

## Lesson Plan

Lesson Segment Focus Learning to use and create QR codes

Lesson 1 of 1

Course &amp; topic addressed Researching topics

Date 08/22/2022 Grade 3<sup>rd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to scan and create QR codes. Students will have a better understanding of how to research/find information.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The connection is the prior practice period given to students to learn proper ways of research and how to scan and create QR codes.
Knowledge of students background (personal, cultural, or community assets)	Knowledge will be gained through my personal contact with families in getting the family involved in the student's education.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p><b>3-LS2-1 Construct an argument that some animals form groups that help members survive</b></p> <p><b>3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago</b></p> <p><b>3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all</b></p>
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	As a group, exploring a couple of websites to add environmental texts and developing academic language. Questions and answers regarding those websites will be addressed in our groups.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>QR Code</b>
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	<b>Scanner</b>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Ipads QR code scanner and creator app
Materials needed by students for <b>this lesson.</b>	Ipads QR code scanner and creator app Poster boards Printer to print out QR codes Loose leaf paper Markers Glue Pencils *any other creative materials to spice up project board that students feel they need.*

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	As the teacher, I will provide my students with different QR codes linked to different topics such as, Biomes, specific countries, towns, and animals. All of these topics will be research topics for students to scan the QR codes and learn about each topic. Students can also find their own links to research if they would like. I will then combine students into small group instruction pods no bigger than 4 in a pod. I will have the students conduct their own research over their topic. Once students have done their research and kept a record of the websites they have visited, I will go over how to create their own QR codes using the scan QR code app on the school iPads. I will then have students create their own QR codes to the websites they found as well as a QR code to the link of the essay topic.
	<b><u>Instruction:</u></b>	The students will be given multiple topics to preform their own research studies. Topics will include biomes, specific countries, towns, and animal. Students may choose other topics if they would like. These are brief ideas given to them to get started. Students will then break off into small group instruction pods, no bigger than 4 per pod. Students will use their school issued iPads to conduct their own research about their topics on the internet using only .org and .edu sites. Once students have

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		collected enough data/websites they will then learn how to use the scan QR code app, that is already downloaded on their iPads. Once they become familiar with the functions of the app, they will then create QR codes for their url websites and group written essay. Students will then create a large poster board theme with their topic, and printed out QR codes. Once these projects are finished groups will rotate to each board scanning QR codes and learning about each topic chosen. Each group will also have created their own ten question multiple assessment related to their project for all students to complete after they have finished the rotations.
	<b><u>Closure:</u></b>	After projects are finished and students have scanned all created QR codes and read all needed information, they will then be able to do large group discussion about each topic they read and learned about. As a class, we will vote on most presentable group project.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	To modify my instruction, I will go over instructions with the class to be sure everyone understands them and then I will be giving each group my one on one instruction.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will give the students my example of QR projects. We will have a practice period to include the scanning process, the creating process, and the research process.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students?	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Z0J:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>