

What are students supposed to learn (your objective for the lesson)?

Students will know: how to find/use/organize research into a graphic organizer designed to explain an issue and subsequently make and explain an informed decision. Students will be able to:

- Edit and format a table (graphic organizer)
- Locate files online for use
- Navigate to intended video clips and articles
- Use tools to assist with a close reading
- Copy/paste to work efficiently, but understand the implications for citation purposes
- Develop word processing skills
- Utilize tools to assist with learning (dictionary tool, voice to text, etc.)
- Troubleshoot as needed (i.e., ctrl + z, identify an appropriate classroom resource, etc.)

How does the lesson begin?

The research project is introduced and the objectives explained. Students pick up the organizer from Google Classroom and the format is explained. As a group, videos are viewed and the organizer completed and discussed as questions are covered in the video(s).

What will the teacher do?

The teacher segments the lesson and facilitates progression. Initially the teacher models how to locate and view the video for the class while completing the organizer. Each question is discussed after the organizer is complete, and students may adjust the organizer as needed. Then students do it with the teacher, and finally move to independent work.

What will the students do during the lesson to master the objective(s)?

Students will initially identify as a group answers for the various questions and complete the organizer. They will assist each other with tech issues and answer completion, and then use this information to participate in a discussion of each question. There is a gradual release over to students. Initially the whole group has to signal when an answer is covered in a video and request for the video to be stopped. After practice students will do this independently. Additionally, for some videos students must generate their own notes (not use guided questions) to complete the research for their topic.

What CITW/Best Practice strategies are used during the lesson?

The primary strategy is summarizing and note taking along with a healthy dose of using graphic organizers. Students used Docs that had a table embedded as a graphic organizer to take notes on a variety of videos.

How will you assess student learning?

Students will answer questions as the videos progress. This will be done both written and orally to provide for two forms of feedback and assessment. Organizers have a final check at the end with feedback given and opportunity for revision provided if needed. Additionally,

students will use this in an applied project that then may be assessed for deeper understanding of the material and appropriate application.

How will technology be used in support of student learning?

Students will combine a variety of skills to complete this. They must use Google Classroom to exchange files, learn how to use a table, retrieve resources online and use, develop word processing skills, and begin to develop digital literacy skills.

How are you going to support struggling students (those “in the margin”)?

The use of video provides opportunity for students struggling with reading skills, ESL learners, etc. to have a format where they can access the information. Students may stop, start, or repeat information as needed. In this lesson, it is whole group so students are not controlling the start/stop. However, when cued by the class I do this. Once they move to independent work they do this. Additionally, the videos are available to students to use outside of class should they be absent or simply need additional time to complete the work.

My class already has a routine in place where students support one another with navigating the technology and completing assignments. They naturally will ask a seat partner were to click, clarify directions, etc. This provides opportunity for a student to trigger 1:1 support as needed. Also, built into the lesson are segmented steps in completing the organizer. The discussion portion provides students with a few extra minutes to adjust or finish the organizer as needed, along with time provided at the end of the session for students to go back into the organizer to adjust and finish. Finally, all assignments and resources are accessible online so students may work outside of class if needed, or access materials if absent and catch up.

Lesson and Unit Reflection:

- Lesson one will take several 50 minute sessions- at least three. Progress was slower than anticipated due to discussion depth. High engagement throughout the research portion! Students began noticing nutrition labels and bringing in examples of how they applied their new knowledge at home spontaneously.

- During the research component, I shifted the focus a bit to the concept of "added sugar" and how this impacts health when building the student knowledge needed prior to them taking a stance on whether or not pop should be taxed. I did connect it to specific health issues, but in future renditions I would spend less time on explaining the impact of sugar on the pancreas, insulin spikes, and diabetes. It would still be included, but I will trim the videos and resources reviewed in this area.

- Tread very carefully when discussing how sugar can lead to obesity/health issues. Your heavier students might find this alarming. I used myself as the example in every instance to keep the discussion “safe” and non-alarmist, and also to respect that some overweight students might find it very uncomfortable discussing being overweight.

- Lesson One: I underestimated the amount of scaffolding needed during the research. On the videos where guiding questions were provided, students did very well. On the videos

where students selected a video of choice and used the organizer to take notes, details written were sparse and many key points were missed. For the elementary level I would recommend providing questions to help focus students for all videos.

