**Lesson Plan**

**EDUC 201 - Digital Learning in the PK-6 Classroom**

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**Lesson Title: Would you let the Pigeon Drive the Bus?**

**Grade Level: First Grade**

**List Technology Tool(s) Integrated and Additional Materials**

* Don’t Let the Pigeon Drive the Bus By Mo Willems via Bookflix
* Smartboard to project instructions for the activity and play the book.
* Ipads for students to work in small groups
* Google Jamboard for students to collaborate and demonstrate understanding.
* Google Forms Link for student Survey?

**Task/Lesson Overview:**

The academic domain is Reading/ ELA. The outcome is to have first graders share their knowledge and show their ideas in a presentation. Students will listen to the story “Don’t Let the Pigeon Drive the Bus, by Mo Willems.

A simple but humorous story that will engage the students, and after listening to the story, they will recall what they learned and describe what they see, events, things, and relevant details of a short story. Instead of drawing their own story to show an understanding, students will use technology to make a visual representation of their own in groups on Google Jamboard.

**I “Can” Statements/Learning Goals**

* **I can listen, read or listen to a story and describe relevant details and events.**
* **I can make a creative graphic that follows the theme of what I read in class.**
* **I can describe characters in books and relate them to my personal experiences.**
* **I can express my ideas to my peers and collaborate to gain a deeper understanding.**

**Content Standards**

Iowa Core Standard: SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Technology Standards**

1.6 Creative Communicator

1.6b Students create original works or reasonably repurpose or remix digital resources into new creations.

1.7 Global Collaborator

1.7b Students will use collaborative techniques to work with their peers and examine issues from different perspectives.

**Alignment with the Triple E Framework**

| Engagement | Watching “Don’t Let the Pigeon Drive the Bus” on Bookflix is an engaging process of the lesson plan. The series is developmentally appropriate for first graders, the story is only 8 minutes long, so it won’t be too long to sit still students. The story is in a more appealing medium; it just feels like watching a short movie in class for students who do not like to read.  The lesson images students who may not be so passionate about reading if reading just means choosing a book and sitting quietly at their desk.  Also, after watching the story, getting to use Ipads in groups encourages social interactions and creativity among peers, compared to just journaling about the story or doing worksheets that would be maybe considered boring for some students, which could lead them to get off task more often. |
| --- | --- |
| Enhancement | The use of google jam board for collaboration enhances the learning outcome for students. Sure, students can use pencils, crayons, paper, and markers. However, digital tools allow students to create something new.  Using technology instead of traditional art materials minimizes materials' cleanup time, giving more time to teach the content. Students working in groups also help them come up with ideas they may not have thought of independently. Students who are passionate about reading may want to use these tools in the future to Create more projects of interest to them. It is questionable to gauge how much students will use these scaffolds out of the classroom. |
| Extension | The technology applies to students outside of a typical school day. Bookflix is a free and easy resource event parents can use at home.  Students who love books or struggle to read independently can also enjoy book flix on computers anywhere, including a local library, if technology is not accessible to them at home. Every day students will build off this content standard throughout education and life.  1st graders will learn important details and later learn how to apply that information to other tasks, such as reading a passage to study for assessments in later Elementary- all the way to the working world. |

**Scorecard**

| Engagement | Enhancement | Extension | Total |
| --- | --- | --- | --- |
| *(6 points)* | *(5 points)* | *(6 points)* | *(17 points)*  *(Green)* |

**Lesson Procedures:**

**Lesson Opening:** Good morning class! I am so excited to share a new story with you for reading time today, and I think you will love this cute, funny story. The story is called “Don’t Let the Pigeon Drive the Bus!” After watching the story, that’s right. We get to watch a video; instead of gathering around, we will create our own visual story. Here’s a question I want you to be thinking about. Will you let the Pigeon Drive the Bus?

After introducing the book, play the clip via book flix to the classroom.

**Presenting Academic Content (I Do)**

Did you guys like that story? I do too. You know this story is teaching us safely. The bus driver trusted you with the bus, right? Throughout the entire story, the pigeon persuaded (asked you repeatedly) you to let him drive.

