

“Kerproof” Mini Lesson Plan

The lesson will cover Kindergarten Math lesson about the order of time of the day; daytime, nighttime. The students are grouped into 5 members, each group will create a picture that describe day and night. The class will use the application “Kerproof” in creating their pictures. Their pictures should include appropriate setting, characters- doing activities they do during those times and with dialogues. The groups will be provided a Step-by-step procedure in creating their slideshow. At the end of the lesson, each group will present their pictures to class by reading the characters’ dialogues. The lesson will be completed in 3 days. The students will be assessed by their technical ability (see technology standards) and oral presentation (see rubric attached).

Kindergarten CEF:

Math:

- (K)3.3 identify day, month, and year using a calendar
- (K)3.4 recite in order the days of the week [NS/PS 3.K.6]
- (K)4.6 put events in a logical sequence [4.K.9]

Technology:

- (K)2.6** Demonstrate proper navigation of the desktop, which includes:
 - a. appropriate cursor movement, b. opening and closing
- (K)2.8** Type simple words with guided instruction.
- (K)2.9** Use multimedia software.
- (K)4.1** Use technologies as an educational tool in all content area.

Objectives:

SWBAT identify and compare daytime and night time.

SWBAT identify the order of the day; morning, afternoon and evening.

SWBAT create a picture of “day” and “night” emphasizing their differences. The picture will include characters with dialogues.

SWBAT do a presentation of their work to class.

Materials:

The teacher will model the activity and use a laptop computer with Internet, connected to an overhead projector and smart board. TW use zip drive to save S presentations. SW also use Ts materials for their presentation.

Each student will have a desktop computer with Internet to access the application “Kerproof” installed.

Procedure:

Day 1: TW introduce the lesson by reading the story “Moonbear Shadow” by Frank Asch. T and SW discuss the reasons why the bear’s shadow changed throughout the story. TW talk about the position of the sun, etc. Then TW ask students the first thing they did that day and the activities that followed. TW draw a picture of each event in order for example: breakfast, school, dinner. TW explain that day and night are parts of the day and the pattern continues everyday. SW work independently and create a timeline using their activities that day.

Day 2: SW use the computer lab to work on their group’s graph. TW pass step-by-step guide in creating their graph. TW show each step on the smart board while SW follow and perform each step. SW work with their teams to create pictures of DAY and NIGHT. SW be guided in saving their work. TW then save to a zip drive.

Day 3: Each group will share their pictures in front of the class using projector and smart board. Each member will take turn speaking. During their presentation, SWBAT present at least 3 statements about their pictures.

Assessment:

SW be assessed formally using this *Rubric*:

Skill:	Points:	Student's Score:
Timeline activity	10	
Following step-by-step guide in creating pictures.	5	
Detailed pictures.	5	
Oral presentation, at least 3 statements for each picture.	5	
	Total Points: 25	Total score:

Differentiation:

ELL and Students with special needs: The step-by-step guide is projected in front of the class, T is modeling each step to scaffold. TW walk around and do a one-on-one guidance if needed. TW assign a capable student to be the leader of the group and guide group mates that need help.

GATE: TW assign them as group leaders. They will provide support to their group, initiate and/or conduct procedures in making pictures; characters, dialogues and details. They will lead the presentation (but also allow others to speak).

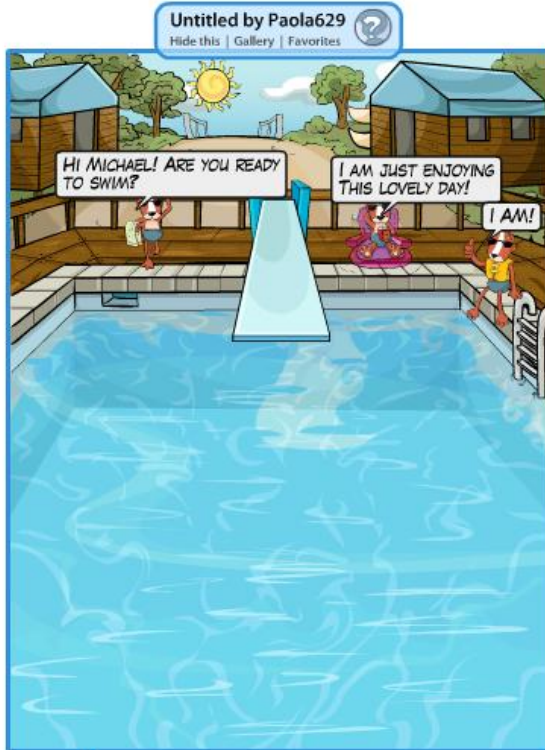
Resources:

<http://www.kerpoof.com/>

Submitted by:

Paola F. Santos

Student Sample:



DAY



NIGHT