

## NLMUSD Model Integration Technology Pilot

### Technology Integration Unit/Lesson Plan Template (modified from MTS Lesson Plan Template)

Lesson title: Learning to navigate and identify the structure of descriptive informational text; Summarizing narrative texts for a video book report

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Subject area: English/Language Arts

Grade level: 6-8, Modified for moderate/severe special education class

Time frame: 8 instructional days

### Brief lesson/unit Summary/Description

Students are expected to answer who, what, when, where, and how questions. Students are expected to follow one-step or multiple step visual/modeled/prompted/written instructions.

### State Content Standard/Benchmark addressed <http://www.cde.ca.gov/be/st/ss/index.asp>

Sixth grade reading comprehension: RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

First grade reading comprehension: RC 2.1 Identify text that uses sequence or other logical order. RC 2.2 Respond to who, what, when, where, and how questions.

CAPA: Reading comprehension 6.1.1 Read a simple four-to-five word sentence composed of high-frequency words. Writing strategies 6.1.1 Select a focus and an organizational structure based upon purpose (e.g., letter, report, list, story). Listening and speaking strategies: 6.1.3 Execute two- or three-step oral instructions and directions.

### 21<sup>st</sup> Century Skill(s)/Theme(s) addressed <http://www.p21.org/route21/index.php>

Information, Media and Technology Skills *Create Media Products*: Understand and utilize the most appropriate media creation tools, characteristics and conventions. Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

*Apply Technology Effectively*: Use technology as a tool to research, organize, evaluate and communicate information. Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

### Integration into NLMUSD Curriculum Maps (If applicable in Language arts or Math)

Unit 1: Narrative

### Students will understand (lesson/unit objectives):

Elements of narrative texts (characters, setting, problem, events, solution). Videos can be used to summarize and share information from texts with others.

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### Essential Questions to guide this unit/lesson and focus teaching and learning:

- √ How do I respond to who, what, when, where, and how questions related to narrative text structured by sequence?
- √ How do I follow one or two-step directions/instructions?
- √ What does sharing your thinking look like and sound like?
- √ What strategies do readers use when navigating narrative text (Ask yourself questions to clarify your thinking, navigate text features, re-read, stop and think, use prior knowledge, search for important information, use context to resolve word and sentence ambiguities)?

### Technology & Web 2.0 resources needed (hardware and software, websites)

iMac or PC with internet access

iPad 2

Projector, Document camera, computer connection, Reading A-Z website login for Projectable Texts

### Procedure (learning activities)/ lessons of unit

#### **Read Aloud/Shared Reading: Learning to navigate and identify the structure of descriptive informational text**

- Remind students that we have been reading narrative texts.
  - o As we get ready to read this text (Joey's Stop Sign, Reading A-Z) let's look at the chart so that we can remember what readers do before, during, and after reading a narrative text.
  - o What do you notice on the first page? What does it make you think? Prompt, model student responses as necessary.
  - o Guide students through noticing the story elements. Ask students, "What do you notice? What does it make you think? What do you think we're going to be learning about today?"
- Connect computer to project "Healthy Me" on the screen. Use features of Reading A-Z projectable books to highlight important information, record thoughts:
  - Ask yourself questions to clarify your thinking
  - Navigate text features
  - Re-read
  - Stop and think
  - Use prior knowledge
  - Search for important information
  - Use context to resolve word and sentence ambiguities

**Guided Reading:** Repeat steps from shared reading in small groups with leveled texts by reading and adding to graphic organizers.

#### **Technology project steps:**

Students typed information from graphic organizers to summarize the information from the text in a paragraph. Students printed their projects and practiced reading the summary. Students were filmed summarizing the texts using the iPad2.

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### Assessment Method

Comprehension and clarifying questions during and after reading (shared reading and guided reading.) Students complete graphic organizers to organize text structures. Students place pictures on graphic organizer (guided reading modification.) Students read the summaries in front of the iPad2 while being filmed.

*Notes: (this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)*

All activities and materials were differentiated and modified as necessary based on individual students' needs and abilities. All students completed their technology projects as independently as possible.