

TPACK/ SAMR ACTIVITY DESIGN

Your assignment is to design a lesson/activity that incorporates the elements of TPACK, or SAMR, standards, and a focus on specific technology that will help the class in meeting your teaching goals.

([HYPERLINK"https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about"](https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about) Here is a list of classroom tools if you need ideas).

** Refer to the grading rubric in the syllabus for assignment expectations. A complete sentence is appropriate for short responses. A paragraph-length response is appropriate for longer responses.

Your name: Andrea Shoemaker
Grade level for the activity: First Grade
Content area (math, ELA, science, etc...): Language Arts
Integration model (TPACK or SAMR): TPACK
Technologies integrated: SMARTboard, Ipads (If applicable)
Activity title: Sequencing events in a story read
Class demographics (describe your students): <ul style="list-style-type: none">● First Graders● All levels of readers● All English speakers except a couple ELL students within the class● Language Arts block, morning
Activity overview (describe the activity): <ul style="list-style-type: none">● Students will be sitting in partners, each set of partners having their own copy to share of "A Very Hungry Caterpillar"● The students will follow along as the teacher reads the story out loud. This will be the second read. The lesson prior, the day before, they will have already heard the book read to them once.

- The SMARTboard will have places for 1-7 and pictures of what is happening in the book. Together the students will place the photos in order, sequencing the events. Volunteers will be taken to get students up to the SMARTboard and using it.
 - The events of the story will be in pictures for the students to move into the places of 1-7 to sequence, using the touch screen
 - If IPADS are available, students will be able to have the same app that is on the SMARTboard in front of them on their Ipad and can participate in the sequencing activity while the teacher is conducting it on the board.
- After the activity is completed on the SMARTboard, students will get discuss with their partners and retell the story using the sequencing activity on the board.
- Students will then switch partners and retell the story again, using the activity as a reference.

Activity goal (describe what the activity will accomplish): The goal is for the students to listen or read a text, be able to sequence the events that are happening, and then be able to verbally retell the story to their partners.

Standards covered (pick from State, CCSS, NGSS, etc): Common Core:
CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Procedure (describe the steps students will follow):

- Students will enter the classroom and get settled.
- Students will sit with their partners and follow along with the story as the teacher reads it.
- Students will then participate in the activity on the SMARTboard with volunteers coming up to move the pictures into the 1-7 spots in order to sequence.
- Students will then discuss/retell the story, using the activity on the SMARTboard as a reference, with their partner
- Students will then switch partners and retell again.

Assessment (describe how you will assess student understanding):

- In order to assess students' understanding, they will draw pictures to retell the story, in order. They will do this for homework. This is much like the sequencing activity, but they are doing it on their own for homework and drawing instead of verbally retelling the story or writing. This allows the teacher to truly see if the

students comprehended sequencing and understood the order in which they would retell the story.

- Drawing it allows for them to feel less stressed because they won't be asked to write.

Personal reflection (discuss how the activity you designed covers TPACK/SAMR principles):

- This activity covers the TPACK principles for several reasons. The technological aspect is that students are using the SMARTboard and possibly Ipads. Students will use these to sequence events. They will be interactive by getting up and moving to come up to the board and move the events into their place. The lesson demonstrates content knowledge because the students are working towards retelling the story, a common core content standard. The sequencing helps them to organize and then more easily retell the story. Lastly, there is a lot of pedagogical content on the teacher's end. It is important to recognize that part of the lesson requires students to work in partners and another portion is whole group discussion. Additionally, students are receiving direct instruction while the teacher is reading the story to them. This provides multiple mediums for the students to receive the instruction. They are also able to hear the story while visually looking at it. The same goes for the activity on the SMARTboard. The students hear the teacher talk while volunteers are placing the events in order. They can visually see the events and hear their teacher say them outloud, as well as themselves and their peers when they partner up to retell. These different mediums of teaching and incorporating the technology ensures that more students are able to understand and gain from the material.
- The technology supplements the content and supports the students' learning of the material. It does not take away or distract because the activity will be designed to go right with the lesson and enhance their overall understanding and organization of events.
- This lesson uses the TPACK principles in order to improve learning.