- Lesson One: On videos with questions for students to complete starting/stopping the video as a whole group worked well. This provided time for students to write down their answers, then prepared them to contribute to the discussion. After a few questions, the class was directed to alert me when to stop the video. This allowed them to correctly identify when the material was covered and introduced to the idea that you can stop, replay, etc. as needed when using a video. I recommend calling on students randomly to increase engagement. During the discussion, students who were a bit slower at entering in the information had additional time if needed. I also provided time at the end of each session that provided a few minutes for students to go back into the organizer to add information in areas.

- Posting the videos via Google Classroom worked poorly. Many times the videos did not work, so I switched to my Weebly site.

- I used Edpuzzle initially, and found that importing class rosters via Classroom was a nightmare. Students could see the video thumbnail, but it would not play. I never did figure out what I was doing wrong when setting up the class sections, so eventually resorted to posting them on Classroom directly and then finally using my Weebly site.

- Make sure you load the videos on the teacher computer and do not assume your Internet connection will work when it is time to show the video. This way if the Internet goes down, you can still proceed with the research portion.

- When it was time for students to work independently, there was one video that all students were assigned for a common experience. Stagger your students so they do not all access the video at the same time. It caused loading/buffering issues. Half of the class can go to a self-selected resource instead, and then switch over to the assigned video. This greatly reduced loading issues.

- On the self-selected resources, students had difficulty knowing “when they were done”. They also took poor notes. Provide an exemplar of what it might look like prior to students self-selecting. Then after students complete some work, share out their examples and provide feedback as a class to increase note-taking skill.

- This was very in depth, and as a result took a lot of time during the research portion. It is possible (and recommended) to trim some of the research resources in the organizer to scale this down.

- The unit calls for a paper to be written. At the end I found that I was far over my initial scheduled time for the unit. Instead of taking another 3 sessions to have students write the paper, I gave them a choice. Instead of all students writing the paper, we held a debate on the issue. Two weeks before the actual debate day I explained how the debate worked and let them know they could use their organizer. I then offered a choice of alternatives they could do instead of the debate (write the paper, slideshow, etc.). Students also were warned that even if they were not finished with the organizer, if they were called they still had to debate. This provided a lot of motivation to finish up.

- Two weeks prior to the organizer deadline, I explained to students that if it was not finished a note would be sent home to parents alerting them. Although I framed it as the intent

being to let parents know they would need permission to use the computer, I also explained that if they “thought” their parents might be frustrated with them for not doing their work then they should be sure to have it ready by the deadline. This cut down on incomplete work dramatically. I checked the organizers on the due date. Students who were not finished had notes sent home requiring a parent/guardian signature. Most all students came back finished by the next session. Remaining students had to come in during recess until finished. All students finished as a result without dragging out the research portion waiting for the slower students.

- Most students did the debate, as it required no homework. The students LOVED this! The debate was splendid, and we had multiple rounds. Two students were called on randomly (one for the tax, one against the tax). They were given the questions to answer by the teacher and went through 3 or 4 questions similar to how the presidential debates work. I then randomly called on students and asked them who won and why. We then repeated this with as many different pairs of students as time would permit, and after each round the skill level improved dramatically due to the feedback students provided the pairs when determining who won. Students quickly realized that more detailed answers were more effective. We connected this back to writing the paper and how the use of specific details to support your claims was also far more effective.

- About a third of the class elected to do the alternative project. Some of these students were called on for the debate and were allowed to pass if desired. A few of these students chose to do the debate. They crushed their opponent due to being more prepared. We discussed this as a class and how the extra project served to better prepare those students for the debate.

- In the lesson and unit, I plan on going back in to separate the tech skills from the content skills to make it more apparent what the tech target is for each portion of the unit. They are still fully integrated into the unit, but highlighted in the "I can" statements shared with students at the beginning and throughout the lessons.

- The unit does not include a lesson on using spreadsheets to generate charts and graphs that then may be used in the paper or slideshow. This would fit nicely as an option to help build technology skills, but would also add a few sessions in the process. This came up organically by the students who elected to do alternative projects.