

Planning Tool: Teaching with Technology - 5th 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 - 5th grade

Unit: **Patterns of Earth and Sky**

Chapter **_3_** Question: **Why do we see different stars at different times of the year?**

Cohort/Group/Pod: **C**

@Home Unit lesson #: 11		
Date(s) to administer: Tuesday, 10/27 & Thursday 10/29		
Investigation question: What causes the yearly pattern of the stars that we see?		
@ Home Unit lesson (asynchronous)		
<p>Key activities from @ Home lesson:</p> <p>Do: Students create constellation posters for the Mount Nose Model.</p> <p>Observe: Students observe Earth's movement in the Sim,</p> <p>Do: Students use the Mount Nose Model to think about how Earth's orbit affects the stars that we see.</p> <p>Talk: Students discuss their ideas about what causes the yearly pattern of stars that we see.</p>	<p>Dates to administer:</p> <p>Tuesday, 10/27</p>	<p>Other notes:</p>

Corresponding synchronous ideas		
<p>In-person or remote?</p> <p><input type="checkbox"/> In-person <input checked="" type="checkbox"/> Remote X</p>	<p>Synchronous activity:</p> <p>While meeting, have students discuss the model and their ideas about what causes the yearly pattern of stars that we see.</p> <p>Dates(s) to administer:</p> <p>Thursday, 10/29</p>	<p>Other notes:</p>
@Home Videos		
<p>Use for synchronous or asynchronous?</p> <p><input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous X <input type="checkbox"/> Neither</p> <p>If using, note lesson & activity/activities:</p> <p>3.2 activity 1</p>	<p>View for best practices?</p> <p><input type="checkbox"/> Yes X <input type="checkbox"/> No</p> <p>If yes, notes some best practices:</p> <p>Study how teacher introduces constellation poster activity</p>	<p>Other notes:</p> <p>Assign url for students who need further support for activity and who were not able to meet synchronously</p>
Corresponding original lesson(s)		
<p>Differentiation strategies:</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of</p>	<p>Additional synchronous activity notes:</p> <p>Reminder CCC connection:</p> <p>Students observe an effect—we see different stars at different times of year, but on the same night each year, we see the same stars. In this lesson,</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes X <input type="checkbox"/> No</p> <p>Other notes:</p> <p>Slide 25 for the in-person model</p>

<p>time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>	<p>students begin to investigate what caused that effect. Throughout the chapter, students investigate the cause of the yearly pattern of stars that we see via kinesthetic physical models, the Sim, and informational text.</p>	
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Differentiation plan

<p>Synchronous, remote ideas:</p> <p>Create digital word wall for :</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>	<p>Synchronous, in-person ideas:</p> <p>Create chart-paper word wall for :</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>	<p>Asynchronous ideas:</p> <p>Create printed word wall for :</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>
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3rd party apps to use

Using a Jamboard ?

- Yes X
- No

Notes:

For anticipatory activity: How does the model we created help answer our Investigation Question?

Using a Pear Deck slide?

- Yes X
- No

Notes:

Use for 3.2, activity 3 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:

Use FlipGrid for audio responses?