
	<p>Title of Lesson (Create a descriptive, catchy name for the lesson.) Authors School Division</p>	
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The following template can be used in the creation of effective, interactive, cross-curricular, media-rich NTTI lessons. Topic areas that are starred are those that are used in Media-Rich lessons.

Overview

Start with stating the topic and 2 or 3 keywords words. Then provide a brief description of what students will learn and do in the lesson. Summarize lesson goals and activities. Include references to use of Internet or other technologies.

Grades

List the lesson’s targeted grade levels.

Time Allotment

Estimate time needed to complete the lesson (excluding time needed for Community Connections and Cross-Curricular Extensions).

Learning Objectives

On completion of this lesson, students will be able to:

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This lesson addresses Va. SOLs:



List specific curricular objectives as student learning outcomes (student will be able to ...). Make sure objectives are assessable, and avoid inclusion of specific activities within a learning objective. In addition, reference specific Virginia SOLs by subject and number; noting national standards is appreciated, but optional.

Media Components

List video programs, Web applications and sites, and any other technology tools used in the lesson. When using copyrighted materials, make sure that you fully cite them. Use the form on unitedstreaming’s site for citing video clips. In addition, when using the Web, list the kind of Web application, give a 1-2 sentence description, and list any necessary plug-ins. For any other technology tools, list information necessary for a teacher to acquire it.

Materials and Student Handouts

List all teacher and student materials needed to implement the lesson. Include amounts needed per student and/or per group of (how many) students. If a lot of materials are used, reference the lesson section where they will be used. List any worksheets, lab or instruction sheets, resources or reference materials that will be distributed to students with this lesson. State whether they are included or where they can be acquired.

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Teacher Preparations

Instruct teachers to bookmark websites, load plug-ins, cue videotapes, and prepare student materials for any hands-on elements of the lesson.

Introductory Activity

Using the FPPF pattern described below, write a detailed description of activities, questions, and discussions that encourage higher order thinking, introduce the lesson, lead students to targeted concepts or objectives, motivate students, check for prior knowledge, introduce lesson vocabulary, and generate student questions.



When using video, highlight interactive techniques by indicating specific pause points, and their rationales. For each segment, use the pattern Focus, Play or Resume, Pause or Stop, and Follow-up to Focus tasks to extend thinking or understanding through questioning techniques. Include activities and discussion used between video segments.

When using the Web, describe procedures for teachers, specific questions for student interaction, sequence of Web events, and background information. Embed Web titles and URLs into the lesson description. Include activities and discussion used between Web uses.

Reminder: Number every activity used in a lesson section (even if there is only one).

1. Focus: Wherever video, websites or other media elements are used in the lesson, provide script detailing focus tasks that students must complete during media use, such as information or concepts they must identify. Tasks should encourage higher order thinking.

Activity: Conduct the activity with the students. If you are using video, begin the activity with the phrase “**PLAY:** start the video at” and identify the start point of the segment. For VHS video and streamed digital video that you are not starting at the beginning of the clip the start point of the segment must be identified by three cues. The first is the time counter; the second is a visual cue, that is, what a teacher will see in the video just before the start of the segment; the third is an audio cue, what a teacher will hear just before the start of the segment. If you are starting streamed digital video at the beginning of the clip, then the phrase “**PLAY:** start the video at the beginning of the clip.” is acceptable. Remember if you are returning to a video that has been paused the word **RESUME** should be used instead of **PLAY**. If you are not using video, substitute the phrase **Start the activity** for the word **Play** and tell what the students are doing and describe any interaction you would expect to have with the students while they are doing the activity. If you are using video end the activity with the phrase “**Pause:** the video at” and identify the pause point. For VHS and streamed digital video that is stopped before reaching the end of the clip, the stop point of the segment must be identified by three cues. The first is the time counter; the second is a visual cue, what a teacher will see in the video just before the end of the segment; the third is an audio cue, what a teacher will hear just

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before the end of the segment. If you are showing a streamed digital video clip all the way to the end, then the phrase “**STOP:** at the end of the video clip” is acceptable. Remember if the video is to be halted for more than two minutes, the word **Stop** should be used instead of **PAUSE**.

Follow-up: Script out the way that you would check for student comprehension on the completed activity. It should be easy to see how the follow-up questions relate to the focus tasks that were given the students at the start of the activity.

List questions and statements you would use to check for student comprehension on the completed activity as well as additional follow-up questions that require the students to think beyond Bloom’s comprehension level.

Learning Activities

Using the FPPF pattern described above, provide a detailed description of the steps, including interactions with students, that teachers will need to follow in order to successfully facilitate the lesson.

