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

Template with guiding questions

Teacher(s) Name	Brandy Beavers
Position	Physical Education Teacher
School/District	Walker County
E-mail	brandybeavers@walkerschools.org
Phone	
Grade Level(s)	5th Grade Students
Content Area	Physical Education
Time line	3 weeks- Each class comes once every 3 weeks, so this will give everyone an opportunity to be involved in the presentations and have a full week to work on this 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?)

	RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.
	SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	SL2: Summarize a written text read aloud of information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	SL5: Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Content Standards	

	1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
	   a. Apply existing knowledge to generate new ideas, products, or processes
	   b. Create original works as a means of personal or group expression

NETS*S Standards:	

2. Communication and Collboration: 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.

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

Students in 5th Grade will be working collaboratively between two block classes to complete this lesson plan. During Literacy Lab, students will be choosing a PE game that they would like to teach younger students about. They will research this game, and brainstorm about ways that they play this game at NLE, and how it compares/contrasts to how other students play the game. They will get in groups of 2-3 students to create a Powerpoint presentation on the game that they choose. They will include: basic facts about the game, rules, materials needed, and then give a pro and con list about the game. Students will then create an Adobe Spark video using the Powerpoint data and explaining all of the content necessary. In PE, they will model how to play the game with other students through picture and video, and add their own feedback about the important factors of the game. Mrs. Beavers will create a Weebly PE page for these videos. Students will take these videos, and upload them to the Weebly page. These videos will be used for instructional purposes for younger students in physical education.

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?)

- How can we use our knowledge about a topic to create a presentation?
- How can we create a presentation in Powerpoint?
- How can we use what we have created to complete a video?
- How can we create a video using an ipad?
- How can we take pictures using an ipad?
- How can we post the video to Weebly?
- How can we look up a page on Weebly?

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 completing a Powerpoint presentation as their first step. They will use the Powerpoint presentation, pictures and videos from PE, and their own feedback to create an Adobe Spark video about the game that they are teaching younger students how to play. Students can research about this game on the internet, practice playing at school, etc. Students will be getting a daily progress grade for participation of working on this project with their group. The teacher will use a teacher-created rubric to assess the finished product of their project. Projects will be differentiated based on individual 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?)

Technology will support student learning by allowing the students to use digital tools such as: Powerpoint, Adobe Spark, and becoming more familiar and comfortable with videoing/taking pictures on ipads.

Resources: Students will be provided a copy of the grading rubric, as well as a copy of a teacher-created checklist for them to use while completing their project.

Previous Technology Skills Needed: Students will need to know how to locate research, type grade-level appropriately, record on an ipad, take pictures on an ipad, upload videos and pictures off of an ipad, use Powerpoint presentation to present information on a topic, and upload Adobe Spark videos to Weebly.

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 will be able to begin this presentation with little background knowledge on how to use the digital tools that we will be using. They will be taught a lesson previously in Literacy Lab using all of the digital tools, and basic skills necessary to use those. The Literacy Lab teacher will have made sure that they are all capable of using these tools to complete assignments when necessary. Students will be completing this project throughout both PE and Literacy Lab collaboratively, so they will have more time to work on their group video. Students may have technology difficulties with their computers, but the Literacy Lab teacher will be there to help with these difficulties.

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?

All classroom rules and expectations will still be enforced. The Literacy Lab teacher will have taught lessons in whole group on how to use these digital tools. The PE teacher will teach students how to appropriately video and take pictures of students while playing games in the gym. If either teacher needs to be more specific with certain students on how to complete these aspects of the project, then they will be put into small group setting to be retaught these expectations. Teachers will both be overseeing these projects each day, and giving students a participation grade based on the work that they get done. Students must complete this project at school, since they cannot take their technology devices home. They are allowed to complete research at home if they would like, and bring the information back to school to present to their group. Students can also be allowed two days per week to stay after school, or come early to school to use the technology tools. However, the entire group must be there to work on the video portion of the project. If technical issues were to arise, the teachers have given enough time for this project to be completed despite difficulties.

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?

The schedule of both the Literacy Lab and the PE environment will be cleared for the completion of this project. We will have different games going on that students are completing projects on so that they can enforce rules, teach expectations, and video/take pictures throughout the entire class for their computer portion of the project. As a teacher, the role will be to lead, while allowing students to be responsible for their own learning after the digital tools lessons have been taught. Students will be able to ask questions, and teachers will provide feedback about questions that arise. Both teachers will provide students an opportunity to express their own creativity through the project, as well as analyzing the information that they need to present to others, and evaluating what they may need to use or the different options that they can use for their project. They will also give a group member evaluation at the end of the project to make sure that all group members were giving their share of the work to the project. Teachers will give a daily participation grade for group members, as well as using formative assessments for monitoring student progress throughout the entire project. Students will also be allowed to come in two days per week early or stay late to be able to have extra guidance from the teachers.

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?)

For students with disabilities, teacher should refer to the IEP to make sure that the accommodations are being met for that student. These students should be randomly placed in groups with students who may excel, to push them to the higher level of learning that they need to be accustomed to. Groups will be randomly chosen based on mixed-ability grouping techniques.

