Lesson Title:

Grade Level:

Subject:

Time frame:

Learning Goals

Learning Goals	Goal 1	How will they be met
Content Specific Goals		
Technology-based Goals (NETS-S) ☐ **Empowered Learner** ☐ **Digital Citizen** ☐ **Knowledge** **Constructor**		

☐ Innovative Designer ☐ Computational Thinker ☐ Creative Communicator ☐ Global Collaborator		
Other Goals		

Materials Needed for Lesson (tech and non-tech)	

Lesson Overview

Lesson Overview: Share how the activities in the lesson will help to meet the learning goals. How will technology play a role in meeting the learning goals?

Triple E Framework Considerations

Share which technology tools you plan to integrate into the lesson. Describe how each tool will help to meet your learning goals. In addition, share the instructional practices that you plan to develop in conjunction with the tool to optimize the learning.

Name of Tool	Tool #1	Tool #2	Tool #3	Tool #4
Learning goal(s) met by using the Tool				
How is the Tool Being Integrated Team, individual, pairs, or other?	☐Individual ☐Pairs ☐Teams ☐Other	☐Individual ☐Pairs ☐Teams ☐Other	☐Individual ☐Pairs ☐Teams ☐Other	☐Individual ☐Pairs ☐Teams ☐Other

What features of the technology tool have elements of engagement? Answer the Triple E Engagement questions concerning how technology can bring about co-use, time-on-task learning and focus on the learning goals. Anywhere there is a lower score (less than 4), consider adding in instructional moves in the notes to help push the score up! Some instructional moves are listed in the rows below.	Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)? No=0, Somewhat=1, Yes=2 Can the technology motivate students to begin the learning process? No=0, Somewhat=1, Yes=2 Can the technology cause a shift in behavior, from more passive to active social learners (co-use)? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**	Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)? No=0, Somewhat=1, Yes=2 Can the technology motivate students to begin the learning process? No=0, Somewhat=1, Yes=2 Can the technology cause a shift in behavior, from more passive to active social learners (co-use)? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**	Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)? No=0, Somewhat=1, Yes=2 Can the technology motivate students to begin the learning process? No=0, Somewhat=1, Yes=2 Can the technology cause a shift in behavior, from more passive to active social learners (co-use)? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**	Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)? No=0, Somewhat=1, Yes=2 Can the technology motivate students to begin the learning process? No=0, Somewhat=1, Yes=2 Can the technology cause a shift in behavior, from more passive to active social learners (co-use)? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**
Which teaching moves could be integrated to aid technology in helping students engage in the learning goals? In other words, what is lacking in the technology tool (from the score above) that	☐ Guided practice ☐ Modeling thinking ☐ Modeling navigation of the tool	☐ Guided practice ☐ Modeling thinking ☐ Modeling navigation of the tool	☐ Guided practice ☐ Modeling thinking ☐ Modeling navigation of the tool	☐ Guided practice ☐ Modeling thinking ☐ Modeling navigation of the tool

could be improved by good instructional strategies. Which strategies listed might be helpful. Note: This is just a suggested list.	☐ Software tour ☐ I do, we do, you do ☐ Teacher monitoring ☐ Student self-reflective monitoring ☐ Co-use or co-engagement ☐ Purposeful partnering ☐ Gradual release of learning ☐ Create a mentor text ☐ Share-aloud ☐ Turn and talk ☐ Switcheroo ☐ Other	☐ Software tour ☐ I do, we do, you do ☐ Teacher monitoring ☐ Student self-reflective monitoring ☐ Co-use or co-engagement ☐ Purposeful partnering ☐ Gradual release of learning ☐ Create a mentor text ☐ Share-aloud ☐ Turn and talk ☐ Switcheroo ☐ Other	☐ Software tour ☐ I do, we do, you do ☐ Teacher monitoring ☐ Student self-reflective monitoring ☐ Co-use or co-engagement ☐ Purposeful partnering ☐ Gradual release of learning ☐ Create a mentor text ☐ Share-aloud ☐ Turn and talk ☐ Switcheroo ☐ Other	☐ Software tour ☐ I do, we do, you do ☐ Teacher monitoring ☐ Student self-reflective monitoring ☐ Co-use or co-engagement ☐ Purposeful partnering ☐ Gradual release of learning ☐ Create a mentor text ☐ Share-aloud ☐ Turn and talk ☐ Switcheroo ☐ Other
What features of the technology tool include elements to enhance student learning?	Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals	Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals	Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals	Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals

Answer the Triple E Enhancement questions concerning how technology can bring about learning supports/scaffolds, higher-order thinking, and value-added over traditional tools. Anywhere there is a lower score (less than 4), consider adding in instructional moves in the notes to help push the score up! Some instructional moves are listed in the rows below.	(possibly use higher-order thinking skills)? No=0, Somewhat=1, Yes=2	(possibly use higher-order thinking skills)? No=0, Somewhat=1, Yes=2	(possibly use higher-order thinking skills)? No=0, Somewhat=1, Yes=2	(possibly use higher-order thinking skills)? No=0, Somewhat=1, Yes=2
	Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)? No=0, Somewhat=1, Yes=2	Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)? No=0, Somewhat=1, Yes=2	Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)? No=0, Somewhat=1, Yes=2	Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)? No=0, Somewhat=1, Yes=2
	Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**	Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**	Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**	Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools? No=0, Somewhat=1, Yes=2 Score=___/6 **NOTES:** **Teaching Moves Included (From list below):**
Which teaching moves could be integrated to aid technology in enhancing the	☐ Active listening ☐ Switcheroo	☐ Active listening ☐ Switcheroo	☐ Active listening ☐ Switcheroo	☐ Active listening ☐ Switcheroo

