



Lesson Plan for Implementing NETS•S—Template I

(More Directed Learning Activities)

Template with guiding questions

Teacher(s)

Name Leise Smith

Position

ESOL Teacher

School/District

Cobb County School District

E-mail

Leise.Smith@cobbk12.org

Grade Level(s)

1st Grade

Content Area

[ELA-Literacy \(Phonics – Reading Foundational Skills\)](#)

Time line

October & November (about two to three 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.

[CCSS ELA-Literacy \(Phonics – Reading Foundational Skills\)](#)

ELA – [ESOL](#) – [ELD Standards](#) / Model Performance Indicators ([MPIs](#)) -

Content Standards: (Speaking/Listening/Reading/Writing) [1*](#)

NETS*S Standards: 6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. [2*](#)

[ESOL – ELD Standards](#) for first grade Language Arts / Speaking/ Listening/ Reading/ Writing

[1*](#) - Content Standards:

Reading Foundational Skills (RF)

- Print Concepts: RF1 (K and 1 only)
- Phonological Awareness - RF2 (K and 1 only)

Phonological Awareness:

[CCSS.ELA-LITERACY.RF.1.2](#)

Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

[CCSS.ELA-LITERACY.RF.1.2.A](#)

Distinguish long from short vowel sounds in spoken single-syllable words.

[CCSS.ELA-LITERACY.RF.1.2.B](#)

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

[CCSS.ELA-LITERACY.RF.1.2.C](#)

Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.

[CCSS.ELA-LITERACY.RF.1.2.D](#)

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

[CCSS.ELA-LITERACY.RF.1.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.1.3.A](#)

Know the spelling-sound correspondences for common consonant digraphs.

[CCSS.ELA-LITERACY.RF.1.3.B](#)

Decode regularly spelled one-syllable words.

[CCSS.ELA-LITERACY.RF.1.3.C](#)

Know final -e and common vowel team conventions for representing long vowel sounds.

2* - NETS*S Standards:

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- b. Build networks and customize their learning environments in ways that support the learning process.
- c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizen - Students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. Create original works or responsibly repurpose or remix digital resources into new creations.

c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. Publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

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

Note: First-grade students are learning “The Superintendent Initiative Program for Phonics,” therefore that is the only subject/content/ technology related lesson that the principal allowed me to work with the students for this project at the school.

In this lesson, students will be applying and practicing what they are learning the Phonics Initiative program through [Cobb Benchmark Universe](#). The students will learn how to use Seesaw to take pictures of their work, record themselves, save their job for the teacher’s approval, (assessment) feedback and post on the Seesaw blog (possibly) sending to their parents. They will use Seesaw & other different strategies to apply and demonstrate their knowledge of Phonics and their second language skills learned. The students will learn how to use the iPad applications (apps approved by CCSD) Chatter Pix, Sock Puppets, and Puppet Pals 2 to apply their knowledge. They will learn how to take pictures & save them using the iPad features, or the other apps features, record themselves, save and send them to Seesaw. They will learn how to make a PowerPoint Presentation and insert their pictures/or video files to the presentation. The students will learn how to create a (long & short vowel) game using the Smart Note Application with the teacher. The students will learn how to use their pictures/or video files to add to the iMovie and make an iMovie on the iPad. The students will share their work with the other first grade classes (teachers & students) using the (CCSD Skype for Business). If allowed and possible, the students will also be sharing their work with students from another country using Skype as well.

Objectives: The students will learn and create their work to demonstrate their knowledge gained & to be posted on Seesaw. The students will create a PowerPoint Presentation to include some of their work. The students will create an iMovie using their produced work. The students will share their work with other classes.

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.

What sound does each letter make? How does decoding help us read and write? How does hearing sounds in words help you to read and write? How do I decode words with consonant blends? How do I pronounce words with silent e? How does knowing sight words help me read fluently?

How does learning and understanding new words help me become a better speaker, listener, reader and writer? How can I use my voice to show meaning and feeling? How does repeated reading help me become a fluent reader? Can I read the decodable books and record my voice retelling my favorite parts of the books?

How do I take pictures with the iPad? How do I use Seesaw to write, illustrate, or record my voice? How do I use Chatter Pix, Sock Puppets, & Puppet Pals 2? How can I use my pictures or videos to record an iMovie?

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.

This lesson will have multiple means of assessments. The students' work made through Seesaw, will have the assessment done by the teacher verifying if students were able to do the job by approving their work and providing some feedback through Seesaw. The students will be assessed using a checklist of their work. There will also have rubrics for their work.

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?)

