**Lesson Title:**

**Grade Level:**

**Subject:**

**Time frame:**

**Learning Goals**

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| **Learning Goals** | **Goal 1** | **How will they be met** |
| **Content Specific Goals** |  |  |
| **Technology-based Goals (NETS-S)**  **Empowered Learner**  **Digital Citizen**  **Knowledge Constructor**  **Innovative Designer**  **Computational Thinker**  **Creative Communicator**  **Global Collaborator** |  |  |
| **Other Goals** |  |  |

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| **Materials Needed for Lesson (tech and non-tech)** |  |

Lesson Overview

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| **Lesson Overview: Share how the activities in the lesson will help to meet the learning goals. How will technology play a role in meeting the learning goals?** |
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**Triple E Framework Considerations**

Share which technology tools you plan to integrate into the lesson. Describe how each tool will help to meet your learning goals. In addition, share the instructional practices that you plan to develop in conjunction with the tool to optimize the learning.

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| **Name of Tool** | **Tool #1** | **Tool #2** | **Tool #3** | **Tool #4** |
| **Learning goal(s) met by using the Tool** |  |  |  |  |
| **How is the Tool Being Integrated**  **Team, individual, pairs, or other?** | Individual  Pairs  Teams  Other | Individual  Pairs  Teams  Other | Individual  Pairs  Teams  Other | Individual  Pairs  Teams  Other |
| **What features of the technology tool have elements of engagement?**  **Active learning**  **Time on Task**  **Co-Use or Co-Engagement** |  | . |  |  |
| **Which teaching moves could be integrated to aid technology in helping students engage in the learning goals?** | Guided practice  Modeling thinking  Modeling navigation of the tool  Software tour  I do, we do, you do  Teacher monitoring  Student self-reflective monitoring  Co-use or co-engagement  Purposeful partnering  Gradual release of learning  Create a mentor text  Share-aloud  Turn and talk  Switcheroo  Other | Guided practice  Modeling thinking  Modeling navigation of the tool  Software tour  I do, we do, you do  Teacher monitoring  Student self-reflective monitoring  Co-use or co-engagement  Purposeful partnering  Gradual release of learning  Create a mentor text  Share-aloud  Turn and talk  Switcheroo  Other | Guided practice  Modeling thinking  Modeling navigation of the tool  Software tour  I do, we do, you do  Teacher monitoring  Student self-reflective monitoring  Co-use or co-engagement  Purposeful partnering  Gradual release of learning  Create a mentor text  Share-aloud  Turn and talk  Switcheroo  Other | Guided practice  Modeling thinking  Modeling navigation of the tool  Software tour  I do, we do, you do  Teacher monitoring  Student self-reflective monitoring  Co-use or co-engagement  Purposeful partnering  Gradual release of learning  Create a mentor text  Share-aloud  Turn and talk  Switcheroo  Other |
| **What features of the technology tool include elements to enhance student learning?**   * **Higher-order thinking** * **Supports/Scaffolds** * **Differentiation/Personalization** * **Help students develop a deeper understanding of content** * **Easier and more effective than traditional tools** | . | . |  |  |
| **Which teaching moves could be integrated to aid technology in enhancing the learning goals?** | Active listening  Switcheroo  Self reflective practices  Visible thinking routines  Graphic organizers  Visual representations of learning  Reflective notebooks  Anticipation guides  Questioning practices  Predicting  Differentiation  Personalization  Share-aloud  Other | Active listening  Switcheroo  Self reflective practices  Visible thinking routines  Graphic organizers  Visual representations of learning  Reflective notebooks  Anticipation guides  Questioning practices  Predicting  Differentiation  Personalization  Share-aloud  Other | Active listening  Switcheroo  Self reflective practices  Visible thinking routines  Graphic organizers  Visual representations of learning  Reflective notebooks  Anticipation guides  Questioning practices  Predicting  Differentiation  Personalization  Share-aloud  Other | Active listening  Switcheroo  Self reflective practices  Visible thinking routines  Graphic organizers  Visual representations of learning  Reflective notebooks  Anticipation guides  Questioning practices  Predicting  Differentiation  Personalization  Share-aloud  Other |
| **How does the technology extend the learning goals?**   * **Make learning accessible 24/7** * **Bridge learning goals to everyday life** * **Soft skills** |  |  |  |  |
| **Which teaching moves could be integrated to aid technology in extending the learning goals?** | Real world issues  Partner with real world organizations  Connect with authentic experts  Engage students in authentic discourse with others  Pen Pals  Student’s investigate and direct their own project  Role playing  Use authentic tools that are prominent in everyday life  Other | Real world issues  Partner with real world organizations  Connect with authentic experts  Engage students in authentic discourse with others  Pen Pals  Student’s investigate and direct their own project  Role playing  Use authentic tools that are prominent in everyday life  Other | Real world issues  Partner with real world organizations  Connect with authentic experts  Engage students in authentic discourse with others  Pen Pals  Student’s investigate and direct their own project  Role playing  Use authentic tools that are prominent in everyday life  Other | Real world issues  Partner with real world organizations  Connect with authentic experts  Engage students in authentic discourse with others  Pen Pals  Student’s investigate and direct their own project  Role playing  Use authentic tools that are prominent in everyday life  Other |
| **Lesson set up.**  **How will I prepare for this piece of technology in this lesson?**  **What do I need to do to get the technology ready?**   * **Selecting the just right tool or part of the resource** * **Setting up Accounts** * **Differentiating** * **Personalizing** * **Creating models or mentor** |  |  |  |  |
| **Assessment**  **How will you assess the activities happening through the tool?**   * **Monitoring/observations** * **Formative assessment** * **Informal assessments** * **Summative assessment** | . |  |  |  |

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**Procedures**

What is the minute-to-minute activity that will be happening in the lesson. Describe what the teacher is going to do and say, as well as what the students are going to do.

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| **Time stamp and what is the teacher going to do** | **What are the students going to do?** | **What is the teacher going to say?** |
|  |  |  |