

# Lesson Plan

(Please complete and attach to the Lesson Implementation Form)

**Teacher Name:** Sandra Pillips

**Lesson Title:** Brick Memorial Flyer using Microsoft Word

**Subject(s) and Grade Level:** Reading, 8<sup>th</sup> grade

**Standards:** TA TEKS

## MTT Domain-Competencies

1-001

A. Demonstrates an understanding of the appropriate use of hardware components and software applications.

F. Demonstrates knowledge of the acceptable use of electronic information and products while in an individual classroom, lab, or on the Internet or an intranet.

1-002

E. Knows how to define the design attributes and requirements of products created for a variety of purposes (e.g., encyclopedias, databases, image libraries).

1-003

A. Demonstrates knowledge of mechanisms for navigating, accessing, transferring, sharing, and storing Web-based information across networks (e.g., intranets, the Internet).

2-005

A. Knows how to use and integrate appropriate technology-based productivity tools into teaching and learning.

C. Knows how to use research skills and electronic resources and communication to synthesize information.

D. Knows how to create specifications and instructions for technology-based tasks.

E. Knows how to use technology applications to facilitate the evaluation of work, including both process and product.

F. Knows how to create rubrics to evaluate technology-based processes and products against established criteria.

2-006

C. Knows how to use productivity tools (e.g., spreadsheets, databases, word processors, graphics applications) to communicate effectively.

2-007

A. Knows components of effective instructional design (e.g., eliciting and using prior knowledge, synthesizing prior and new knowledge, integrating knowledge and skills, applying accessibility concepts, providing scaffold instruction, planning reviews) in a technology-enhanced environment.

C. Knows how to use formal and informal assessments to evaluate students' technology proficiencies.

2-008

F. Knows that decisions about assistive technology for students are required by law to be made by the Individual Education Program (IEP) Team or Section 504 Committee and identifies personnel who are responsible for assistive-technology decisions.

G. Knows how to facilitate the implementation of developmentally appropriate learning experiences that use technology-enhanced instructional strategies to support the diverse needs and abilities of all students.

3-009

D. Collaborates with colleagues to develop strategies for integrating technology-enhanced instruction into diverse learning environments and for implementing a system for monitoring the effectiveness of integration efforts.

3-010

A. Knows how to use formal and informal methods to assess educators' technology proficiencies and instructional strategies.

H. Uses mentoring, coaching, and consulting skills and strategies (e.g., observing, negotiating, providing feedback, problem solving) to support the use of technology in the teaching and learning environment.

L. Knows features of effective professional development that promotes sustained application of technology-enhanced instruction in classroom practice (e.g., demonstration, modeling, guided practice, feedback, coaching, follow-up).

Content TEKS

Reading Grade 8

TEK 110.24 b (13) (E)

summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts

TEK 110.24 b (10)(G) Paraphrase and summarize text to recall, inform, or organize ideas

110.24 b (13)(G)

draw conclusions from information gathered from multiple sources

110.24 Technology Applications, Reading, Grade 8

TEK 110.24 b (13) (C)

use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.

TEK 110.24 b (20) (B)

organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer

110.24 (b) (20) (E)

present information in various forms using available technology

110.24 (b) (24) (B)

produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

### **Content and Cognitive Goals:** Target Goals

#### **Student Goals:**

1. Students will be able to effectively research using the internet, school server and newspapers on the history of the brick memorial for veterans and its developmental process.
2. Students will be able to provide concise summarization of researched information.
3. Students will be able to work collaboratively to segregate into needed and not needed information based on their research findings for class presentation
4. Students will be able to create an effectively designed three column page layout for a flyer.

#### **Teacher Goals:**

1. Guide students during research and collection of information. Give students instruction in learning to access server and newspaper articles.
2. Instruct students in creation of three column flyer using Microsoft Word.

#### **Professional Goals**

1. To help the teacher gain confidence in choosing and using technology to create a lesson, and focus on time management.
2. Guide the teacher in applying technology TEKS appropriate to her curriculum and the lesson.
3. Improve my mentoring techniques to help the teacher design developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners.
4. Guide teacher in solving problems that may arise from using technology.