Extension:
Students who finish their Adobe Spark video will be able to explore some special effect features of Adobe Spark. They will be able to continue to put their creativity to use through using this program.

Adaptive/Assistive Technology:
All students will have access to a computer in the Literacy Lab, as well as the individual chromebooks that they have in their classrooms. There are tutorials on how to use each digital tool on the websites, as well as the Literacy Lab and PE teacher will be available for questions and guidance on how to use the programs.

Students will be using Adobe Spark to help them create the video. Students who have difficulty reading and/or speaking will be able to do the typing while another group member can read the information into the video. This will make it easier on all students with difficulties in this area.

Students may also practice at home with tools and individually research for the group.

They will be provided a copy of the rubric and teacher-created checklist for their use.

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?)

Students will close this project out by completing the video and posting it to the NLE Weebly page. We will share out this link to all students, parents, teachers, stakeholders, etc. This will be something that they can be proud to show off! Students will be able to reflect on their work through a post-project survey, as well as evaluate other group members on their work that they completed for the project.

The lessons that were taught to begin this project were necessary for project completion. The students were constantly referencing the lessons, and things that they learned from them when completing their project. This also gave students an opportunity to ask basic questions before we were able to get started. The teams being randomly mixed were good, but I would suggest having a team "leader" next time. At times, the teachers were being mediators because students wanted to complete the same task for the project.

If I were to teach this lesson again, I would provide more ways for extension opportunities. I would also provide a list of games that students could choose. Some of the games that were chosen are not commonly used in PE, but they are great for the website.

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?

Recommendations for Others:
- Give student choice for digital tools that they would like to use (Prezi, Powerpoint, Weebly to house videos, etc.)
- Choose a list of games and have students choose only from those that you play with younger students
- Allow for plenty of time for project completion
- Extensions for students
- Have a back-up plan if internet is off for any reason

Teacher-Created Checklist for Student Use

<u>Checklist:</u>

<u>Have you?</u>

◊ Researched the game

◊ Created a Powerpoint presentation with the information that you researched

◊ Included the following slides: Title, Basic Information, Rules, Pros & Cons, Feedback

<u>*Be sure to leave space for pictures and videos.</u>

◊ Took pictures and/or video of students playing the game

<u>*Be sure to include at least 3 graphics.</u>

◊ Took the Powerpoint presentation, pictures, and videos, and create an Adobe Spark Video

◊ Added the Adobe Spark Video to the Weebly page

◊ Completed the post-project survey

◊ Evaluated your group through peer feedback form

<u>Rubric for Game Project:</u>

The following rubric will be used to grade your project. Please follow the guidelines to make sure that you have the grade that you think that you deserve when your project is complete.

Topic to be Graded on:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Collaboration</u>	Students in group did not collaborate together.	Students in group worked together on research only.	Students in group worked together on research and Powerpoint only.	Students in group worked collaboratively on the research, Powerpoint, and Adobe Spark video.
<u>Research</u>	Students in group did not research topic.	Students did very little research to include in project.	Students did research, but did not include detailed facts.	Students did research and included detailed facts about the game.
<u>Powerpoint Presentation</u>	Students in group did not create a Powerpoint presentation.	Students did a Powerpoint presentation, but did not include the required slides.	Students did a Powerpoint presentation, but only included some of the required slides.	Students did a Powerpoint presentation and included ALL of the required slides.
<u>Graphics Included</u>	Students in group did not provide graphics to describe game.	Students in group provided one graphic in the presentation.	Students in group provided two graphics in the presentation.	Students in group provided all three graphics in the presentation.
<u>Adobe Spark Presentation</u>	Students in group did not create an Adobe Spark video.	Students in group created an Adobe Spark presentation, but did not include graphics and voice.	Students in group created an Adobe Spark presentation, but only included graphics OR voice.	Students in group created an Adobe Spark presentation and included BOTH graphics and voice.
<u>Post-Project Survey</u>	Students in group did not complete post-project survey.	_____	_____	Students in group did complete the post-project survey.
<u>Evaluation of Peers</u>	Students in group did not evaluate peers.	_____	_____	Students in group completed the peer evaluation.

Peer Evaluation Form:

Students will fill out this form about their group members. They will think about the work that each member completed for the project, and then grade them on a 1-4 scale.

Group Member Name: _____ Date: _____

Scale: 1= Group member did not complete the work required for this part of the assignment.
2= Group member gave some effort on the work required for this part of the assignment.
3= Group member completed their portion of the work required for this part of the assignment.
4= Group member went above and beyond for their portion of the work required for this part of the assignment.

Part of Project	Place Score Here
Research for Project	
Powerpoint Presentation	
Adobe Spark Presentation	

Google Forms Survey

Below is a link to a student survey that they will complete at the end. This is a short, five question quiz that students will need to take.

Link: https://docs.google.com/forms/d/e/1FAIpQLSf2-2Hkkai5ogfFkpDHMYY00Gc2sfTxzBUTa9iHyd5CiDR99g/viewform?usp=pp_url