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SPEDE 777

Technology in the Classroom

 The technology chosen for the lesson was the SMART Document camera 450 paired with a SMART Board interactive white board. The document camera allows for real objects to be viewed digitally and enlarged on the SMART Board. Instructors can create more engaging lesson for students by capturing and displaying images, video and audio of anything the class is studying. The document camera is integrated with SMART Notebook software and allows for images of real objects to be taken and drawn on for more in depth exploration. The camera features allow for easy zooming in and out, brightness adjustment, 3D exploration and also a webcam feature that can be used for video conferencing. Additionally the camera has three modes with differing connections that bring about varying degrees of connection capabilities. In the camera mode, images can be viewed in full-screen image using the SMART Notebook software on a projector or high definition display without the need for a computer connection. In the computer pass-through mode the user can switch between live camera image and computer screen images. This is a useful connection comparing and contrasting or taking notes on the displayed live image. Images can also be saved and edited on the computer or used for later exploration and viewing. In the Playback mode the images on the memory card of the camera can be viewed as single images or in a slideshow mode without the need for a computer. The variations in connection capability and necessity make this technology versatile and capable of being learned or used on varying levels by instructors and students alike.

 To begin using the SMART Document camera, first the camera must be unfolded and positioned. This can be done by holding the base of the camera while pulling the arm out and up. Then a simple adjustment of the camera head over the object intended for display is required. Set the camera to USB mode and connect the USB cable to the camera panel as well as the computer. The document camera also requires a power source; the power cable must be plugged into the panel as well and the other end plugged into a power outlet. Turn on the SMART Board projector and then the computer; the whiteboard will automatically turn on when the computer is activated because the computer is its power source. Log the computer on and turn on the document camera by pushing the power button on the camera panel. If you wish to use the SMART Notebook software, the software must be selected on the computer desktop. After it loads, select the document camera logo on the notebook software toolbar. This will allow for the insertion of pictures taken with the document camera into the notebook software that can then be written on my using the pen tools form the SMART Pen Tray.

 When using this tool during my lessons I have found it to be very reinforcing for the students and because it was used only once or twice before it proved to be quite novel to the students. There were giggles when my hand would appear under enlarged on the board but overall the students were really intrigued by the huge display. Typically in the class, the teacher models the students expectations on the actual form the students will be getting which is an 8 X 10 paper that makes it difficult to see for everyone. When the document camera is used, all of the students are actively engaged and seeing exactly what is expected of them. One aspect of the lesson that I found a bit challenging was actively drawing or writing on the document while still managing the students. It was difficult to ensure that the rug rules were being followed, especially when the children were so excited to see me drawing exactly what they were describing on my document so largely displayed. There were a few occasions where I had to remind select students of rules because they were busy having a conversation or calling out because they were excited. If possible I would reposition the document camera so that I could have my back to the actual SMART board instead of to the students and be seated facing the students. I have learned that even just a small change like that can make an immense difference in the student response and behavior. One of the challenges of the document camera is that it is fixed in that you set it up when you’re using the computer to SMART Board connection, where the computer is located and often times this is off to the side. This makes it difficult engage with the students actively. During my writing lesson that involved modeling using the word wall to write my sentence I had to continually walk from the word wall to the other side of the rug where the computer and document camera setup was located to display and model the behavior. For this particular lesson this proved to be okay because using the word wall involves walking and being active so it fit appropriate modeling. In the future I could see so much movement being an issue, particularly with students who have difficulty attending or otherwise focusing on the lesson. However, at the same time it also allowed for me to move around more with the students and my presence near some in the second lesson made a notably different impact in behavior. Once the novelty and excitement associated with the technology has faded, an assessment of what approach works best with your students would be ideal in effectively using the tool in the classroom.