learning goals? In other words, what is lacking in the technology tool (from the score above) that could be improved by good instructional strategies. Which strategies listed might be helpful. Note: This is just a suggested list.	☐ Self reflective practices ☐ Visible thinking routines ☐ Graphic organizers ☐ Visual representations of learning ☐ Reflective notebooks ☐ Anticipation guides ☐ Questioning practices ☐ Predicting ☐ Differentiation ☐ Personalization ☐ Share-aloud ☐ Other	☐ Self reflective practices ☐ Visible thinking routines ☐ Graphic organizers ☐ Visual representations of learning ☐ Reflective notebooks ☐ Anticipation guides ☐ Questioning practices ☐ Predicting ☐ Differentiation ☐ Personalization ☐ Share-aloud ☐ Other	☐ Self reflective practices ☐ Visible thinking routines ☐ Graphic organizers ☐ Visual representations of learning ☐ Reflective notebooks ☐ Anticipation guides ☐ Questioning practices ☐ Predicting ☐ Differentiation ☐ Personalization ☐ Share-aloud ☐ Other	☐ Self reflective practices ☐ Visible thinking routines ☐ Graphic organizers ☐ Visual representations of learning ☐ Reflective notebooks ☐ Anticipation guides ☐ Questioning practices ☐ Predicting ☐ Differentiation ☐ Personalization ☐ Share-aloud ☐ Other
How does the technology extend the learning goals?	Can the technology create opportunities for the students to learn outside the	Can the technology create opportunities for the students to learn outside the	Can the technology create opportunities for the students to learn outside the	Can the technology create opportunities for the students to learn outside the

Answer the Triple E Extend questions concerning how technology can bring about learning that connects to everyday life, allows learners to continue to learn 24/7 and helps them develop soft skills. Anywhere there is a lower score (less than 4), consider adding in instructional moves in the notes to help push the score up! Some instructional moves are listed in the rows below.	typical school day? No=0, Somewhat=1, Yes=2	typical school day? No=0, Somewhat=1, Yes=2	typical school day? No=0, Somewhat=1, Yes=2	typical school day? No=0, Somewhat=1, Yes=2
	Can the technology create a bridge between school learning and everyday life (authentic experiences)? No=0, Somewhat=1, Yes=2	Can the technology create a bridge between school learning and everyday life (authentic experiences)? No=0, Somewhat=1, Yes=2	Can the technology create a bridge between school learning and everyday life (authentic experiences)? No=0, Somewhat=1, Yes=2	Can the technology create a bridge between school learning and everyday life (authentic experiences)? No=0, Somewhat=1, Yes=2
	Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)? No=0, Somewhat=1, Yes=2	Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)? No=0, Somewhat=1, Yes=2	Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)? No=0, Somewhat=1, Yes=2	Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)? No=0, Somewhat=1, Yes=2
	Score=___/6	Score=___/6	Score=___/6	Score=___/6
	NOTES:	**NOTES:**	**NOTES:**	**NOTES:**
	Teaching Moves Included (From list below):	**Teaching Moves Included (From list below):**	**Teaching Moves Included (From list below):**	**Teaching Moves Included (From list below):**
Which teaching moves could be integrated to aid technology in extending the learning goals? In other words, what is lacking in the technology tool (from the score above) that could be improved by good instructional strategies. Which strategies listed might	☐ Real world issues ☐ Partner with real world organizations ☐ Connect with authentic experts ☐ Engage students in	☐ Real world issues ☐ Partner with real world organizations ☐ Connect with authentic experts ☐ Engage students in	☐ Real world issues ☐ Partner with real world organizations ☐ Connect with authentic experts ☐ Engage students in	☐ Real world issues ☐ Partner with real world organizations ☐ Connect with authentic experts ☐ Engage students in

be helpful. Note: This is just a suggested list.	authentic discourse with others ☐ Pen Pals ☐ Student's investigate and direct their own project ☐ Role playing ☐ Use authentic tools that are prominent in everyday life ☐ Other	authentic discourse with others ☐ Pen Pals ☐ Student's investigate and direct their own project ☐ Role playing ☐ Use authentic tools that are prominent in everyday life ☐ Other	authentic discourse with others ☐ Pen Pals ☐ Student's investigate and direct their own project ☐ Role playing ☐ Use authentic tools that are prominent in everyday life ☐ Other	authentic discourse with others ☐ Pen Pals ☐ Student's investigate and direct their own project ☐ Role playing ☐ Use authentic tools that are prominent in everyday life ☐ Other
Lesson set up. **How will I prepare for this piece of technology in this lesson?** **What do I need to do to get the technology ready?** ✓ **Selecting the just right tool or part of the resource** ✓ **Setting up Accounts**				

✓ **Differentiating** ✓ **Personalizing** ✓ **Creating models or mentor**				
Assessment **How will you assess the activities happening through the tool?** ✓ **Monitoring/observations** ✓ **Formative assessment** ✓ **Informal assessments** ✓ **Summative assessment**	.			

Procedures

What is the minute-to-minute activity that will be happening in the lesson. Describe what the teacher is going to do and say, as well as what the students are going to do.

Time stamp and what is	What are the students going to do?	What is the teacher going to say?

the teacher going to do		