



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

Template with guiding questions

Teacher(s)

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Grade Level(s)

2nd grade

Content Area

Technology and information use; Georgia Common Core Social studies content area

Time line

November 2013 - Several class sessions to complete entire project.

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?)

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.

b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint

Content Standards

1b. Create original works as a means of personal or group expression

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

NETS*S Standards:

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

Through this unit, students will demonstrate what they have learned about the physical regions in Georgia by using technology products to create images and an informational text that can be shared online. Students will gather information by watching short videos about the Southeastern United States and reading informational text online and in their social studies textbooks. Students will employ using prior knowledge to collaboratively create a pictorial map of Georgia and presentation Georgia that can be shared electronically.

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 question: How are the regions of Georgia different and the same? Where do we live in Georgia?

2nd grade students have been learning about the physical features of the 5 regions of Georgia. They have used their Social Studies textbook and also watched informational video about the geography of Georgia.

Prior to the activity, in library circle time, students will explain what they know about the different regions of Georgia. Discussion questions: *Who can raise a hand and tell me what they know about different regions of Georgia? What region do we live in? How do the regions look? Who can tell me what wild animals or plants live in different regions?* Second grade students may not be familiar with wild animals found in Georgia or with physical features such as mountains or rivers and will need guidance focusing on differences and making observations when viewing video.

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?)

Formative assessments –

1. Observe small each group and ask them to explain what they have learned or what they have written in their flip books. Possible questions: “Why did you choose that picture for the presentation?” “What is it about the coastal plain makes it a good place to grow things?” “Why did you draw an alligator? Where do alligators live?”
2. Observe students creating pages for [presentation/electronic book](#), listen to their conversation about how they are using the technology. Are they talking about what they type on the slide? Do they correct each other or help each other find the correct key strokes?
3. Observe students while they are creating the [ScribbleMap](#) and listen to conversations about their observations about the map as well as about how to use the *ScribbleMap* features. Students should be discussing where to draw lines to mark rivers and regions, and how to place labels on the map.

Differentiation – students work in small groups at centers on different tasks. Some students focus on creating artwork; others have completed their flip books and are entering data on the presentation pages. Students are assessed on content learning in their classroom flip books.

Assessment

Assessed skills – participation and collaboration with classmates, following instructions, information skills including selecting photos and using computer commands appropriately (scan, copy, paste, insert slide, insert image, save, export)

1	2	3	4
Original Artwork			
Student did not create any drawing or drew something unrelated to Georgia physical regions or its environment	Student created a drawing representing Georgia but did not add any descriptive information.	Student created a detailed drawing but did not add a caption, or did not identify the region the drawing represents.	Student created a detailed drawing and added a caption identifying the region the drawing represents.
Presentation Slides			
Student did not complete a slide for the presentation, or had an incomplete slide without text or showing an unrelated picture.	Student created one slide about one Georgia region but explanatory text was incomplete. The student chose one photo of an animal or landform from a folder and inserted it on a slide. Names are not capitalized and sentences are not punctuated.	Student created one slide with 1-2 sentences of explanatory text about one Georgia region. The student chose one photo of an animal or landform from the corresponding folder and inserted it on a slide. Names are not capitalized and sentences are not punctuated.	Student created one slide with 2-3 sentences of explanatory text about one Georgia region. The student chose at least one photo of an animal or landform from the corresponding folder and inserted it on a slide. Names are capitalized and sentences are punctuated correctly.
ScribbleMap			
Student did not locate or draw any features on the scribble map	(this section intentionally left blank. Students either add features to the map or not.)		Student drew a feature on the map, or added a caption, pin, label or comment to the map. With assistance, each student selected appropriate drawing tools, typed labels, and saved the map after working.
Collaboration			
Student demonstrated inappropriate communications or actions, or did not participate in activities.	Student participated in activities but was not always respectful to classmates (e.g., was bossy, did not want to share materials or computer time).	Student participated in activities but completed components only as directed.	Student actively participated in activities and communicated clearly and respectfully to classmates. Student showed initiative or offered classmates assistance with difficult tasks.