The students will be using CCSD approved apps in the school iPads. The students will be practicing their phonics knowledge learned through the [Cobb Benchmark Universe](#) program initiative. The students will listen to the digital decodable books online, listen to the digital poems, practice the decodable words, and the sight words. They will read the decodable books, read the poems, and record their voices to practice listening to the reading. They will make comments of their favorite parts of the decodable books, they will write about the stories or their choice pieces. The students will take pictures of their paper, or produce their illustrations, take pictures, record their voices, save and send them to the teacher through Seesaw. The students will also create the same kind of work using Chatter Pix, Sock Puppets, and Puppet Pals 2, and save their job sending them to Seesaw. The students used peer-to-peer collaboration on Seesaw. The students will be together with peer groups and they will read or listen to their work or comments. Then, they will decide/collaborate what they should change on their work. The students will use laptops to create the PowerPoint Presentation. The iMovie will be designed using the school iPad app, and the game will be formed on the Smart Notebook application on the laptop. The work will be saved in Microsoft Office 365 /One Note, and the video will be posted on the district [Streaming Cobb](#). The work will be shared using Skype. The students should have some previous knowledge of how to use Seesaw on iPads.

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?)

The students should have some previous knowledge using Seesaw because their classroom teacher also works with Seesaw. The students should know how to take pictures using the iPads, and how to record their voices. To prepare for this lesson, I will verify with the students and teacher about their prior knowledge.

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 before implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and worked through the issues that occurred as you implemented and even after the lesson was completed.

For this project, to manage this lesson, the teacher will use the laptop, and the students will use iPads applications. The teacher will work with some students individually during duty time early in the morning before announcements and work with small groups during the day as well. The teacher will ensure equitable access to the devices to all students while working on this project. The teacher will check out the iPad cart to use for some days. The teacher will give the students opportunity to choose the apps of their chose for this project (from the list the teacher provided). They were able to take responsibility for their work. If there are any issues with using the Interactive White Board with the projector, the teacher will use only the laptop. If there are any trouble-shooting issues with iPads, the teacher will borrow different iPads from the Media Center cart. The students will also be able to use the laptops in the classrooms as well if needed. If the Interactive Promethean White Board & Projector stop working - Re-start the laptop. Turn off and turn back on the projector & board. Press the (auto) button on the projector. If it still does not work, use only the teacher laptop instead. If there is any issue with the iPad, re-start the iPad or issues with programs, re-start the programs.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use in 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 help 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?

Day 1 – The teacher will ask the students some essential questions before beginning the lesson. I will have all the students sitting in a big circle on the carpet. The students will answer raise their hands to offer an answer to some of the questions. The students will also have the “turn to the elbow partner” to discuss some of the responses related to the questions. Then they will share some of their responses. We will return to the big group, and I will reinforce some of their previous knowledge about Seesaw. The teacher will explain to the students about the project, and the time it is going to take for the final product. The students will receive a checklist to guide and assist them during the project.

Day 2, 3, 4, 5, 6, & 7 – The teacher will start working with students individually or using small groups in the classroom. The students will use Seesaw to read the decodable books, record, write their favorite part of the book, illustrate, collaborate, save their work, and send for teacher's approval on Seesaw. Some students with higher English proficiency will create a written work about the book they read. (Listening, Speaking, Reading, & Writing) Once approved by the teacher the students will be able to post on the Seesaw blog.

Day 8, 9, & 10 - The teacher will work with the students using Chatter Pix. The students will take a picture of their favorite stuffed animal and use Chatter Pix to record their voices, edit the image, collaborate, save, and upload it to Seesaw. (Listening & Speaking) Once approved by the teacher the students will be able to post on the Seesaw blog

Day 11, 12, 13, & 14 – The teacher will work with the students using Puppet Pals 2 (maybe Sock Puppets) to practice the Phonics Program. (Listening & Speaking) Once approved by the teacher the students will be able to post on the Seesaw blog

Day 15 – The teacher will demonstrate and assist the students create a video. The teacher will provide demonstration how to add their work to the iMovie to make a movie with their pictures and videos, and then upload it to Seesaw & the blog.

Day 16 – The teacher will demonstrate and assist them in creating a (long vowel) game and with the students using the Smart Notebook Application.

Day 17 – The teacher will work with the students demonstrating how to make a PowerPoint Presentation and assist them to add their pictures, videos, and work to the presentation. The project will be displayed on the big screen Promethean Active Board so the final product will be finalized with students in the computer lab.

Day 18 – The teacher will demonstrate and assist the students how to upload the presentation (& video) on the Streaming Cobb. Videos uploaded into Streaming Cobb can be shared with other staff and students in the district.

Day 19 – The students will speak to other first grade classes using Skype (if possible). They will use Skype to recommend this lesson project to them. They will share their experience working on this project and share their presentation (& video).

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?)

To differentiate, the teacher will meet some students individually or form small groups of EL students according to their ESOL WIDA ACCESS Test scores. The differentiation for the students with less English proficiency and the student with special needs will be receiving extra support individually. The teacher will work with the students in small group settings to differentiate and provide better assistance to the students. The students will also work with peers with different levels for partners' collaborative work and support. The teacher will provide repetition of the directions, opportunities to repeat the task with extra time for differentiation purposes. The students will receive a checklist to assist them during the project.

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?)

I found the experience useful. The practice of phonics during this project resulted in the students' assessment improvement gains with the district phonics program. I believe some educators are not aware yet of the great ideas and benefits of using Skype in the classrooms. There were some issues with lack of time to work with students by the end of the project. Maybe the sharing part can be individual with another group of students using just the teachers' laptops instead of the whole class sharing moment. This project can be extended to share with students in other countries as well, as we previously thought we were going to do, but it worked differently than we thought. The extension (collaboration with outside audience) can be done through their Seesaw blog, or through Skype.

