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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Template I *(More Directed Learning Activities)*** |
| ***Template with guiding questions*** | | |
| Teacher(s) Name | Shelly Woods | |
| Position | Teacher | |
| School/District | Fulton County | |
| E-mail | Woodss4@fultonschools.org | |
| Phone | 470-263-1321 | |
| Grade Level(s) | 4th grade | |
| Content Area | Reading | |
| Time line | 3-4 weeks | |

**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?)

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

**Content Standards:**

**ELAGSERL1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELAGSERL2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**ELAGSE4RL3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELAGSE4SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, build on others’ ideas and expression their own clearly.

**ELAGS4SL2:** Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELAGSE4SL5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**ISTE Standards (Net-S)**

1. **Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

2. **Communication and Collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

3. **Critical Thinking, Problem Solving, and Decision Making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**Summary of Lesson**

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| The objective of this lesson is for students to practice their literacy skills they have learned in our book club unit. The students will create a movie trailer for the current book they will complete in their book clubs. Students will read and analyze their book in reading class and will take this information and type a fifty-five-word summary of the book on a Word document, then create a podcast of this summary on Anchorfm. They will then create a movie trailer using Adobe Spark, Haiku Deck, Pow Toon or another mode of video presentation they decide on as a group. Students must work together to create a dynamic and visually engaging movie trailer about their book. They will create this product using a rubric provided to them and then share their presentation with the class. Students will then post their finished movies trailer to a created Weebly site for others to view and add to. |

**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? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

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| 1. How can I refer to the text to support my inferences about a story? 2. How can I determine the overall main idea and theme of a story? 3. How can I incorporate technology to enhance a book’s main idea and theme? 4. How can I use technology to communicate my analysis of a book, including setting, characters, rising action, conflict, climax and resolution? |

**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?)

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| Students will create a movie trailer using a product of choice such as Adobe Spark, Power Point, Sway etc. This will be over a book they read in book clubs. The students will demonstrate their literacy skills by focusing on the main plot elements of a story: setting, characters, rising action, conflict, climax and resolution. Students will be using background knowledge to analyze a book and creating a product using technology tools that is new to them. As students’ progress through the process they will have a rubric to guide them. They will also be assessed with the use of a checklist. Students’ final movie trailer and Podcast will be assessed using a rubric. Projects will be differentiated based on individual groups and students needs.  and st student needs. |

**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?)

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| Technology helps support student learning by letting the student show the elements of a story in a way that is new and up to them on how it is created. This is highly engaging for the students because they get to demonstrate mastery how they choose. Digital tools the student will use is Adobe Spark, Anchorfm, Weebly, Power Point, and Word. Resources used are a rubric, checklist, graphic organizer, images off of the web, and music to enhance their movie trailer and podcast. Previous technology skills students need are the basic understandings of how a computer works, how to open and create a word document and how to record video and sound on their device. |

**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?)

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| The student needs to be able to have basic computer skills and know how to create a word document. These skills are taught at the beginning of the year. The student also needs to be interested in technology and be able to use a new technology tool and figure out how it works through play or through research. The prior content learning the student should have is knowledge of literary elements and how they progress and change throughout a story. The student should also have knowledge of how to create a summary that is brief and to the point. This summary should include only relative elements. |

**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 troubleshoot them?

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| The teacher will introduce this activity whole group and discuss all the elements needed to be in the movie trailer, podcast and word document. There will be a set due date and checklists available to students to help them manage their work for the project to make sure all elements are included. Each student is preset into a group which is based on their book club group. The book club group is based on their BAS reading level. Each group will choose a group member to use their Microsoft Surface to create the movie trailer, podcast and word document. Each group will decide which member is completing each task assigned. The teacher will meet with each group to make sure all jobs are equally assigned, and all members are contributing. The teacher will ensure enough time for students to complete the project, also considering for technical difficulties and other technical issues arising with the students’ Microsoft surface. Technical difficulties such as lack of internet, a site that could not be working properly, a students’ video or microphone not working properly. All of these will be taken into account to determine the amount of time given to complete the task. If technical difficulties do occur, the teacher will have alternative websites to access, other devices for the students to utilize and another mode to access internet. |

