**Instructional Plan for Library Media Technology Integrated Lesson (Template)**

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| **Name of Library Media Specialist Candidates(s):** Tracy Richter |
| **Content Area**  English Language Arts, Technology |
| **Grade Level (if available, include preassessment data on the students)**  Grade 3  Students have been introduced to fables in their general education classrooms and are familiar with the characteristics of a fable.  Students have received a review lesson of fables in previous media instruction.  Students have used Glogster, PowerPoint, Voicethread and Storybird before this instruction; however directions will be needed as a reminder.  This lesson aligns with the overall curriculum by reinforcing fables. Third graders are working on a fables, folktales, and myths unit in their general language arts classrooms. This lesson will serve as a reinforcement and an extension of their fable content knowledge by using technology and media center resources. |
| **Title of Lesson**  The Morals Behind the Fables |
| **Objectives/**[**Maryland State Curriculum**](http://mdk12.org/instruction/curriculum/)**/ Content Standards and Performance Indicators/ Specific Objectives for Grade PK-8 or Objectives/Core Learning Goal for Grades 9-12**  **Lesson Objective:** Given information and examples about fables, students will be able to identify the moral/ lesson from a fable of their choice, and create a Glogster or a Voicethread presentation discussing the characteristics of a fable successfully according to the requirements of a rubric.  **Common Core State Standards**  **CC.3.R.L.2 Key Ideas and Details:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  **CC.3.W.6 Production and Distribution of Writing:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| **AASL Standards for 21st Century Learners**  **1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **1.2.3** Demonstrate creativity by using multiple resources and formats.  **1.3.1** Respect copyright/intellectual property rights of creators and producers.  **1.3.5** Use information technology responsibly.  **1.4.4** Seek appropriate help when needed.  **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.  **4.1.3** Respond to literature and creative expressions of ideas in various formats and genres.  **4.1.8** Use creative and artistic formats to express personal learning. |
| **Teacher Preparation/ Equipment & Materials**  **Teacher Preparation**  The computer lab will need to be signed-out for 2-3 days depending on the lesson duration, for the 3rd grade classes during their media class time. The SLMS will need to familiarize herself with any technology that she has not used before or used recently, to ensure that directions for the students, when they use the technology, will be clear. The optional organizer worksheet will need to be created and printed before instruction. The rubrics will need to be created and printed. The SLMS will need to collect fable books or short stories and group them together on a cart so students can choose from a variety of fables they wish to use for this assignment. The SLMS will need to create a page on all of the 3rd grade classes Wikipage entitled “Fable Presentations,” so that students can copy and paste the link to their final projects in their class’s Wikipage. The checklist for the extension activity will need to be created and printed.  **Equipment & Materials**   * Teacher computer with connection to projector * Projector screen * Computers w/ internet access for each student * A variety of books or print-outs of fables * Microphones that connect to computers * Copies of organizer (enough for each student) * Copies of rubric (enough for each student) * Copies of extension checklist (enough for each student) * Pencils |
| **Technology Integration (Specific description of how hardware, software and online resources will be used. Include all directions given to the students)**  Students will have a choice for how they wish to present their fable: Glogster or Voicethread  *Before gaining access to either if these Web 2.0 tools students will need to:*  -Log in on a computer in the computer lab with their personal log-in information  -Go into an internet browser (Firefox, Internet Explorer, Safari, etc.)  -Wait for teacher to go over each of the tools for a quick review of how to use them.  The SLMS will already be logged-in and have both Glogster and Voicethread sites open on her screen so that she will be able to quickly review sites and directions with students before they begin their assignment.  *Glogster Directions/ Review:*  -SLMS will tell students that they if they choose this tool, they will use their student accounts that they have used previously with Glogster to log-in.  -SLMS will review features with the students by using her computer and the projector screen so students can follow along. Review and demonstrate how to drag images and text boxes into their Glogster. They may use a template from the site or create their own.  - Remind students of digital citizenship and ethical use while online. They can use the clipart provided to them from the site or, if they need to use another image from a different site, they need to follow copyright laws and copy and paste the image URL under the picture. All images must be appropriate for viewers.  -Students will follow the requirements of the rubric (see Appendix A) to determine what should be included in their Glogster presentation.  *Voicethread Directions/ Review*  -SLMS will tell students that if they use this tool they should use their student account that they have used previously when using Voicethread.  -They will need to create a PowerPoint first and then upload their PowerPoint into Voicethread to record their voice for each slide.  - Remind students of digital citizenship and ethical use while online. They can use the clipart provided to them from the site or, if they need to use another image from a different site, they need to follow copyright laws and copy and paste the image URL under the picture. All images must be appropriate for viewers.  -The students are very familiar with creating PowerPoints, so the SLMS will review how to save their presentation and instruct how to upload it on their Voicethread account using an example on her computer.  -Once the PowerPoint has been uploaded onto Voicethread, SLMS will review how to record their voices, using a microphone, into their presentation by providing a demonstration.  - Students will follow the requirements of the rubric (see Appendix A) to determine what should be included in their PowerPoint/ Voicethread presentation.  *Extension: Storybird Directions/ Review*  -SLMS will give Storybird directions/ review to individual students once they have finished their projects. SLMS will review how to drag illustrations and input text into their pages for their stories.  -Students will log-in with their student account on their class’s Storybird site.  *Wikipage Assignment Drop*  -Once students finish their projects and are ready to turn in their final copy, students need to copy and paste the link to their project in their class Wikipage.  -All students have used this Wikipage before to turn in electronic assignments for this media class and are familiar with the log-in and assignment drop-off process.  -Students will log-on to their classes Wikipage > click on the page titled “Fable Presentations” > click on edit > copy and paste the link to their project on the page, with their name next to the link, and the title of the fable they used > save the page |
