

## General Information

### Lesson Parts & Duration

Total Duration: 1 hour

- Kid Apps: Key Details and Vocabulary

### Subject(s)

- ELA; Informational Text: Kid Apps
- Synthesizing of Text, Key Details, Vocabulary (RI.3.1-3.4, & RI.4.1-4.4,)

### Objective

- Students will take literal interpretation of informational text to evaluation and synthesizing.

### Materials

- **Required:** copies of Informational Text: “Kid Apps” by Julia Ode (page 7) (1 copy per student)
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 9)

### Instructional Setting

- Students should be seated with or near another student for partner work.

### Protocols (page 8)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

#### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: 60 minutes

### Introduction

- T* Today we are going to learn about the use of technology, specifically kid apps.
- T* Technology continues to change.
- T* You probably noticed some changes in technology both in the classroom and at home.
- T* For example, years ago, teachers would use chalk boards in the classroom.
- T* Nowadays, you see document cameras in most classrooms for projecting information.
- T* That is one change in technology.
- T* Your parents are aware of the many changes there have been to phones just in the last 15 years or so.
- T* You might also know of some of these changes just from hearing stories from your parents.
- T* The article that we are going to read today is going to discuss apps created by students.
- T* App is a shortened word for “application.”
- T* Can someone tell us what an app/application is? **Call on a volunteer or provide the answer, if necessary.**
- T* Yes, that is correct; an app or application is a software program that is created in order for the user to be able to perform a specific function.
- T* In a few minutes, you will have the opportunity to share what you already know about apps.
- T* Before I hand out the article on Kid Apps, you will complete a KWL chart.

**Pass out a blank piece of paper to each student.**

### Setting up the Paper

- T* Write your name and date in the top right hand corner of your paper. **Model for students to follow.**
- T* Now follow along with me while you make your own KWL chart on the paper I just gave you.

**Either copy the following KWL chart on the white board, or use the document camera for students to copy your example.**

**Topic** Kid Apps/Apps

What I Already <b>KNOW</b>	What I <b>WANT</b> to Know	What I Have <b>LEARNED</b>

- T* You are going to complete columns 1 and 2 on your chart.
- T* Remember, the topic is kid apps or apps in general.
- T* Please write that on your paper where it says “topic.” **Model this part for students to copy.**
- T* Think about what you already know about kid apps or apps in general and what you want to know specifically about kid apps.
- T* Please try to come up with at least two things to write in each of the two columns.
- T* You can use bullets or numbers. **Model this part for students.**
- T* I am looking forward to hearing what you have to say.
- T* You may begin. Remember to complete columns 1 and 2 only.

Provide about 5 minutes to complete this task. Remember to walk around, amongst students, to make sure they are on task.

- T* Turn and talk to the partner next to or near you.
- T* With your partner, please share a few things you wrote on your KWL chart. Allow about 2 minutes for discussions.
- T* It sounds like some of you have a lot of prior knowledge on apps.
- T* Let's take a few minutes to review as a whole group.
- T* I would like to hear some of the things you wrote down. Call on 3-5 students to share their ideas. You can use equity sticks, if available, or call on volunteers.

Distribute 1 copy of the Informational Text, "Kid Apps".

### Vocabulary

- T* As soon as you have your copy of the text on Kid Apps, please write your name on the top right corner.
- T* First, I would like you to please read the text independently.
- T* While you are reading, I want you to try to circle at least one unfamiliar word in each paragraph.
- T* Then you also need to underline what you believe are the most important details in the text.

Students can complete this task with a pencil or colored pencils, if available. Remember to walk around, amongst students, to make sure they are on task and reading.

- T* Now we are going to read the text a second time.
- T* This time we will read it together and discuss the meanings of the words you circled as well as important details you underlined.

Read paragraph 1 of text aloud to students. Then stop for discussion.

