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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. | |
| **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. | |
| **How is the Tool Being Integrated?**  Individual  Pairs  Teams  Other: Entire class. | **How will you assess the activities happening through the tool?**  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 Somewhat Yes  Can the technology motivate students to begin the learning process?  No Somewhat Yes  Can the technology cause a shift in behavior, from more passive to active social learners (co-use)?  No Somewhat 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  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  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 Yes  Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)?  No Somewhat Yes  Can 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 Yes | |
| **Which teaching moves could be integrated to aid technology in enhancing the learning goals?** | Active listening  Switcheroo  Self-reflective practices  Visible thinking routines  Graphic organizers  Visual representations of learning  Reflective notebooks  Anticipation guides | Questioning practices  Predicting  Differentiation  Personalization  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 Yes  Can the technology create a bridge between school learning and everyday life (authentic experiences)?  No Somewhat Yes  Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)?  No Somewhat 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  Role playing  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)  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)  Offer ways of customizing the display of information (1.1)  Offer alternatives for auditory information (1.2)  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)  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)  Use multiple media for communication (5.1)  Use multiple tools for construction and composition (5.2)  Build fluencies with graduated levels of support for  practice and performance (5.3)  Provide options for **Executive Functions** (6)  Guide appropriate goal-setting (6.1)  Support planning and strategy development (6.2)  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 is  used to produce  definitions, facts, or  lists, or to recite or  retrieve information.  ***Power Verbs🡻*** | **Understanding**  Is about constructing  meaning from  different types of  function, be they  written or graphic.  ***Power Verbs🡻*** | **Applying**  refers to situations where the  learned material is  used in products  such as diagrams,  models, interviews,  simulations, and  presentations.  ***Power Verbs🡻*** | **Analyzing**  is about breaking material  into parts, and then  determining how  the parts interrelate  to each other or to  an overall structure  or purpose.  ***Power Verbs🡻*** | **Evaluating**  is about making judgements  based on criteria  and standards  through checking  and critiquing.  ***Power Verbs🡻*** | **Creating**  is putting elements together  to form a functional  whole, reorganizing  elements into a new  structure or pattern  by planning or  producing.  ***Power Verbs🡻*** |
| Bookmarking Bullet pointing Copying Defining Describing Duplicating Favoring Finding Googling Highlighting Identifying Labelling Liking Listening Listing Locating Matching Memorizing Naming Networking Numbering Quoting Recalling Reading Reciting Recognizing Recording Retelling Repeating Retrieving Searching Selecting Tabulating Telling Visualizing | Advanced search  Annotating  Associating  Boolean search  Categorizing  Classifying  Commenting  Comparing  Contrasting  Converting  Demonstrating  Describing  Differentiating  Discussing  Discovering  Distinguishing  Estimating  Exemplifying  Explaining  Expressing  Extending  Gathering  Generalizing  Grouping  Identifying  Indicating  Inferring  Interpreting  Journaling  Paraphrasing  Predicting  Relating  Subscribing  Summarizing  Tagging  Tweeting | Acting out  Administering  Applying  Articulating  Calculating  Carrying out  Changing  Charting  Choosing  Collecting  Completing  Computing  Constructing  Demonstrating  Determining  Displaying  Examining  Executing  Explaining  Implementing  Interviewing  Judging  Editing  Experimenting  Hacking  Loading  Operating  Painting  Playing  Preparing  Presenting  Running  Sharing  Sketching  Uploading  Using | Advertising  Appraising  Attributing  Breaking down  Calculating  Categorizing  Classifying  Comparing  Concluding  Contrasting  Correlating  Deconstructing  Deducing  Differentiating  Discriminating  Dividing  Distinguishing  Estimating  Explaining  Illustrating  Inferring  Integrating  Linking  Mashing  Mind mapping  Ordering  Organizing  Outlining  Planning  Pointing out  Prioritizing  Questioning  Separating  Structuring  Surveying | Arguing  Assessing  Checking  Criticizing  Commenting  Concluding  Considering  Convincing  Critiquing  Debating  Defending  Detecting  Editorializing  Experimenting  Grading  Hypothesizing  Judging  Justifying  Measuring  Moderating  Monitoring  Networking  Persuading  Posting  Predicting  Rating  Recommending  Reflecting  Reframing  Reviewing  Revising  Scoring  Supporting  Testing  Validating | Adapting  Animating  Blogging  Building  Collaborating  Composing  Constructing  Designing  Developing  Devising  Directing  Facilitating  Filming  Formulating  Integrating  Inventing  Leading  Making  Managing  Mixing/remixing  Modifying  Negotiating  Originating  Orating  Planning  Podcasting  Producing  Programming  Publishing  Roleplaying  Simulating  Solving  Structuring  Video blogging  Wiki building  Writing |

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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.  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**:  a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.  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.  c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.  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**:  a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  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.  b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.  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**:  a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.  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**:  a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.  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.  b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.  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**:  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.  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.  b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.  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**:  a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.  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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