| **Instructional Procedures (This should be a very detailed description of the entire activities)**  Lesson Duration: about 2-3, 45 minute sessions (depending on the students work progression)  **Instructional Activities/ Procedures**   * The SLMS will say, *“Yesterday we reviewed the elements of fables. You all listened to an example of a fable and became detectives to figure out if the story had all of the elements and explained what the moral of the fable was. Today, you get to be detectives again, but you get to be detectives independently to find all of the elements of a fable, in a fable of your choice, and create your own presentations using web 2.0 tools on the computers, to show me what an expert you are on these kinds of stories.”* * Show students the cart filled with all of the fables that were collected previously. They may choose any of the fables from the cart to use to create their project. * Distribute the rubric for the assignment (See Appendix A) and the optional organizer. * Go over the assignment/ rubric with the students before they begin their independent work:   + Choose a fable from the cart   + Read fable and take notes. Identify the characters, conflict/ resolution, moral of the story, how they know this story is a fable. Students may use the organizer that was created by the SLMS to organize their thoughts, notes, and help them plan for their projects   + Choose a presentation tool to use: Glogster or Voicethread/ PowerPoint   + Complete project; make sure all aspects of the rubric are included * SLMS will say, *“Let’s focus on the first couple tasks before deciding on your presentation tool. Go ahead and look through the cart and find a fable that you would like to read and use for your projects. Once you have done that, feel free to use the organizer I have provided for you or you can create your own way to take notes, about the fable you chose. Be sure to look over the rubric to make sure that your notes include all of the requirements, because you can use your notes as a kind of rough draft for your project when you are ready.”* * SLMS will monitor students as they work to check for understanding and answer any questions that may arise. Pay close attention to any students with IEPs, reading disabilities, writing disabilities, etc. and provide extra help if necessary. * After about 25-30 minutes, ask students, by a show of hands if they have almost finished their organizers. If the majority of the students have finished, ask all students to stop what they are working on to go over the directions for using the technology tools in order to complete their assignment. If the majority of the students are not finished wait at least 5-7 minutes before going over the technology directions and procedures. * Have the students log-in to their accounts on the computer and click on an internet browser. Have students stop, take hands of the mouse and turn so they are facing the SLMS and the projector screen, with her computer screen shown * SLMS will say, *“Before I let you work on your projects using these tools, let me go over them with you briefly to refresh your memory on how to use them.”* * *Glogster Directions/ Review:* * SLMS will tell students that they if they choose this tool, they will use their student accounts that they have used previously with Glogster to log-in. * SLMS will review features with the students by using her computer and the projector screen so students can follow along. Review and demonstrate how to drag images and text into their Glogster. They may use a template from the site or create their own. * Remind students of digital citizenship and ethical use while online. They can use the clipart provided to them from the site or if they need to use another image from a different site to follow copyright laws and copy and paste the image URL under the picture. All images must be appropriate for viewers. * Students will follow the requirements of the rubric (see Appendix A) to determine what should be included in their Glogster presentation. * *Voicethread Directions/ Review* * SLMS will tell students that if they use this tool they should use their student account that they have used previously when using Voicethread. * They will need to create a PowerPoint first and then upload their PowerPoint into Voicethread to record their voice for each slide. * Remind students of digital citizenship and ethical use while online. They can use the clipart provided to them from the site or if they need to use another image from a different site to follow copyright laws and copy and paste the image URL under the picture. All images must be appropriate for viewers. * The students are very familiar with creating PowerPoints, so the SLMS will review how to save their presentation and instruct how to upload it on their Voicethread account using an example on her computer. * Once the PowerPoint has been uploaded onto Voicethread, SLMS will review how to record their voices, using a microphone, into their presentation by providing a demonstration. * Students will follow the requirements of the rubric (see Appendix A) to determine what should be included in their PowerPoint/ Voicethread presentation. * Suggest to students that if they choose this option, it may be a good idea to write a script, before recording their voices on the PowerPoint, so there are fewer errors and re-recordings. * The SLMS will say, *“Alright, I have reviewed both presentation tools with you to refresh your memories. Just a reminder, make sure to follow the rubric and most importantly, be creative and have fun! I will walk around and check-in with you all individually to ensure that everyone has a good plan for creating their projects and to make sure you don’t have any questions. If you do have questions at any time, please ask; that is what I am there for. Okay, go ahead and get started.”* * SLMS will walk around and check for understanding with each student for the fable they chose, inquire about which presentation tool they are going to choose, and ask about their plan of attack for the project. * After briefly meeting with each student, the SLMS will monitor progress and be available to answer any extra questions the students may have. * As students begin to finish their projects, have checked over the rubric to ensure that they met all requirements, and are ready to turn the final project in, the SLMS will have the students stop what they are doing and listen to these instructions: *“It looks like some of you are beginning to finish your projects. To turn it in, you need to post the link to your projects in our class Wikipage in the section titled ‘Fable Presentations.’ Make sure to put your name next to the link and the title of the fable you chose, and then save it when you are finished editing the page. Let me know if anyone has any problems and I will come around so we can solve the problem together.”* * Extension Activity (For students who have finished their projects early): SLMS will let the students create their own fable, making sure to include all of the elements of a fable, using Storybird. * *Storybird Directions/ Review* * Students will log-in with their student account on their Storybird site. * SLMS will give Storybird directions/ review to individual students, once they have finished their projects. SLMS will review how to choose illustrations, drag illustrations into their pages, and input text into their pages for their stories. SLMS will give students the “Create Your Own Fable” (See Appendix B) checklist for students to follow along with when writing their story. * When students finish their fable, they can publish it on the class’s Storybird account so others can view their fables.   \*Since most of the students will finish their projects at different times, the SLMS will wait until all students have finished their projects and have posted their links on the class’s Wikipage before letting the student present their projects. Students can volunteer to present their projects to the class. If students do not wish to present their projects, they can go onto the Wikipage with all of the students’ project links at any time to view them. Students that view the projects on the Wikipage are encouraged (but not required) to leave positive feedback or questions on their peers’ projects. SLMS will remind students to be responsible and appropriate when leaving feedback to others on the Wikipage.  \*\*Students who completed the Storybird extension assignment are encouraged to share their fable with the class. If they do not wish to share it in-person, inform the students that they can view students’ fables on the Storybird account for their media class. |
| **Formative Assessment/ Plans for Differentiation (Describes how you will be assessing the progression of the lesson as it is being delivered)**  During instruction the SLMS will continuously check for understanding by asking students questions to review or reinforce content knowledge or instructions (e.g. what are the elements of a fable?; what should you do after you have chosen your fable?; what are the two web 2.0 tools you can use to create your project?; how and where will you submit your final project?; etc.) The SLMS will also meet with each student after they have completed their organizer or other note-taking method in order to check their organizer and notes about the fable for accuracy, to inquire about which technology tool they will use, and to determine what their plan is for their project. The SLMS will monitor and walk around the room to answer any questions, help solving technology issues, clarify instructions, etc.  The SLMS will closely monitor any students who have IEPs, reading disabilities, writing disabilities, etc. and give extra assistance if necessary. Organizers were provided for students who need extra assistance organizing their thoughts or for any student who may wish to use this method. Students who do not wish to use the organizer provided, may take notes and plan for their project in any way that is easiest for them (e.g. students who have trouble writing may wish to type their notes on the computer). Students also have the choice of their presentation tool so students can choose the tool that works best with their learning style. For example students who are more linguistic or enjoy speaking may want to do the Voicethread/ PowerPoint option, whereas someone who is more visual may wish to do a Glogster. |
| **Discussion Prompts for Critical and Creative Thinking (Questions that you will pose that lead to critical thinking)**  When walking around and meeting with individual students, as well as during the lesson closure the SLMS might ask questions that would lead to critical thinking like the following:   * What did you learn from reading these fables and creating your project? * Is there a moral from one of the fables you read that was similar to a lesson you have learned from your own personal experiences? * Why do you think people/ authors write fables? * What makes fables important or useful to readers? * Did you learn something as a result of a moral that was in a fable you read? * How will you take what you learned from one of the morals, into your everyday lives/ how will you keep this life lesson in mind for you future experiences? |
| **Summary and Lesson Closure (Describe how you will close and summarize the activities)**  The SLMS will close the lesson by saying, *“After all of you have worked so hard on your projects and were detectives to find all of the elements of a fable that were in the story you chose, share with me something you learned from your experience?* (allow wait time for students to raise hands; if no one raises their hand, prompt them with more questions e.g. Did you learn something new about fables? Did you learn a lesson from the fable you chose to do your project on? What was a lesson you learned about and why was it important? Did you learn something new using the technologies? etc.) *Remember that you can view your classmates’ projects who did not share, on the Wikipage and you can read the fables that some of your classmates wrote on our class’s Storybird account. You are also welcome to check out any of the fables that you did not choose to do your project on in our library during check-out times. I hope you all enjoyed learning about fables and continue to read these fun stories that have valuable messages beyond their pages!”* |
| **Assessment Plan (Rubrics, quizzes, student produced work and other methods that will be used to determine the degree to which the learning objectives were achieved)**  The rubric will be the main form of assessment for student learning in this lesson (See Appendix A for rubric)  The SLMS will view the student produced work and assess them based on the rubric grading scale. The SLMS will give each student feedback for their project on their rubric and return it to them so they can see what they did well on and items that they could have improved on.  If students completed the extension activity, the SLMS will view their story and determine if the student included the characteristics of a fable by following the extension activity checklist (See Appendix B). The student will need to have a title, characters that are animals, a conflict, a resolution, and an overall moral to the story, all of these characteristics will be included on the checklist, so that the student can use it as a guide when writing their story. |
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**Student Product Samples**