When using video, highlight interactive techniques by indicating specific pause points, and their rationales. For each segment, use the pattern Focus, Play or Resume, Pause or Stop, and Follow-up to Focus tasks to extend understanding through questioning techniques. Include activities/discussion used between video segments.



When using the Web, describe procedures for teachers, specific questions for student interaction, sequence of Web events, and background information. Embed Web titles and URLs into the lesson description. Include activities/discussion used between Web uses.

Number every activity in a lesson part (even if there is only one).

1. Focus: Wherever video, websites, or other media elements are used in the lesson, provide script detailing focus tasks that students must complete during media use, such as information or concepts they must identify. Tasks should encourage higher order thinking.

Activity: Conduct the activity with the students. If you are using video, begin the activity with the phrase “**PLAY:** start the video at” and identify the start point of the segment. For VHS video and streamed digital video that you are not starting at the beginning of the clip the start point of the segment must be identified by three cues. The first is the time counter; the second is a visual cue, that is, what a teacher will see in the video just before the start of the segment; the third is an audio cue, what a teacher will hear just before the start of the segment. If you are starting streamed digital video at the beginning of the clip, then the phrase “**PLAY:** start the video at the beginning of the clip.” is acceptable.

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interaction you would expect to have with the students while they are doing the activity. If you are using video end the activity with the phrase “**Pause:** the video at” and identify the pause point. For VHS and streamed digital video that is stopped before reaching the end of the clip, the stop point of the segment must be identified by three cues. The first is the time counter; the second is a visual cue, what a teacher will see in the video just before the end of the segment; the third is an audio cue, what a teacher will hear just before the end of the segment. If you are showing a streamed digital video clip all the way to the end, then the phrase “**STOP:** at the end of the video clip” is acceptable. Remember if the video is to be halted for more than two minutes, the word **Stop** should be used instead of **PAUSE**.

Follow-up: Script out the way that you would check for student comprehension on the completed activity. It should be easy to see how it relates to the focus tasks that were given the students at the start of the activity.



Culminating Activities

Further extend or reinforce the concepts in the lesson and bring closure by including an activity tied to the lesson objectives.

If more than one activity is used in a lesson part, then they are to be numbered.

1. Focus: Wherever video, websites, or other media elements are used in the lesson, provide script detailing focus tasks that students must complete during media use, such as information or concepts they must identify. Tasks should encourage higher order thinking.

Activity: Conduct the activity with the students. If you are using video, begin the activity with the phrase “**PLAY:** start the video at” and identify the start point of the segment. For VHS video and streamed digital video that you are not starting at the beginning of the clip the start point of the segment must be identified by three cues. The first is the time counter; the second is a visual cue, that is, what a teacher will see in the video just before the start of the segment; the third is an audio cue, what a teacher will hear just before the start of the segment. If you are starting streamed digital video at the beginning of the clip, then the phrase “**PLAY:** start the video at the beginning of the clip.” is acceptable. Remember if you are returning to a video that has been paused the word **RESUME** should be used instead of **PLAY**. If you are not using video, substitute the phrase **Start the activity** for the word **Play** and tell what the students are doing and describe any interaction you would expect to have with the students while they are doing the activity. If you are using video end the activity with the phrase “**Pause:** the video at” and identify the pause point. For VHS and streamed digital video that is stopped before reaching the end of the clip, the stop point of the segment must be identified by three cues. The first is the time counter; the second is a visual cue, what a teacher will see in the video just before the end of the segment; the third is an audio cue, what a teacher will hear just before the end of the segment. If you are showing a streamed digital video clip all the way to the end, then the phrase “**STOP:** at the end of the video clip” is acceptable.

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Remember if the video is to be halted for more than two minutes, the word **Stop** should be used instead of **PAUSE**.

Follow-up: Script out the way that you would check for student comprehension on the completed activity. It should be easy to see how it relates to the focus tasks that were given the students at the start of the activity.

Assessment

List methods or instruments for effective and appropriate evaluation of student comprehension of lesson concepts. Make sure that the assessment measures objectives laid out at the beginning of the lesson. Use scoring guides/rubrics and include examples, when possible.

Community Connections

Include real-world actions students can take to follow through on/apply lesson concepts. These activities can include class or home field trips, interviews, community-based art projects, performances, portfolios, and letter or email writing to relevant government, academic, or business personnel.

Cross-Curricular Extensions

List cross-curricular activities and interdisciplinary projects that may be generated from the lesson. Annotate additional websites or videos and list other technology applications.