

Planning Tool: Teaching with Technology - 2nd 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 - 2nd grade

Unit: **Plant and Animal Relationships**

Chapter **_2_** Question: **Why aren't the Chalta trees getting what they need to grow?**

Cohort/Group/Pod: **C**

@Home Unit lesson #: 7		
Date(s) to administer: Tuesday, 10/20 & Thursday, 10/22		
Investigation question: How do plants and animals get the sunlight and water they need to grow?		
@ Home Unit lesson (asynchronous)		
<p>Key activities from @ Home lesson:</p> <p>Introducing the Chapter 2 Question: Students review what they figured out in Chapter 1 and are introduced to the Chapter 2 Question and a new Investigation Question.</p> <p>Observe: Students observe and record roots and leaves, and begin to think about what these parts do for a plant.</p> <p>Talk: Students use the Think-Draw-Pair Routine to consider how a plant's roots and leaves help it get what it needs to grow.</p>	<p>Dates to administer:</p> <p>Tuesday, 10/20</p>	<p>Other notes:</p>

Corresponding synchronous ideas		
<p>In-person or remote?</p> <p><input type="checkbox"/> In-person X</p> <p><input type="checkbox"/> Remote</p>	<p>Synchronous activity:</p> <p>Have students observe and discuss the leaves and roots</p> <p>Dates(s) to administer:</p> <p>Thursday, 10/22</p>	<p>Other notes:</p>
@Home Videos		
<p>Use for synchronous or asynchronous?</p> <p><input type="checkbox"/> Synchronous</p> <p><input type="checkbox"/> Asynchronous X</p> <p><input type="checkbox"/> Neither</p> <p>If using, note lesson & activity/activities:</p> <p>2.1 Activity 2</p>	<p>View for best practices?</p> <p><input type="checkbox"/> Yes X</p> <p><input type="checkbox"/> No</p> <p>If yes, notes some best practices:</p> <p>View for materials preparation</p>	<p>Other notes:</p> <p>Provide 2.1 activity 2 url for students who missed in-person hands-on activity</p>
Corresponding original lesson(s)		
<p>Differentiation strategies:</p> <p>Keep a list of words on a chart and add to it throughout the unit as students make observations.</p> <p>If you notice that students are not lining up their rulers correctly, model how to measure the plant parts.</p>	<p>Additional synchronous activity notes:</p> <p>Gather enough leaves and roots for each group of four students to receive a handful of leaves (ideally from different plants) and at least two plant roots. Collect any roots and leaves on the day of this lesson or the day before the lesson. If you</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No X</p> <p>Other notes:</p>

<p>Use sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> • I observe ___. • I think that this part helps the plant ___. • I think so because ___. <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p>gather them the day before the lesson, spray them lightly with water and store them in a large resealable plastic bag.</p>	
<p>Differentiation plan</p>		
<p>Synchronous, remote ideas:</p> <p>Keep a list of words on a chart and add to it throughout the unit as students make observations. If you notice that students are not lining up their rulers correctly, model how to measure the plant parts. Use sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> • I observe ___. • I think that this part helps the plant ___. • I think so because ___. <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p>Synchronous, in-person ideas:</p> <p>Keep a list of words on a chart and add to it throughout the unit as students make observations. If you notice that students are not lining up their rulers correctly, model how to measure the plant parts. Use sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> • I observe ___. • I think that this part helps the plant ___. • I think so because ___. <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p>Asynchronous ideas:</p> <p>Send students a list of words on a chart Record a video of modelling how to measure the plant parts. Send a document of sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> • I observe ___. • I think that this part helps the plant ___. • I think so because ___. <p>Students who are more experienced with measurement can measure more than one root or leaf</p>

3rd party apps to use

Using a Jamboard ?

- Yes X
- No

Notes:

As an anticipatory activity for remote, synchronous instruction

Using a Pear Deck Slide(s)?

- Yes X
- No

Notes:

For the OTF during remote, synchronous instruction

Google Classroom:

Which @Home Resources to upload?

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

Notes:

Other apps & notes:

Use Flipgrid for audio responses?