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| NECC_NETS_small | | **Lesson Plan for Implementing NETS•S—Template I** ***(More Directed Learning Activities)*** |
| ***Template with guiding questions*** | | |
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| Grade Level(s) | 2nd Grade | |
| Content Area | Research Pablo Picasso with extension activities | |
| Time line | November 6-17 | |

**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.

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| Content Standards | G1 - Critical Thinking: Students will utilize higher order reasoning and reflect upon their thinking. a. They will be applying the core critical thinking skills to questioning, analysis, interpretation, inference, summarize, evaluation, synthesis, explanation, transferring throughout this project.  G5 - Evaluative Thinking: Students will evaluate and solve a variety of authentic problems. a. Implement the evaluative thinking process. b. They will apply a variety of strategies to resolve problems locating information and images necessary to remain focused on the goal of achieving the requirements for this project. c. They will provide a “Glow & Grow” evaluation for their peer’s work. d. They have a rubric to assess performance-based learning.  G6 - Relationships & Connections: Students will make relationships and connections among various topics and disciplines. a. They will explore and demonstrate an understanding of the relationships within the peace symbols and make further connections across topics. b. They will formulate thought-provoking questions as they explore real-world peace symbols in the shared videos from their peers.  G4 - Divergent Thinking: Students will think creatively to generate innovative ideas, products, or solutions to problems. b. Students will apply components of divergent thinking to ideas, and word cloud product. |
| NETS\*S Standards: | 1a. Students have a goal for locating information on their peace symbol. They will have to search for the image and factual information regarding their symbol.  1b. Students who are researching the same peace symbol have decided to work together and support each other with this the learning process.  1c. Students use technology to locate the necessary information needed and when they didn’t find information on one website they immediately moved onto to other websites available.  1d. Students who experienced difficulty tried a variety of troubleshooting strategies before requesting help from me. They also relied on each other to assist with their technology problems.  2a, b: Students managed their digital identity and were aware of their actions. They demonstrated ethical online behavior.  3a, c: Using many digital tools, students gained a meaningful learning experience creating a variety of artifacts.  6 a, c: Students communicate clearly and express themselves creatively on the video they created using, a collaboration platforms. They presented their word clouds, drawing, and researched facts for their peace symbol on this digital platform.  7b: Students used the collaborative platform of Flipgrid to work with their peers and make comparisons of everyone’s peace symbol’s video. |

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

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| With my second grade, gifted students, we have been studying the famous Pablo Picasso, probably the most important person involved with the 20th century arts. He is the most well-known name in modern art, with a unique style and eye for artistic creations. In the gifted program, we are provided with a set curriculum, but encouraged to enhance it to reach the learning styles and intelligences of our students. I have extended our study of Pablo with his development of the peace symbol used world-wide.  We have read about Pablo Picasso living through three wars and studied the contributions he made to society because of the wars. One such contribution was his gift to congress: a sculpture and painting of the dove representing the symbol for peace. My students will be extending our studies and research further peace symbols known world-wide.  I will begin this journey with teaching digital citizenship through [common sense media](https://www.commonsensemedia.org/). I know the importance for students to make smart, ethical and safe decisions while they are online. I have created an account for each of my students, and were engaged with the [interactive video games](https://digitalpassport.org/educator-registration) while learning proper digital citizenship.  Next, I will teach my students how to locate information on the Internet using specific search engines through Cobb’s Digital Library and [MackinVIA](https://cobb.mackinvia.com/titles?page=1&limit=60&sort=0&resourceType=1). They will receive a graphic organizer to provide a quick drawing of their peace symbol and collect important facts regarding their researched peace symbol. With the facts, students will use the Web 2.0 tool [ABCya](http://www.abcya.com/word_clouds.htm) to create a word cloud summarizing their knowledge about their peace symbol.  Students will then draw their peace symbol following the cubism style of art. They will share their drawing, word cloud, comparison of peace symbol with the dove or a classmate’s peace symbol, and present all this information on the video discussion platform, [Flipgrid](https://info.flipgrid.com/). We will end our lesson with a time of reflection (Glows & Grows). |

**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.

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| Essential Questions: How can I use digital tools to research and collect information to a single subject?  Guiding Question: Why is digital citizenship important when I am on the Internet?  Guiding Question: What are some examples of positive digital citizenship?  Guiding Question: How can I use digital tools to summarize my facts?  Guiding Questions: How can I use digital tools to collaborate with my classmates?  Essential Question: What other national peace symbols exist besides the dove?  Guiding Question: How does the peace symbol I discovered compare to the dove or other student discoveries?  Guiding Question: How can I show my understanding of my peace symbol through the construction of a word cloud? |

