


Planning to Extend Learning with Meaningful Tech

The following planning document outlines the steps for developing a lesson that extends learning through the meaningful use of technology. The first page provides a sample lesson, while the second page includes a planning organizer designed to guide collaborative teams through the process of creating their own lesson plans.

Lesson Design Process & Questions to Consider	Example: Storytelling, 1 st Grade
<p>Identify the unit and/or skill to integrate.</p> <ul style="list-style-type: none"> What unit(s) or skill(s) from your curriculum are you hoping to extend or enrich? 	<p>Grade level: 1st</p> <p>Unit/Skill: story sequencing - beginning, middle, end</p>
<p>Determine what digital tool would enhance the learning.</p> <ul style="list-style-type: none"> What tool(s) are age-appropriate? Which tools match the curricular goals? 	<p>Digital tool(s):</p> <p>Scratch, Jr</p>
<p>Plan the content.</p> <ul style="list-style-type: none"> Are students familiar with the content? Have they studied this material or read this story before? Do students have an understanding of the vocabulary? 	<p>-Guided read aloud - <u>The Three Little Pigs</u></p> <p>-Review story elements: characters, setting, beginning, middle, end</p> <p>-Track story elements collaboratively (anchor chart)</p>
<p>Plan for teaching the tool.</p> <ul style="list-style-type: none"> What steps will you need to model? Where are the points in your demonstration where students can try? What will success look like? What feedback will students get? 	<p>-Show features</p> <ul style="list-style-type: none"> Go (Yellow Tab) Move (Blue tab) Dialogue (purple tab)  <p>-Independent practice</p> <ul style="list-style-type: none"> Students will create using the features that were demonstrated. Design their own project
<p>Anticipate potential sticky spots.</p> <ul style="list-style-type: none"> Are there students who will require more guided practice? How will you differentiate for students who are struggling to work independently? 	<p>Observations - facilitating and monitoring</p> <ul style="list-style-type: none"> Making notes of students who might require additional reteaching or support <ul style="list-style-type: none"> Can students use the features and create independently?
<p>Reflect.</p> <ul style="list-style-type: none"> How could this tool be used in other units? What did this tool do to enhance learning? How did this tool fall short? Is there another tool that might have worked better? 	<p>Collaborative meeting with teachers and students.</p> <ul style="list-style-type: none"> Glow and Grow exit ticket for students Creating a list of upcoming units of study that could use this tool. Determine comfort level of teacher <ul style="list-style-type: none"> Would there be an opportunity for a "teach and learn lunch" to strengthen that comfort level?

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Reflect. <ul style="list-style-type: none">• How could this tool be used in other units?• What did this tool do to enhance learning?• How did this tool fall short?• Is there another tool that might have worked better?	