

Re-purposing Technology Lesson Plan Template
TE 831: Teaching School Subject Matter with Technology

Summary Box

Lesson title: School Survey on Reading
Prepared by: Shannon Haines
Subject area: Technology
Technology used: Zoomerang
Length of lesson: 2 – 30 min class periods, one week apart
Suggested grade level: K -12th – used with 5th grade

Lesson Objectives:

- Students will be able to work collaboratively to generate questions based on desired outcomes.
- Students will be able to use technology to gather and analyze data.
- Students will be able to utilize collected data to produce summary of information.

Comment [EJB1]: Great!

Student NETS Standards Alignment:

- Student NETS 1a – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students apply existing knowledge to generate new ideas, products, and processes.
- Student NETS 1d– Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students identify trends and forecast possibilities.
- Student NETS 2a Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Student NETS 2d Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students contribute to project teams to produce original works or solve problems.
- Student NETS 3a Students apply digital tools to gather, evaluate, and use information. Students plan strategies to guide inquiry.
- Student NETS 3d Students apply digital tools to gather, evaluate, and use information. Students process data and report results.
- Student NETS 4a Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students identify and define authentic problems and significant questions for investigation.

- Student NETS 4b Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students plan and manage activities to develop a solution or complete a project.
- Student NETS 4c Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students collect and analyze data to identify solutions and/or make informed decisions.
- Student NETS 5a Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students advocate and practice safe, legal, and responsible use of information and technology.
- Student NETS 5b Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Student NETS 5c Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students demonstrate personal responsibility for lifelong learning.
- Student NETS 6a Students demonstrate a sound understanding of technology concepts, systems, and operations. Students understand and use technology systems.
- Student NETS 6b Students demonstrate a sound understanding of technology concepts, systems, and operations. Students select and use applications effectively and productively.
- Student NETS 6d Students demonstrate a sound understanding of technology concepts, systems, and operations. Students transfer current knowledge to learning of new technologies.

Comment [EJB2]: Very thorough, good job, Shannon.

Materials:

- Pencil, paper
- Computer with internet access to www.zoomerang.com

Lesson Procedure:

DAY ONE:

Beginning of Lesson:

- Talk with students about their own reading, asking questions such as what they like to read about, their favorite author/book, etc.
- Recall how students have different interests, even in our own classroom.

Comment [EJB3]: Yes, nice "hook" into your activity.

Middle of Lesson:

- Put students into groups of 4-5 students.
- Have each group brainstorm questions that they would like to ask others about their reading.
- When finished brainstorming, students should come up with 8-10 total questions that they have written down. These can be yes/no, multiple choice, or open-ended questions, or any combination.
- Take groups of students to the computer lab and have them sit at a computer with their group.
- Students should open www.zoomerang.com and log on with email address shaines@harrisonschools.com and password *Hillside*.
- Make sure students are on “create survey” tab. Have them click on “Start New Survey”.
- At the top of the box, they can edit the title. Have them enter a group name there.
- They just need to follow the onscreen instructions to create new questions.
- Once they have entered all of their questions, they need to click on the “next” arrow at the top of the page.
- On the next page, be sure “direct link” is checked and the box that says “prevent respondents from taking this survey multiple times.” Then click “next” again.
- On the next page, they need to click on “share results” then “next”. (They should leave the rest as default on that page.)
- Have them next “preview” their survey to proofread it for any changes. If no changes are necessary, they may “launch survey”.
- They need to write down the direct link that appears on the next page. This is where others will go to access their survey.
- They can then log out of this page.

Comment [EJB4]: Yes, nice way to preview and review a book. Great activity idea, Shannon.

Comment [EJB5]: Great technology.

***The direct links will be passed along to the technology teacher who services grades 3-5 in our building. She will have each student complete a survey at the beginning of class as a warm-up activity.*

DAY TWO:
(one week later)

- Take students back to the computer lab with their original list of questions.
- Students should log back on to www.zoomerang.com as described above.
- On the “home” tab, they should find their survey under their group name and click on this.
- They should then click on the “analyze results” tab. This will tell them the answers they received to their survey.
- They should use this data to determine the most popular answer to each question. It would be a good idea for them to write down their percentages for future reference when they are not in the computer lab.
- When finished, they need to log back out of the computer.

