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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 | Nkenze Jones | |
| Position | Teacher | |
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| Phone | 912-292-0066 | |
| Grade Level(s) | Kindergarten | |
| Content Area | ELA (Writing) and Science | |
| Time line | April 4 – April 26 (3 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? ) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

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| Content Standards | **SKE1.** Students will describe time patterns (such as day to night and night to day) and objects in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth.  **ELAGSEKW6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.  **ELAGSEKW7** With guidance and support, participate in shared research and writing projects.  **ELAGSEKL2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| NETS\*S Standards: | Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students use digital media and environments to communicate and work collaboratively. Students apply digit tools to gather, evaluate, and use information. |

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

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| Students will create a presentation using Google Slides, Google Doc, and Draw Canvas to demonstrate understanding of day and night and their ability to write sentences spelling words phonetically and drawings. Students will review science lesson about day and night and how to classify the objects according to the day and night sky. Students will also learn how to use Google Doc to write and share their sentences. Students will be divided into three groups according to their ability. One group will identify the objects in the day time and explain the purposes for the sun, another group will identify the objects in the night sky, and the third group will identify both day and night objects. Students will work collaboratively to create a shared drawing using Draw Canvas. Presentations must include drawings created on Draw Canvas. The presentations will be uploaded to school website to share with a larger audience. |

**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.

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| What are the changes in the sky when day changes to night and night to day?  How does the Sun help the Earth?  How can I write sentences about the objects in the day and night sky?  How can I use digit tools to write and share my sentences?  **I CAN Statements:**  I can name the changes in the sky when it changes from day to night and night to day.  I can write sentences about the objects in the day and night sky.  I can tell what the sun does for the Earth.  I can write sentences about the sun.  I can write sentences about day and night. |

**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.

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| Students will create a presentation that includes drawings and sentences about day and night. Students’ presentation will be assessed by the use of a teacher created checklist to determine if students have complete understanding about day and night. The students will also be assessed on their ability to write sentences phonetically using capitalization and punctuation correctly. Students’ work can to view daily to assess how there are progressing. The products will be differentiated in that the students will be grouped and each group has been assigned a different task. |

**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 supports student learning in that we are using digit tools to demonstrate knowledge and creativity in an authentic and meaningful assignment. In this lesson, students will become familiar with Google Apps to create and share their work. |

**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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| Students will review day and night and taught how to use Google Doc, Google Sides, and Draw Canvas. Students have some knowledge about computers and are able to log in and out without assistance and access various programs daily. Students will receive one-on-one instruction on how to use the digital tools correctly. |

**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.

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| Students will be working in small groups. Students will complete the task in the classroom and in the computer lab at school. Extra support will be provided to each group through a co-teaching environment with the teacher, paraprofessional, and migrant teacher. Each group will have access to the computer for approximately thirty minutes at day. Each student have a Google account through the school and can use it to access the digital tools. When and if Internet service becomes an issue, I will work to correct the issue by contacting the technology technicians and I will also allow more time later in the day for the students to work on their work. Some students may need additional assistance with they accidentally minimize the screen and do not know how to maximize the screen back. I will work to quickly resolve any problems similar to that as they arise. |

**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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| Students will collaborate and communicate using Google Docs. Students will share ideas and writings. They will receive peer and teacher feedback. I will facilitate student learning by providing assistance with the use of the digital tools. Students will be creative in how they choose to demonstrate understanding of day and night through the use of drawings and writings. Students will collaborate with their peers and teacher by sharing their writing using Google Docs. |

**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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| Students will be grouped by ability into three groups. The groups will include EIP (early intervention program) and ELL (English language learners) students. Student groups will be assigned by looking at summative assessment data taken from kindergarten assessments and observations. Some students will be provided scaffolding strategies like picture/word cards and sentence starters. All students will learn the objectives, but each group will have different objectives to demonstrate understanding. Group 1 will focus on night, group 2 will focus on day and the effects of the sun, and group 3 will focus on day and night in their writing. |

