



Lesson Plan for Implementing NETS•S

Template with guiding questions

Teacher(s)

Name Brianna Castle

Position

EBD Teacher

School/District

Cartersville City Schools

Grade

Level(s)

K-3

Content Area

All subjects

Time line

4/17-4/22

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.**

ELAGSEKRF2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Content Standards

ELAGSEKRF1.d Recognize and name all upper- and lowercase letters of the alphabet.

1.1b Customized Learning Environments

Students build networks and customize their learning environments in ways that support the learning process.

NETS•S

Standards:

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

-Students are learning about the Letter Ee. We begin the lesson by singing our E song: [Letter E Song - YouTube](#). Students will then trace and copy the capital and lowercase e independently. Students will tell me what the letter e sound makes. Then as a class we will use Mindmeister to create a map of all the words they can think of that begins with a letter E. Next the students will use EdPuzzle to draw the letter E into an Eagle so they associate the picture with the word. Once they finish the Edpuzzle drawing, they will play Quizizz and find which words have an e in them and which do not. Most of the options are within the word which will let me know if they know the sound an e makes embedded in a word and whether they are long for both the long and short sound of e.

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 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 are some words that begin with e?
-What are some words that have e in the middle?
-What sound does an Ee make?
-Can you show me what a capital E looks like by drawing it in the air?
-Can you show me what a lowercase E looks like by drawing it in the air?

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.

-Students will each have to contribute by giving me at least one word that starts with an e .
-Students will have to produce the letter e in writing by tracing and writing it (formative assessment).
-Students will have to produce a picture of an Eagle using the letter E.
-Students will have to correctly answer the questions for whether the picture has an e in them (formative assessment).

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 opportunities did you have to collaborate with your students to discover and use new digital resources to meet their learning goals? (Note: This meets part of ISTE standard 4.2)
- What previous technology skills should students have to complete this project?

-The students will use and explore Mindmeister to create a mindmap of all the words they could think of that started with the letter e.

-The students will use EdPuzzle to create an Eagle from the letter E.

-The students will use Quizizz to test their knowledge of the letter e sound at the beginning and middle of a word.

-Students need to know how to log in to clever and find the applications being used to do the Edpuzzle.

-Students need to follow directions and type in the code to play the game on Quizizz.

-Students will work together to create the Mindmeister and I will sound out the word as they type so they can use their previously worked on typing skills.

Instructional Plan and 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 need to learn how to write both a capital and lowercase letter which is why they do it in their air and on paper.

-Students need to know what an e sounds like hence the song and the activities focusing on e in the beginning and middle of words (end not included for this lesson since it is typically silent at the end of words).

-I have some very artistic students whose drawing is an interest which is why I chose to include the activity where they have to turn an E into an Eagle which also helps them associate the beginning sound of a word and the letter.

-Students might struggle coming up with ideas of words that start with E, they might struggle getting logged into their computer, finding clever, and getting on Quizizz/ typing in code.

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.
- Explain how you *worked with students* to resolve or **trouble-shoot** them? (This meets part of ISTE standard 4.2.)
- Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

- Students will be in a small group (group of 4) for the entire lesson in the classroom
- Students have logins taped to their chromebook so they have their username and password where they can see.
- Canvas has been made an icon on their chromebooks so they can click on that and it will take them directly to their logins.
- I am a bear so they know once they are on Canvas to click the bear which is where Quizzizz and Edpuzzle are located.
- Technical Issues that might arise: dead computer, student is struggling to log in, student is struggling to find the application
- Trouble shooting: extra computers in classroom, older kids being my helpers with the younger students, modeling on my computer via the promethean board

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 students will be put into groups so they have one person in each group that is good at logging in and can help their partner. The promethean board will show my computer screen so that what they need to do will be modeled and they can follow along. Modeling helps show the students exactly what it is they need to be doing but in a way that allows them to work on independence at the same time since no one is coming and doing it for them (Salisu & Ransom, 2014). The students role is showcasing their knowledge while mine is the facilitator of the tasks and to help if any issues arise.

- Students will be working on remembering by listing and naming when coming up with words that begin with the letter (Bloom's, n.d.). Students are creating when they make their Eagles out of the E since a finished product will come from it (Bloom's, n.d.). They will work on applying their knowledge of the letter e sound within words through the game which is all helped through technology. The tools to access different parts of Bloom's Taxonomy are only accessed through technology. I am not creative enough to help them turn letters into pictures or help them play a game where they are engaged but also independent.

