

# 21 Century Technology Teams Unit Plan Template

(Based upon ISTE & UbD models – Used with permission)

<b>Teachers' Names:</b> Amy Downing, Tiffany Babcock
<b>Grade Level(s):</b> First Grade
<b>Content Area(s):</b> Literacy

## Stage 1: Desired Results

**Essential Question(s)** – What essential question(s) or learning are you addressing?

How can publishing student work inspire students to write while exposing them to different modes of technology?

**Standards** – What do you want students to know and be able to do?

Content Standards:

### **Writing Dimensions**

1.5 Students draft, revise, edit, and critique written products so that final drafts are appropriate in terms of the following dimensions:

**Purpose** -- Intent is established and maintained within a given piece of writing.

**Organization** -- The writing demonstrates order and coherence.

**Details** -- The details contribute to development of ideas and information, evoke images, or otherwise elaborate on or clarify the content of the writing.

**Voice or Tone** -- An appropriate voice or tone is established and maintained.

### **Writing Conventions**

1.6 Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics. This is evident when students:

#### **Reports**

1.8 In written reports, students organize and convey information and ideas accurately and effectively.

## **IT Standards (NETS\*S, VT GEs):**

### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.

## **Stage 2: Assessment Evidence**

**Assessment** – What will students do or produce to illustrate their learning? How will you assess what they do or produce?

### **Performance Task(s):**

- Students write reports introducing themselves and read it aloud to assess for fluency. Students will respond to their peers' writing on the blog.

### **Other Evidence:**

- Formative Assessment: Writing pieces will be given feedback for revisions, if necessary, in the form of a conference.
- Checklist: Writing pieces should have all aspects of a paragraph (intro, details, and wrap-up) as well as correct punctuation.

## **Stage 3: Learning Plan**

**Overview** – This is a short summary of the lesson or unit including assignments or possible products.

- The students will write paragraphs about themselves, and then create a self portrait in either KidPix or HyperStudio that reflects their paragraph. Once this is completed, the students will read their paragraphs aloud into a voice recorder. When these are finished, the picture and the voiceover will be published on the school's writing blog.
- The writing blog will be an incentive/final project for all students within the school as they work on all genres of writing.

**Resources** – What resources will you use in your project (e.g., digital tools, web pages, print resources, etc.)?

- Four Square, assessment checklist, blog, internet, podcasting, computer software (KidPix or HyperStudio)

**Preparation** – What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?

- First grade students will need to review letter formation and learn to write on lined paper. Students will be writing in their journals, on lined paper, for 6 weeks prior to beginning this project. Teacher will review journals daily to assess this foundation. Students will also review punctuation, become familiar with the checklist, and learn how to use the Four-Square template.
- Some anticipated challenges may be: handwriting struggles, coordination of the mouse while illustrating paragraphs, reading fluently, and self reflection beyond their comfort zone--getting deeper than “good”.
- Even older students will need to be exposed to the blog, how to access it, and how it works. This could be accomplished through classroom visits or through the technology teacher in the computer lab. Older students with email accounts can learn to attach their documents to an email and send them to me for publication.
- Some anticipated challenges might be the complexity of steps.

**Management** – How and where will your students work (classroom, lab, groups, etc.)?

- Students will work with guided instruction in both their individual classrooms and in the computer lab.

**Outline and Timeline for Instruction and Activities** – List the learning activities you will use and provide a timeline that indicates what students must complete and by when.

Day 1:

- Group brainstorming of possible favorite activities/interests

Day 2-3:

- Introduce the Four Square graphic organizer.
- Teach students the parts of a paragraph (topic sentence, details, and conclusion)
- Students pick three details that describe themselves from the group list and record those in the boxes of the Four Square template.

Day 4-5-6:

- Review parts of paragraph and the Four-Square.
- Begin writing draft 1.
- Teacher conference with students/ review as necessary.
- Peer conferencing with checklist.

Day 7:

- Final copies.

Day 8-9:

- Review details that describe themselves and pick one to illustrate in their self portrait.
- Review process for using computer program.
- Create self portrait in KidPix or Hyperstudio with assistance of technology teacher in the computer lab.

Day 10-11:

- With a peer, students rehearse reading their paragraphs aloud, focusing on fluency.
- Begin voice recordings of their final drafts. Other kids could be learning through modeling or writing in free write journals.

Day 12-13-14:

- Teacher downloads illustrations and podcasts onto Ferrisburgh Writers blog.

Day 15:

- Present the finished project to the class—CELEBRATION!!!!

**Instructional Strategies** – Describe how you will use any of the strategies listed below in your unit. NOTE: You don't have to use them all!

<b>Project-Based Learning:</b>
<b>Differentiated Instruction:</b> Teachers will conference with students about individual needs, promoting appropriate growth for each student.
<b>Inquiry-Based Learning:</b>
<b>Constructivism:</b>
<b>Learning Centers:</b>
<b>Collaborative Groups:</b> Peer conferences on drafts and fluency.
<b>Other:</b> Integration with Unified Arts Teachers

**Closure and Reflection** – How will you wrap up the unit? How will students reflect upon their work?



- Through a link from the school's website, student work will be published on the blog.
- The class will celebrate with parents at a party where we use the projector to display our blog and play the final projects.
- To conclude, students will reflect upon their work in a group setting, indicating their favorite and most challenging aspects of the project.
- Older students will respond to peers' work on the blog, and they will receive feedback from peers, parents, and teachers.

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# Grade 1 Writing Checklist

## How did I do on My Writing?

Name \_\_\_\_\_ Date \_\_\_\_\_

How did I do on my writing?		
I have a title.		
I have a topic sentence.		
I have 3 details.		
I have a wrap-up (conclusion).		
I have complete sentences.		
I have capital letters at the beginning of my sentences.		
I have periods at the end of my sentences.		