End of Lesson:

- Take students back to classroom.

- In their groups, they need to have a conversation about what the results of their survey showed.
- As a group, they need to create a summary paper about the reading preferences of other students in our school. Be sure to include data points as reference.

Comment [EJB6]: Excellent

Extending the Lesson:

Our school does a “One School, One Book” program. Twice a year, Title I buys books for every student and faculty member and a calendar is created to read this book. Each week, different discussion questions are posted on a bulletin board and students are able to win prizes for correct answers. This usually culminates with an author visit. The information gathered from this survey could be used to help determine which book the school would be reading next.

Comment [EJB7]: Another good idea

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4-10-11

Repurposing Technology Lesson Reflection

I first thought I would use my Kindle for this type of lesson. I then realized that we had Nook, but not Kindle sets. I am unfamiliar with Nook. In addition, there are only 6 for our classroom to use, thus there were too many limitations on this project for me to carry it out successfully.

Comment [EJB8]: Understood

I chose to use zoomerang.com as my technology for this lesson. I was talking with other teachers about choosing books to order for my classroom library and how they choose what to order that their students will read. It was a consensus that we just guess and hope that’s what they like. However, many of the books we buy seem to just sit on the shelf. The comment was made that it would be nice to know exactly what students want to read. Our school has a “reading survey” that all students take, but this doesn’t give a lot of information about what they like to read. It’s more of a reading attitude survey. After hearing this was something that would be helpful to all teachers, I came up with this lesson idea. I talked to our technology teacher and asked her if she was willing to spend a few minutes at the beginning of class for just one session with each grade to do this survey and she agreed. 😊

Comment [EJB9]: You captured this dilemma well – good description.

Comment [EJB10]: Excellent – this is an example of a serendipitous moment!

TPACK comes into play in this lesson. Students are required to first use their content knowledge, what they know and think about reading, as a starting point for this lesson. Since TPACK focuses on fitting the technology to the classroom, this lesson could have been done by simple paper and pencil method. It would have taken quite some time and been disruptive to other classes. So using this technology instead made the whole process much smoother and less invasive. Pedagogy is also addressed as this style of instruction is not just a simple play

Comment [EJB11]: Yes, well stated

with the computer time. It is a time where the students are using their technology as a learning tool and the teacher is using the technology to teach the students. They are not only gathering information, they are creating and interpreting that information later on.

When the students heard they were going to the computer lab to create a survey they were very excited. There is not a lot of technology usage in our school, so anytime they get to utilize technology of any kind in a hands-on way, they are keyed up. Students were able to reach everyone in the school in such a simple way. They loved that they created something others would be using and their enthusiasm poured to the other students in the hallways and at recess. I feel that the limitations on this were that they could only ask 8-10 questions and each answer was limited also. If they were to do an "interview" type of survey, they could expand their questioning on certain questions. For instance, if a student said that they liked to read about sports, the interviewer could then ask if they had a favorite sport or star they liked to read about. This would have given much more detailed and specific results.

Comment [EJB12]: Great to read!

Comment [EJB13]: Yes – this is an important point.

This technology can be used not only for students in the classroom, but for teachers and staff as well. Parental surveys could be sent out for feedback. The possibilities are almost endless in the options that a survey could be used for. It could be as limited as where the fifth grade end of the year trip should be to and details about that. It could also be as broad as to include students, parents, and community members to gather feedback on our school system in general.

This lesson, along with the other technology we have been introduced to this semester have reminded me not to be so narrow in my thoughts. There are so many great technologies out there that are designed for the classroom. This reminded me that while many of the technologies out there are not specifically designed for the classroom, they can be implemented into many lessons with just a little tweaking.

Comment [EJB14]: Well-written conclusion statement to an excellent reflection paper and lesson plan. Great work, Shannon.

Re-purposing technology assignment grade: 4.0