Note: Creating slides and working on the whiteboard is supervised and corrections are suggested, so every child can be a successful collaborator.

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?)

Web 2.0 tools used:

- Flickr.com photo sharing – students will view slideshows of landforms and animals of Georgia.
- Scribblemap.com – students will collaboratively create a tagged map of Georgia **zSIDodTbty** with photos and annotations. Using this scribble map, add regions and rivers. Save as a jpg file and insert into presentation.
- Google.com Drive Presentations – students will collaboratively create a presentation describing Georgia physical regions and rivers.

Flickr.com *Creative Commons* can be used to find photos living and nonliving things in Georgia including landforms. Wetlands Photos courtesy of Walter Fooshee (2008)

<http://www.flickr.com/photos/30104219@N07/sets/72157635065769742/>

Video: Discovery Education Network/United Streaming provides brief video clip about the southeastern United States.

Technology skills needed by students: understanding the difference between right and left click, experience using the pen and interactive white board, experience or practice in saving and naming files.

Using Google Presentation, ScribbleMaps, and all technology functions including choosing file formats for saving files (e.g., saving the ScribbleMap of Georgia as a picture with .jpg extension) will need to be explicitly taught during this lesson, probably to individuals or pairs of students as they are using the technology. Prior technology competence should not be assumed.

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?

Second grade students have been studying Georgia regions in classroom activities and started creating flip books and drawing maps of Georgia. Assess prior knowledge about Georgia through brainstorming activity, reviewing flipbooks with small groups. Collaboration between the media specialist and classroom teacher is critical to developing the activity. 2nd grade students need active, hands on learning but may become frustrated drawing and writing their information.

Prior to students' creating electronic book, the teacher should facilitate technology use by setting up a classroom google drive and log in, and preselecting photos representative of each Georgia region. Students can then search those folders to select photos to insert into maps. Also, set up initial shared presentation with Google Presentations and set up shortcuts on library computers. Open websites prior to engaging students. Create organized folders containing a selection of copyright-free photos for students to use.

Before class, Bookmark information sites on library computers so students can easily locate information.
<http://library.thinkquest.org/CR0213900/> Five Regions of Georgia

<http://www.enchantedlearning.com/usa/states/georgia/> Georgia Information and Resources

Download the video to computer used for presenting video prior to class visit to eliminate buffering/streaming issues.

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=D331E6B4-6A3B-4F97-80B3-761B01D98648>

Create Scribblemap (www.scribblemap.com) and have it open on the whiteboard prior to students beginning activity.

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?

During this activity students will work in small groups and individually on computers and completing flip books. Classroom management strategies such as “clap three times” or key word call and response (“Class, class?” “Yes, yes.”) will be employed to get student attention and transition between activities. Students may record their captions on photographs instead of typing. 2nd grade children may need support switching between the folders in their drive and presentation pages to insert photographs. Resist the urge to tell them where keys are on the keyboard.

Using a sticky-note poster, popsicle sticks in a cup or clips on a chart will ensure every child has a chance to work on computers and draw on the *Scribblemap*.

In the event the Internet is not available, students can create individual pages for the book using a storyboard graphic organizer. In anticipation of this, teacher should save a blank map of Georgia that students can draw on (or use a road map) and print photos of animals and landforms that can be pasted on a poster or large printed map. All needed user names and passwords should be written down in a safe place. The teacher should occasionally save student work.

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?

Learning activities: Students will develop and practice technical skills to create an electronic book demonstrating what they learn about the Physical regions of Georgia.

Teacher role: guide initial brainstorming session. Provide instruction individually and in small groups for technology use. Model each step of using the technology tools used for the lesson. Moderate use of video instruction and electronic book.

