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| **Subject: (NOT the technology tool)**Pete the Cat Too Cool for School |
| **Grade/Age Level:** Kindergarten – 1st grade |
| **Lesson Topic: (NOT the technology tool)**Storytelling  |
| **Learning Goal(s): (NOT the technology tool)****Language Arts****CCSS.ELA-LITERACY.RL.K.1****With prompting and support, ask and answer questions about key details in a text.** |
| **How will technology play a role in meeting the learning goals?**Podcast will be played along with visuals of Pete the Cat in the story.  |

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| **Materials Needed for Lesson (tech and non-tech)*** Garage Band, SoundCloud accounts, microphone, and other audio editing software.
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| **What do you need to do to get the technology ready? (setting up accounts, differentiating, etc.)*** Make sure to understand layout of Garage band, have a Wi-Fi connection, set up SoundCloud account.
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| **How is the Tool Being Integrated?**[x] Individual[ ] Pairs[ ] Teams[x] Other: Entire class.  | **How will you assess the activities happening through the tool?**[x] Monitoring/observations[ ] Formative assessment[ ] Informal assessment[ ] Summative assessment |

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| **What features of the technology tool have elements of engagement?**Answer the Triple E Engagement questions concerning how technology can bring about co-use, time-on-task learning and focus on the learning goals | Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)? [ ] No [x] Somewhat [ ] YesCan the technology motivate students to begin the learning process? [ ] No [ ] Somewhat [x] YesCan the technology cause a shift in behavior, from more passive to active social learners (co-use)? [ ] No [ ] Somewhat [x] Yes |
| **Which teaching moves could be integrated to aid technology in helping students engage in the learning goals?** | [ ] Guided practice[ ] Modeling thinking[ ] Modeling navigation of the tool[ ] Software tour[x] I do, we do, you do[ ] Teacher monitoring[ ] Student self-reflective monitoring[ ] Co-use or co-engagement  | [ ] Purposeful partnering[ ] Gradual release of learning[ ] Create a mentor text[x] Share-aloud[ ] Turn and talk[ ] Switcheroo[ ] Other Click or tap here to enter text. |
| **What features of the technology tool include elements to enhance student learning?**Answer the Triple E Enhancement questions concerning how technology can bring about learning supports/scaffolds, higher-order thinking, and value-added over traditional tools.  | Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals (possibly use higher-order thinking skills)? [ ] No [ ] Somewhat [x] YesCan the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)? [ ] No [ ] Somewhat [x] YesCan the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools?  [ ] No [ ] Somewhat [x] Yes |
| **Which teaching moves could be integrated to aid technology in enhancing the learning goals?** | [x] Active listening[ ] Switcheroo[ ] Self-reflective practices[ ] Visible thinking routines[ ] Graphic organizers [ ] Visual representations of learning[ ] Reflective notebooks[ ] Anticipation guides  | [ ] Questioning practices[x] Predicting[x] Differentiation[ ] Personalization [x] Share-aloud[ ] Other Click or tap here to enter text. |
| **How does the technology extend the learning goals?**Answer the Triple E Extend questions concerning how technology can bring about learning that connects to everyday life, allows learners to continue to learn 24/7 and helps them develop soft skills.  | Can the technology create opportunities for the students to learn outside the typical school day?  [ ] No [ ] Somewhat [x] YesCan the technology create a bridge between school learning and everyday life (authentic experiences)?  [ ] No [ ] Somewhat [x] YesCan the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)?  [ ] No [ ] Somewhat [x] Yes |
| **Which teaching moves could be integrated to aid technology in extending the learning goals?** | [ ] Real world issues[ ] Partner with real world organizations[ ] Connect with authentic experts[ ] Engage students in authentic discourse with others[ ] Pen Pals | [ ] Student’s investigate and direct their own project[x] Role playing[x] Use authentic tools that are prominent in everyday life[ ] OtherClick or tap here to enter text. |

