

Planning Tool: Teaching with Technology - 4th 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		
Use for synchronous or asynchronous? <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Neither If using, note lesson & activity/activities:	View for best practices? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, notes some best practices:	Other notes:
Corresponding original lesson(s)		
Differentiation strategies:	Additional synchronous activity notes:	Use any original slides? <input type="checkbox"/> Yes <input type="checkbox"/> No Other notes:
Differentiation plan		
Synchronous, remote ideas:	Synchronous, in-person ideas:	Asynchronous ideas:

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 - 4th grade

Unit: **Energy Conversions**

Chapter __ Question: **What happened to the electrical system the night of the Ergstown blackout?**

Cohort/Group/Pod: **C**

@Home Unit lesson #: 4		
Date(s) to administer: Friday, 10/2 & Tuesday, 10/6		
Investigation question: What can electrical energy in a system be used for?		
@ Home Unit lesson (asynchronous)		
<p>Key activities from @ Home lesson:</p> <p>Introducing the Simulation: Students are introduced to the Energy Conversions Simulation (Sim).</p> <p>Do: Students investigate which devices in the Sim use electrical energy.</p> <p>Reflect: Students think about the function of various electrical devices.</p>	<p>Dates to administer:</p> <p>Friday, 10/2</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 share what they figured out from the Sim investigation and discuss the reflection questions.</p> <p>Dates(s) to administer:</p> <p>Tuesday, 10/6</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>1.4, activity 2&3</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>Note how teacher introduced Sim</p>	<p>Other notes:</p> <p>Provide url to students who miss in-person instruction</p>
Corresponding original lesson(s)		
<p>Differentiation strategies:</p> <p>Students who need more support:</p> <p>Ask a few guided questions about one device. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how</p>	<p>Additional synchronous activity notes:</p> <p>Read Science support tab in 1.4, activity 2 for further science background</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes X</p> <p><input type="checkbox"/> No</p> <p>Other notes:</p> <p>Slides 23,24 for in-person instruction</p>

<p>they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical device in their summary.</p>		
<p>Differentiation plan</p>		
<p>Synchronous, remote ideas:</p> <p>Students who need more support:</p> <p>Ask a few guided questions about one device in the breakout room. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation in the breakout room. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical device in their summary.</p>	<p>Synchronous, in-person ideas:</p> <p>Students who need more support:</p> <p>Ask a few guided questions about one device. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical device in their summary.</p>	<p>Asynchronous ideas:</p> <p>Students who need more support:</p> <p>Send a document with a few guided questions about one device. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation on Google Doc. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical devices in their summary. Submit Google doc individually.</p>

3rd party apps to use

Using a Jamboard ?

- Yes X
- No

Notes:

For synchronous, anticipatory activity:
What did you figure out from Sim?

Using a Pear Deck slide?

- Yes X
- No

Notes:

For OTF found in 1.4, activity 3

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?