

PCSB ITV Elementary Lesson Plan: *Mic It!*

I. Basic Information:

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

School: North Lakeland Elementary School of Choice Grade Level focus: 2-3

Lesson title: ***Mic It!***

Subjects:
(List areas that the lesson addresses)

Sunshine State Standard Addressed:
(Benchmark, strand, brief explanation)

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.C.3.1.3 speaks effectively in conversations with others.
	LA.D.2.2.4 selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.

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.E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.
<p>2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:</p> <ul style="list-style-type: none">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 identify and describe hand-held and lavalier microphones.
 Students will exhibit the correct use of hand-held and lavalier microphones.

IV. Materials and Resources required for lesson plan implementation:

Camera, hand-held and lavalier microphones, rulers, large paper clips, school TV production studio (if available)

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

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

VI. Assessment/ evaluation of the lesson:

Mic It!

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: Students will use paperclips and rulers to get ready for using real microphones

Background Knowledge: students understand the term hand-held and lavalier.

Procedure:

1. Divide class into two groups. Give rulers to one group and paperclips to the other.
2. Pair students by allowing students with rulers to find students with clips.
3. Teacher will demonstrate for class that paperclips represent lavalier microphones and rulers represent hand-held microphones.
4. Teacher instructs students to hold rulers at chest-level and demonstrate to partner.
5. Teacher instructs students to clip paperclip to shirt at level of top button aimed toward the mouth and demonstrate to partner.
6. Have partners trade manipulatives and demonstrate the correct use of microphone to partner.
7. Brainstorm with students appropriate times when each microphone should be used. For example: Hand-held – interviewing, impromptu situations, large groups. Lavalier – anchoring, hands-free use, single person use, when a microphone shouldn't be seen.
8. If television production studio is available, students will observe actual use of each type of microphone.

VIII. Unit Outcomes or Product Produced:

Students will learn to identify and use lavalier and hand-held microphones.

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

Technology is important in this lesson because it helps students gain an understanding of how this type of equipment improves communication in television production.