**Lesson plan (# )**

| **Adopted from: Pixel Art****Authors: (Your sub group’s name here)****Eileen Steidle****Elba Cruz** | **Grade:** **2** | **Lesson duration:** **30-40 minutes** |
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| **Topic/Title of lesson: Fun with Pixel Art** |

| [**STANDARD(s) ADDRESSED**](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf)*(Include the performance expectation number and text of each standard.)* | **8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.****8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device** |
| --- | --- |
| **CS PRACTICE(s)** *that students will engage in throughout the lesson.* P [13-15](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) of NJSLS | **Students will collect and interpret data to recreate/create a visual presentation using google sheets.** |
| **CS CORE IDEA(s) or** **SUB-CONCEPT(s)** *related to the performance expectation(s).* P [20-34,](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) includes core idea and performance expectations which are useful for designing general goals, specific objectives, and learning criteria down below | **Individuals collect, use, and display a visual presentation using google sheets.** |
| **CENTRAL FOCUS** *(The central focus is an overarching goal of the lesson or big idea for student learning.)* | **The students will use google sheets to recreate a picture by counting cells and create a picture of their own. The students will use data to recreate a picture** |
| **EU/EQ** (*The enduring understanding(s) and/or essential question(s) that guide the lesson.)**Here are some useful examples from math:* [*https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf*](https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf) |  |
| **PRIOR KNOWLEDGE AND CONCEPTIONS** *(What prior knowledge, skills and/or academic language do these students need to have that will help them be successful with this lesson? Any misconceptions you may anticipate?)* | **Students need to have prior knowledge of google sheets.****Vocabulary: cell, insert, fill color** |

**UDL/PLANNED SUPPORT**

*(Discuss the universally designed decisions guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).*

| **UDL:***How are you universally designing your lesson with all your learners in mind? What other characteristics of diverse learners should be considered?* | **Multiple means of** [**representation**](https://udlguidelines.cast.org/representation) | **Multiple means of** [**action and expression**](https://udlguidelines.cast.org/action-expression) | **Multiple Means of** [**engagement**](https://udlguidelines.cast.org/engagement/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl) |
| --- | --- | --- | --- |
|  |  |  |
| **Additional ADAPTATIONS, MODIFICATIONS, and SUPPORTS for individual learners (IEPs, 504s, ELLs)** *If you were not able to meet your focus learners needs through UDL, what individual adaptations will you use to meet your focus learners needs (especially ELLS)* |  |

| **ACADEMIC VOCABULARY/****LANGUAGE (including different coding languages)/****SYNTAX (rules of how to combine symbols to make “correct” statements)**  | *Vocabulary:**x and Y axis, coordinates, rays, arrays, horizontal, perpendicular, pixel, cells**Language:**Syntax:* | *Describe the additional supports for each language demand in this lesson. Address both the whole class and individual needs.* |
| --- | --- | --- |
| **LEARNING OBJECTIVES** | **LEARNING CRITERIA** *(How will you know that students have met and/or are moving toward meeting that LO?)* | **ASSESSMENT** *(What will be the pre assessment, formative, or summative assessment(s) in this lesson?)* |
| **Should include both core ideas and concepts, and practices**  | * ***collect data using a computing device***
* ***interpret data using a computing device***
 | ***Completed student visual product.*** |

**MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY**

| **What resources and technology do you need to teach the lesson:** | **What materials, technology will students need?** |
| --- | --- |
| **Chromebooks****Google Account: Google Sheets, Google Classsroom** | **Chromebooks****Google Account: Google Sheets, Google Classsroom****Should reflect the UDL planned supports identified above****Teacher will closely monitor student performance and build student background knowledge** |

**INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES**

*(Describe explicitly what the teacher and the students will do to meet learning outcomes. Use bulleted or numbered list)*

|  | **What is the teacher doing?** | **What are students doing? (including adaptations)** |
| --- | --- | --- |
| **LAUNCH/****Beginning ( 10 mins)***How will you engage students and capture their interest? 3-7 minutes* | **Teacher reviews google sheets and shares the picture for students to recreate.** | **Students are activating their prior knowledge of google sheets.** |
| **LEARNING ACTIVITIES/****Middle ( mins)***“I do” “We do” “You do” How will you explain/ demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?* | **Teacher is creating the visual in google sheets for the student to recreate.****Example:**[**https://docs.google.com/spreadsheets/d/1nCuT98udTHwwC4nViRO4n34j2nNQT2-J6m5q\_Lm437U/edit#gid=941456295**](https://docs.google.com/spreadsheets/d/1nCuT98udTHwwC4nViRO4n34j2nNQT2-J6m5q_Lm437U/edit#gid=941456295) | **Student is using the data provided by the teacher to recreate the pixel art picture in google sheets.**[**https://docs.google.com/spreadsheets/d/1nCuT98udTHwwC4nViRO4n34j2nNQT2-J6m5q\_Lm437U/edit#gid=941456295**](https://docs.google.com/spreadsheets/d/1nCuT98udTHwwC4nViRO4n34j2nNQT2-J6m5q_Lm437U/edit#gid=941456295) |
| **CLOSURE/****End ( mins)***How will students summarize and state the significance of what they learned? 3-7 minutes* |  |  |
| **Extension/Reinforcement/Homework:**  |
| **Family/Community Engagement—** |

**\* Please attach copies of assessments and/or handouts to be used**