

Technology Integrated Lesson Template

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Thoroughly complete this template to focus your lesson plan development.

<p>Audience (i.e. grade level, specific faculty)</p>	<p>4th grade library students with prior experience using wordle and glogster.</p> <p>The lesson is open-ended enough for additional use with 3rd and 5th grade classes.</p>
<p>Purpose/subject of lesson – topic:</p>	<p>As part of Read Across America day, students will explore and share what makes Dr. Seuss an appealing author for readers of all ages.</p>
<p>Content / Curriculum Standards – Maryland VSC http://www.mdk12.org)</p> <ul style="list-style-type: none"> • Which VSC content specific standards will your lesson address? • What do you want your students to know and be able to do? <p>(Note: You do not have to list “ALL” curriculum indicators – just enough to demonstrate alignment with content.)</p>	<p>Maryland Library Media Voluntary State Curriculum Content Standard</p> <p>1.0 Literature Appreciation: Students will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.</p> <p>3. Experience the pleasures of recreational reading</p> <p>a. gain pleasure by independently reading self-selected books.</p> <p>3.0 Collect information: Students will be able to collect information relevant to their current information need.</p> <p>6. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.</p> <p>b. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.</p> <p>6.0 Share Findings/Conclusions: Students will be able to communicate findings/conclusions by producing materials in an appropriate format to support written, oral and multimedia presentations</p> <p>A. Share findings/conclusions</p> <p>1. Make decisions to facilitate effective communication of ideas.</p> <p>a. Continue to practice presenting findings in oral, written, visual and multimedia formats.</p> <p>Students will work in pairs to reflect on past experiences reading Dr. Seuss stories and create a wordle. They will learn new information about the author by exploring a teacher-made glog and integrate the findings by producing a glog that answers Scavenger Hunt questions and promotes their favorite Dr. Seuss story. They will have had prior experience using wordle and glogster, so this lesson will utilize these tools without introducing them to the students. The teacher will be able to assist any student who needs additional help with these tools.</p>

<p>Learning Objectives</p> <p>State the objectives of your lesson/presentation using action verbs (in measurable terms)</p>	<p>Students will create a wordle to share thoughts about Dr. Seuss stories, explore a glog to learn background information about the author, and then create a glog about their favorite Dr. Seuss story.</p>
<p>Student Technology Standards</p> <p>What Maryland student technology standards are addressed in your lesson?</p>	<p>Maryland Technology Literacy Standards for Students</p> <p>2.0 - Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.</p> <p>B. Legal and Ethical Issues</p> <p>1. Practice responsible and appropriate use of technology systems, software, and information</p> <p>b) Work cooperatively and collaboratively with others when using technology.</p> <p>3.0 Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration</p> <p>B. Encourage Collaboration</p> <p>1. Use and explain how selected technology tools encourage collaboration</p> <p>a) use technology tools to work collaboratively within the classroom</p> <p>6.0 Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions</p> <p>A. Investigate Problems and Propose Solutions</p> <p>3. Carry Out the Plan</p> <p>- Use communication tools identified by the teacher to help gather information. Make and record observations using technology.</p> <p>5. Communicate Conclusion</p> <p>- Use communication tools identified by the teacher to communicate conclusions.</p>
<p>Teaching/Learning Theories: Describe the pedagogical model(s) you will use to present this lesson/training (i.e. project-based learning, social constructivism, constructivism, behaviorism, blend of types, etc.)</p>	<p>This lesson blends ideas from several teaching/learning theories. Cooperative/Collaborative Learning will be employed by the students throughout the lesson UDL theories are incorporated through student exploration of the teacher-created Seuss background glog, giving students more control of their learning and by creating a glog to share their own ideas with others. Creating the project to demonstrate their knowledge is a component of project based learning.</p>
<p>Anticipated Lesson length (i.e. one or several class periods; block of time –specify if for training)</p>	<p>One class period minimum.</p> <p>Additional time in the next class period could be provided for some students to finish their glog and explore the work of others. Creating a podcast of the student reading their favorite Seuss story could be completed in a follow-up lesson and then added to the glog.</p>
<p>Content: Fully describe the content of your lesson. What information will be presented? How will you integrate technology into student learning?</p>	<p>Students will begin by pairing up with a partner and make a wordle of what comes to mind/how they feel about Dr. Seuss and his stories. They will explore a glog to discover information about Dr. Seuss in order to answer scavenger hunt questions. Then they will</p>

	<p>design a glog to promote their favorite Dr. Seuss story. A rubric will be provided for guidance creating the glog. The wordles and student-created glogs will be shared on a class wiki page.</p> <p>For students not familiar with Dr. Seuss, books by the author will be available for their use.</p>
<p>What is your rationale to support inclusion of technology in the lesson? (i.e. enrichment of content, extension of learning, student demonstration of learning)</p>	<p>The wordle activity will help engage the students in the topic of today's lesson. Exploring the teacher-created Dr. Seuss glog will provide additional information on Dr. Seuss in a fun, interactive way. Student-created glogs will permit the sharing of information learned from prior experience and through today's lesson. Posting their work on the class wiki will facilitate sharing of their ideas.</p>
<p>Resources: Give the links for applications on the web that you will use (if appropriate). Provide links for resources for students on the web (if appropriate).</p>	<p>www.wordle.net to create the wordle mrsciacciosclass.pbworks.com to access the wiki http://edu.glogster.com/login/ to create the glog.</p>
<p>Assessment: Describe how you will assess the participants' learning</p> <p>Formative: (Should occur during the lesson to give the teacher feedback on student learning).</p> <p>Summative: (May not occur during the lesson, but is a long range goal for student learning). Attach example(s) of assessment.</p> <p>(Note: both categories need not be addressed, but you should provide some indication of how you will assess student learning in the lesson/unit)</p>	<p>Formative: I will circulate throughout the lesson to observe the students and help as needed. Viewing the printout of the wordle and content of the glog as posted on the wiki will provide feedback on student learning. A rubric and sample glog will be provided to help students design the glog content.</p>
<p>How do you predict the use of the technology will affect the teaching of lesson content and/or impact student learning?</p>	<p>I think the students will be engaged in the lesson through creating the wordle. Interacting with the glog will help the students learn more about Dr. Seuss and creating their own glog will allow them to share their ideas about Dr. Seuss in a fun and interactive way. Posting their information on a wiki will allow them to learn about the ideas of their classmates.</p>

This template was inspired by the MTTTS Standard V lesson template available at <http://www.mttsonline.org>