#### **Learning Connections**

Students will research the when, what, why, and how aspects of the Veteran's Brick Memorial constructed in Colorado City, Texas. Students will be given the location of information. Students will then choose information to use by working in groups to summarize needed and not needed information. Students will then take the information and individually create a 3 column informative flyer using Microsoft Word.

Students will be given opportunities to successfully research, summarize, create and evaluate. Working in groups the tasks will be accomplished using group collaboration and hands-on use of technology. Students will exhibit cooperation, communication and understanding as they work toward accomplishing the

objectives and goals of the lesson. Group work and peer tutoring will contribute to the success of each student.

### **Procedures for Learning Activities/Tasks**

1. Discuss project with students by leading a discussion pertaining to importance of veteran's contributions and reasons for brick memorial. Stress goals of the project and learning outcomes. Determine what students already know about the brick memorial and veteran contributions to society.
2. Teacher will present project to students in form of a handout to be discussed. Discussion will include requirements, timeline, grading, and importance of veteran's contribution.
3. Teacher will model steps to accessing school server using a view sonic projector. Re-teach if necessary. Make access to server available to all students.
4. Determine website of newspaper articles concerning the brick memorial and have students locate on the internet.
5. Obtain physical copies of newspapers to use if internet is not accessible.
6. Discuss copyright issues. Teach citation procedures. Give printed examples.
7. Divide students into groups for collaboration and discussion of what information is important and useful and what is not.
8. Monitor and guide students as they summarize researched information. Give verbal examples when students ask for help with summarizing.
9. Teacher will show students examples of created flyers.
10. Using a view sonic instructor will show students how to:
  - a. create word file
  - b. save a file
  - c. type in 3 columns
  - d. insert and manipulate photos
  - e. change margins
  - f. change type size
  - g. change font
11. Allow time for students to create a 3 column flyer in Microsoft Word.
12. Demonstrate how to print and save the flyer. Allow students time to print flyers and save to server in designated folder.
13. Discuss and reflect on why the brick memorial is important to Mitchell County residents and why it is important to preserve history.
14. Prepare and share rubric

### **Address Bloom's Taxonomy**

1. Discuss and determine-**Knowledge**
2. Present and discuss-**Synthesis, Knowledge, Analysis**
3. Teacher will model-**Comprehension, Application**
4. Have students locate-**Application, Comprehension, Knowledge**

5. Research newspaper articles-**Knowledge**
6. Discuss, give examples-**Knowledge, Comprehension**
7. Divide students into groups for collaboration and discussion- **Knowledge, Comprehension, Analysis**
8. Summarize researched information-**Comprehension, Application**
9. Examples-**Comprehension**
10. create, save, manipulate, change-**Syntheses, Application**
11. Create 3 column flyer-**Synthesis, Application**
12. Demonstrate, print, save-**Application, Synthesis**
13. Discuss and reflect-**Application, Analysis**
14. Rubric- **Evaluation**

### **Assistive and Diverse Learners**

Several students in this class are ADHD students. The teacher will seek the help of the special education department to determine what modifications to use and which ones will be specific to each student. Global modifications for these students are peer tutoring, extended time, clear rules, preferential seating, and step by step instructions in writing as well as verbal instructions.

### **Teaching/Instructional Strategy**

Asking questions will allow the teacher to access knowledge learned. Discussing the information in class will enable students to retain what information is to be used in project. Observing the students will enable the teacher to guide and assist students when needed.

Through questioning and discussing the teacher can monitor student's progress and check student understanding.

Observing students daily will check for task accomplishment, provide students with a guide to evaluate their work, along with a list of what needs to be done. A rubric provides a tool with which to grade final product.

Students will be given opportunities to successfully research, summarize, create and evaluate. Working in groups the tasks will be accomplished using group collaboration and hands-on use of technology. Students will exhibit cooperation, communication and understanding as they work toward accomplishing the objectives and goals of the lesson. Group work and peer tutoring will contribute to the success of each student.

