

PCSB ITV Elementary Lesson Plan: *Tripods are Triangles, Too!*

I. Basic Information:

Name: Michael Robertson, Angela Price, Luanne Arnold Position: Teachers

School: North Lakeland Elementary School of Choice Grade Level focus: K-1

Lesson title: Tripods are Triangles, Too!

Subjects: _____ **Sunshine State Standard Addressed:** _____
(List areas that the lesson addresses) **(Benchmark, strand, brief explanation)**

Math	MA.C.1.1.1 understands and describes the characteristics of basic two- and three-dimensional shapes.
Language Arts	LA.C.1.1.1 listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
	LA.C.1.1.4 retells specific details of information heard, including sequence of events.
	LA.A.1.1.2 identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

<p>1. II. LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:</p> <ul style="list-style-type: none"> A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement. B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning. C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners. D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills. <p>provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.</p>
<p>2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.</p>

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Teacher: If applicable to plan.

IIA. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

IIB. apply current research on teaching and learning with technology when planning learning environments and experiences.

IID. plan for the management of technology resources within the context of learning activities.

IIE. plan strategies to manage student learning in a technology-enhanced environment

Student:

1. Students use technology tools to enhance learning, increase productivity, and promote creativity.

2. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

3. Students use technology resources for solving problems and making informed decisions.

III. Overall description of the project: What is the reason for this module? What impact will it make on increasing technology and academic literacy for the participant?

Students will know the definition of a tripod and understand its purpose in creating a more visually appealing product.

IV. Materials and Resources required for lesson plan implementation:

Doritos, tripod, camera, photos of triangular objects, chart paper, markers, examples of video taken with and without using tripods, blank video tape.

V. Any special accommodations: i.e. ESE/ESOL

ESOL: Pair with bilingual students. Re-explanation to student.

VI. Assessment/ evaluation of the lesson:

Tripods are Triangles, Too!

Student Name: _____

	Criteria				Points
	4	3	2	1	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—
				Total---->	—

Teacher Comments: _____

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

Anticipatory Set: Pass out Doritos and describe their shape (triangle) and how many sides it has (3). Teacher will explain that students will learn how to use a tripod.

Background Knowledge: Students need to know the concept of the number 3 and triangles.

Procedure:

1. As students are eating Doritos, share pictures of triangular objects and discuss their shape.
2. Place tripod on sheet of paper on the floor. Have student volunteer draw a line between each leg of the tripod. Show children drawing to demonstrate the triangular shape of the legs.
3. Define a tripod emphasizing the prefix "TRI".
4. Demonstrate use of tripod by attaching the camera.
5. Show video clips. (examples and nonexamples of tripod use)
6. Complete T-chart to compare and contrast video clips.
7. With teacher's assistance, volunteers will use the tripod and camera to videotape the class saying the Pledge of Allegiance for use on the morning news show.

VIII. Unit Outcomes or Product Produced:

Students will learn the importance of a tripod when videotaping.

VIX. Write a summary which address how the integration of the technology in this lesson is relevant and increases student achievement.

Technology is important in this lesson because it integrates math, language arts and cooperative skills in a meaningful way.