Sample Glogster Product:

<http://www.glogster.com/tar333/fable-poster/g-6kkg7vgm36ofhroc4fkrba0>

Sample Voicethread Product:

<https://voicethread.com/share/4757962/>

Appendix A (Rubric)

**Fable Project**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Using either Glogster or Voicethread/ PowerPoint, create a presentation for a fable of your choice. Your presentation must include:

Content Requirements:

* The title of the fable and the author
* The characters
* The conflict and resolution of the fable
* The moral/ lesson of the fable
* How do you know it is a fable? (e.g. are the characters animals? Is there a moral? Do the animals have human characteristics? etc.)

Other Requirements:

* “Eye-catching” elements including appropriate visuals (with original source if copyrighted), easy to read font and colors, etc.
* Correct spelling and grammar

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content**  **Requirements** | All requirements are met. | One requirement was not completely met. | Two requirements were not completely met. | More than two requirements were not completely met. |
| **Attractiveness** | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. |
| **Mechanics** | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |

Total Earned/ Points Possible: \_\_\_\_\_/ 12

Appendix B (Extension Activity Checklist)

**C:\Users\tricht1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7PSAKYQS\MC900088568[1].wmf**

**Create your own Fable!**

Now that you are an expert on fables, you can write your very own! Using Storybird, create a fable, and when you are finished, publish it to your class’s Storybird account.

Here is a checklist to remind you of what to include in your fable:

\_\_\_\_\_\_\_ I have a title for my fable that relates to my story

\_\_\_\_\_\_\_ I have included characters that are animals that have human characteristics

\_\_\_\_\_\_\_ I have included a conflict and a resolution

\_\_\_\_\_\_\_ I have included a moral/ lesson

\_\_\_\_\_\_\_ I have included illustrations that match the text on each page

\_\_\_\_\_\_\_ I have checked for CUPS

\_\_\_\_\_\_\_ I have published my story in my class’s Storybird account

**\*Remember: Be creative and have fun!!**