**Unit Plan Overall Idea Matrix--Revised**

**Meghan, Leilani, Pam**

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| Topic | | |
| Tornados/Safety | | |
| Target Audience (make sure to describe number, age, and abilities of students) | | |
| 1st grade  23 students  6 to 7 year olds  Mixed income families  2 out of the 23 are ELL students (Spanish); 21 are native English speakers  Some preoperational and some concrete operational (Piaget’s levels of cognitive development)  One child is on the autism spectrum, another child is dealing with ADHD, and another child has symptoms of ADD | | |
| Overall Objectives | | |
| The students will have the opportunity to…   * After playing an online game about tornados, the children will be able to discuss information learned from playing the game and will be able to talk about what they would like to know about tornados. * After introducing the activity, a third of the students will be able express at least one idea about their current knowledge of tornados. * After going to the school library and collecting tornado safety books, each child would be able to create a scrapbook page with cameras that are available. * After practicing a tornado drill, the students will be able to carry out the basic procedures 80% of the time. * After modeling the Kidspiration activities, 18 out of 23 children will be able to match the picture to the right categories and follow direction when building a tornado. * After visiting with our guest speaker from the American Red Cross, the children will be able to discuss at least one aspect of their safe spots at their home and/or school. | | |
| Pass Content Standards that Will Be Addressed (Put number and copy and paste) | | |
| **Language Arts**  **Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.**  1. Increase personal vocabulary by listening to and reading a variety of text and literature.  2. Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.  3. Use new vocabulary and language in own speech and writing.  4. Classify categories of words.  Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.  **Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.**  1. Literal Understanding  a. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.  b. Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading.  Example: Prior to reading the book *Verdi* by Janell Cannon, have students preview the book by looking at the cover, identifying the main character and telling what they know about snakes (what they do, where they live . . . .). Make predictions by doing a picture walk to discuss some of the early actions in the story.  c. Respond to questions designed to aid general comprehension.  **Standard 1: Listening – The student will listen for information and for pleasure.**   1. Listen attentively and ask questions for clarification and understanding.   **Standard 2: Speaking – The student will express ideas and opinions in a group or individual situations.**  1. Stay on topic when speaking.  2. Use descriptive words when speaking about people, places, things and events.  5. Relate an important life event or personal experience in a simple sequence.  6. Provide descriptions with careful attention to sensory detail.  7. Use visual aids such as pictures and objects to present oral information.  **Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.**  1. Show respect and consideration for others in verbal and physical communications.  2. Make contributions in group discussions.  **Mathematics**  **Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.**   1. Data Analysis a. Organize, describe, and display data using concrete objects, pictures, or numbers.   **Science and Process Inquiry**  **Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**  \*1. Observe and measure objects, organisms and/ or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and International System of Units (SI) (i.e., meters, centimeters, and degrees Celsius).  2. Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms and/or observable events.  **ProcessStandard2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to**  **meet this process standard.**   1. Classify a set of simple objects, familiar organisms, and/or observable events by observable properties.   **Earth Science**  **Standard 3: Changes of Earth and Sky - Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**  1. The sun warms the land, air, and water.  2. Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.  **Standard 4: The student will examine the interaction of the environment and the people of a community.**   1. Identify the three basic needs of all people: food, clothing, shelter.   3.Describe the impact of physical changes, such as seasons, on people in the neighborhood /community (e.g., how seasons affect what people eat and wear). | | |
| Pass Instructional Technology Standards that Will Be Addressed (Put number and copy and paste) | | |
| **Introductory Level prior to completion of Grade 5**  **Standard 1: The student will demonstrate knowledge of basic operations and concepts.**  1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.  2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.  **Standard 2: The student will demonstrate knowledge of social, ethical, and human issues, discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.**  **Standard 3: The student will demonstrate knowledge of technology productivity tool.**  1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.  2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.  **Standard 4: The student will demonstrate knowledge of technology communications tools.**  1. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.  2. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.  3. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.  **Standard 5: The student will demonstrate knowledge of technology research tools.**  1. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.  2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.  3. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.  **Standard 6: The student will demonstrate knowledge of technology problem-solving and decision-making tools.**  1. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.  2. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.  3. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. | | |
| Technology to be included in the Plan | How it will be Used | Materials that Need to Be Created |
| 1)I-Movie | A student reflection/documentation of the project | Video / Pictures |
| 2)Kidspiration | Venn Diagrams, Comparisons | Kidspiration file |
| 3)SmartBoard | Introductory mini-lesson on tornados (similar to KWL) | Smartboard file |
| 4) Cameras/powerpoint | Scrapbook focusing on “Safety Awareness” | Electronic scrapbook |
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| What technology will be needed to teach this lesson? (Specify type and number both Software and Hardware) | | |
| Computer with projection system  SmartBoard hardware and software  Kidspiration Software  Microsoft Powerpoint Software  Digital Cameras, Video Camera | | |

**Technology Unit Timeline Planner**

**Must have one lesson plan for each individual plus at least one as group (number of group members + 1).**

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| **Lesson Topic** | **What Students Will Do** | **Time**  **Allotted** | **Objectives Addressed**  **(Copy and paste from above)** | **Technology Used** | **Person Responsible (or Group)** |
| Introductory Lesson on Tornados (KWL) | Play a tornado related online game and discuss what they know and what they want to know about tornados | 25 min | **Language Arts**:  Standard 4.3 Vocabulary  Standard 6.1c Comprehension/Critical Thinking  Standard 1.1 Listening, Standard 2.1, 2.2, 2.5, 2.6, 2.7  Speaking, Standard 3.1, 3.2 Group Interaction,  **Science:**  Standard 4.3 Earth/Space | SmartBoard | Meghan |
| Tornado Awareness | Discuss safety measure in a classroom/home. Make a class safety kit. Take pictures to build a collaborative classroom digital scrapbook. | 2 weeks approx. | **Language Arts:**  Standard 4.1, 4.2 Vocabulary,  Standard 6.1a Comprehension/Critical Thinking,  Standard 2.1, 2.2, 2.5, 2.6, 2.7  Speaking  Standard 3.1.2 Group Interaction  **Science:**  Standard 2.1 Classifying  Standard 3.2 Earth/Space | Cameras/ digital scrapbook/ online video | Pam |
| Difference between Tornados and Thunderstorms | Compare and contrast tornados and thunderstorm. Building a tornado. | 2 days | Language Arts:  Standard 4.4 Vocabulary,  Standard 1.1 Listening  Standard 2.1, 2.5, 2.6, 2.7 Speaking  Standard 3.1, 3.2 Group Interaction,  **Mathematics:**  Standard 5.1a Data Analysis  **Science:**  Standard 1.2 Process  Standard 2.1 Classify | Kidspiration/ iMovie | Leilani |
| Culminating Project: How Students Documented and Perceived the Project | Provide examples of what is in a tornado safety kit. Practice tornado drills. Build a tornado. Photos of tornados. | 2 weeks approx. | **Language Arts:**  Standard 4.3 Vocabulary  Standard 2.1, 2.2, 2.5, 2.6, 2.7 Speaking  Standard 3.1, 3.2 Group Interaction  **Science:**  Standard 3.1, 3.2 Changes of Earth and Sky  Standard 4.1, 4.3 Community/ Environment interaction | iMovie/ digital camera | Meghan, Pam, Leilani |