Annotated Lesson Plan Using Technology

Student Name:	Katherine Petro & Breanna Majer
Link to Lesson Plan:	Copy of Number Sense Routine - Planning Template.docx

Template

Date: 02/11/2025

Subject: Math Grade Level: 3rd grade

Materials: Computer/Macbook

State Standards:

- **Standard:** 3.OA- Understand properties of multiplication and the relationship between multiplication and division.

ISTE Standards: 2.5.b Design Authentic Learning Activities: Educators design authentic learning activities that align with educational standards and use digital tools and resources to maximize learning.

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Enduring Understandings:

-Seeing multiplication in the real world.

- Applying basic multiplication facts.

Essential Questions:

FROM LESSON PLAN:

- How many windows?
- How did you count out the total number of windows?
- How many different ways are there to count out the windows?
- Who can share the way they counted the total?
- Can you count them with addition?
- Can you count them with multiplication?
- How many columns do you see?
- How many rows do you see?
- Are the windows going vertically or horizontally?

ABOUT THIS LESSON

- How can technology impact multiplication learning?
- What kind of technology activities can we use to review this lesson?

Objectives: Learning goal: Review on multiplication and seeing how multiplication can be seen in everyday life.

Engagement:	Quiz on multiplication through https://view.genially.com/67abbf80fa13609f65871427/interactive-content-how-much-do-you-know-about https://www.mindmeister.com/app/map/3623059916?source=template Thought provoking question- Have you ever seen multiplication in the real world? or What do you already know about multiplication?
Exploration:	The students will engage with new concepts through our quiz about multiplication on genially. They will be able to submit their own answer on their own device and see if they got it correct. Our worksheet on mind meister is engaging and collaborative. It allows each student to share their own ideas, while being able to see what their classmates write.

Explanation:	The worksheet on mind meister is an effective visual aid for the students because they can create their own “sticky note” or box about their thinking. Once everyone has written their own, it will look like a diagram.
Elaboration:	The activities are engaging because they go beyond basic recall. The mind meister worksheet is very general and vague, allowing students to give different and deep answers.
Evaluation:	As the teacher, we can evaluate where students are at based on their answers, whether they want to use the virtual whiteboard or the interactive website to show what they know about multiplication. https://www.mindmeister.com/app/map/3623059916

Differentiation Strategies to Meet Learning Needs:Our virtual worksheet on mind meister shows all the different levels of multiplication because each student will share what multiplication means to them, providing a variety of explanations of multiplication. The students engage with each other on mind meister because they can all see what their classmates typed. There are different types of questions on the activity. It is diverse because there are true and false questions and multiple choice questions, not just one type of question for all.
Rationale for Technology Tools Used: We used the genially website for our lesson plan because it's a fun and interactive way for students to assess what they learned and show us what they need to keep working on and what they have down pat. Another reason we chose this technology is because it will help to keep the students engaged. We used Mind Meister because it very collaborative and it takes away the communication barrier of having to write on paper and pencil.

Dr. Alrawashdeh EED3650

Checklist

Reviewed by:

General Information	Done?
Student Name(s)	☐
Link to: Original Lesson Plan + e-portfolio Link to the updated lesson plan	☐
Date of submission included	☐
Subject & Grade Level clearly stated	☐
Materials listed, including technology tools	☐
Standards Alignment (State + Tech)	☐
Lesson Structure & Content	
Enduring Understandings clearly summarized	☐
Essential Questions are open-ended and thought-provoking	☐
Objectives are measurable and aligned with the learning goal	☐
Engagement: Uses a digital tool/ game/activity to motivate students and maximize time on task	☐
Exploration: Includes hands-on, inquiry-based learning experiences (with or without a technology tool)	☐
Explanation: Connects new concepts with prior knowledge; **teacher modeling** included	☐
Elaboration: Promotes deeper understanding through research, debates, or projects	☐
Evaluation: Assesses student understanding with quizzes, exit slips, self-assessments, etc.	☐
Technology Integration	
Application moves beyond “drill and practice” to problem-solving or collaboration	☐
Technology builds on prior knowledge and is authentic to student learning	☐

Final Check	
Differentiation & Accessibility strategies included (e.g., multiple learning formats, scaffolding, choice-based assessments)	☐
All links or access codes to technology-related files are functional	☐
Rationale for technology use explains its role in engagement, learning, and accessibility	☐
Annotations explain instructional decisions	☐

Rubric

Your lesson plan should include all the elements described in the assignment. You will use the lesson plan template. The rubric below outlines expectations for each criteria listed based on topics discussed in class. Remember, you are still learning to write lesson plans, so do your best to incorporate ideas related to the teaching strategies and digital tool use we have discussed in class and you have observed in your other courses into your lesson.

Criteria	3	2	1
Based upon standards	Includes both content-area standards and technology standards (student and/or educator).	Includes content-area standards but does not include technology standards.	Does not include standards.
Engagement	The digital tool's use allows students to maximize their time on task, motivates students to start the learning process, and causes students to be active social learners.	The digital tool's use motivates students to start the learning process but may not give opportunities for students for co-use or maximize students' time on task.	The technology is an add-on that does not support student learning, time on task, or co-use.
Enhancement	The digital tool allows students to develop or demonstrate their understanding of learning goals and does so in a way that could not be done with traditional tools.	The digital tool allows students to develop or demonstrate their understanding of learning goals but does so in a way that could be done with traditional tools.	The digital tool does not enhance the learning.
Application's use	The application of the digital tool moves beyond "drill and practice" and engages students in meaningful problem solving, collaboration, or co-use.	The application of the digital tool may engage students in meaningful problem solving, collaboration, or co-use, but the intent is unclear.	The application of the digital tool is largely independent work focused on basic knowledge of concepts and lacks meaningful problem solving, collaboration, or co-use.
Prior Knowledge	The digital tool's use is authentic and links to and builds upon the students' prior knowledge.	The digital tool's use is not authentic but does build upon the students' prior knowledge.	The digital tool's use is unrelated to students' world or prior knowledge.

Explaining and Modeling Content	Appropriate content was modeled or explained with supporting examples and/or representations. Teacher makes their own thinking visible and uses appropriate content-area language/representations.	Appropriate content was modeled or explained with supporting examples and/or representations. Teacher's thinking and/or content-area language/representations are unclear or not communicated to students.	Content modeled or explained did not relate to the learning goals. Teacher's thinking and content-area language/representations are missing from the presentation.
Supporting Technology	-----	**2 points possible**: All supporting technology-related files and/or activities are included in the lesson plan and readily available for the instructor through links or class codes.	**1 point possible**: Lesson plan includes links or access codes to technology-related files and/or activities, but permissions or links do not work.

Grading Scale

- **Excellent (18–20 points):**
  The lesson plan is exceptionally well-designed, demonstrating strong alignment with standards, engagement strategies, and technology integration. It effectively applies digital tools for enhancement, problem-solving, and authentic learning. Content is clearly explained and modeled, with appropriate use of prior knowledge and supporting technology.
- **Good (14–17 points):**
  The lesson plan meets most expectations but may lack some depth in technology integration, engagement strategies, or explanation/modeling of content. While alignment with standards and problem-solving is evident, some areas need refinement for stronger coherence.
- **Needs Improvement (0–13 points):**
  The lesson plan requires significant revisions in design, technology use, or instructional strategies. There are gaps in alignment with learning standards, digital tool application, and student engagement. Annotations, rationale, or supporting technology may be incomplete or missing.