Differentiate 3 Lesson Plans

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| **Lesson Plan URL**  **# 1** | **Grade/ Subject** | **Lesson/Activity Title** | **Technology Integration – Indicate the NETS-S**  *Number(s) only* | **Technology (Hardware/ Software) Used** | **Brief discussion regarding how this lesson could be improved and/or extended (2 suggestions) through collaboration with a media specialist (coordinated effort or partnership)** | **Two ways you might differentiate this lesson (be sure to refer to how you’ll differentiate content, process and/or product)** |
| <http://www.bcps.org/apps/cbtia/cbtia.aspx?id=4382> | First Grade/Social Studies | China | **Maryland Technology Literacy Standards for Students**  Standard 2.0  Topic B  Indicator 1  Objective b  **Nets for students**  Standard 1  a, b, c | Computer,  Microphone,  Kidspiration,  Document camera/LCD or Smartboard,  Google Earth,  Pixie,  United Steaming | Build background knowledge:  1. Introduction to stories originating from China. Compare/contrast American folktales of similar type, such as Little Red Riding Hood and Lon Po Po.  2. Getting to know a culture through the holidays it celebrates. Explore Chinese New Year. Read nonfiction text (picture book) using document camera. How does it compare to an American holiday?  Extension activities:  1. Read Emperor and the kite (the emperor is imprisoned in a high tower, his smallest daughter, whom he has always ignored, uses her kite to save him). Fact: kites originated in China….art teacher collaboration possible. | Content:  1. Where in the world is China? Using Google Earth find China. Look at topography. Find the Great Wall.  2. Big Bird in China. Great video of 2 familiar friends (Big Bird and Snuffy) going to a foreign land. They visit schools, Great Wall, gymnastics classes, families, etc. The monkey king (from legend) pops out in odd places. A great tool to use.  Product:  1. Use Pixie to draw and decorate a kite.  Process:  1. Experience a national movement/dance form….Tai Chi…..watch a 5 minute United Streaming video….and practice movements. |

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| **Lesson Plan URL**  **# 2** | **Grade/ Subject** | **Lesson/Activity Title** | **Technology Integration – Indicate the NETS-S**  *Number(s) only* | **Technology (Hardware/ Software) Used** | **Brief discussion regarding how this lesson could be improved and/or extended (2 suggestions) through collaboration with a media specialist (coordinated effort or partnership)** | **Two ways you might differentiate this lesson (be sure to refer to how you’ll differentiate content, process and/or product)** |
| <http://www.bcps.org/apps/cbtia/cbtia.aspx?id=4238> | K/Reading/  Language Arts | Sequence of Events | **Maryland Technology Literacy Standards for Students**  Standard 4.0  Topic B  Indicator 1  Objective a  **Nets for students**  Standard 1. a  Standard 2. b | Computer, Smart board, internet,  Kidspiration, microphone,  Flip cameras | 1. Sequencing….What is it?  MS, using the Smart board, will visit <http://www.dltk-teach.com/alphabuddies/sequence/story.htm> to talk about putting events in order. Activities to move around on a SB.  2. Using the Smart board, visit <http://pbskids.org/arthur/games/storyscramble/scramble.html> to review what sequencing is.  3. Read a story. Give students a piece of paper folded into a book form. Ask them to put the main events in order on the 4 book pages. Illustrate each event using crayons. | Product:  1. After sequencing Brown Bear, Brown Bear <http://www.bcps.org/offices/oit/CBTIA/Elementary/BrownBearSequencing/BrownBearSequencing.JPG> in Kidspiration, go back to each page and have children decide on the animal sound and record it together as a class.  2. Revisit each animal in the book again and incorporate movement of the animal. One child will choose a movement, which the whole class will mimic. A second child chooses the next movement, the whole class follows, etc. This can be flip video recorded and shown to the class while the MS reads the story. |

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| **Lesson Plan URL**  **# 3** | **Grade/ Subject** | **Lesson/Activity Title** | **Technology Integration – Indicate the NETS-S**  *Number(s) only* | **Technology (Hardware/ Software) Used** | **Brief discussion regarding how this lesson could be improved and/or extended (2 suggestions) through collaboration with a media specialist (coordinated effort or partnership)** | **Two ways you might differentiate this lesson (be sure to refer to how you’ll differentiate content, process and/or product)** |
| <http://www.bcps.org/apps/cbtia/cbtia.aspx?id=4123> | SecondGrade/ Science | Habitat Mural | **Maryland Technology Literacy Standards for Students**  Standard 3.0  **Nets for students**  Standard 1. a, b, c  Standard 2. a, b, d  Standard 3. d | Computer,  Kid Pix Deluxe,  Net trekker, World Book online,  Photostory, Movie Maker, or Power Point | Background:  What is a habitat?  1. Students will use Net trekker, an online database, and access the internet sites pre-chosen by the MS and placed in a ‘habitat’ folder on the desktop. Each of 6 habitats will be explored. Students have the choice of having the information ‘read’ to them by the computer. One fact on each habitat will be written on a FACT sheet given to them by the MS.  2. One habitat will then be chosen from a second desktop folder with six habitats listed. A World Book Kids page will be hyperlinked and the student will see pictures of animals that live in that habitat. Three animal names will be recorded. | Process:  1. Each database has the option for the information to be read out loud to the student.  Product:  1. The Habitat Mural pages will be put into a slide show presentation, using either Photostory, Movie Maker, or Power Point.  2. Using a graphing program, such as: <http://nces.ed.gov/nceskids/createagraph/> count how many students chose each of the six different habitats. |