**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.

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| Students will complete the graphic organizer with an illustration and three facts about their symbol. I have created a rubric to assess the graphic organizer, internet use, and illustration. Since, I have two recently new students added to my class, they will be partnered with a peer mentor to assist them locate information online. Using their collected facts and divergent thinking, students will write at least 10 words describing their peace symbol. This is also assessed on the second part of the rubric under originality (a divergent thinking standard). The students will then video their drawing and facts of their peace symbol on Flipgrid, and their presentation is being evaluated on the rubric. I have an ELL student and I will be working with him one-on-one with each part of this lesson. The vocabulary online may be confusing for him to understand, so I will provide him with an iPad to use [Google translator](https://translate.google.com/). The discussion platform of Flipgrid is a great tool to engage my silent and shy students to share their discoveries to the whole class. |

**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?)

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| We have been studying Pablo Picasso since the beginning of the school year. We have viewed many videos about Picasso and used [Google Earth](https://www.google.com/earth/) to see the places Picasso has visited and lived throughout his life time. [Google Safe for Kids](https://www.safesearchkids.com/) was used to view the sculptures and paintings Picasso created. Teaching the students digital citizenship through [Common Sense Media](https://www.commonsense.org/) was very helpful. It shared how to look up items on the internet using keywords, what NOT to share through online postings, and many other positive online habits that should be followed. The word cloud creator, [ABCyay](https://www.abcya.com/search.htm) is used to construct the visual picture of facts about their peace symbol. Flipgrid is used for the students as their collaborative discussion platform. They will video themselves sharing the facts about their peace symbol and show their word cloud and drawing. This will also enable them to view their peers’ videos and make comparisons of the peace symbols. The rubric I created was generated through the website [rubistar](http://rubistar.4teachers.org/index.php). I will also have the outline of this project posted on our class [Edmodo](https://cobbk12.edmodo.com/home) account for students who are absent. |

**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?)

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| Students need to have a prior knowledge of Pablo Picasso and his contributions to our history. Having an understanding of Pablo’s successes in life and the affect it has on us today, motivates my students to learn more about this amazing artist. Having an understanding of the different types of paintings form historical artist such as Jackson Pollack, Andy Warhol, Leonardo da Vinci, and Picasso can develop an appreciation for art. Being aware of the geography of Europe would be very helpful to understand Picasso’s travels through his life. Google Earth was a GREAT resource for the students to actually see the distance from North America to Europe, specific locations in Europe, and possible tourist sites Picasso may have seen. I also used a Padlet through our class Edmodo account for the students to share their understanding of Picasso’s art and the periods he went through (the blue and rose period). Depending on the students’ responses would determine our next lesson. We had a guest artist visit us and as she was sharing her power point on the many famous historical artists, my students were shouting their knowledge out-loud during her presentation. It was reassuring to hear exactly how much knowledge they have gained from our studies of Pablo Picasso. A difficulty students may encounter is if they are new to my class and have not been exposed to all the research and studying we have thoroughly accomplished on Pablo Picasso and other famous artist, then this lesson would not be as authentic to them. |

**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 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.

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| I have a community atmosphere in my classroom. Our community is called “Bahrville”, and we all work together as a team to help each other succeed. In Bahrville we use the Seven Healthy Habits for Leadership” as our behavior system and all the student are well familiarized with the leadership policies in our community.  The students begin this project on their own, deciding which peace symbol interest them. After they have a definite peace symbol to research, they can join other students as they begin their journey locating facts and images. There are two desktops and five iPads in my classroom for the 15 students to share. Since we only meet once a week, our daily schedule is very tight, so they will need to finish the research and graphic organizer at home. I am available to assist them in the mornings with my two desktops and digital devices before the tardy bell rings. We also have a computer lab open in the mornings for students to print their word clouds and continue their research. As they were videoing their information on Flipgrid, they were partnered with a classmate to assist them.  Because I do not have enough digital devices for each of my students, they are encouraged to bring their own devices every week (BYOD). The trouble we often encountered is losing access to the WiFi because of the numerous devices connected on the internet. We have learned to save our work often. I also planned our internet usage early in the morning, when other classes are usually not connected to the internet. This helped with constant connectivity. While we were researching, I switched my designated day in the computer lab with another teacher, so my students will have a strong connection to the internet the entire hour we were on the desktops. This was advantageous for us because we did not experience any problems with internet access, and we were successful retrieving the required research information. I also appointed two students as “Bahrville Technicians” to also help students with simple troubleshooting. |

