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ED554

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## **Technology Integrated Unit Plan**

### **Overall description of the Unit Objective:**

This two-lesson unit is designed to be used as an example of how technology could be integrated into lesson planning for a teacher-training inservice at a K-12 independent Christian school. I am using a two part writing lesson for second grade students that includes a flipped lesson and a digital storytelling assignment with technology instructions designed for ESL literary level students.

For the first, flipped lesson, I will demonstrate to teachers how to use iRecorder and Soundcloud to make an audio podcast. Then I will let them listen to the podcast I made with iRecorder. I will also share an audiobook app with them that they could give to their students so that they could read along with the podcast the story being read to them. I will also recommend to teachers that they use Edmodo or Wordpress to create a class blog where they could post their flipped lessons, or attach them to their lesson plans in the Jupiter Ed LMS/Gradebook/ Analytics/SIS that my school uses.

For the second lesson, I will show teachers a short YouTube video on how to use Adobe Voice and then play the digital story I made with the app. I will explain that they could allow their students to take pictures on their iPads/tablets or cellphones during a field trip and then use those pictures for a digital story. The students would write their own scripts to tell about the field trip and then read them aloud with Adobe Voice. Alternatively, they could assign a creative writing assignment based on a prompt where students write a short fictional story and then choose icons or pictures to illustrate their story. They would then add the content to Adobe Voice to make a digital story.

The following chart shows two sample lesson plans that I would share with teachers to use as models for their own flipped lessons and podcasts using technology:

| <b>Lesson 1</b>   | <b>Lesson 2</b>                                |
|---|--|
| Flipped Lesson: using IRecorder, and Soundcloud (students will make Story Webs using Kidspiration software) | Digital Storytelling Lesson: Using Adobe Voice |

| Lesson 1   | Lesson 2  |
|--|---|
| <p><b><u>Objective(s)/Curriculum Guideline:</u></b><br/>           Students will organize story ideas digitally using a word web from Kidspiration to determine beginning, middle, and end.</p>  | <p><b><u>Objective(s)/Curriculum Guideline:</u></b><br/>           Student will write stories in Writing Center based on a prompt and make digital stories using Adobe Voice.</p>   |
| <p><b><u>Methods/Activities: (50 minute class period plus 30 minutes for homework)</u></b></p> <ol style="list-style-type: none"> <li>1. Classroom teacher will explain Flipped Lesson homework assignment to students.</li> <li>2. Writing teacher will distribute story web organizers and discussion questions handout to the class and explain their use for the flipped lesson.</li> <li>3. Students will come to writing center to work on their story webs with writing teacher.</li> <li>4. Story webs will outline story facts as well as the beginning, middle, and ending sections of story.</li> </ol> | <p><b><u>Methods/Activities: (two to three 50 minute class periods)</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher will distribute the writing rubric and writing activity prompt to students.</li> <li>2. Students will free-write “sloppy copies” of their stories.</li> <li>3. Students will use graphic organizer to write the final drafts of their stories.</li> <li>4. Writing teacher will work one-on-one with students in Writing Center to organize ideas and edit stories.</li> <li>5. Students will choose pictures for their digital stories.</li> <li>6. Students will load pictures into Adobe Voice and record their stories on the app.</li> </ol> |