**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Jennifer Ortiz **Grade Level:** K

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| **Unit of Study:** Reading and Writing |
| **Lesson:** Reading: Favorite, Next, Last (w/ reading response)Writing: Writing a sentence using the word wall effectively |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| **Objectives:** |
| Students will demonstrate relevant sequencing with a graphic organizer where they will place relevant and on task drawing in 2/3 boxes as determined by teacher observation/interview.Students in small group reading lesson will use a graphic organizer to organize events with assistance and fill in 2/3 relevantly.Students will add a sentence to their stories and use the word wall effectively when needed as observed by staff at tables.Students will help the teacher identify appropriate word wall behavior during lesson. |
| **Pre-Assessment:** Running Records- (Small Group Reading) The students reading levels were evaluated with running records and their reading levels and skill assessments have been documented. The small group being pulled is at the same level (Pre-A) and is being supported in their completion of a sequencing activity. The small group is looking at the same book. Previous Reading Response- (Whole Group Reading) The students did a reading response last week and the responses they gave are being used as baseline in terms of drawing and responses that are relevant to the task given and compared to the currentWhole Group Writing Pre-Assessment- During whole group mini-lesson, the students will review the appropriate word wall uses and how it serves as a support for their writing.  |
| **Post-Assessment:**Reading Responses Comparisons Checklist- Teachers will take note, using a checklist, if the students are on task and drawing/writing about the first, next and last part of their books and looking for 2/3 parts to be relevant.Small Group Checklist- Teacher will check off whether the student(s) was able to draw the first, next and last part of the book being read together and is looking for 2/3 parts to be relevant. Writing Share- Students will helpWriting Checklist- Teacher at each table will be given a checklist with categories including “wrote a sentence” “used word wall appropriately” “did not use word wall appropriately”  |
| **Materials:** Reading Whole Group: Monster storybook, Book bags w/ pencil, reading response sequence form, smart board, markersReading Small Group: Alphabet book, Writing Group: Writing Folders, Pencils, Model StorySMART BoardDocument Camera |
| **Use of Technology:** |
| SMART board & Document Camera to display enlarged imaged of reading sequencing form as well as interactively generate a sentence during writing lesson for the teachers story using the word wall. |
| **Differentiation:** Students chosen for the small group reading are all on the same or close to the same reading level and are receiving support for the taskAlan will have visual supports and modeling by paraprofessional and will be seated closest to her (whole and small group)Document Camera to have a large, viewable modeling example |
| **Seating Configuration/Use of Physical Space:** |
| Reading Lesson- 2 small groups, one on each rug Small Group Reading- At the teacher desk in a semicircle Independent Reading- designated reading spots throughout the roomWriting Lesson- 2 small groups, one on each rug  |
| **Teaching roles and collaboration:** |
| Mrs. Flores- Teaching Reading and Writing lesson on alternate rug, yellow table for writingMrs. Friess- Checklist during reading responseMrs. Jackie- Facilitating at green table, paraprofessional to AndrewMrs. Lee- Language and Visual support for Alan at yellow tableMs. Jen- Teaching Reading and Writing lesson on main rug, small group reading, blue table for writing |
| **Classroom Management:** |
| “Checks” for doing good- Students will receive positive praise and be rewarded with checks on their class check chart throughout lesson for on task behavior including: following yes rules, following rug rules, taking out materials quickly and working diligently.Traffic Light Warning System- Warning system used by staff to warn children of possible time out Whole Class Bean Jar- When the entire class is on task and little to no redirection is needed the class receives a handful of beans in their class jar. A full jar equals a class prize.Yes Rules- Class rules and expectations that students are expected to follow and help them remain on greenRug Rules- Rules for lessons on the carpet that outline student expectations Seating/Groupings- Students have assigned seats on the rug to eliminate distraction and disturbance as well as assigned independent reading spots. Small group lesson will have certain students seated strategically closer to teacher to monitor behavior. |
| **Engagement of students/anticipatory set/Motivation:** |
| During reading group students will actively participate in a picture walk and think about the first, next and last part of the book and do the same with the book they select during independent reading. Students will draw/write on a reading response sequence form. During writing, the students will be actively telling the teacher if she is using the word wall appropriately throughout while she is modeling. SMART Board Document camera to display large versions of worksheets, students will be called on to participate and have opportunity to write on document under document camera |
| **Connection to Previous lesson/Prior Knowledge:** |
| The students have been learning about parts of a story including setting, characters and connecting the story. They will use these skills to identify and complete a first, next and last graphic organizer using a story they have been working with for some time. Students have been working on a story for a few days and focusing on adding more details and creating a WOW story. Through modeling they will see and provide input on the correct way to use the word wall while the teacher writes a sentence. The small group lesson will serve as a support lesson for a group of students on the same reading lesson who would benefit from implementing the F, N, L graphic organizer with support to facilitate skill acquisition and understanding. |
| **Lesson Presentation:**Estimated Time: 10 mins each |
| Reading: Students will divide in two groups, each being taught a reading lesson. The teacher will re-introduce the book and mention previous lessons. The teacher will then introduce the first, next and last concept and graphic organizer. The organizer will be displayed on the smart board using the document camera. The teacher will model the “first” thing in the story and draw it. The students will assist in completing the “next” section and the teacher will draw the details they mention. The teacher will turn to the last page of the book and ask the students to study it carefully and then engage in a turn and talk about the details that need to be included in the final box. The teacher will draw what the students share. The students will be given instructions to retrieve book baggies and be given a reading response sequencing sheet along with reiterated instructions and expectations. The students will fill in their reading response sequence forms at their independent reading spots. Writing: Students will divide in two groups, each being taught a writing lesson. The teacher will introduce a story she has drawn and explain that she needs to write a sentence to make it a WOW story. The story will be displayed on the SMART board using the document camera. She will contemplate a sentence (one that strategically incorporates more than one of the word wall words). While the teacher is using the wall as a resource she will actively misuse it and prompt the children to explain why it was wrong and what how to do so correctly. Students will be called on to model finding the next word on the word wall and be given the opportunity to write on the teachers story under the document camera. Once the sentence is written the students will return to their writing desks with the expectation of writing a sentence on the story they are working on and using the word wall effectively if needed. The teachers will assist and monitor.  |
| **Guided Practice/Active Involvement/Small group work/Independent Practice:**Estimated Time: Reading Small Group: 10 MinsA group of 3-4 students will work independently with Ms. Jen on the first, next, last strategy. An “A” leveled book will be chosen and read with the children. The teacher will turn to the first page and elicit responses from the students about what happened first. The students will each have their own reading response sequencing form, they will individually document what the group decided happened first. The process will be repeated for next and last. Independent Reading w/Reading Response: 10 minsStudents will go off to their independent reading spots to read and fill out their reading response sequence forms on the first, next and last parts of the story they are reading. Ms. Flores will monitor classroom behavior and be sure that students are filling in their reports. Writing Independent Practice: 10 minsStudents will go to their assigned seat at their designated tables. Table monitors will retrieve the pencils and writing folders. Students will work on their stories adding a sentence to their stories. Teachers will facilitate sentence development and effective and proper use of the word wall.  |
| **Final Summary/Closure:**Estimated Time: 2-5mins |
| Reading: Ms. Jen will instruct the children to return to their seats after putting their books in their bags. She will share a reading response sequencing sheet from her group with the whole group before transitioning the children back to the carpet for the writing lesson.Writing: Ms. Jen will share one to two children’s work from the blue table that have added sentences and describe how the word wall was appropriately used. Students will clean up and transition to snack. |
| **Extension:** |
| Students will have the opportunity to continue working on their stories the next week including adding coloring etc. Students will have pencils in their book bags and the opportunity to do a reading response sequence in the future and share. |