**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?

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| With this project-based learning activity, students will be synthesizing the information they are reading and applying into their own words, and in a few situations their own language for understanding. The students will be communicating and collaborating as they are active in the process of gathering information through MackinVia’s resources. We use the buddy system of “ask three-before me”, to encourage the students to teach their peers the knowledge they have gained. Students using their evaluative skills when deciding on the single words that sum up their facts for their word cloud.  I have provided them guidance with the appropriate ways for sharing constructive criticism, as the students are evaluating their peer’s presentations. During this learning experience, being a facilitator was my goal, and the student’s role was to be the teacher. I wanted them to take ownership of their learning and personalize this experience. |

**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?)

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| In my classroom, all of my students are certified gifted in the state of Georgia. Although that does not mean they are gifted in all academic areas, they do have areas of high intelligence and academic areas to show grow. I have several students in both of my second grade classes whom are twice exceptional, identified as having both gifted and special education eligibilities. These students have an Individual Education Plan (IEP) for me to follow and appropriate supportive aids and services as well.  The differentiation is not limited to my IEP students. The video was difficult for a couple of my students because of their anxiety with public speaking. I requested the students to make eye contact with the iPad as they were being recorded, though it was a HUGE success having her share her knowledge on camera while hiding behind her poster.  After exploring a variety of nationwide peace symbols in class, I allowed the students to choose the one they had a personal interest researching. The students’ presentation on the video is carried through by their learning style. At the beginning of the year, my students completed a survey identifying their strongest and weakest learning styles: Naturalist, Musical, Logical, Interpersonal, Bodily-Kinesthetic, Linguistic, Intra-personal, and Visual Spatial. My students had the option to use their learning styles in their videos as a method for sharing their researched information. |

**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?)

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| The peer’s critique (Glow & Grow statements) for the posters, presentations, and recordings was our closing activity. I modeled examples of providing positive criticism through a “Glow & Grow” statements, using my own video about the Giant Panda. The “Glow” is the outstanding element of a student’s work. The part of the work that shows the student went above and beyond the requirements. The “Grow” statement is in regards to an area the student could make changes for improvement. Afterwards, the students broke into groups of 3 and they all viewed their videos together. Each of them shared a “Glow & Grow” with their peers.  The students greatly enjoyed this lesson. My “Bahrville Technicians” (two students) taught their group the steps for recording, taking a selfie, naming their video, and downloading it to my library. They especially liked the collaboration platform of Flipgrid, and each student requested I email their video to their parents. The next time, I teach this lesson, I will be sure to take the time to teach the recording strategies. I will properly demonstrate HOW to hold the iPad while recording, to prevent the shakiness of the video and eliminate fingers from obstructing the camera lens. I will also be sure to emphasis voice volume and proper techniques for starting and ending their video. My goal is to provide them strategies to enhance their video productions. |

**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.

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| My students were very excited to dive deeper into our discoveries of peace symbols around the world, especially since we were using digital resources. We just wrapped up the last lesson on learning styles, so they had a good foundation for the variety of ways to demonstrate their facts through their learning styles in the video. Surprisingly enough, most of the students kept with the traditional method of speaking straight to the camera, but two students sang their research on the video. Next time, I may place the learning styles on the rubric to encourage students to display their multiple intelligence through their presentations.  Even though the students were fully engaged in the research process, there was an hour of high frustration in my classroom twice during our research days. Trying to get all the students’ devices connected to the WiFi took over 30 minutes, and then students couldn’t remember their username or password to Cobb Digital Library. Then of course the connectivity was interrupted and many of the students lost their research notes. It would have been a non-tech savvy teacher’s nightmare. I stopped in my tracks, took five deep breaths, and just reflected on strategies for troubleshooting. I began with a check list for troubleshooting suggestions on the board and then appointed two Bahrville Technicians to be my helpers. The official badges titled, “Bahrville Technician” brought smiles to the students and lessen the load for just me to troubleshoot. Laughter seemed to be the best method for technical frustrations. Each day afterwards, the students took turns being the Bahrville Technician. I looked at it as simple method for bringing a ray of sunshine to a gloomy day of technical difficulties. Next time, I will create a graphic organizer for the students to write their username and passwords on for each of the websites and digital tools we use in class and keep this in their Target binder. The next time, I implement this project, I will request the Computer Lab or Learning Commons’ desktops for three consecutive days, and keep the Bahrville Technicians by my side during our internet times. |

Here are examples of a couple student’s Flipgrid videos: [Student A](https://flipgrid.com/1ddc47), [Student B](https://flipgrid.com/2a5ce8), [Student C](https://flipgrid.com/886660)

[Screencast of my lesson plan](https://youtu.be/xVJDvtJAm4c)

Graphic organizer and rubric are attached below

Peace Symbol Graphic Organizer

1. Name of the Peace Symbol: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What country was your Peace Symbol discovered:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
3. Share a minimum of three facts about your Peace Symbols; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Draw a picture and color your Peace Symbol below**

4. What does your Peace symbol have in common with another student’s researched Peace Symbol?

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