

UTeach Professional Development

What do educators learn from our online Blended Learning Series?

Educators enrolled in the UTeach Blended Learning professional development series take four courses. We selected a few of their assignments to give you a sense of what they are learning. All educators gave us permission to share their work products.

BL 102 Differentiation in the Blended Classroom

Assignment: Develop a 5E Differentiated Blended Lesson Plan

In this assignment, educators synthesize what they have learned from the literature to create a lesson plan that differentiates content, process, or product. The lesson plan should make accommodations according to student readiness, interest, and learning profile, and include elements of differentiation throughout each stage of the 5E learning cycle. Assessment should be embedded throughout each phase of the lesson.

The following 5E Differentiated Blended Lesson Plans were created by educators taking the Blended Learning course series:

- Megan Felty, Kindergarten Teacher, Lytle Primary School, Lytle ISD, Texas [page 1]
- Amanda Morrison, Instructional Coach Social Studies, Lancaster High School, Lancaster ISD, Texas [page 4]

Megan Felty, Kindergarten Teacher, Lytle Primary School, Lytle ISD, Texas

In this blended 5E lesson plan, Megan Felty shares a kindergarten math lesson using blended tools and frameworks. Megan has balanced whole-group interactions with station learning activities, giving her young learners important time to explore lesson objectives individually or in pairs. She offers differentiated links to guide-leveled activities and details classroom management strategies to facilitate transitions for her kindergarten students. Megan has thoughtfully considered technology elements to optimize learning, but safeguarded traditional options as well, to create a strong blend where students have higher control of their path and pace and may extend learning past conventional boundaries.

Subject area / course / grade level: Kindergarten Math

TEKS/SEs: K4 The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

Lesson objective

Students will identify the coins: penny, nickel, dime, quarter

Differentiation strategies to meet diverse learner needs:

- Students who already identify coins can work on learning the values of the coins and begin to practice counting coins.
- Students who need extra support can practice with additional resources on identifying coins and can work with peer tutors.

Readiness:

Videos in stations will be color coded and based on student current readiness with knowledge about coins.

Interest:

The choice of activities including, videos, online games and hand-on observations allows students to choose a material that interests them and appeals to them as a learner.

Learning Profile:

Students can choose to show their learning in the evaluation part of the lesson through creating a video, drawing what they have learned, or creating a digital picture collage.

ENGAGEMENT

In whole group students will listen to a reading of the book “Alexander, Who Used to be Rich Last Sunday.” Then, they will have a whole group discussion on the reasons it is important to know how to use money. Last, they will look at a picture of things sold at the local concession stand during sporting events and will talk about which coins they need to buy those items. Example: “You need two quarters to buy a blow pop.” We will talk about the importance of knowing how to spend money as they grow up.

Students will be asking themselves how they can learn the coins and begin to learn about counting money so that they can buy things without help.

What technology could be used to enhance engagement?

A projector can be used to show students the book on a larger scale and to analyze the picture of the local concession stand.

EXPLORATION

Students will work in stations to explore the types of coins.

Station 1: Students will use the iPads to scan QR codes that have been assigned to them based on color coding. Videos will be about a variety of coin topics. The lowest level of videos will be about coin identification. There will be one video for each type of coin for those students that learn things better in isolation. The middle level of videos will be about coin identification. Each video will include all coins. The highest level will include videos that have information about coin values and basic coin counting. Students will choose a video to watch and then will discuss what they learned from the video with a partner in their group. Then they will watch another video if time permits.

Station 2: In Station 2 students will sort real coins and justify the reasons for their sorting with their peers. They will then use a coin word bank to label the coins that they sorted. If time permits, they will create a coin rubbing and correctly label each coin or group of coins that they use in their coin rubbing.

Station 3: Students will play computer games based on readiness in order to practice identifying coins, identifying values, or basic coin counting.

