	Technology	Equity	Health 🗔	ELL	Spec. Populations
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BTSA Induction Standards-Based Lesson Planner Template

The lesson Planner is one tool that may assist you in developing standards-based lesson plans in a systematic manner.

Lesson Title:	Technology: Robotics Introduction
Results Focus:	Students will be able to navigate through the robotics program and read and interpret the directions given.
Unit Big Ideas Appropriate to this Lesson	Students will apply critical thinking skills to learn how to navigate through the appropriate program for robotics.
Essential Questions Appropriate to this lesson	What role will robots have in the future? What role do robots play presently in our lives? How will society develop ethical guidelines for robots?
Subject(s):	This lesson will address both Science and Language Arts.
Academic Content Standards Addressed	Science Investigation and Experimentation 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.
	Language Arts-Reading 2.0 Reading Comprehension (Informational Materials) <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order.
Unit Knowledge & Skills Objectives:	The students will be able to navigate through the robotics program on the lap top individually.

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Student Assessment strategies	The students will be assessed by completing a handbook and journal throughout the entire program. I will assess on the first lesson a questionnaire about robots, their features and functions. The students should be able to give a brief overview after navigating through the program. The same worksheets will be given to the students again at the end of the program to assess differences from their perspective from the beginning to the end of the program.					
"Hook" Background, Prior Knowledge:	I will get the students interested in the topic by asking students what they know about robots. We will share their responses and I will then ask students to give a brief synopsis of what they did last year for their robotics curriculum so they can share with new students. I will then let students know that we will be navigating through the program so they can get an idea of what is going to be expected of them when building the program.					
Time:	8:50 – 10:20 A.M	И.				
Teacher-Led Instruction/Guided Practice:	with another stu	esson by having a student pair up dent in the class so that they can and work cooperatively with one				
	I will give direct instruction by showing the students the lap top screen on the projector, so students can view both the classroom screen and their own screens. The instruction will also be guided because we will be navigating through the program together. The students will be actively engaged because they will have their own lap tops to follow along.					
	Diffe	erentiation of Instruction				
Levels	Differentiated	Content- Science and Language Arts. The students will be investigating				
GATE/High Achievers,	The students will be given choices and an opportunity to help another student or work to be challenged with another	 how to build a robot and experimenting by taking the necessary steps to program their completed robot. Activities- Students will pick their partners. Handout lap tops to student pairs. Go over the main menus for the 				

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	acto ctudont	rehation are gran			
	gate student.	robotics program. - Students will get an opportunity to			
At Grade Level,	Students will	navigate through the program.			
,	also get an				
	opportunity to choose their	Product The end result of the entire project			
	partners. They	will be a programmed robot.			
	will be sup-	- Students will navigate the robotics			
	ported by their peers.	program with direction.			
	peers.				
Below Grade Level,		le to choose their own partner and will			
	be supported by the	e teacher.			
ELL	Students will also b	e able to choose their own partner will			
	•••	e teacher and the instructions of the lap			
	top.				
	Teaching &	The students will be instructed			
	Grouping	in a whole class, guided instruction			
	Strategies	atmosphere. Students will work in pairs they choose.			
Resources needed	The students will use lap tops, projector, Lego				
	pieces, robotic kits, and their handbooks.				
Closure	We will do a class review of the steps we took to				
	0	the program. Students will share			
	5	re interested in creating and how obotics program to do just that.			
		obolics program to do just that.			
Post Lesson	I will evaluate how	v I introduced the topic and			
Reflection/Assessment		ic to the class. It is my first time			
	•	on, so I'm sure there will be			
		will deal with as they come up. I will ssessments to check for confusion			
		lescribing the navigation			
	procedures.				
Next Steps	Throughout the le	esson I will be monitoring student			
	Throughout the lesson I will be monitoring student progress and will need to re-teach navigation skills to				
	those students who are struggling in an individual				
	and small group basis. I will also re-teach and give				
	mini lessons to those students who show they need extra support from assessing their performance from				
	the handout they receive.				
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Arcadia Standards-Based Lesson Planner Template

The lesson Planner is one tool that may assist you in developing standards-based lesson plans in a systematic manner.

Lesson Title:	
Results Focus:	
Unit Big Ideas Appropriate to this Lesson	
Essential Questions Appropriate to this lesson	
Subject(s):	
Academic Content Standards Addressed	
Unit Knowledge & Skills Objectives:	
Student Assessment strategies	

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"Hook" Background,		
Prior Knowledge:		
Time:		
Teacher-Led		
Instruction/Guided		
Practice:		
Flactice.		
	Diffo	rentiation of Instruction
Levels	Differentiated	
Leveis		Content-
	What tasks will	
GATE/High Achievers,	students be asked	Activities-
	to do that are	
At Grade Level,	appropriate to their	Products-
,	individual ability	
	levels?	
Bolow Crode Loval		
Below Grade Level,	Teaching &	
	Grouping	
ELL	Strategies	
Resources needed	<u>on aregioe</u>	
Resources needed		
Closure		
Closure		
Dest Lesser		
Post Lesson		
Reflection/Assessment		
Next Steps		

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