**Writing Checklists:**

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| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Michael |  |  |  |
| Ethan |  |  |  |
| Camila |  |  |  |
| Caitlin |  |  |  |
| Kerick |  |  |  |
| Veronica |  |  |  |
| Mahfuj |  |  |  |

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| --- | --- | --- | --- |
| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Isaac |  |  |  |
| Jasmine |  |  |  |
| Darliza |  |  |  |
| Alexa |  |  |  |
| Mariely |  |  |  |

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| --- | --- | --- | --- |
| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively** |
| Andrew |  |  |  |
| Emma |  |  |  |
| Emmanuel |  |  |  |
| Angel |  |  |  |

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| --- | --- | --- | --- |
| **Student Name** | **Wrote A Sentence** | **Used Word Wall Effectively** | **Did Not Use Word Wall Effectively**  |
| Alan |  |  |  |
| Alex |  |  |  |
| Yuen Wah |  |  |  |
| Sidney |  |  |  |
| Christopher |  |  |  |
| Jada |  |  |  |

**Small Group Reading Checklist:**

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| --- | --- |
| **Student Name** | **On Task Drawing:** Relevant to book chosen and discussed during small group First Next Last |
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**Reading Response:**

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| --- | --- |
| **Student Name** | **On Task Drawing:**Relevant to book chosen **First Next Last** |
| Michael |  |  |  |
| Ethan |  |  |  |
| Camila |  |  |  |
| Veronica |  |  |  |
| Isaac |  |  |  |
| Angel |  |  |  |
| Mariely |  |  |  |
| Jasmine |  |  |  |
| Caitlin |  |  |  |
| Alan |  |  |  |
| Jada |  |  |  |
| Emma |  |  |  |
| Andrew |  |  |  |
| Emmanuel |  |  |  |
| Darliza |  |  |  |
| Mahfuj |  |  |  |
| Alexa |  |  |  |
| Sidney |  |  |  |
| Alex |  |  |  |
| Kerick |  |  |  |
| Christopher |  |  |  |
| Yuan Wah |  |  |  |