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| **UDL Guidelines** *(select all that apply)* |
| **Provide multiple means of Engagement****Affective Networks****The “WHY” of Learning**Provide options for **Recruiting Interest (7)** [ ] Optimize individual choice and autonomy (7.1) [x] Optimize relevance, value, and authenticity (7.2) [ ] Minimize threats and distractions (7.3) Provide options for **Sustaining Effort & Persistence (8)** [ ] Heighten salience of goals and objectives (8.1) [ ] Vary demands and resources to optimize challenge (8.2) [ ] Foster collaboration and community (8.3) [ ] Increase mastery-oriented feedback (8.4)Provide options for **Self-Regulation (9)** [ ] Promote expectations and beliefs that optimize motivation (9.1) [ ] Facilitate personal coping skills and strategies (9.2) [ ] Develop self-assessment and reflection (9.3) | **Provide multiple means of Representation****Recognition Networks****The “WHAT” of Learning**Provide options for **Perception** (1) [x] Offer ways of customizing the display of information (1.1) [ ] Offer alternatives for auditory information (1.2) [x] Offer alternatives for visual information (1.3) Provide options for **Language & Symbols** (2) [ ] Clarify vocabulary and symbols (2.1) [ ] Clarify syntax and structure (2.2) [ ] Support decoding of text, mathematical notation, and symbols (2.3) [ ] Promote understanding across languages (2.4) [x] Illustrate through multiple media (2.5) Provide options for **Comprehension** (3) [ ] Activate or supply background knowledge (3.1) [ ] Highlight patterns, critical features, big ideas, and relationships (3.2) [ ] Guide information processing and visualization (3.3) [ ] Maximize transfer and generalization (3.4) | **Provide multiple means of Action & Expression****Strategic Networks****The “HOW” of Learning**Provide options for **Physical Action** (4)[ ] Vary the methods for response and navigation (4.1)[ ] Optimize access to tools and assistive technologies (4.2)Provide options for **Expression & Communication** (5)[x] Use multiple media for communication (5.1)[ ] Use multiple tools for construction and composition (5.2)[ ] Build fluencies with graduated levels of support forpractice and performance (5.3)Provide options for **Executive Functions** (6)[ ] Guide appropriate goal-setting (6.1)[ ] Support planning and strategy development (6.2)[x] Facilitate managing information and resources (6.3)[ ] Enhance capacity for monitoring progress (6.4) |

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| **Bloom’s Digital Taxonomy****(Highlight the Power Verb(s) of how students are using the tool)** |
| **Remembering**Is when memory isused to producedefinitions, facts, orlists, or to recite orretrieve information.***Power Verbs🡻*** | **Understanding**Is about constructingmeaning fromdifferent types offunction, be theywritten or graphic.***Power Verbs🡻*** | **Applying**refers to situations where thelearned material isused in productssuch as diagrams,models, interviews,simulations, andpresentations.***Power Verbs🡻*** | **Analyzing**is about breaking materialinto parts, and thendetermining howthe parts interrelateto each other or toan overall structureor purpose.***Power Verbs🡻*** | **Evaluating**is about making judgementsbased on criteriaand standardsthrough checkingand critiquing.***Power Verbs🡻*** | **Creating**is putting elements togetherto form a functionalwhole, reorganizingelements into a newstructure or patternby planning orproducing.***Power Verbs🡻*** |
| BookmarkingBullet pointingCopyingDefiningDescribingDuplicatingFavoringFindingGooglingHighlightingIdentifyingLabellingLikingListeningListingLocatingMatchingMemorizingNamingNetworkingNumberingQuotingRecallingReadingRecitingRecognizingRecordingRetellingRepeatingRetrievingSearchingSelectingTabulatingTellingVisualizing | Advanced searchAnnotatingAssociatingBoolean searchCategorizingClassifyingCommentingComparingContrastingConvertingDemonstratingDescribingDifferentiatingDiscussingDiscoveringDistinguishingEstimatingExemplifyingExplainingExpressingExtendingGatheringGeneralizingGroupingIdentifyingIndicatingInferringInterpretingJournalingParaphrasingPredictingRelatingSubscribingSummarizingTaggingTweeting | Acting outAdministeringApplyingArticulatingCalculatingCarrying outChangingChartingChoosingCollectingCompletingComputingConstructingDemonstratingDeterminingDisplayingExaminingExecutingExplainingImplementingInterviewingJudgingEditingExperimentingHackingLoadingOperatingPaintingPlayingPreparingPresentingRunningSharingSketchingUploadingUsing | AdvertisingAppraisingAttributingBreaking downCalculatingCategorizingClassifyingComparingConcludingContrastingCorrelatingDeconstructingDeducingDifferentiatingDiscriminatingDividingDistinguishingEstimatingExplainingIllustratingInferringIntegratingLinkingMashingMind mappingOrderingOrganizingOutliningPlanningPointing outPrioritizingQuestioningSeparatingStructuringSurveying | ArguingAssessingCheckingCriticizingCommentingConcludingConsideringConvincingCritiquingDebatingDefendingDetectingEditorializingExperimentingGradingHypothesizingJudgingJustifyingMeasuringModeratingMonitoringNetworkingPersuadingPostingPredictingRatingRecommendingReflectingReframingReviewingRevisingScoringSupportingTestingValidating | AdaptingAnimatingBloggingBuildingCollaboratingComposingConstructingDesigningDevelopingDevisingDirectingFacilitatingFilmingFormulatingIntegratingInventingLeadingMakingManagingMixing/remixingModifyingNegotiatingOriginatingOratingPlanningPodcastingProducingProgrammingPublishingRoleplayingSimulatingSolvingStructuringVideo bloggingWiki buildingWriting |

