



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

Template with guiding questions

Teacher(s)

Name Jena Parish

Position

Teacher/Graduate Student

School/District

Austell Intermediate/Cobb County

Grade Level(s)

4th Grade – Lesson could be adjusted to meet other grade levels

Content Area

Reading

Time line

1 Hour (Can be broken into two parts if necessary)

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?)

Content Standards

ELA4R1.a,b, f, g (see attached for listed standards)

NETS*S Standards:

ISTE.NETS-S1a, 2a, 2b, 2d, 5a, 5b, 6a, 6b (see attached for listed standards)

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

Students will be completing a book study on the picture book *Wonder Horse: The True Story of the World's Smartest Horse* by Emily Arnold McCully. (This book is the April Book of the Month for Austell Intermediate). The teacher will introduce the story by previewing the front cover and title with the students. Students will make a prediction about the story. Students will write a journal entry explaining their prediction and record an audio comment using VoiceThread to share their prediction with their classmates. Before using VoiceThread, students will need a quick tutorial to show them how to record their comment. There will be a classroom discussion in which the entire VoiceThread discussion is shared with the class. Then, the teacher will read the text aloud to the students. After the text has been read to the students, the teacher will review different types of connections (self, text, world). The teacher will post a page from the story on the SmartBoard and the student will journal three different connections they made with that page. Finally, students will choose one connection to share with the class and they will record an audio comment using VoiceThread to share that connection. There will be a classroom discussion in which the entire VoiceThread discussion is shared with the class. Students will complete a comprehension check to assess their understanding of the story.

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?)

Essential Questions

How can I make a meaningful prediction about the stories I am reading?

How can I check my predications?

Why should I make connections while I am reading?

In what ways can I connect to the story *Wonder Horse*?

Background Information/Prior Knowledge

Students will need to understand what a prediction is.

Students will need to understand what a connection.

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?)

Students will be assessed using two audio comments: a predictions comment and a connections comment as we are completing the book study. Students will also be assessed by turning in a journal entry graphic organizer that explains their prediction and their connection. Comments and journal entry will be graded using a rubric. Students will also complete a final comprehension check to show understanding of the story.

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?)

Text *Wonder Horse: The True Story of the World's Smartest Horse* by Emily Arnold McCully

VoiceThread Account (available from voicethread.com)

Computer Access (In Lab or At a Computer Station in Classroom)

Headphones w/Microphone

SmartBoard

Wonder Horse SmartBoard File

Journal Entry Graphic Organizer

Comment/Journal Entry Rubric

Wonder Horse Comprehension Check

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?)

Students have previously been taught lessons about making predictions and making connections using different texts throughout the year. This will be a review concept for students so little time should be spent in reviewing those concepts. Students will focus on the story *Wonder Horse* and using technology to collaborate meaningfully with each other.

The story *Wonder Horse* was briefly introduced by the principal in our classroom (because it is a Book of the Month selection); therefore, students already have a curiosity and interest in the story.

Students have not used VoiceThread before so they will a brief tutorial on its purpose and how to make a comment during the lesson.

Management (How and where will your students work? Classroom, lab, groups, etc?)

Students will work in the classroom. Mini-lessons will be taught at the carpet area of the classroom. VoiceThread comments will be made at the computer station (4 computers available). Students will rotate making their comments while they are completing their journal entries and silently reading a book of their choice at their seats independently.

Instruction and Activities (What instructional strategies will you 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 the technology support your teaching? What engaged and worthwhile learning activities and tasks will your students complete? How will they build knowledge and skills? Will students be expected to collaborate with each other and others? How will you facilitate the collaboration?)

The lesson will be taught using a scaffolding approach as the lesson will begin whole group. Then, students will work independently. Finally, students will come back together whole group to share and discuss their findings.

To further develop their understanding in reading, students will use the making predictions and making connections strategies. Students will write their predictions and connections in a journal entry and make an audio comment.

