the class to comment. Students will give advice to two other students. Students will then read the comments and decide what they may need to fix in their review.

Students will then have a choice of making an iMovie, Video note, or PowerPoint about their book. The teacher will model each resource so the students have knowledge about each type of technology. Students will then create an artifact that advertises their book from their book review. They will then post their choice of technology on the discussion board on eClass for others to look at. This will help other students in the school and in the class pick the next book that might interest them.

The students post in Mentimeter is a checkpoint- formative assessment

The students LMS- eClass post- book review will be graded for content- with a rubric as well as their collaboration online.

The students will be graded with a rubric for their advertisement of their book and their use of technology

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.

How can we use what we know about writing a summary to write a book review on a book we have read?

How can we refer to parts of a book to provide evidence for why the book is a book others should read?

How can what we know about writing and speaking about a text help us to create a presentation that provides information on a 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.

The students post in Mentimeter is a checkpoint to make sure they all picked an appropriate book for their book review- formative assessment. The students will also be graded on their posting on our LMS-eClass. They will be graded on a rubric which includes information about comprehension (a summary of the book), details from the book (refer to 3 parts of the book), peer collaboration (comments on 2 other students posts) using the LMS. Student's advertisement using technology will also be used as an assessment. Students will be graded on a rubric that includes their use of iMovie, Video Note, or PowerPoint in the appropriate way, the content from their review being represented on their advertisement.

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 in this lesson because students are able to collaborate with other students in the class to receive help and knowledge about books. Students will be helping others learn which books they might want to read.

Needed for lesson:

- Mentimeter interactive slide
- iPads (to write a response on Mentimeter and iMovie)
- Books that the students are writing about so that they can refer to their books
- Rubric for book review on eClass, rubric for advertisement
- Computer with camera for PowerPoint, Video Note, and typed book review.
- Students should have prior knowledge of how to create iMovie, video notes, and PowerPoints.
- They should also have prior knowledge on how to post information on a discussion board and add comments.

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?)

Before doing this lesson students should first know how to do a summary of a story. Students have learned already how to write a summary using SWBST (Somebody, Wanted, But, So, Then) format. When writing their book review they will start with a summary of the book.

Students should also have basic typing skills and knowledge of the LMS system. Students should know how to access the discussion board and reply on the discussion board. They should also have knowledge on how to create an iMovie and Video Note because we have done this in the past.

Students may have a difficult time creating a PowerPoint because we have never used PowerPoints in other lessons. PowerPoint is a great tool for creating presentations but the students may struggle on how to use the tools. This will be one part that will need to be explained in more detail.

I can find out if students have this foundation through formative assessment and anecdotal notes. As students complete their assignments I will walk around and make sure students are doing the correct assignments and that they know how to complete their project. If I notice that, a student is struggling I will do reteaching in either small groups or whole class depending on how many students struggle with a concept.

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.

Students will be doing this project individually. In my classroom, there are rules and procedures in place for using the computer and IPads. At the beginning of the year, I taught many lessons on how to be safe online and how you should talk to others online. Students are familiar with going to my LMS page and they know how to use the discussion board to interact with classmates. Students also receive dojo dollars for hard work. As the students complete, this assignment I will walk around and hand out dollars for rewards.

Before starting the lesson I will make sure to review the rules for iPads and computers which include never go on sites that you are not told to go on, type only things you would be fine with your mom reading, do not leave the iPad unattended- mostly on the floor, do not touch your mouth while using the iPad, keep the iPad on your desk/do not walk around the room with it, when finished lock the iPad and plug back in, when finished on the computer log off and leave it the way you found it.

Troubleshooting before the lesson:
- Students may get locked out of their account if they put in their password wrong too many times- make sure to have passwords handy, tell LSTC that students may need help during the lesson.
- LMS may be down- students could write their book review on paper and type their review once the LMS is working again
- IPads may not be available- students could pick video note or PowerPoint- this is why there are multiple choices.

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?

One of the research based instructional strategies that I used was the mini lesson format. When teaching students about different forms of technology I used I do, we do, you do. Students first watched me model the technology to show how it works, the students then tried a task with a classmate, and then the students tried another task individually. It is a gradual release model that we use at the school in which I teach. The teacher's role in this lesson was to be a facilitator. I would be there to monitor the process but not to control their learning. The student's roles are to be an explorer and a producer. They were exploring new forms of technology and come up with ideas of their own to make their presentation unique. Students in the end are developing a technology project to be proud of and for other students to use to pick a book they may want to read in the future. I can ensure higher order thinking levels of Blooms Taxonomy because the task in this lesson is for students to evaluate a book that they read. They had to first evaluate if they liked the book and then analyze what was good about the book and why someone else may like it. They also had to be creative in finding a way to represent their book to make others want to read it. Technology will support my teaching because I will use it to model the forms of technology and show students how to write a good book review. This lesson is authentic because the students are posting on a discussion board so that others can read and decide on a book to read. Students feel like they are helping others with their next book choice. Others in the school are able to read and watch their presentations to preview books that they have never read before. Students will also use the discussion board to communicate and collaborate with others. After typing, their review and making a presentation about their book other students can comment using sentence starters about how they feel about their project and if they would want to read the book. Students are getting feedback and it can be facilitated through the online LMS system. This lesson gives students pride in their work because they know that others will be reading their review and watching their video instead of only the teacher looking at their work. This aspect puts the ownership back on the students.

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?)

There are various learning styles in my classroom. By giving students, many choices of presentation platforms students are able to pick a project based on their learning style and what they feel most comfortable with. Students can also work with others in the class though the discussion board. The students that are done early can comment on others using sentence starters so that they can collaborate and help each other improve. Students who need extra support will receive extra support. If they need a certain learning environment they will be able to use and office (Cardboard to put around their area) to stay focused. ELL students will be provided with extra time and they will be able to use their word book for spelling. When using iMovie and PowerPoint students that need an extra challenge can make theirs more detailed while students who struggle and need more support can make a more basic presentation.

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?)

There will be a closing event at the end of the semester after benchmarks. Students will get a chance to present their book review to our class and a Kindergarten class. When students are done presenting there will be comment cards that other students can write on and say what they liked about others book review projects. Students will also provide feedback for the assignment though a comment card. I am going to make an online quiz on the LMS system where students will rate the project and how they felt about it and then type their thoughts. This quiz on eClass along with the rubric will show me how well the students did on the assignment and if they met the goals, I set for them. I would like students to score an 80 percent or higher to show that the lesson went well and it was effective enough to do again.

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.

I enjoyed teaching this lesson. If I was going to teach this lesson again I would give students more time to write their review and go into more details about how long it should be. I would do 2 weeks instead of 1 week. Some students seemed to rush through the beginning review so that they could start the presentation section. I also would do a whole lesson just on PowerPoint. Some students were unable to use PowerPoint and had many questions about how it worked even after I talked about its features. One big aspect I would change is to have students work in groups instead of individually. This would be a better way for students to start out using this technology so they could have more collaboration. I think this lesson overall went well. The products were well made and students enjoyed using technology to talk about their favorite books. My advice to others when teaching this lesson is to take this lesson slowly. Students needed more time to make their book review a good quality. I should have told students that there were not allowed to start their presentation until the third day so they would not rush through the book review. I would also recommend doing a lesson on how to save work. I had issues with students not knowing how to save to their H drive so I had to walk around and save each persons. Next time, I will model how to save the PowerPoint before students are allowed to use it. I think this lesson was successful because students used technology to convince others to read the book they were reading. It made them very proud to see their finished product in the end.