

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.

<p>Student Assessment strategies</p>	<p>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.</p>	
<p>“Hook” Background, Prior Knowledge:</p>	<p>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.</p>	
<p>Time:</p>	<p>8:50 – 10:20 A.M.</p>	
<p>Teacher-Led Instruction/Guided Practice:</p>	<p>I will begin the lesson by having a student pair up with another student in the class so that they can share a lap top and work cooperatively with one another.</p> <p>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.</p>	
<p>Differentiation of Instruction</p>		
<p>Levels GATE/High Achievers,</p>	<p>Differentiated</p> <p>The students will be given choices and an opportunity to help another student or work to be challenged with another</p>	<p>Content- Science and Language Arts. The students will be investigating how to build a robot and experimenting by taking the necessary steps to program their completed robot.</p> <p>Activities-</p> <ul style="list-style-type: none"> - Students will pick their partners. - Handout lap tops to student pairs. - Go over the main menus for the

Arcadia Standards-Based Lesson Planner Template

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Essential Questions Appropriate to this lesson	
Subject(s):	
Academic Content Standards Addressed	
Unit Knowledge & Skills Objectives:	
Student Assessment strategies	

“Hook” Background, Prior Knowledge:			
Time:			
Teacher-Led Instruction/Guided Practice:			
	Differentiation of Instruction		
Levels GATE/High Achievers, At Grade Level, Below Grade Level, ELL	<table border="1"> <tr> <td style="width: 50%; vertical-align: top;"> Differentiated What tasks will students be asked to do that are appropriate to their individual ability levels? Teaching & Grouping Strategies </td> <td style="width: 50%; vertical-align: top;"> Content- Activities- Products- </td> </tr> </table>	Differentiated What tasks will students be asked to do that are appropriate to their individual ability levels? Teaching & Grouping Strategies	Content- Activities- Products-
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Resources needed			
Closure			
Post Lesson Reflection/Assessment			
Next Steps			

Technology Equity Health ELL Spec. Populations

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