**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 closing event will be for the students to share their writing with the school by hanging their finished product in the hallways and by sharing what they learned with their parents and the school administrators through the local newspaper. I will take notes throughout this process in regards to the use of Google Docs and Draw Canvas to determine what worked well and what I could do in the future to better prepare students to use these digital tools. I will also conference with the students about their progress and understanding of using the digital tools. |

**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.

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| The lesson went well. My students were excited about using the computers to type and share with me and each other. I was a little reluctant to teach a technology lesson to kindergarten students, but after the first day in the computer lab, my attitude completely changed. The students were able to log on to the computers and I used the projector to demonstrate how to locate Google Docs. All of my students were able to find the application and some started typing sentences without any assistance from me or the paraprofessional. I wanted to provide the students with practicing opportunities to familiarize themselves with the program. Each day I would teach them something new. Day 2, the students learned how to change the color of the font. Day 3, the students learned how to share their document with me. Day 4, the students learned how to change the size of the font. Day 5, the students learned how to change the font type. I was super excited and impressed with my students’ ability to grasp each new concept of Google Docs. The next week, we focused on review the science and writing objectives. I reviewed day and night, writing sentences, and Google Docs because of state testing we were not allowed to use the computer lab. I was afraid the students would forget everything. The next week, the students begin writing sentences about things in the day and night sky. The students practicing writing during their group time. I provided the students with picture/word cards but I still encouraged them to sound out the words. When it was time to use the Draw Canvas app, I realized the students could not install the extension because of district restrictions. Students were allowed the opportunity to use the whiteboard to draw using the app from my profile. The students enjoyed learning how to draw using the different tools and colors. I was amazed again how quickly they were able to change the colors and size to create their drawings. After the students completed writing the sentences on paper, they logged on and type their sentences in Google Docs and share it with me. I then compiled their writings to create a presentation to share with the school. My students enjoyed using the digital tools. They were excited to go to the computer lab to use Google Docs. Each day they would ask if we were going to use Google. Doing this lesson with such early-aged students has taught me to never set my expectations of other low. I think this lesson provided my students with authentic learning that will be with them for many years. I foresee my students having no problems adjusting to online testing in the future because of their background experience provided through this lesson. My administrators were impressed with the students learning to use Google Apps and wants me to write an article for our local newspaper. I am going to print out our finished product and snap a picture of the students with their work and sent it to the newspaper before we get out of school for the year. |

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| **Writing Rubric** | | | | |
| **Objectives** | **Not Yet Demonstrated** | **Progressing** | **Meets** | **Exceeds** |
| Using Google Docs to produce and publish writing. | The student does not explore a variety of digital tools to produce and publish writing. | The student begins to explore digital tools to produce and publish writing. | The student explores a variety of digital tools to produce and publish writing in collaboration with peers. | N/A |
| Researching and recalling facts about day and night. | The student does not participate in shared research and writing projects and does not recall or gather information to answer a question. | The students participates in shared research and writing projects, but does not recall or gather information to answer a question. | The student consistently participates in shared research and writing projects, recalls information from experiences, and gathers information from provided sources to answer a question. | N/A |
| Writing sentences. | The student does not capitalize the first word in a sentence and the pronoun I, and recognize and name end punctuation. | The student begins to capitalize the first word in a sentence and the pronoun I, and recognize and name end punctuation. | The student consistently capitalizes the first word in a sentence and the pronoun I, and recognizes and name end punctuation. | N/A |
| Spelling | The student does not write letter(s) for consonant and short-vowel sounds (phonemes) or attempts to spell simple words phonetically. | The student writes letter(s) for some a consonant and short-vowel sounds (phonemes) or attempts to spell simple words phonetically. | The student consistently writes letter(s) for most consonant and short-vowel sounds (phonemes) or attempts to spell simple words phonetically. | The student uses conventional spelling for simple words. |