

Planning Tool: Teaching with Technology - Kindergarten

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 - Kindergarten

Unit: Needs of Plants and Animals

Chapter 1 Question: Why are there no monarch caterpillars since the field was made into a garden?

Cohort/Group/Pod: C

@Home Unit lesson #: 6		
Date(s) to administer: Thursday, 10/15 & Tuesday, October 20		
Investigation question: Why can an animal live where it does?		
@ Home Unit lesson (asynchronous)		
<p>Key activities from @ Home lesson:</p> <ul style="list-style-type: none"> ● Reviewing Key Concepts and Vocabulary: Students review what they have figured out so far in the unit. ● Introducing Investigating: Students are introduced to ideas about how they will investigate questions about plants in this unit. ● Do: Students set up an investigation to compare whether or not a garlic clove 	<p>Dates to administer:</p> <p>Thursday, 10/15</p>	<p>Other notes:</p>

<p>needs water to grow into a garlic plant.</p> <ul style="list-style-type: none"> ● Draw and Write: Students record their first observation of garlic cloves with water and with no water. 		
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>Engage students in setting up the investigation of garlic with water and with no water, and then recording their initial observations.</p> <p>Dates(s) to administer:</p> <p>Tuesday, October 20</p>	<p>Other notes:</p> <p>Refer to materials and preparation section of this corresponding lesson in Teacher's Guide</p> <p>Take out slides 14 onwards from Home Slides. Ask students to propose an investigation set-up. Edit slide 14 to include this.</p>
@Home Videos		
<p>Use for synchronous or asynchronous?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synchronous X <input type="checkbox"/> Asynchronous X <input type="checkbox"/> Neither <p>If using, note lesson & activity/activities:</p> <p>Use hands-on preparation video</p>	<p>View for best practices?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes X <input type="checkbox"/> No <p>If yes, notes some best practices:</p> <p>Tips on how to set-up investigation</p>	<p>Other notes:</p> <p>Send investigation video to students who missed in-person demonstration</p>

Corresponding original lesson(s)

<p>Differentiation strategies:</p> <ul style="list-style-type: none"> ● additional teacher modeling in a small group setting ● strategic partnering to provide students who need more support with a peer to check in with ● write a few sentences that more fully describe what they have recorded about their investigation students who need more challenge 	<p>Additional synchronous activity notes:</p> <p>Locate the following materials (<i>Needs of Plants and Animals</i> kit)clear plastic cups, 9 oz.</p> <ul style="list-style-type: none"> ● clamp lamp ● grow light lightbulb ● 2 large planter trays ● automatic light timer ● grow light lightbulb ● 2 large planter trays ● automatic light timer <p>Need to provide 2 index cards (3" x 5"), 1 garlic bulb (intact), 2 garlic cloves for each pair of students and 2 for demonstration purposes, pitcher with water, large mixing bowl, large spoon, pair of scissors.</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Other notes:</p> <p>Slides 21 onwards for in-person</p>
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Differentiation plan

<p>Synchronous, remote ideas:</p> <ul style="list-style-type: none"> ● additional teacher modeling in Zoom break-outs 	<p>Synchronous, in-person ideas:</p> <ul style="list-style-type: none"> ● strategic partnering to provide students who need more support with a peer to check in with 	<p>Asynchronous ideas:</p> <ul style="list-style-type: none"> ● send scaffolded versions of student sheets to students who need more support
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3rd party apps to use

Using a Jamboard ?

- Yes X
- No

Notes:

To answer the question: How can we find out if the garlic plant **needs water** to live?

Using a Pear Deck slide(s)?

- Yes X
- No

Notes:

For Critical juncture in activity 1 of original lesson

Google Classroom:

Which @Home Resources to upload?

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

Notes:

Hands-on lesson video for students who missed in-person instruction

Other apps & notes:

Flip Grid for audio responses?