### Partner Work Protocols

- T* Throughout our lesson today we will continue doing independent work as well as both partner and whole group discussions.
- T* We will be doing this in 3 ways.
- T* In order to have discussions with multiple students we will use On your feet/ Get ready to meet/ Go and Greet.
- T* When I say: On your feet/ Get ready to meet/ Go and Greet you will stand up, put your hand up and find someone else who has their hand up.
- T* Once someone has their hand down that means they already have a partner.
- T* You may only work with each partner once!
- T* Once everyone is paired up and all hands are down, I will either ask you a question or give you a direction.
- T* Lets try this now!
- T* Ok, On your feet/ Get ready to meet/ Go and Greet remember, hand up and find another partner with their hand up.




On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a "new" partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)

- T* Great job class!

- T** Next, for sharing our answers we will be using Ask, Answer, and Justify protocol.
- T** For this you will each pick the number 1 or 2.
- T** 1's will ask the question first and 2's will respond, making sure that they justify their answer using information from the text.
- T** Then you will switch roles and 2's will ask 1's and 1's will respond.

-  **Ask, Answer, and Justify**
- Put students in pairs: have them assign themselves a number 1 or 2
  - Roles for number assignments:
    - 1's will ask the question first and 2's will respond
    - Then 2's will ask the question and 1's will respond

### Ask, Answer, and Justify

#### Partner discussion:

- What is the main idea of paragraph 1?
- Think about a few main points that were covered so far, perhaps something you underlined in paragraph 1.


**Give time to complete this task.** Monitor students and provide assistance as needed.

#### **Note:**

Throughout the lesson place Questions/Sentence Frames/Protocols on the document camera if available or recreate on a visual display (dry erase board or poster paper).

#### Share out and check for understanding

- T** Who would like to share the main points they discussed with their partner? Call on 2-3 volunteers to share.

-  **Share out and check for understanding**
- Follow the protocol for Ask and Justify
  - Ask students to share their response to the question
  - Verify that response or conclusion is correct
  - If needed, provide clarification

**Verify responses and provide clarification if needed.** Possible main points may include: more students are using technology in classrooms, students are learning to create apps of their own, students are contributing to technology all over the world

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)  
then...

### Ask, Answer, and Justify

#### Partner discussion:

- What were some of the unfamiliar words you circled in the text?
- What do you think these words could possibly mean based on the context or words/phrases/sentences around these words?

**Give time to complete this task.** Monitor students and provide assistance as needed.

#### Share out and check for understanding

- T** Who would like to share the unfamiliar words they discussed with their partner?
- T** Please make sure to explain what you think the word means using context clues or the words/phrases/sentences around that word. Use equity sticks, if available, to call on 3 students to share what they think these words mean based on other words in the sentence. Possible answers: developed = created/come up with, constantly = always/continuously, inventing = creating/making up, considered = believed to be

**T** Why do you think the author chose to include the word “constantly” in paragraph 2? **Call on a volunteer to respond. Add to the response as necessary.**

**Verify responses, and provide clarification if needed. Project a few vocabulary words using a document camera, or write them on the whiteboard.**

**T** Look at the end of paragraph 1 where it says, “Students are making a mark in the world of technology.”

**T** Why would the author include an idiom or expression such as this one? **Call on a volunteer to answer the question.**

**T** Yes, authors include figurative language, in this case an idiom, to make the text more interesting.

**T** Please turn to your partner and discuss what you think this expression means. Be sure to use context clues to help you determine the meaning. **Allow 1 minute for discussion. Call on a volunteer to share with the whole class. Possible answer: doing something meaningful or very important**

**Read paragraph 2 of text aloud to students. Then stop for discussion.**

**T** We will now discuss some important details together and then you will work in partners to talk about other details you may have underlined.

