

Planning Tool: Teaching with Technology - 1st grade

Unit:

Chapter __ Question:

Cohort/Group/Pod:

@Home Unit lesson #:		
Date(s) to administer:		
Investigation question:		
@ Home Unit lesson (asynchronous)		
Key activities from @ Home lesson:	Dates to administer:	Other notes:
Corresponding synchronous ideas		
In-person or remote? <input type="checkbox"/> In-person <input type="checkbox"/> Remote	Synchronous activity: Dates(s) to administer:	Other notes:

@Home Videos		
<p>Use for synchronous or asynchronous?</p> <p><input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Neither</p> <p>If using, note lesson & activity/activities:</p>	<p>View for best practices?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, notes some best practices:</p>	<p>Other notes:</p>
Corresponding original lesson(s)		
<p>Differentiation strategies:</p>	<p>Additional synchronous activity notes:</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Other notes:</p>
Differentiation plan		
<p>Synchronous, remote ideas:</p>	<p>Synchronous, in-person ideas:</p>	<p>Asynchronous ideas:</p>

3rd party apps to use

Using Jamboard ?

- Yes
- No

Notes:

Using Pear Deck?

- Yes
- No

Notes:

Google Classroom:

Which @Home Resources to upload?

- @Home Unit pdf
- @Home Unit slides
- @Home Video url
- Other

Notes:

Other apps & notes:

SAMPLE Planning Tool (filled out): Teaching with Technology - 1st grade

Unit: **Animal and Plant Defenses**

Chapter **_2_** Question: **How can Spruce the sea turtle survive where there are sharks?**

Cohort/Group/Pod: **C**

@Home Unit lesson #: 7		
Date(s) to administer: Monday, 10/5 & Wed, 10/7		
Investigation question: How do plants and animals defend themselves?		
@ Home Unit lesson (asynchronous)		
<p>Key activities from @ Home lesson:</p> <p>Read: Students explore Spikes, Spines, and Shells to visualize how animals and plants use their structures to not be eaten.</p> <p>Do: Students make, test, and discuss models of animals and plants defending themselves from being eaten.</p> <p>Draw and Write: Students draw and label a structure that worked as a defense in their models.</p> <p>Talk: Students are introduced to three new vocabulary words, defend, defense, model, with the vocabulary routine.</p>	<p>Dates to administer:</p> <p>Monday, 10/5</p>	<p>Other notes:</p> <p>Omit slides 7 onwards from @Home slides</p>

Corresponding synchronous ideas

<p>In-person or remote?</p> <ul style="list-style-type: none"><input type="checkbox"/> In-person X<input type="checkbox"/> Remote	<p>Synchronous activity:</p> <p>Have partners work together to create their models or do teacher demonstration</p> <p>Dates(s) to administer:</p> <p>Wed, 10/7</p>	<p>Other notes:</p>
--	---	---------------------

@Home Videos

<p>Use for synchronous or asynchronous?</p> <ul style="list-style-type: none"><input type="checkbox"/> Synchronous<input checked="" type="checkbox"/> Asynchronous X<input type="checkbox"/> Neither <p>If using, note lesson & activity/activities:</p> <p>Lesson 2.3 activity 2</p>	<p>View for best practices?</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Yes X<input type="checkbox"/> No <p>If yes, notes some best practices:</p> <p>View for materials preparation</p>	<p>Other notes:</p> <p>Assign for students to view if missed in -person hands-on activity</p>
---	---	---

Corresponding original lesson(s)		
<p>Differentiation strategies:</p> <p>demonstrate constructing a model of a defense with the provided materials (for students who need more support)</p> <p>read the “What Is Their Defense” sections of the book in order to gather evidence of how the plants and animals defend themselves (for students who need more challenge)</p>	<p>Additional synchronous activity notes:</p> <p>Locate the following materials (in Animal and Plant Defenses kit). Also need to locate a 4" x 6" index card, a hole punch, a sheet of chart paper, and enough trays or containers for each group of four students to receive one.</p> <ul style="list-style-type: none"> ● modeling clay ● plastic combs ● medium paper cups, 9 oz. ● plastic tokens ● toothpicks ● pencil-top erasers ● colored tissue paper 	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No X</p> <p>Other notes:</p>
Differentiation plan		
<p>Synchronous, remote ideas:</p> <p>demonstrate constructing a model of a defense with the provided materials (for students who need more support)</p> <p>read the “What Is Their Defense” sections of the book in order to gather evidence of how the plants and animals defend themselves (for students who need more challenge)</p>	<p>Synchronous, in-person ideas:</p> <p>demonstrate constructing a model of a defense with the provided materials (for students who need more support)</p> <p>read the “What Is Their Defense” sections of the book in order to gather evidence of how the plants and animals defend themselves (for students who need more challenge)</p>	<p>Asynchronous ideas:</p> <p>Create video of teacher demonstration (or clip from hands-on investigation videos) to students who need more support</p>

3rd party apps to use

Using a Jamboard ?

- Yes X
- No

Notes:

For synchronous, remote - use to gather responses on what students visualized from the book.

Using a Pear Deck slide?

- Yes X
- No

Notes:

For synchronous, remote - use for OTF.

Google Classroom:

Which @Home Resources to upload?

- @Home Unit pdf X
- @Home Unit slides X
- @Home Video url X
- Other

Notes:

Other apps & notes:

Flipgrid for audio responses?