What technology could be used to enhance exploration of the learning objectives?

iPads with a QR code video and YouTube access to the following videos:

Level 1 Videos

<https://www.youtube.com/watch?v=pFD01LbrueY>
<https://www.youtube.com/watch?v=TgBRMu4HrGo>
<https://www.youtube.com/watch?v=4bKIAWUuup4>
https://www.youtube.com/watch?v=s_KCjn_vA4A

<https://www.youtube.com/watch?v=iUBzjN7orcQ>

Level 2 Videos

<https://www.youtube.com/watch?v=RVpcZ5obmsM&t=32s>

<https://www.youtube.com/watch?v=9HFqc5P6kHl>

<https://www.youtube.com/watch?v=aajLkveG750>

<https://www.youtube.com/watch?v=0aVN4zk0aQU>

Level 3 Videos

<https://www.youtube.com/watch?v=0h946YYIH1M>

<https://www.youtube.com/watch?v=rJL-32qU9AM>

<https://www.youtube.com/watch?v=3ARNqyQ0CuY>

<https://www.youtube.com/watch?v=pnXJGNo08v0>

Online Coin Games:

Level 1

http://www.abcya.com/learning_coins.htm

<https://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

<https://www.turtlediary.com/game/identifying-coins.html>

Level 2

http://www.abcya.com/counting_money.htm

<http://www.roomrecess.com/mobile/CoinsForCandy/play.html>

<http://www.mathgametime.com/games/coin-counting>

EXPLANATION

Students will work in pairs and explain to each other how they can identify the different types of coins. Each group will have one of each coin, so that they can point out the attributes of those coins as they explain to their partner. The teacher will monitor student conversations and ask clarifying questions. If students disagree with their partner, they will refer to the videos from the exploration section.

What is this coin? What is on the front of the coin? The back of the coin? How would you describe this coin? Do you notice any details about this coin? What do you notice about the shape? Size? Color? Texture?

What technology could be used to encourage students to share findings/understanding?

iPads, and video QR codes

Level 2 Videos:

<https://www.youtube.com/watch?v=RVpcZ5obmsM&t=32s>

<https://www.youtube.com/watch?v=9HFqc5P6kHl>

<https://www.youtube.com/watch?v=aajLkveG750>

<https://www.youtube.com/watch?v=0aVN4zk0aQU>

ELABORATION

Students will come back together in whole group and students will volunteer to explain to the group how to identify one type of coin until each coin has been identified. They will also discuss the purpose of money again and refer to the picture from the engage portion of the lesson. They, they will play a coin sorting game where they must run down to a bucket of coins, and get one coin, and they return to their group and sort the coin correctly into 4 labeled cups.

Vocabulary: pennies, dimes, nickels, quarters, money, penny, dime, nickel, quarter, coins, value

Students will discuss how and why we need coins in real life.

- What are some things we might need coins for?
- What are some things you have used coins for?

EVALUATION

- The teacher will observe students during the explore, explain and elaborate to see which students seem to be grasping the concepts.
- At the end of the lesson there will be a more formal evaluation as well.
- Students can choose to show their learning in the evaluation part of the lesson through creating a video explaining the different types of coins and showing the coins as they name them. They can also draw what they have learned by doing coin rubbing and correctly labeling them. Their final choice will be to create a Pic Collage and correctly label all coin types.
- All students will post their work on SeeSaw.

What technology could be used to evaluate students during or at the end of the lesson?

iPads with camera app.

iPads with Pic College app.

iPads with SeeSaw app.

Amanda Morrison, Instructional Coach, Lancaster High School, Lancaster ISD, Texas

In this AP US History lesson plan, Amanda Morrison shares blended tools and frameworks to offer a student-centered and highly collaborative learning experience. Amanda has thoughtfully considered students of varying readiness and offered leveled options and choices throughout her well-blended lesson. She details organizational platforms and scaffolding elements to anchor the lesson and unify students as they collaborate to target common outcomes. Amanda has explored many of the technology resources discussed in the UTeach Blended Learning course series and challenges students to take part in online discussion and peer review. She further offers choice of media for students to create work products and share learning.

Subject area / course / grade level: AP US History, grade 11

Materials/Technology:

- Canvas
- <https://youtu.be/LljCzkPasuk>
- Google Docs

TEKS/SEs: (AP Standards)

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.

Lesson objective(s): Students will analyze the Lincoln-Douglas Debates to compare and contrast each candidate's ideas of slavery and equality and the culminating election of 1860.