**T** What do you know about the character Ethan Duggan from this part of the text? **Call on a few students to share their ideas. Ask students to justify their thinking.**

**T** What makes you say this?

**T** What do you think the problem is thus far? **Call on a few students to share their ideas. Possible answer: Ethan is getting tired of having to come up with new things to say to his mom.**

**T** How does Ethan contribute to the solution of the problem? **Call on a few students to share their ideas. Possible answer: He records phrases on his phone.**

**T** Yes, Ethan starts by recording phrases on his phone.

**T** How does this paragraph conclude? **Call on a few students to share their ideas. They should basically reword the last sentence of the paragraph, mentioning what Ethan realizes he could do.**

**Read paragraphs 3 and 4 of text aloud to students. Then stop for partner discussion.**

**T** Ok, time to find a new partner, On your feet/ Get ready to meet/ Go and Greet remember, hand up and find another partner with their hand up. **Wait until all students have a partner and then pose the questions.**

On your feet/ Get ready to meet/ Go and Greet (with their pencil and text)  
then...

Ask, Answer, and Justify

**Partner discussion:**

- What details did you underline that really stood out to you? Why?
- Why do you think the author chose these particular details to include?

**Give time to complete this task. Monitor students and provide assistance as needed.**

Share out and check for understanding

**T** Please raise your hand if you and your partner underlined some of the same details.

**T** Would anyone like to share a few details that were discussed while working in partners? **Use equity sticks, if available, to call on 3 students to share what they discussed.**

**Verify responses, and provide clarification if needed.**

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Please raise your hand if you found the sentences in this text easy to understand? Why? **Call on a few students to share their responses.**
- T* Now, raise your hand if you found the sentences difficult to understand. Why? **Call on a few students to share.**
- T* Whom does the author seem to be speaking to in this text? What audience? **Call on 1-2 students to share their ideas, asking them to justify their thinking. Students should gather from the text that the author is speaking to children around the same age as Ethan.**

## Assessment Component

Ask students to revisit their KWL chart and prepare to complete the last column. Either project your model on a document camera or write any necessary notes on the whiteboard.

- T* Now we will revisit your KWL chart.
- T* Please make sure you have your paper in front of you and listen carefully to what I would like you to do.
- T* Take a look at what you wrote in columns 1 and 2 on your chart.
- T* Now think about everything we discussed regarding kid apps.
- T* I want you to think about what you have learned about kid apps.
- T* Don't think about your partner discussions, but specifically about what you learned.
- T* Please try to come up with at least 3 things that you have learned.
- T* You are going to write them in the last column of your chart.
- T* Just like with columns 1 and 2, you can use bullets or numbers.
- T* Please take a few minutes to complete your KWL chart.

Provide a few minutes for students to complete their chart. Remember to walk around to make sure they are on task. Then collect their charts for the teacher to assess student understanding.



**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized.  
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

**Title:** \_\_\_\_\_

In today's classroom, many more students are using technology. Some companies have developed apps that help students create apps of their own. All over the world, students are making a mark in the world of technology by creating their own apps.

**Heading:** \_\_\_\_\_

Last year, Ethan Duggan, an eleven-year-old boy from Las Vegas, saw a need for a new app. His mother was constantly asking him what he thought of her new clothes and the outfits she wore each day. After a while, Ethan grew tired of inventing new comments to say to his mother. So, he decided to record a few phrases on his phone like, "Wow! You look great!" or, "Very beautiful." Ethan realized that he could actually create an app that would allow other people to do it as well.

**Heading:** \_\_\_\_\_

Over the summer, he spent many hours learning how to code through programs like Code Academy, Khan Academy, and Scratch. Ethan enjoyed these sites and felt that he was learning a great deal of new and useful information. He also learned about HTML and Javascript. It helped that Ethan's father was considered a "tech nerd". His father helped him take his idea to the next level.

Ethan decided to give the name Lazy Husband and the apps that later followed were Lazy Kid and Lazy Wife. Ethan is now learning the business side of developing apps and brainstorming more ideas for apps he wants to create in the future.



## Protocols:

### Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

### Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons



## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.  
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



### Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!
- And sit back down quietly please...Thank you!



### Break Up Your Day: Comparisons Outside!



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)



### Break Up Your Day: Thumbs Up!



- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the classroom!