

## Lesson Plan Day 2

**January 4<sup>th</sup>, 2018, Second Grade**

### **Learning Goals/Objectives**

Students will use existing knowledge to learn new concepts about New Year's Resolutions to complete final green screen projects.

Students will be able to illustrate their personal New Year's Resolutions using examples provided by instructor.

Students will take personal illustrations and perform them to create a video

### **Common Core Content Standards**

#### Second Grade:

Ohio Technology Standards: Apply existing knowledge to generate new ideas, products, or processes.

Language Arts – Reading: Ask and answer questions as *who, what, where, when, why and how* to demonstrate understanding of key details in a text.

#### Third Grade:

Ohio Technology Standards: Apply existing knowledge to generate new ideas, products, or processes.

Language Arts – Reading: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### **Methods**

- Students will be at their seats
- Teacher will be at the front of the room
- Green screen equipment will be set up and ready before hand
- “Today we are going to be working on finishing our New Years Resolution project. That means we are going to pull out the green screen.”
- Pause for student excitement
- “I want you all to pull out your papers we worked on yesterday”
- Students will pull out their “New Year’s Resolution” papers from the day before.
- “Ms. Campbell will be calling students one at a time to come film their video”

- “Do you remember watching our video yesterday? That’s what you’re going to be doing today. Your background will be the picture you created yesterday of your new years resolution.”
- “There are a few things you need to remember when filming. Make sure to talk loud, look at the camera, and speak as clearly as possible” Model each as speaking.
- “If you are not working on the green screen you will be working on your hour of code.”
- “It is super important that while others are filming you be super quiet. If you are noisy in the background we wont be able to hear what the person who is filming is saying. You want to be able to hear yourself when you watch the video, so please remember others want to hear themselves also.”
- “If you have something to say or a question to ask, raise your hand, and a teacher will come by. Even when talking to the teacher you must whisper.”
- “We want this to be fun for you guys and create a great video, so please help us and your classmates out.”
- “We will call you one by one over to film. Make sure you remember what your New Years resolution is so you can say it nice and loud for the camera”
- “When we film you, you will start by saying ‘My New Years resolution is...’ and say your resolution.”
- “Any questions?”
- Students answer
- “Okay, lets start”
- Ms. Campbell will work on pulling students over ,filming them, and then sending them back to their seats.
- While filming using the camera, the assistant teacher will walk around to the other students and help them out.
- When finished pull the class together, thank them for working hard, and tell them you can’t wait for them to see the finished result
- Tell them goodbye, leave

## **Materials/Resources**

Squirrel’s New Year’s Resolution digitally, New Years Resolution Graphic Organizer, Markers, Crayons, iPad, Green screen app, Green screen, Photos of their illustrations

## **Connection to Prior Knowledge**

Reading and Literature 1.1 – Understanding Key Details of Text

## **Assessment**

Before: Illustrations

During: Performance for the video

After: Final product

## **Special Needs of Students**

Intervention: General extra assistance when needed and the ability to finish the next day.

Enrichment: Opportunities to help other students will be given.

### **Reflection**

1. P- They walked to one of the green screen stations.

C- They had to remember what they wrote on their paper to record.

L- They had to speak what they wrote on their paper for the video.

S- They spoke the words they wrote on their paper.

2. The teachers are assessing students on their ability to understand concepts introduced in the digital story, as well as create their own personal illustrated resolution using the graphic organizer.

3. The students are given the chances to see the story visually, as well as hear it being read to them. Students are also speaking with peers to share and collect new ideas and concepts centered on knowledge learned in digital reading. Students also illustrate their personal ideas and collaborate with other students to enhance their knowledge.

4. The learning styles of interpersonal, linguistic and visual are very much enhanced during this lesson.

5. The students were able to recite the information that they wrote yesterday. They were also able to memorize their resolutions.

### **Reflection Questions**

1. Did the student learn what you wanted them to learn? How do you know?

Yes, the students learned what I wanted them to learn. They were able to remember and recite their resolutions from the previous day.

2. How do you think the lesson went?

Since there was a two hour delay I believe I handled it well when I taught. Everything went smoothly for both second grade and third grade. The only problem was some of the students had to redo their green screen video because I couldn't hear them. Other than that, the class went well, and we finished on time.

3. If you could teach the lesson again what would you do differently? The same?

I would check the videos to make sure I could hear the students before they went back to their regular teacher.