Differentiation strategies to meet diverse learner needs:

Students will select their choice of product based on interest and ability level. Content and process will be differentiated in the following way:

- Advanced Students: Provided websites to view full texts/speeches from Lincoln-Douglas Debates.
- Medium Students: Provided critical excerpts of texts/speeches from the Lincoln-Douglas Debates.
- Struggling Students: Critical excerpts of texts/speeches provided on Google Docs with key vocabulary/concepts highlighted and explained.

ENGAGEMENT (5 min)

Teacher will present a quick video "Sound Smart: The Lincoln Douglas Debates."

Students will access a KWL chart located on the Google Team Drive. Students will explain what they know and want to learn about the Lincoln Douglas Debates.

What kind of questions should the students ask themselves after the engagement?

- How did Lincoln and Douglas start out as allies?
- Why was Kansas statehood significant to the debate?
- What reasons might Lincoln have for distrusting Douglas?

What technology could be used to enhance engagement?

- Sound Smart: The Lincoln Douglas Debates:
<https://www.youtube.com/watch?v=LljCzkPasuk&feature=youtu.be>
- Google Docs (Team Drive) KWL Chart

EXPLORATION

Students will analyze critical texts from the Lincoln Douglas Debates.

- Advanced Students: <https://www.nps.gov/liho/learn/historyculture/debates.htm> (Full texts)
- Medium Students: <https://tinyurl.com/lincolndouglas>
- Struggling Students: <https://tinyurl.com/lincolndouglas> (CliffsNotes/annotations available through Google drive.)

List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration.

- Describe the positions articulated by Abraham Lincoln and Stephen Douglas on the issues of the expansion of slavery.

What technology could be used to enhance exploration of the learning objectives?

- Google Docs
- History Channel Online
- Lincoln Douglas Debates Excerpts

EXPLANATION

Students will design a graphic organizer of their choice to compare and contrast to chart the main arguments of each candidate on the subject of slavery and equality.

Higher Order Thinking Skills (HOTS)

How did the Lincoln-Douglas Debates shape the political debates over slavery?

What was the immediate and long-term outcome of the Lincoln-Douglas Debates?

What technology could be used to encourage students to share findings/understanding?

Students will respond to the KWL Chart with their new learning with an opportunity to extend on their classmates' entries.

Students will share their graphic organizers through Google Classroom. Students will review and provide feedback to at least 3 Comparison Charts. Students may add detail to their charts based on their peer review and feedback.

ELABORATION

Students will explore historical context of slavery during the 1800s and today by addressing the prompt: Explain the significance of how the Lincoln-Douglas debates viewed the issue of freedom and equality. To what extent do the arguments remain true today?

Students will create a product that demonstrates the students understanding of freedom and equality from Revolutionary Era, Antebellum Era and today. Products could include:

- Write an essay, poem, or song that explains freedom and equality over time.
- Create an illustration (digital or hand drawn) showing freedom and equality over time.
- Borrow other's ideas- Find a literary/musical piece (ie MLK Speech, Langston Hughes Poetry, Current Music) that explains freedom and equality over time. Students will have to provide analysis of the piece in a writing.

Students will continue to develop their understanding of how the ideas of **freedom** and **equality**, have changed over time leading to the current reality.

What technology could be used to enhance elaboration?

Google Docs, Storyteller.net, toontastic, historychannel.com, canvas

EVALUATION

Throughout the lesson, students will have products that will show to what extent students have mastered the objective:

KWL- Students should continuously add information to the KWL chart under what they learned or questions that arise as they research and create products.

- Graphic Organizer
- Peer Review/Discussion Board
- Change Over Time- This is essentially the culminating product. As I address the multiple check points above, I will evaluate the facts and figures students must understand; the Change over Time activity provides an opportunity to discover what connections students have made to the content in their own lives as well as providing opportunity to discover what they may understand about the Civil Rights Movement they will be studying in the future instructional units.

What technology could be used to evaluate students *during or at the end of the lesson*?

Google Drive, Canvas, Discussion Boards

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please contact:**

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