-Students will complete the tracing/ writing the lowercase and uppercase e's, a mindmap of words they think of that start with e, their E's turned into an Eagle, and then their Quizz game where they choose whether the name of the picture has an e in it or not.

-All of the activities work on the look and sound of e and work on the combination of both so students know what it is, what it's called, and what it sounds like. These activities all focus on different aspects of the letter E to come together to get all the aspects.

-Students will collaborate by making one big mind map where the students work together to fill the map. They can help each other by building off of one another's answers. I also paired them up for the Eagle so that the students could encourage one another. I facilitate this by complimenting each one and then they start talking about it with one another.

Works Cited:

Bloom's taxonomy. Virtual. (n.d.). <https://www.virtuallibrary.info/blooms-taxonomy.html>

Salisu, A., & Ransom, E. N. (2014). The role of modeling towards impacting quality education. *International Letters of Social and Humanistic Sciences*, 32, 54–61.
<https://doi.org/10.18052/www.scipress.com/ilshs.32.54>

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?)

-I will differentiate by explaining and reading more of the questions for my students who I know struggle with reading so that they are more focused on the content than decoding during Quizizz. I will also cater/ help my students who I know struggle with logging in first so they do not worry or get too frustrated before the real work begins. I will also provide extra support and encouragement for my students who are perfectionists and may struggle with the Eagle drawing. This also includes pausing the video and giving some of my students extra time on certain parts.

-My students will learn independently through tracing/ writing the letter E, drawing the E into an Eagle, and The Quizizz game. They will help work with each other when creating the map of words that begin with E and I am hoping for them to encourage each other and collaborate some during the drawing which is why they are grouped up for that part.

-Extensions include adding more words to Letter E Map which allows them to think more on the subject while also hiding the scoreboard on our Quizizz game.

-There are no assistive technologies needed for this group of students.

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?

Also answer the following questions:

- How will you know if the students found the lesson meaningful and worth completing?
- In what ways do you think this lesson will be effective?
- Why do you think this?
- What problems do you anticipate and why?
- How would you design and/or teach this lesson differently if you had more time?

-The closing event will be the Quizizz game which lets me know if they can identify the letter e within a word whether it is at the beginning or end.

-We will go over the correct answers once everyone is finished so they can hear why they got it right or wrong.

-Students will be asked what their favorite activity is and what their least favorite activity is.

-Their behavior and attitudes toward the tasks will tell me if they are enjoying the lesson or if they think its boring/ pointless.

-I think this lesson will effectively engage the children with the activities that are laid out which hopefully helps them retain the look of an uppercase and lowercase letter, how to write both, and what they sound like at the beginning and within a word. I think this because the students remember activities they enjoyed way more than drills that they are given with paper and pencil.

-I anticipate a meltdown over the drawing of the eagle, some students getting frustrated trying to put the code in or waiting on me to come help them, and students rushing through their tracing/ writing.

- I would work more and maybe even ask my technology specialist about better ways to help the students logging into their own computers and navigating Clever independently.

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? Please provide a quality reflection on your experience with this lesson and its implementation.

-When I implemented this lesson, I ended up having an unexpected twist which was that my paraprofessional went home sick. Due to this, I ended up doing the lesson in a whole group versus a small group with just my younger students. This honestly ended up being much better for me because it meant I had extra helpers to help get my students logged on and on the right application. The lesson itself went smoothly. Only one student had a moment and it was over logging into her computer. Other than that the transitions between activities and the participation in the activities was great! The students informed me that writing their E's was their least favorite part which I was not at all surprised about. Most of the younger students except one said the drawing of the Eagle was their favorite, while one younger and all of the older students said the Quizizz game was their favorite. The students came up with a lot of words that start with E and some came back to this project after they finished the Quizizz game while the others were finishing up with their questions. The students' Eagles came out amazing and honestly better than most of the cutting crafts we do to make letters into something. They were so proud of their Eagles and each student came up to show me theirs and went around showing each other which was cute. They were in groups for this so they could help one another but they broke up the groups to show one another their pictures. I really loved that they were communicating so well with one another about their projects. The Quizizz game was a little difficult for some of my students. I made them true or false because they are used to that due to the curriculum we use for Social Emotional; however, I did not anticipate for the true or false to switch places. This threw my students off a bit since they would just assume it was in the same place which made the results skewed and not super reliable. I would recommend either prefacing that or figuring out a way for it to stay in the same place for those younger students who get confused easily or are struggling readers.