

Technology Tools Planning Sheet

Technology Tool	Platform	Possible Use in the Classroom
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Differentiation Unit Planner Example

<u>Standards/Skills</u>	<u>Objectives</u>
<ul style="list-style-type: none"> W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9 	<ul style="list-style-type: none"> Generate ideas for argument essay Develop ideas with relevant facts, details, and evidence Write argument to support a claim with clear reasons and evidence Conduct research, drawing on several sources Evaluate word choice and select effective word choice

<u>Pre-Assessment</u>	<u>Teachers will look for</u>
<ul style="list-style-type: none"> Practice argument essay baseline <ul style="list-style-type: none"> Read an article of choice, stake a claim, write an argument, share with the class 	<ul style="list-style-type: none"> Thesis statement Evidence selection Word Choice Persuasive language

Skill: Connotation and Denotation		Duration: 2 Days
<u>Target Skills and Standards:</u> <ul style="list-style-type: none"> L.6.5: Determine understanding of figurative language, word relationships, and nuances in word meanings 		
This lesson is differentiated by: <ul style="list-style-type: none"> Content Process Product 	It is differentiated according to: <ul style="list-style-type: none"> Student interest Skill readiness Learning profile 	Other differentiated components: <ul style="list-style-type: none"> Flexible Grouping Student Choice Centers
Ready For: Identifying Connotation & Denotation	Ready For: Connotation to Match Tone	Ready For: Evaluating Word Choice
<i>Differentiated Task with Teacher:</i> <ul style="list-style-type: none"> Connotation and denotation anchor chart and notes Drag and drop board activity (Connotation vs. denotation) Review positive versus negative Connotation positive versus negative on board (discuss) <i>Differentiated Practice Activity:</i> <ul style="list-style-type: none"> Flashcard positive and negative connotation sort activity 	<i>Differentiated Task with Teacher:</i> <ul style="list-style-type: none"> Review connotation and denotation, positive versus negative Model reading sentence, choosing word with appropriate connotation for tone Practice as a group, then progress with longer paragraphs <i>Differentiated Practice Activity:</i> <ul style="list-style-type: none"> Read article with missing words, select appropriate word choice to match tone 	<i>Differentiated Task with Teacher:</i> <ul style="list-style-type: none"> Review connotation (positive and negative) Look at advertisements, discuss persuasion strategy Choose other effective words for advertisements based on connotation <i>Differentiated Practice Activity:</i> <ul style="list-style-type: none"> Practice looking at advertisements and argument essays, evaluate connotative words
<i>Technology & Resources Needed:</i> Interactive projector, Google Classroom, Google Slides, Google Drawings	<i>Technology & Resources Needed:</i> Google Classroom, Google Docs, Google Dictionary (ext.), Newsela articles, Read Aloud (ext.)	<i>Technology & Resources Needed:</i> Google Slides, Interactive projector, Google Docs, Voice Typing

Blended Learning Lesson Plan Example

Class/Content: Language Arts- Reading Nonfiction	Duration: 2 Days	
Standards/ Lesson Objectives: <ul style="list-style-type: none"> ● L.6.5: Determine understanding of figurative language, word relationships, and nuances in word meanings 	Classroom Setup: 	
Whole Group Opening/Introduction: <ul style="list-style-type: none"> ● Read aloud from whole-class novel (5 minutes- 1 chapter, discuss briefly) 		
Teacher Group: *Breakdown in differentiated template <u>Group 1:</u> <ul style="list-style-type: none"> ● Connotation versus denotation ● Understanding emotions attached to words and language <u>Group 2:</u> <ul style="list-style-type: none"> ● Positive versus negative connotation ● Identifying tone of a sentence or passage ● Inserting correct connotative word <u>Group 3:</u> <ul style="list-style-type: none"> ● Evaluate word choice and connotation 	Application Station: Practice Connotation & Denotation <ul style="list-style-type: none"> ● Work with paraprofessional ● Review handout and activity on Chromebook ● Work through first few problems as a group and then do last 3-4 independently 	Other Rotational Activities: <u>Pair Practice:</u> <ul style="list-style-type: none"> ● Review morphemes <u>Technology Station:</u> <ul style="list-style-type: none"> ● Differentiated grammar practice <u>Reading Corner:</u> <ul style="list-style-type: none"> ● Independent reading <u>IEP Goal Practice:</u> <ul style="list-style-type: none"> ● Same as tech station for this lesson-differentiated grammar practice based on goals
Technology Tools: Google Classroom, Google Drawings activity, Google Slides	Technology Tools: Google Classroom, Google Docs, Google Dictionary ext., Read Aloud ext., Voice Typing	Technology Tools: No Red Ink, Read Aloud ext., Quizlet, Learning Ally
Whole Group Closing/Reflection: <ul style="list-style-type: none"> ● Day One: Quick wrap up, Day Two: Reflect on learning in journal 		

Blended Learning Lesson Plan

Class/Content:		Duration:
Standards/ Lesson Objectives:	Classroom Setup:	
Whole Group Opening/Introduction:		
Teacher Group:	Application Station:	Other Rotational Activities:
Technology Tools:	Technology Tools:	Technology Tools:
Whole Group Closing/Reflection:		