Glogster: Students Create a Glog to Display a Poem that He/She Wrote Based on a Newspaper Article
(sample glog: http://svmgakg.edu.glogster.com/ryanc/ Scroll down to see entire glog.)

Teachers: J. Ogilvie LHS, Kim Larsen ITRT   Grade Level: English 10
Planning Dates: Nov. 1, 9, 2010   Activity Date: Nov. 12, 2010   Time: 1B

==(SOL)Content Objective:==
10.7   The student will develop a variety of writing, with an emphasis on exposition.

   a) Generate, gather, plan, and organize ideas for writing.
   b) Elaborate ideas clearly through word choice and vivid description.
   c) Write clear, varied sentences.
   d) Organize ideas into a logical sequence.
   e) Revise writing for clarity of content and presentation.
   f) Proofread and prepare final product for intended audience and purpose.

10.10   The student will use writing to interpret, analyze, and evaluate ideas.
   a) Explain concepts contained in literature and other disciplines.
   b) Translate concepts into simpler or more easily understood terms.

10.11   The student will collect, evaluate, organize, and present information.
   a) Organize information from a variety of sources.
   b) Develop the central idea or focus.
   e) Present information in an appropriate format, such as an oral presentation, written report, or visual product.
   f)   Use technology to access information, organize ideas, and develop writing.

 21st Century Skills being addressed:
Communicate Clearly
• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
Apply Technology Effectively
• Use technology as a tool to research, organize, evaluate and communicate information
• Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies
Manage Projects
• Set and meet goals, even in the face of obstacles and competing pressures
• Prioritize, plan and manage work to achieve the intended result

C/T 9-12.4   The student will practice responsible use of technology systems, information, and software.

   • Adhere to fair use and copyright guidelines.
   • Adhere to the school division's Acceptable Use Policy as well as other state and federal laws.
   • Model respect for intellectual property.

C/T 9-12.5   The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
   • Model responsible use and respect for equipment, resources, and facilities.

C/T 9-12.9   The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
   • Determine the most effective tool, format, and style to communicate to specific audiences.

- Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
- Practice self-directed use of advanced technology tools for communicating with specific audiences.

NETS*T:

1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers: **a.** promote, support, and model creative and innovative thinking and inventiveness

2. Design and Develop Digital-Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers: **a.** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity **d.** provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers: **a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations **d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers: **a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources **b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources **c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information

	ITRT Responsibilities	Classroom Teacher Responsibilities	Others
Prior to Lesson:	--Make sure that Ms. Ogilvie knows how to create a glog in order to help students create their own. --Set up laptop cart and screen in library before 1B.	--sign up for library lab for 11/12 --decide what to require on student glogs --Glogster how-to with Kim --print out list of student nicknames, pw's to give to students on lesson day --create rubric/student instructions sheet and give it to students and explain glogster project (email to Kim) --have students create poem in response to a newspaper article of their choice --have students type up poem in Word --create seating chart for library lab --create Ogilvie folder where students will save poems in Word	
During Lesson:	--introduce Glogster to students on projector in library: how to change wall, add text box, copy and paste from Word, decorate with glog graphics --help students log in to www.edu.glogster.com --circulate and help students with glogs	--give students glog instructions/rubric and explain project to class (text boxes for poem or stanzas: students will copy and paste into text boxes from typed up poem in Word); decorate glog to represent poem and self --give students slips of paper with nicknames and passwords and help students log in to www.edu.glogster.com --circulate and help students with glogs	
After Lesson:	--Debrief with Ms. Ogilvie	--Debrief with Kim (see notes below)	
Assessment:	Zero: Failure	F:	D: Below	C: Average	B: Above	A: Excellent

CATEGORY	(0 points)	Unsatisfactory (1 point)	Average (2 points)	(3 points)	Average (4 points)	(5 points)
Type your poem	Poem is not turned in, not typed, or is not written by the student	Poem is typed incompletely				Poem is typed completely.
Proofreading	Poem is not turned in, not typed, or is not written by the student	Typed poem has so many errors that the meaning is unclear	Typed poem has many errors, but message is mostly clear	Typed poem has some errors, but message is clear	Typed poem has few errors, message is clear	Typed poem has no errors, message is clear
Wall	No background is chosen			Background is selected but may not relate to the poem or theme		Background is selected and relates to poem or theme
Graphics	No graphics included	1 graphic included that does not relate to the poem or theme	More than 1 graphic included that does not relate to the poem or theme	1 graphic included that relates to the poem or theme	2-3 graphics included that relate to the poem or theme	More than 3 graphics included that relate to the poem or theme

Student Modifications: preferential seating in area of least distraction, continuous monitoring and re-focusing when necessary, direct instruction, repeat/rephrase instructions

Lesson Location: library lab

Resources Needed: teacher Glogster account, slips of paper for students with nickname & PW, teacher instructions/rubric for what is required for student glog, individual computers for each student, Ogilvie folder for students to save poems typed in Word

Notes from debriefing session:
Were the lesson goals met?

What worked?

What didn't?

What needs to be changed to improve the lesson?