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| **ISTE Standards for Students** *(select all that apply)* |
| **1. Empowered Learner**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. **Students**:[ ] a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.[ ] b. build networks and customize their learning environments in ways that support the learning process.[x] c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.[ ] d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. |
| **2. Digital Citizen**Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. **Students**:[x] a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.[x] b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.[ ] c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.[ ] d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. |
| **3. Knowledge Constructor**Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. **Students**:[ ] a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.[ ] b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.[x] c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.[x] d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. |
| **4. Innovative Designer**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. **Students**:[ ] a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.[ ] b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.[ ] c. develop, test and refine prototypes as part of a cyclical design process.[ ] d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. |
| **5. Computational Thinker**Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. **Students**:[ ] a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.[ ] b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.[ ] c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.[ ] d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |
| **6. Creative Communicator**Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. **Students**:[x] a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.[x] b. create original works or responsibly repurpose or remix digital resources into new creations.[ ] c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.[ ] d. publish or present content that customizes the message and medium for their intended audiences. |
| **7. Global Collaborator**Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. **Students**:[ ] a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.[x] b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.[x] c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.[ ] d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education. |
| **ISTE Standards for Educators** *(select all that apply)* |
| **Empowered Professional****1. Learner**Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. **Educators**:[ ] a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.[ ] b. Pursue professional interests by creating and actively participating in local and global learning networks.[ ] c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. |
| **2. Leader**Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. **Educators**:[x] a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.[x] b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.[ ] c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. |
| **3. Citizen**Educators inspire students to positively contribute to and responsibly participate in the digital world. **Educators**:[x] a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.[x] b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.[ ] c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.[ ] d. Model and promote management of personal data and digital identity and protect student data privacy. |
| **Learning Catalyst****4. Collaborator**Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. **Educators**:[ ] a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.[x] b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.[x] c. Use collaborative tools to expand students’ authentic, real world learning experiences by engaging virtually with experts, teams and students, locally and globally.[ ] d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. |
| **5. Designer**Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. **Educators**:[x] a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.[ ] b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.[x] c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. |
| **6. Facilitator**Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. **Educators**:[ ] a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.[x] b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.[x] c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.[ ] d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections. |
| **7. Analyst**Educators understand and use data to drive their instruction and support students in achieving their learning goals. **Educators**:[x] a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.[x] b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.[ ] c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.For more information, contact standards@iste.org. ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved. |
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