| Lesson 1  | Lesson 2  |
|---|---|
| <p><b>Resources:</b></p> <p><b>For teachers –</b><br/>iPads</p> <p>iRecorder App</p> <p>Soundcloud account</p> <p><i>How to Use the iRecorder app on your iPhone or iPod Touch to record audio « Smartphones:</i><br/><a href="http://smartphones.wonderhowto.com/how-to/use-irecorder-app-your-iphone-ipod-touch-record-audio-395821/">http://smartphones.wonderhowto.com/how-to/use-irecorder-app-your-iphone-ipod-touch-record-audio-395821/</a></p> <p>Example of iRecorder/Soundcloud Podcast:<br/><a href="https://soundcloud.com/lorene-ward/recording">https://soundcloud.com/lorene-ward/recording</a></p> <p>Hard copy of <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett or PDF available online:<br/><a href="http://www.scc.k12.wi.us/faculty/Iskaalrud/Cloudy%20with%20a%20Chance%20of%20Meatballs.pdf">http://www.scc.k12.wi.us/faculty/Iskaalrud/Cloudy with a Chance of Meatballs.pdf</a></p> <p>Optional: App for digital books:<br/><a href="https://www.commonsemmedia.org/lists/best-book-apps-for-kids">https://www.commonsemmedia.org/lists/best-book-apps-for-kids</a>.</p> <p>Story web lesson plan using Inspiration software:<br/><a href="http://www.learnnc.org/lp/pages/3725">http://www.learnnc.org/lp/pages/3725</a></p> <p>2<sup>nd</sup> grade story maps description:<br/><a href="http://www.greatschools.net/students/activities/make-a-story-map.gs?content=548">http://www.greatschools.net/students/activities/make-a-story-map.gs?content=548</a></p> | <p><b>Resources:</b></p> <p><b>For teachers –</b><br/>iPads</p> <p>Adobe Voice app</p> <p>Education tutorial: Creating stories with Adobe Voice   lynda.com:<br/><a href="https://youtu.be/RpWnEshQR3w">https://youtu.be/RpWnEshQR3w</a></p> <p>Example of Adobe Voice digital story:<br/><a href="https://voice.adobe.com/a/oZ8Ej">https://voice.adobe.com/a/oZ8Ej</a></p> <p>From UNC School of Education: <i>Cloudy with a chance of... what? A lesson plan for grades 2–3 English Language Arts, Healthful Living, and Science</i><br/>BY BJ LARSON AND PAULA SHARPE:<br/><a href="http://www.learnnc.org/lp/pages/3725">http://www.learnnc.org/lp/pages/3725</a></p> |

| Lesson 1   | Lesson 2  |
|--|---|
| <p><b>Resources:</b></p> <p><b>For students —</b><br/>iPads or iPhones to listen to flipped lesson<br/>Podcast</p> <p>PC's in school Computer Lab</p> <p>Kidspiration software</p> <p>Discussion questions handout:<br/><a href="http://www.learnnc.org/lp/media/uploads/2012/12/cloudy_meatballs_questions.pdf">http://www.learnnc.org/lp/media/uploads/2012/12/cloudy_meatballs_questions.pdf</a></p> <p>Story Web graphic organizer:<br/><a href="http://www.teachervision.fen.com/">http://www.teachervision.fen.com/</a></p> <p>Hard copy of <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett or PDF available online:<br/><a href="http://www.scc.k12.wi.us/faculty/Iskaalrud/Cloudy%20with%20a%20Chance%20of%20Meatballs.pdf">http://www.scc.k12.wi.us/faculty/Iskaalrud/Cloudy with a Chance of Meatballs.pdf</a></p> <p>Optional — App for digital books:<br/><a href="https://www.commonsemmedia.org/lists/best-book-apps-for-kids">https://www.commonsemmedia.org/lists/best-book-apps-for-kids</a></p> | <p><b>Resources:</b></p> <p><b>For students —</b><br/>iPads</p> <p>Adobe Voice App</p> <p>Adobe Voice tutorial: Step-by-step instructions for (ESL) literacy level students:<br/><a href="http://www.youtube.com/watch?v=TqHlmb8cmpc">www.youtube.com/watch?v=TqHlmb8cmpc</a></p> <p>Writing Activity Prompt:<br/>Reread the part of the book where people carried cutlery and dinnerware whenever they went out. Have students write about an imaginary town where odd things rain from the sky using the following writing prompt: Write about an imaginary town where odd things fall from the sky. Compose a story with a clear beginning, middle, and end. Remember to elaborate by using vivid verbs, sensory words, descriptive adjectives. Begin with a hook sentence and tell the events in order with a concluding statement related to the topic.</p> <p>Writing rubric:<br/><a href="http://www.teach-nology.com/cgi-bin/writing.cgi">http://www.teach-nology.com/cgi-bin/writing.cgi</a></p> |
| <p><b>Assessment:</b></p> <p><input type="checkbox"/> Assignment checked (not graded)</p> <p><input checked="" type="checkbox"/> Conference with student</p> <p><input checked="" type="checkbox"/> Graded assignment</p> <p><input checked="" type="checkbox"/> Homework</p> <p><input checked="" type="checkbox"/> Oral response/Teacher observation</p> <p><input checked="" type="checkbox"/> Project/Presentation</p> <p><input type="checkbox"/> Test/Quiz</p> <p><input type="checkbox"/> Other</p>   | <p><b>Assessment:</b></p> <p><input type="checkbox"/> Assignment checked (not graded)</p> <p><input checked="" type="checkbox"/> Conference with student</p> <p><input checked="" type="checkbox"/> Graded assignment</p> <p><input checked="" type="checkbox"/> Homework</p> <p><input checked="" type="checkbox"/> Oral response/Teacher observation</p> <p><input checked="" type="checkbox"/> Project/Presentation</p> <p><input type="checkbox"/> Test/Quiz</p> <p><input type="checkbox"/> Other</p>  |