**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?

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| **Instructional Strategies:**  The instructional strategies used will be discussions, collaboration within groups, think pair share, graphic organizers, peer assessments and self-reflection to assess their thinking. The student learning environment will be supported by giving them an allotted time of creativity to create the movie trailer, podcast and word document. They will have access to all materials in the classroom and use of media center and private areas to create videos. The teacher role is more of a coach than a teacher, I will work with each group and guide them in the right direction and help with any technology issues that arise. The students’ role is to explore a new device the have not used before and be able to learn about it through play and experimentation. They will then work collaboratively to create a movie trailer on a book from their book club. Bloom’s taxonomy will be reached at many levels by analyzing and evaluating the new resource and what they have learned in class about story elements and author’s craft. They will then have to apply this information and create a presentation to demonstrate all they have learned from class and from the technology. The technology supports my teaching because the students are able to apply what they have learned and demonstrate it in creating a movie trailer. Each of these activities the students are completing are authentic, relevant and meaningful learning activities since they are deciding how to create the movie trailer and podcast by applying what they know in a manner of their choosing. Formative assessments will be in place such a rubric and graphic organizer. Information will be communicated through the rubric and whole class, small group discussions.  **Learning Activities:**  Students are responsible for each reading their book in their book clubs. Then completing discussion questions to fully understand the book in their book club groups. Students will then create a movie trailer to the book they read in class. All movie trailer requirements are attached below. Each group needed to decide on who does what for each activity and each member needs to have role they are responsible for. This also included the podcast and the 55-word summary typed on a word document. All completed projects students must post on Weebly. When all trailers and podcasts are posted we will watch all as a class. Each student will critique each of the movie trailers and podcast from each group. They will then post their comments on the blog.  **Resources:**  [Movie Trailer Requirements, Rubric and Graphic Organizer](file:///C:\Users\shell\Downloads\iMovieBookTrailerProject.pdf)  [How to Make a Movie Trailer](https://www.youtube.com/watch?v=eQKRmV-_GEM)  [www.adobespark.com](http://www.adobespark.com)  [www.microsoftpowerpoint.com](http://www.microsoftpowerpoint.com)  [www.microsoftword.com](http://www.microsoftword.com) |

**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?)

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| Throughout the project the teacher worked with each group making sure each objective was understood and help students individually with the specific technology tool and if technology issues or website issues arose. This class is an advanced/accelerated class, so each group of students was in charge of their own learning and experimentation of the new technology tool. I also suggested new effects for them to try and put into their trailer and podcast. Students were also allowed to suggest new items to include in their movie trailer.  Adaptive/Assistive Technology:  All students will have access to a computer so they can experiment with the new technology tool. There are tutorials available to them to help with the use of the tool if they so desire. |

**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?

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| The presentation of projects and critiquing from peers will serve as the closing for this project. I will assess how effective the lesson by how well each group completed the task. For example, what portion did they complete well on their own and what portion did they struggle with? I feel overall the lesson went well and the students really enjoyed the project and learned a new Web 2.0 tool they could now progress on with and use in the future. One item I would do differently is taking a bit more time for them to complete the trailer. I scheduled a week, but it is nice to see everyone’s trailer and then the groups can go back and make any necessary adjustments. |

**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?

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| I feel this lesson went well and I am glad we put all of their hard work on Weebly for them to review. I like the fact that they were able to reflect upon their work and their peers. The lesson was effective, and the students were extremely motivated to complete the activity. Some issues did arise from the tools itself or just forgetting a password or two. The students did learn from this and created a place for passwords and bookmarked, so they could go directly to the site. Students were able to demonstrate all of the standards listed by producing a movie trailer, podcast and 55-word summary.  Recommendations:   * Verify all tools work using current platforms * Have alternative sites/methods available if the web tool is down. * Allow for plenty of time to create! This is a process and I had to allow for more time.   **Screencast of Lesson Plan:**  [**https://screencast-o-matic.com/watch/cqfYcIZtL0**](https://screencast-o-matic.com/watch/cqfYcIZtL0) |