Day 1

1. In whole group Circle Time, brainstorm what students know about the physical regions of Georgia
2. List together facts about animals, landforms, rivers.
3. Students will listen to p. 8-17 from *Georgia* (Smith, 2010) an e-book about Georgia (read-aloud) and from the Britannica School Elementary encyclopedia article "Georgia" on GALILEO <http://school.eb.com.proxygsu-satl.galileo.usg.edu/levels/elementary/article/345472#> (password "clear") to complete. graphic organizer about Georgia geography
4. Students will learn about the regions at <http://naturalhistory.uga.edu/~GMNH/gawildlife/index.php?page=information/regions>
5. Students will view a slideshow of images from each of the regions of Georgia.
6. Separate students into 5 groups: one for each region: Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.

Day 2

7. Using photos printed from websites, allow students to sort photos and text into groups within the correct region.
8. After students have sorted the words and pictures, break students into center groups to complete different tasks (listed below). Each center groups should contain one student from each Region group:
 - a. Open the shared presentation and create one slide about one of the regions <https://docs.google.com/presentation/d/1q0FegDnZEB29RCNRg0y-c3VmhDjHqf0OyQqnRVpoN18/edit?pli=1#slide=id.p>
 - b. Create an original artwork showing some characteristic of a region. Completed artwork should include a caption explaining the region the art represents. Scan and save that artwork to import into the ebook presentation. (every child should have the opportunity to create artwork and scan it)
9. Using Scribblemaps on the white board, on the saved map of Georgia, students will trace and label major rivers.
 - a. Students will add text to label regions on the map: Blue Ridge Mountains, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
 - b. Save the map as a jpg and upload to Google drive to insert into the presentation.

Day 3

10. Import completed ScribbleMap into ebook.
11. Record narration for completed book.
12. (Teacher) save completed book as a podcast.

Day 4 (extension)

13. Take a walking field trip outside the school building to find features and make observations about the Piedmont region of Georgia in which we live, and also view and describe wetland/swamp habitat (CPES Bog Gardens).

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?)

Assistive technologies include keeping a stepstool handy to allow small students to reach high sections of the whiteboard. Headsets with Microphones can be used to record student comments instead of typing. Model all activities including working on whiteboard/scribblemap for English Language Learners. Because this group includes several students with limited English, a translating device is needed to help ELL students understand instructions.

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 attempted to deliver this lesson several times with individual 2nd grade classrooms during their scheduled library visits. Each class visits the media center for 45 minutes every week for instruction during which the classroom teacher supports my instruction. With these children it is imperative to have many different tasks in prearranged “centers” for students to complete as different children have the opportunity to learn the technology skills. Small groups of 3-4 students at a time can work on computers and the whiteboard, but both groups require support to scaffold their technology skills. Circle time discussion went moderately well with all groups as they brainstormed and “popcorned” what they knew. However, once we tried breaking into small groups for different centers it was like herding cats to keep them relatively focused. We were not able to get much completed; this project probably will continue through the remainder of the semester with different groups working on different components.

Working with small groups at the whiteboard on Scribblemaps.com was the most rewarding because students were engaged in using the map and made several observations about how the terrain map looked. Students were able to take turns drawing and they helped each other with spelling, typing and using the whiteboard tools. However, even so, a great deal of time was spent on management.

I would definitely deliver this lesson differently, perhaps focusing only on using the ScribbleMap in second grade. This lesson would best be a series of short activities that allows 2nd and 3rd grade students to research and learn about different regions. Students in 2nd grade expect to be told what to do and many still require first-grade-style instruction and supervision including hands-on minds-on activities.

Students should have the opportunity to reflect on their learning about Georgia. Students should have the opportunity to record videoblog of themselves talking about what they have learned.

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?

This lesson requires that students be able to work in small groups or individually. Second grade students require more active learning in order to be engaged; most do not have the focus or interest in working on a task on the computers. For a finished project for this age student, rather than using Google Presentation a better strategy would be to compile pictures into a photostream using Windows Moviemaker and let students narrate text. Second graders cannot follow whole group instructions using technology tools. Employing an “each one teach one” might be a good strategy for each technology activity.

References:

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