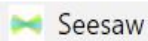
The Level of Technology Integration (LoTi 5): The students created a product and achieved an outcome that was meaningful to them. They shared the product/outcome to an audience beyond students in the classroom. The students had access to many types of technologies. They created an original product with technology with teachers' assistance. The students had to use their creativity and develop products; they had to use their high-order-thinking skills when working on this lesson. Standards-based, authentic/meaningful (they used technologies adults use professionally). The teacher-guided experience that assisted the student roles as producers to develop a product to serve as a demonstration of the available technologies/apps on the district iPads for the students to use as learning tools. This project allowed students to collaborate with other students; they assisted others on how to use the technologies and learned how to respect diversity during the collaboration.




Closure: Anything else you would like to reflect upon regarding lessons learned and 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.

The advice I would give others if they were to implement this lesson is to choose only one app, either Chatter Pix or Puppet Pals 2, so it will probably help reduce the amount of time.



To reflect on the lesson project, I had a checklist for the students to complete anonymously. The students were thrilled to work on this project. Students love technology and enjoy working with iPads a lot. The students were able to practice what they were learning the phonics program. They practiced speaking, listening, reading, and writing in an engaging and fun way. They enjoyed working using Chatter Pix, Puppet Pals 2, and Seesaw. They had the opportunity to choose the apps of their preference. This project allowed them to create a game on Smart Notebook, an iMovie, and a presentation. The students were engaged, and they truly enjoyed this lesson. English Learners enjoy using technology. They may be timid, but technology tools assist them overcome that feeling and they simply exceed the expectations. EL students need to practice Listening, Speaking, Reading, and Writing. They need to listen to their own voice reading and speaking to assist them learn the language. All the tools are safe to use and the Seesaw blog I set to be password protected. The students were so excited that I do recommend using this experience with any students, especially the English Language Learners.

Main Basic Project Guiding Checklist




– Click on the Seesaw app. Scan the QR code  to start the app. To begin your work, click on the cross  inside a green circle, click on the camera image to take pictures, click on the microphone to record your voice, click on the green check mark sign to save your work. Look for your name and click on the green check mark again to save your work. 



- ChatterPix – Click on the app to start, take a picture, draw a mouth with a line, click on the image of a microphone to start recording. Click  to start editing the image with FILTER, STICKER, FRAME, OR TEXT. Click  again, then click on the IMAGE WITH A CELL PHONE with an arrow pointing down in the middle to save and export your work to the camera. Remember to save your work.



- Puppet Pals 2 – Click on the app to start. Then click play, then choose the location the actors, the car, music, and when ready to record, click on the red  circle on the top right. Move the actors while recording your voice. Remember to save your work.

Students' Final Project Checklist			
MARK ONE THAT APPLIES WITH A CHECK MARK FOR EACH LINE	No	Some	Yes
I was able to take pictures using the iPad.			
I was able to record my voice using the iPad.			
I was able to save my work.			
I was able to use Seesaw.			
I was able to use ChatterPix.			
I was able to use Puppet Pal 2.			
I was able to write about the book using Seesaw.			
I was able to record my voice reading or speaking about the book.			
I was able to illustrate about my favorite part of the book.			
I was able to speak about my favorite part of the book.			
When I wrote about the book, I used complete sentences.			
When I wrote about the book, I used punctuation.			
My work had a beginning, middle, and end.			

EL Tech Rubric				
	Needs Improvement	Fair	Good	Excellent
Student was able to use Seesaw	1	2	3	4
Student was able to use Chatter Pix	1	2	3	4
Student was able to use Puppet Pals 2	1	2	3	4
Student was able to use iMovie	1	2	3	4
Student was able to use PowerPoint Presentation	1	2	3	4
Student was able to use Skype	1	2	3	4
Student was able to use laptop	1	2	3	4
Student was able to use iPad	1	2	3	4

EL Rubric			
	Limited (1)	Approaching (2)	Meets (3)
(1)Reading	Read word for word (no sentences)	Read in phrases	Read heeding all punctuation.
(2)Listening - Recorded the voice over it.	Need teacher to record	Need assistance with record	Recorded independently
(3)Speaking- Pronounced the words	They did not pronounce the words.	They pronounced all the words.	It was like talking
(4)Writing	Many missed errors	A few errors	No errors

References

Benchmark Universe. (n.d.). Retrieved from <https://cobb.benchmarkuniverse.com/>

English Language Arts Standards » Reading: Foundational Skills » Grade 1. (n.d.). Retrieved from <http://www.corestandards.org/ELA-Literacy/RF/1/>

English Language Development (ELD) Standards. (n.d.). Retrieved from <https://www.wida.us/standards/eld.aspx>

Georgia Standards (n.d.). Retrieved from <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx>

ISTE Standards FORSTUDENTS. (n.d.). Retrieved from <https://www.iste.org/standards/for-students>

Model Performance Indicators. (n.d.). Retrieved from <http://www.cobbcsd.org/model-performance-indicators.html>