**Description of the intended learner (for the unit):**

Grade 2 students, including several ESL literary level students and Gifted and Talented (GT) students.

**Standards addressed in the unit:**

Content SOLs — VA (for the two sample student lessons):

Reporting Category: Demonstrate comprehension of fictional texts

Standards of Learning:

Grade Two Standards of Learning:

2.8 The student will read and demonstrate comprehension of fictional texts.

- a) Make and confirm predictions.
- c) Ask and answer questions about what is read.
- d) Locate information to answer questions.
- e) Describe characters, setting, and important events in fiction and poetry.
- f) Identify the problem and solution.
- g) Identify the main idea.
- h) Summarize stories and events with beginning, middle, and end in the correct sequence.
- i) Draw conclusions based on the text.

ISTE technology standards (NETS-S):

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

**2 Lesson Plans — Narratives (integration of inquiry, Universal Design Principles, adaptations for diverse learners, student technology samples, and SA description based on the SAMR model):**

**Lesson 1:** Flipped Classroom/Podcast using iRecorder and Soundcloud

<https://soundcloud.com/lorene-ward/recording>

- How this lesson integrates inquiry, Universal Design for Learning, and adaptations for special needs learners:

This lesson integrates inquiry (narrative inquiry) because it involves an activity (making story webs that describe the beginning, middle and end of a narrative) that requires students to analyze and report on details contained in a fictional story about life experiences.

This lesson integrates Principle 1 of the Universal Design for Learning (UDL), “Provide multiple means of representation,” the “what” of learning. Students are able to encounter the text, *Cloudy with a Chance of Meatballs* in three different ways: by reading a hard copy of the book or a digital copy online, and by listening to it read aloud to them in the podcast. The audio version will accommodate ESL learners because they will hear the words pronounced by a native English speaker.

The lesson also incorporates UDL Principle 2, “provide multiple means of action and expression,” the “how” of learning, because students will first make a story web on paper and then make a digital version with Kidspiration software. A student with a movement impairment (such as cerebral palsy) would have the option of not making the paper version.

- SA description:

This is how the student centered technology is measured on the SAMR model:

1. The Podcast the students will listen to is measured as an S, substitution, because the technology acts as a direct tool substitute. Instead of listening to the teacher read aloud in class, they hear an iRecorder audio voice recording.
2. The Kidspiration software the students will use to make their story webs is measured as an A, Augmentation, because the technology acts as a direct tool substitute (a digital story web versus a paper copy).

## **Lesson 2:** Digital Story using Adobe Voice

<https://voice.adobe.com/a/oZ8Ej>

- How this lesson integrates inquiry, Universal Design for Learning, and adaptations for special needs learners:

This lesson integrates inquiry (narrative inquiry) because it involves an activity (making a digital story) that requires analysis by students of the structure of an existing text in order to generate/write an original fictional story about life experiences.

This lesson addresses UDL Principle 3, “Provide multiple means of engagement,” the “why” of learning, because it involves different ways that learners can be engaged or motivated to learn. Making the digital story will engage digital natives by allowing them to use technology to make a product. The Adobe voice app gives the user many options to be creative using multiple intelligences such as audio, visual, and written skills. Students on the high end of the GT spectrum would be able to make their digital stories as complex as they wished. I also included an Adobe voice YouTube tutorial made for ESL students in the lesson.

- SA description:

This is how the student centered technology is measured on the SAMR model — the Adobe Voice digital stories the students will make is measured as an M, modification, because the technology allows for significant task redesign. In a traditional writing project, students would hand write or type their stories to make a paper book that they could then illustrate with original drawings or pictures clipped from magazines. With Adobe voice they are able to add audio, their own voices and a music track, to the project. They can also add background themes, icons and pictures to make the story visually interesting.