You guys were awesome, though, and did not let him take the bus. It was very responsible of you guys to keep the Pigeon and the Bus safe until the Driver got back! What else about this story stood out to you guys? \*Give the students time for feedback\* Thank you guys for sharing. That is all about our lesson today, being able to describe the characters and events of a story. You guys described the events of a story, all without even realizing it! Do you see how fun reading can be when you look at it differently? You can even use this story to make a funny, brand-new creation of your own to share with family and friends. To get ready for the next step of our lesson, I want you to pair into small groups of 2 to 3. Once you are ready in your groups, give me a thumbs-up, and I will know you are ready for the next activity.

**Guided Practice (We do)**

Okay, now that everyone is in groups, I want one of you to get an Ipad and carefully unplug it from the cart. Once you have your Ipads, I will show you how to get to a website we will use called Google Jamboard. (Show students how to utilize tools and do a variety of actions for a few minutes)

Ok, now that we are all set up, I will bring you back to the question I asked you right before our Story. Would you let the Pigeon Drive the Bus? Pretend you are the bus driver. What would you say to the reader? This is your own story, so make it fun, and it can be as silly as you want. Just make sure you can develop a reason as a group why or why not. Think about what you saw in the story. The story does not have to be long.

**You do (Independent Practices).**

I will walk around the room to see how you guys are doing. Be respectful of each other's ideas in your groups as you create your response. When you are finished, one person from each group will speak a little about what you came up with and why. After all the groups have explained, whoever wants to show the class their project for a few minutes will be free to do so. After everyone has presented, before we clean up, go to this link \*show the google forms link on the board\* fill this out together and rate how well you think you did on showing me your ideas.

**Lesson Closing Time:**

Okay, everyone, I enjoyed hearing all of your stories and new ideas. Now give yourself a pat on the back, closeout what you are doing on the Ipad, and power it off. Your group leader will then carefully plug the Ipad back into the charger and place it back into the cart. If there are more stories you want to watch on book flix for our class reading time, let me know! You can even create more mini-stories with the books you already love and enjoy! Great job with our reading time today!

**References**

**Willems, M. W. (n.d.). *Don’t Let The Pigeon Drive the Bus*. BookFlix. Retrieved April 18, 2022, from https://bookflix.digital.scholastic.com/pair/detail/bk0125pr/story?authCtx=U.628847788**

**Assessment**

**Learning Outcomes:**

This lesson evaluates if students can demonstrate their knowledge of people, places, and events including relevant details in a story. After understanding the story's content, digital tools scaffold students' experience in the presentation of their knowledge and ideas. Students create new content that demonstrates their ideas and can easily be shared with others.

**Evaluation tool(s):**

Students will be evaluated by me by the content they create on google Jamboard, the way they participate in group time to demonstrate their knowledge of ideas, and how well students can show me through their projects that they can create their idea, explaining their reasoning.

Students will evaluate themselves based on their experiences. After group time, before putting materials away, students will fill out a simple google form about what they learned and rate on a scale of 1-5 how well they think they did.

**Rubric**

| Student recalled information about events and characters in a story | Student was able to present knowledge and ideas of their opinions through a story from Google Jamboard | Student collaborates with peers to share knowledge and deepen understanding of events | Student used logic to explain their decision to let the Pigeon Drive the bus. | Students listened to directions and watched the story free of talking to others and making distractions. |
| --- | --- | --- | --- | --- |
| The student was able to recall of information in the story, and presented it orally during reflection time before the iPad activity. | The student created a story, clearly stating their ideas, used notes to include some text, and made it at least two slides long. | Students respectfully engaged with peers to share ideas on the story. Students worked as a team, to create something brand new. | The students have a clear explanations with their story. Students use emotion, logic, or humor to add to their stories. | Students were on task, did not talk and were engaged during the whole, or most of the lesson time. |
| The student was able to tell the main plot of the story but did not give a lot of details about the characters or events. | There was some content on google Jamboard, but it did not make sense or tell the audience anything. | Students got along most of the time, but ideas do not all seem unified. | Students do not seem to know which side they want to go on, ideas are inconsistent. | Students were on task at least 50% of the time. Have to prompt students to get back on the task at least twice. |
| The student was not able to recall anything or did not demonstrate knowledge clearly in their own words. | The student(s) did not do the activity or refused to make a story. | Students did not collaborate together much, if at all. | Students used no reasoning and only pictures or coloring in their work. | Student(s) were not on task for the duration of reading time. |

**Student Product**

<https://jamboard.google.com/d/1AjVyk2qGNsEH2Mdm5HM4voJFu-yh6gC-Ntu_msoIkpA/edit?usp=sharing>