**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**](https://www.iste.org/standards/standards/for-students-2016)**)**  **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?**  Answer the Triple E Engagement questions concerning how technology can bring about co-use, time-on-task learning and focus on the learning goals. Anywhere there is a lower score (less than 4), consider adding in instructional moves in the notes to help push the score up! Some instructional moves are listed in the rows below. | Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)?  No=0, Somewhat=1, Yes=2  Can the technology motivate students to begin the learning process?  No=0, Somewhat=1, Yes=2  Can the technology cause a shift in behavior, from more passive to active social learners (co-use)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)?  No=0, Somewhat=1, Yes=2  Can the technology motivate students to begin the learning process?  No=0, Somewhat=1, Yes=2  Can the technology cause a shift in behavior, from more passive to active social learners (co-use)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)?  No=0, Somewhat=1, Yes=2  Can the technology motivate students to begin the learning process?  No=0, Somewhat=1, Yes=2  Can the technology cause a shift in behavior, from more passive to active social learners (co-use)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)?  No=0, Somewhat=1, Yes=2  Can the technology motivate students to begin the learning process?  No=0, Somewhat=1, Yes=2  Can the technology cause a shift in behavior, from more passive to active social learners (co-use)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** |
| **Which teaching moves could be integrated to aid technology in helping students engage in the learning goals?**  In other words, what is lacking in the technology tool (from the score above) that could be improved by good instructional strategies. Which strategies listed might be helpful. Note: This is just a suggested list. | 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?**  Answer the Triple E Enhancement questions concerning how technology can bring about learning supports/scaffolds, higher-order thinking, and value-added over traditional tools. Anywhere there is a lower score (less than 4), consider adding in instructional moves in the notes to help push the score up! Some instructional moves are listed in the rows below. | Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals (possibly use higher-order thinking skills)?  No=0, Somewhat=1, Yes=2  Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)?  No=0, Somewhat=1, Yes=2  Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals (possibly use higher-order thinking skills)?  No=0, Somewhat=1, Yes=2  Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)?  No=0, Somewhat=1, Yes=2  Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals (possibly use higher-order thinking skills)?  No=0, Somewhat=1, Yes=2  Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)?  No=0, Somewhat=1, Yes=2  Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals (possibly use higher-order thinking skills)?  No=0, Somewhat=1, Yes=2  Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)?  No=0, Somewhat=1, Yes=2  Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** |
| **Which teaching moves could be integrated to aid technology in enhancing the learning goals?**  In other words, what is lacking in the technology tool (from the score above) that could be improved by good instructional strategies. Which strategies listed might be helpful. Note: This is just a suggested list. | 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?**  Answer the Triple E Extend questions concerning how technology can bring about learning that connects to everyday life, allows learners to continue to learn 24/7 and helps them develop soft skills. Anywhere there is a lower score (less than 4), consider adding in instructional moves in the notes to help push the score up! Some instructional moves are listed in the rows below. | Can the technology create opportunities for the students to learn outside the typical school day?  No=0, Somewhat=1, Yes=2  Can the technology create a bridge between school learning and everyday life (authentic experiences)?  No=0, Somewhat=1, Yes=2  Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology create opportunities for the students to learn outside the typical school day?  No=0, Somewhat=1, Yes=2  Can the technology create a bridge between school learning and everyday life (authentic experiences)?  No=0, Somewhat=1, Yes=2  Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology create opportunities for the students to learn outside the typical school day?  No=0, Somewhat=1, Yes=2  Can the technology create a bridge between school learning and everyday life (authentic experiences)?  No=0, Somewhat=1, Yes=2  Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** | Can the technology create opportunities for the students to learn outside the typical school day?  No=0, Somewhat=1, Yes=2  Can the technology create a bridge between school learning and everyday life (authentic experiences)?  No=0, Somewhat=1, Yes=2  Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)?  No=0, Somewhat=1, Yes=2  Score=\_\_\_/6  **NOTES:**  **Teaching Moves Included (From list below):** |
| **Which teaching moves could be integrated to aid technology in extending the learning goals?**  In other words, what is lacking in the technology tool (from the score above) that could be improved by good instructional strategies. Which strategies listed might be helpful. Note: This is just a suggested list. | 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?** |
|  |  |  |