Lesson Plan for Henrico 21 Awards

Lesson Title: There's an APP for That!
Lesson Submission Number:
Target Grade/Subject: 3rd and 4th skill building
Length: *(total class minutes required to complete)*
5-10 mins. per day to master skills; 90 mins. of class time to create App

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Summary: *(Summarize your lesson in 250 words or less)*
Students will display knowledge of a skill mastered in the classroom through an ongoing interactive bulletin board. The board will be composed of individual student-designed app icons with corresponding QR codes that once scanned display the students teaching the skill mastered. Teachers at the school will be contacted to communicate what skills are being displayed on the board allowing other students to learn from the projects.

Essential questions: *(What are the foundational questions that students should be able to answer after this lesson?*
Can I organize my thoughts in a meaningful way in order to teach my skill?
Can I create a project to explain my skill?
Can I show an understanding of my skill?

Lesson Development:
Process/Tasks/Assessment: *(Describe what the teacher and students are doing during this lesson. Include details about particular tasks and essential resources/tools. Include a description of the artifact that you will collect as evidence of content/skill mastery and state how you will communicate your assessment expectations to the students.)*

1. Students meet with teachers and select a skill to be mastered. A checklist with the skill listed is completed by the student indicating how the skill will be shown and tracking progress. Once a day, the students work on their individual skill for 5-10 minutes. Once the skill has been mastered, the form includes a planning area to begin project.
Skill Achievement Form

2. To begin the project, the student and teacher discuss the best format to showcase his or her individual skill using various forms of technology. An appointment is made with the technology coordinator for the school where various project options are discussed. Students may choose more than one way appropriate to display their knowledge.

3. Once the project format is selected, class time is dedicated to helping the student create his or her project. Each project is individualized to the skill being displayed by the student.

4. Once completed, the student designs his or her App icon and a QR code is created to be displayed on the interactive board. After the project, the student completes a self-reflection

sheet that discusses their feelings about being able to master and teach a skill.
Student Self-Assessment and Reflection Form

5. When a student masters a skill, he or she will begin working on a new skill/project.

Artifact: App created to display the skill taught by the student.

Note: If you cannot scan these codes you can click on them to be taken to the web links associated with both,
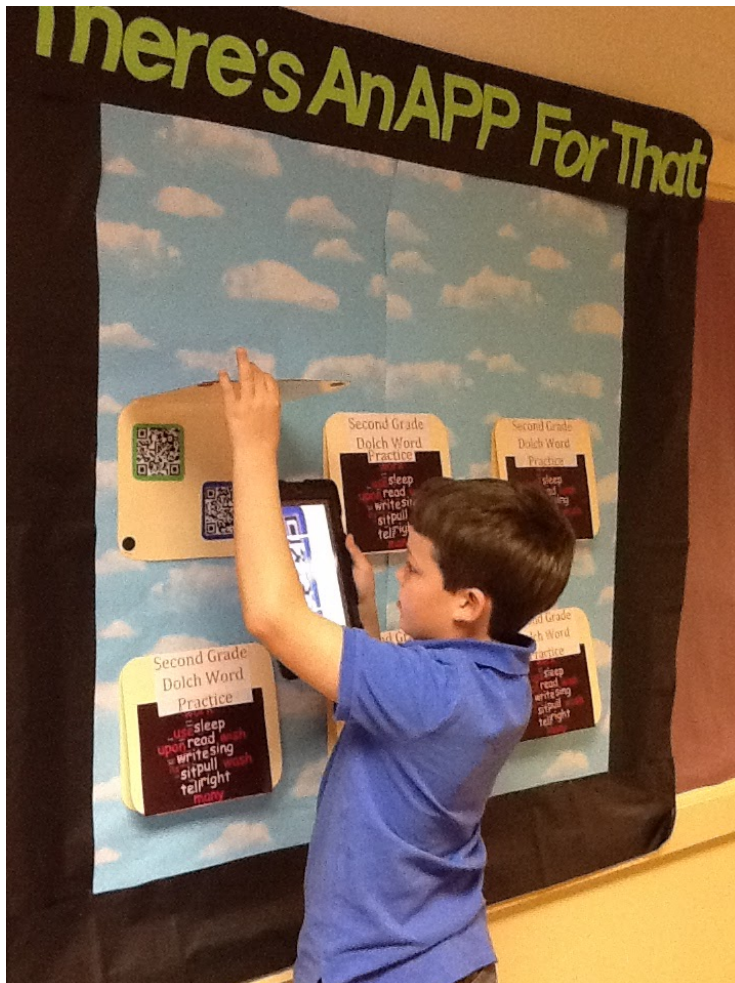

Interactive Bulletin Board - as student's continue to master additional skills, "apps" will be added to feature those skills.

Student Interaction with Bulletin Board

TIP Chart Assessment:

Categories:
Research and Information Fluency: Idea/Target- Students are selecting appropriate technology tools and informations sources to be able to complete digital projects. They must Assemble and synthesize information to address authentic tasks. They are working on assembling and organizing their information in order to re-teach it to their peers. Finally, students are using tools to powerfully display and interact with information.

Communication and Collaboration: Approaching - students are working individually and/or in groups to create a digital project to communicate and collaborate with their peers.

Critical Thinking and Problem Solving: Idea/Target - Students are required to apply digital tools to think critically and solve open ended authentic tasks that require higher order thinking skills. They must select the most appropriate digital tools, as well as questioning, critical thinking and problem solving strategies to solve authentic tasks related to the app they choose to create. Finally, students reflect on their roles as critical thinkers and/or problems solvers and set goals for future growth.

Creativity and Innovation: Target - In order to create a successful app a student must synthesize existing and self-generated knowledge to create new ideas and products within and beyond assignment parameters. Also they choose strategic risks that support innovation. Finally, they reflect on the creative/innovative process and set goals for future growth.