

# Danielson Aligned Lesson Plan Template for Formal Observations

<p><b>Primary Subject Area and Grade Level:</b> <i>List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.</i></p>
<p>Technology Lesson Plan 3rd - 8th Grades</p>
<p><b>Interdisciplinary Connections:</b> <i>Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.</i></p>
<p><b>(1a: Demonstrating Knowledge of Content and Pedagogy)</b></p>
<p>ISTE Nets: 2. Communication and Collaboration          2.b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.          3. Research and Information Fluency          3.b. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.          3.d. Process data and report results.          5. Digital Citizenship          5.a. Advocate and practice safe, legal and responsible use of information and technology.          5.b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.          6. Technology Operations and Concepts          6.a. Understand and use technology systems.</p>
<p><b>Lesson Duration:</b> <i>State the approximate time frame for this lesson.</i></p>
<p><b>(1e: Designing Coherent Instruction)</b></p>
<p>3-8 Lessons are done in every class for 15 to 20 minutes depending on the class. Ideally, this is done consistently at least 3 days a week for 6 weeks.</p>
<p><b>Relevance/Rationale:</b> <i>Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?</i></p>
<p><b>(1b: Demonstrating Knowledge of Students)</b></p>
<p>Our students should be able to read, write, and keyboard accurately. In a perfect classroom, Students in 4th or 5th grade would attend an intensive typing camp to learn the process and be done with learning to type in a month.</p>
<p><b>Outcomes/Objectives:</b> <i>What will students know and be able to do as a result of this lesson? Outcomes should be written in the form of student learning and suggest viable methods of assessment. For teachers of English language learners: What language objectives will be addressed?</i></p>
<p><b>(1c: Setting Instructional Outcomes)</b></p>
<p>Student will be able to identify keys, function keys, control keys, and numbers. Students will be able to create documents and spreadsheets, documents and other class related media.</p>
<p><b>Content Standard(s) and/or Common Core Learning Standard(s):</b> <i>For example: (CCSS) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. Content area teachers should include appropriate English Language Arts Common Core Standards for Content Areas, if appropriate, in addition to content standards.</i></p>
<p><b>(1c: Setting Instructional Outcomes)</b></p>
<p><a href="http://www.corestandards.org/ELA-Literacy/W/3/">http://www.corestandards.org/ELA-Literacy/W/3/</a>  <a href="http://www.corestandards.org/ELA-Literacy/W/4/">http://www.corestandards.org/ELA-Literacy/W/4/</a>  <a href="http://www.corestandards.org/ELA-Literacy/W/5/">http://www.corestandards.org/ELA-Literacy/W/5/</a>  <a href="http://www.corestandards.org/ELA-Literacy/W/6/">http://www.corestandards.org/ELA-Literacy/W/6/</a>  <a href="http://www.corestandards.org/ELA-Literacy/W/7/">http://www.corestandards.org/ELA-Literacy/W/7/</a>  <a href="http://www.corestandards.org/ELA-Literacy/W/8/#CCSS.ELA-Literacy.W.8.2">http://www.corestandards.org/ELA-Literacy/W/8/#CCSS.ELA-Literacy.W.8.2</a></p>
<p><b>Use of Formative Assessment to Inform Planning:</b> <i>Describe your student's current levels of understanding of the content related to the outcome for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all students?</i></p>
<p><b>(1f: Designing Student Assessments)</b></p>

Students work in a self-paced web 2.0 environment. Hands are covered, Students are required to get 5 stars on each lesson (typing club.com) to show proficiency, this means between 85% and 100% accuracy of the lesson to show mastery. They must retake the lesson if they do not achieve this skill level.

**Class Information:** Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.

**(1b: Knowledge of Students)**

Most students keyboard with hands covered. A visual que is available on screen. Some students have special keyboards for sight reasons. Students with remedial needs use a program for younger grades. Other professionals support students directly as needed.

**Overview:** Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.

**(1a: Demonstrating Knowledge of Content and Pedagogy)**

Students enter the class with the same expectation every day. Sit down and cover hands and type for 15 to 20 minutes. This builds the students typing endurance and fine muscle coordination. Keyboarding as a skill will improve students ability to complete assignment deadlines in school and the real world.

**Technologies and Other Materials /Resources:** List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).

**(1d: Demonstrating Knowledge of Resources)**

Computers or Tablets with keyboards

Web 2.0 products: Typingclub.com: for 3-8th Grades Typing.com and ABCYA.com for k-2

**Grouping Strategy:** Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy?

**(1e: Designing Coherent Instruction)**

Students are grouped for behavior. This is a quiet activity.

**Academic Vocabulary:** What key terms are essential to this content? What terms are essential to develop and extend students vocabulary?

**(1a: Knowledge of Content and Pedagogy; 1b: Knowledge of Students)**

Identify keys, function keys, control keys, and numbers. Students will be able to create documents and spreadsheets, documents and other class related media.

**Lesson Procedures:** The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence:

- How will the lesson launch?
- How will the material be presented?
- What questions will be posed to the students? What are the expected responses?
- How and when will the teacher model?
- What opportunities will there be for guided practice, group work and individual practice?
- How and when will you monitor student understanding throughout the lesson?
- What opportunities will there be for reflection and closure?

Include approximate time allocations for each portion of the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.

**(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)**

Students enter the class with the same expectation every day. Sit down and cover hands and type for 15 to 20 minutes. This builds the students typing endurance and fine muscle coordination. Keyboarding as a skill will improve students ability to complete assignment deadlines in school and the real world. Teacher walks the class monitoring that students are performing on task. Once a

week, teacher puts the class progress report on the big screen and comments on student progress as a group. Students can see how the class is doing as a whole.

**Differentiation:** Describe how you will differentiate instruction for a variety of learners, including students with special needs, English Language Learners, and high achieving students to ensure that all students have access to and are able to engage appropriately in this lesson. Be specific.

**(1e: Designing Coherent Instruction)**

Web 2.0 programs are performance based and A visual que is available on screen. Some students have special keyboards for sight reasons. Students with remedial needs use a program for younger grades. Other professionals support students directly as needed. Students with letter recognition difficulty use letter recognition software.

**Assessment Criteria for Success:**

- How and when will you assess student learning throughout the lesson (formative)?
- How will you and your students know if they have successfully met the outcomes?
- What is the criteria for mastery of the lesson outcome(s)?
- Describe any (formative and summative) assessments to be used.

**(1f: Designing Student Assessments)**

Students are given both formative and summative assessments. The program provides self assessment options.

**Anticipated Difficulties:** What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?

**(1a: Demonstrating Knowledge of Content and Pedagogy)**

Behavior is usually the biggest issue, but once a proper seating chart is in place, this is minimized.

**Reflections:** List at least three questions you will ask yourself **after** the lesson is taught.

**(4a: Reflecting on Teaching)**

Did the students progress at least one new lesson.

Was everyone on task? Sometimes students start at easier lessons, so you have to keep them on task.

Do I need to assign different seats to students that are talking a lot.