### **Teacher Role**

The teacher will guide, direct, and demonstrate for students. The teacher will collect all needed supplies, collaborate with colleagues, monitor students' research, direct students in summarizing information, evaluate group participation, teach needed skills for final product and evaluate final project. The teacher will also schedule lab time and acquire all needed technology components.

### **Student work samples:**

Students will produce a layout design on paper and then produce the actual product in Microsoft Word. Students will produce a written version of summarized information to be used in the flyer.

### **Technology Connection:**

Students will use the computers first to research for needed information and graphics that will be used in the flyer. Students will use the internet and a network server to research information and save files. Students will use computers and Microsoft Word to create a three column flyer that will be saved and printed. Classroom needs to be arranged for students that need situational manipulation to address modifications.

### **Technology Management Strategy:**

- ❖ Computers loaded with appropriate software and a shortcut placed on desktop.
- ❖ Available use of network server and internet.
- ❖ Folder created and available for saving projects.
- ❖ Check all printers and view sonic for proper operation
- ❖ Locate example flyers to show students
- ❖ Check with network administrator for any scheduled downtime
- ❖ Learn steps to making a flyer
- ❖ Create a physical handout with step by step instructions on creating flyer
- ❖ Create rubric

### **Materials:**

- ❖ View Sonic to show examples and demonstrations
- ❖ Laptop or computer to hook View Sonic to
- ❖ Internet access
- ❖ Server access
- ❖ Lab computers
- ❖ Microsoft Word
- ❖ Floppy disks for saving in case server is not available for use
- ❖ Pencils and paper for designing layout
- ❖ Pens and paper or note cards for summarizing information
- ❖ Printers to print researched information and final product
- ❖ Newspaper articles containing information on brick memorial in case internet is down
- ❖ Bookmark websites for use
- ❖ Rubric for assessment

### **Assessment**

Group participation, project participation, final project evaluation, research evaluation, rubric, peer assessment.

### **Informal:**

Monitoring groups and group discussions

Questioning students-daily

Offering suggestions with research and flyer

Review of previous day

Watching computer screens

Evaluate progress daily

**Formal:**

Final product will be evaluated by a rubric. Students will fill out rubric evaluating their project and teacher will evaluate final project using the same rubric.

**Reflection:**

**Please rate the following indicators using a scale of 1-5.**

(1=Poor, 5= Excellent, NA if not applicable)

- 5 \_\_\_\_\_ Technology instruction was effective and students/educators achieved curricular goals.
- 5 \_\_\_\_\_ Technology instruction was effective and students/educators or I achieved targeted goals.
- 5 \_\_\_\_\_ Technology instruction was effective and I achieved my professional goals.
- 5 \_\_\_\_\_ Students/educators were motivated by the use of technology.
- 5 \_\_\_\_\_ Technology was critical to the success of this lesson.
- 5 \_\_\_\_\_ Varying abilities of students/educators was supported through the use of the technology.
- 5 \_\_\_\_\_ Equipment was sufficient for the number of students/educators completing the activity.
- 4 \_\_\_\_\_ Equipment and software functioned properly.
- 4 \_\_\_\_\_ Overall rating of lesson.

**Reflection Time:** Use the following questions to reflect on your lesson.

**Questions to Ponder:** Was this lesson worth doing? The lesson was fun and educational to students and therefore, worth doing. In what ways was the lesson effective? Students acquired the needed knowledge through research and then created something from scratch that they could call their own creation. What evidence do you have for your conclusion? Student flyers were professional looking as well as informative. How would you change this lesson for teaching it again? The lesson went pretty well. There were a few problems getting students interested in the brick memorial and in actually doing the research, but once we got through that phase and started creating, then everything smoothed out and worked really well. Did your students/educators find the lesson meaningful? I am not sure if 8<sup>th</sup> graders find anything meaningful, but they did make comments about the sacrifice of veterans and the importance of preserving the history of past wars, etc. Did the lesson motivate your students/educators to "go beyond" what was required? The students were eager to do another flyer. This lesson stimulated their creativity and fueled a desire to learn more about using technology to do things. Did you achieve your goals met/in progress in the required criteria?



10-25-06

Date

Participant Signature

Beverly Adam

Date 10-25-06

Coach Signature