The role of the teacher is to lead mini-lessons on making predictions and connections at the beginning of the lesson. Also, the teacher will introduce and read the text. The role of the student is to independently show that they can make a meaningful prediction and connection (in writing and verbally) about a story.

SmartBoard Technology and VoiceThread will be used to support the lesson and the students' learning of the lesson. Also, technology will engage the students in the lesson.

Students will collaborate at the end of the lesson through a final classroom discussion.

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?)

Support

Students will make one prediction and one connection in their journal entry. Students will be allowed to use their journal entry as a guide when they are making their audio comment. Students will get additional support at the computer while making their comment.

Extension

Students will make an additional audio comment that reviews the story.

Students will make a connection with the informational Author's Note from the back of the story. Students will share their connections in a small group with other students who need extension. Students can then begin their own research Bill and Jim Key using a computer resource. They can share their findings with the class at the end of the lesson.

Closure and 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?

To close the lesson, students will listen to both VoiceThread discussions. Then, students will have a class discussion about their comments. Also, students will complete a final comprehension based on the story to show their understanding.

To gain feedback about using VoiceThread, students will complete a quick paper survey about the lesson. We will also have an informal class discussion about the lesson.

Personal Closure and Reflection for Lesson Implementation

Overall, the lesson went really well. My students really enjoyed using VoiceThread and I found it to be an effective way to get my students to share and discuss. There were a few setbacks. After I planned and prepared the lesson, I discovered that my school does not have any headsets with microphones. This made completing my lesson in the classroom tricky. I brought a headset from home (the only one I have) and pulled students one at a time to make their audio comment. The students really enjoyed it, but it was time-consuming. Next time, I will have to adjust the lesson for the amount of time it takes. I would probably split the lesson into 2 one hour sessions. As the students got the opportunity to view the final VoiceThread discussion with all of the students' comments, they were really excited and I was really impressed with their interest. They are already asking when we can use VoiceThread in the classroom again.

List of Standards and Elements for Lesson

Georgia Performance Standards

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Relates theme in works of fiction to personal experience.
- b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- g. Makes perceptive and well-developed connections.

ISTE.NETS-S

1. Creativity and Innovation

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

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

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. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.

Name: _____ Date: _____

JOURNAL ENTRY GRAPHIC ORGANIZER

Making Predictions

I predict that the story *Wonder Horse: The True Story of the World's Smartest Horse* is about:

I made this prediction because:

Making Connections

Wonder Horse: The True Story of the World's Smartest Horse
by Emily Arnold McCully

Text-to-Self Connection

Text-to-Text Connection

Text-to-World Connection

Wonder Horse Lesson Rubric

	0	1	2	3
Predictions Journal Entry	No journal entry was completed	You made a prediction, but it wasn't very meaningful	You made a meaningful prediction	You made a meaningful prediction and supported it with details from the text
Predictions Audio Comment	No comment was made	You made a comment, but it wasn't a prediction	You shared a prediction you had for the story in your comment	You shared a prediction and supported it with details in your comment
Connections Journal Entry	No journal entry was completed	You made one connection to the text	You made two connections to the text	You made three connections to the text
Connections Audio Comment	No comment was made	You made a comment, but it wasn't a connection	You shared a connection you had for the story in your comment	You shared a connection and supported it with details in the text in your comment

Total Points Scored: _____ out of 12

Grade: _____

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Wonder Horse Comprehension Check

1. Write three facts you learned about Bill “Doc” Key.

a. _____

b. _____

c. _____

2. How did Doc become rich?

3. List two things that Jim Key did that made him an unusual horse.

a. _____

b. _____

4. What did the schoolchildren pledge to do after Jim Key’s shows?

5. What problem did Doc and Jim Key face after they began performing their shows?

Lesson Feedback Survey

1. Did you enjoy the lesson? yes no
 2. What was your favorite part about the lesson?
 3. If you could change something about the lesson, what would it be?
 4. Do you think using VoiceThread was a good way to share our ideas? Why or why not?
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