

Christina Olson

Integrated Lesson Plan

Lesson Plan Outline

1. Lesson Title:

- Going From Here to There Safely

2. Lesson Author:

- Christina Olson, K-12 Physical Education/Health Instructor, 14 years.

3. Curriculum/Subject of Lesson:

- The LMS will teach the students that they can go to exciting places online, but they need to follow certain rules to remain safe. Once this lesson is complete, the students will be completing a research project of an animal of their choice with their classroom teacher.

4. Grade Level of Lesson:

- Second Grade

5. Lesson Duration:

- Our school runs on a trimester schedule, we have 75 minute class periods. This lesson will take 2 75 minute class periods.

6. Lesson Materials/Resources:

- 2 Videos
- Pencils, markers, and crayons
- Chart paper
- Safety Tip Poster Draft for each student
- Safety Tip Assessment Rubric
- My Favorite Place handout

7. Lesson Overview/Rational:

- Recognizing Problems and identifying solutions are skills that help students develop awareness of themselves and their surroundings. After viewing the book Officer Buckle and Gloria by Peggy Rathmann, students will take a virtual field trip. Students will experience the power of the internet to take them places they might not be able to visit in person. They learn that they should follow safety rules when they travel online, just as when traveling in the real world. Each student will create a safety tip poster. Students communicate their safety messages to others by displaying the posters around the school and community.

8. Essential Questions/Focusing Questions of Lesson:

- How do I go places safely on the computer?

9. Goals Listed:

- Found in Overview/Rational above.

10. Objectives:

- *Students will be able to...*

- *Discover that the internet can be used to visit far-away places and learn new things.*
- *Compare how staying safe online is similar to staying safe in the real world.*
- *Explain rules for traveling safely on the internet.*
- *Relate prior knowledge by recognizing safety problems in a text and retelling the central ideas of a story as they develop safety solutions.*
- *Use spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes by creating safety tip posters and presenting them to different groups of people.*
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11. A.-E. Standards:

MT.CC.RL.2. Reading Standards for Literature

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MT.CC.RF.2. Reading Standards: Foundational Skills

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a. Read on-level text with purpose and understanding.

RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

MT.CC.W.2. Writing Standards

Production and Distribution of Writing

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.

MT.CC.SL.2. Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

MT.CC.L.2. Language Standards

Conventions of Standard English

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Vocabulary Acquisition and Use

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

State Standards

Subject: Language Arts

Grade(s): 2

Standard: 2.1. – Decode unknown words combining the elements of phonics, use of word parts, and context clues

Subject: Language Arts

Grade(s): 2

Standard: 2.2. – Develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources

Subject: Language Arts

Grade(s): 2

Standard: 2.4. – Use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self-correct when comprehension breaks down

Subject: Language Arts

Grade(s): 2

Standard: 2.5. – Activate prior knowledge to make connections to text

Subject: Language Arts

Grade(s): 2

Standard: 2.6. – Make and revise predictions

Subject: Language Arts

Grade(s): 2

Standard: 2.7. – Generate and answer questions to clarify meaning by locating specific information in text

Subject: Language Arts

Grade(s): 2

Standard: 2.9. – Identify main ideas and supporting details

Subject: Language Arts

Grade(s): 2

Standard: 5.1. – Identify and demonstrate the steps used in the writing process: prewriting, planning, drafting, and revising, editing, publishing

Subject: Language Arts

Grade(s): 2

Standard: 5.5. – Demonstrate awareness of language choices and their impact on writing through use of voice, sentence fluency, and word choice when writing

Subject: Language Arts

Grade(s): 2

Standard: RL.2.1. – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Subject: Language Arts

Grade(s): 2

Standard: RL.2.10. – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Subject: Language Arts

Grade(s): 2

Standard: RF.2.4.a. – Read on-level text with purpose and understanding.

Subject: Language Arts

Grade(s): 2

Standard: RF.2.4.c. – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Subject: Language Arts

Grade(s): 2

Standard: W.2.5. – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Subject: Language Arts

Grade(s): 2

Standard: W.2.7. – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.

Subject: Language Arts

Grade(s): 2

Standard: SL.2.1.c. – Ask for clarification and further explanation as needed about the topics and texts under discussion.

Subject: Language Arts

Grade(s): 2

Standard: SL.2.2. – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Subject: Language Arts

Grade(s): 2

Standard: L.2.1.f. – Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Subject: Language Arts

Grade(s): 2

Standard: L.2.4.a. – Use sentence-level context as a clue to the meaning of a word or phrase.

Subject: Language Arts

Grade(s): 2

Standard: L.2.5.a. – Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

ISTE NETS

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
 - b. Plan and manage activities to develop a solution or complete a project
 - c. Collect and analyze data to identify solutions and/or make informed decisions
 - d. Use multiple processes and diverse perspectives to explore alternative solutions
- iste.org/standards

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

12. **Technology Used:**

- Computers for each student
- Internet access
- Video: My online Neighborhood, <http://www.youtube.com/watch?v+vUO7t92k4Xg>
- Video: Officer Buckle and Gloria, <http://www.youtube.com/watch?v=pmViPSWwbPY>
- Student Interactive site: Book Cover Creator, <http://www.readwritethink.org/files/resources/interactives/bookcover/>
- www.moma.org/interactives/destinations
- <http://kids.sandiegozoo.org>
- Smart board

13. **Collaboration:**

- Classroom Teacher (CT)
- Library Media Specialist (LMS)
- Guided Inquiry Instructional Team (GIT) Students, Parents, teacher's aids, and librarian aid.

14. **Anticipatory Set/Object Based Learning (Lead-In):**

- Invite students to talk about places they have visited on a class field trip. If students have limited experience with field trips, provide some examples of the types of places they could visit as a class, such as museums. Then have students choose a place they would like to go on a class field trip.
- Have students take an imaginary field trip to their chosen place. Narrate the preparations while having students pantomime what is happening.
- Ask: What do you need to stay safe when you visit new places?
- Guide students to acknowledge the following safety rules: Always go places with an adult, don't wander off on your own, and talk only with people you know.

15. **Process Model and Information and Technology Literacy Activities: Flip It**

- **FOCUS:** Create a safety tip poster similar to the ones that Officer Buckle and Gloria make in the book and the poster will be displayed for other people to read so they can learn about safety.

- **LINKS:** Students need to know: How to use Book Cover Creator and what the safety tips for online use are.
- **INPUT:** Students will gather information on previous assignment information, parent discussions for rules of the online use.
- **PAYOFF:** Students will prepare posters about their safety tip and display them to teach others about what they know.

16. Step by Step activities and Process Models:

Day 1

Warm up/Anticipatory (5mins)

Travel Safety Rules (10mins)

Define: The key vocabulary terms **Internet** and **online**.

Explain to student that another way to visit interesting places all over the world is by going on the Internet. Ask students to suggest what kinds of places they might be able to visit online, and encourage all responses.

Show students the video, "My Online Neighborhood."

Ask:

What did Jeremiah like about the internet?

What kinds of things can he do on the internet?

What three rules does Jeremiah follow when he goes places online?

Point Out: that just as they follow safety rules for travel in the real world, when they go online they should follow the three safety rules you just discussed.

Internet Field Trip (30mins)

Tell students that the computer makes it possible for them to visit distant places without ever leaving the classroom.

Define: the key vocabulary term **website**.

Explain to the students that they will be visiting websites that belong to real places, such as zoos and museums. These places may be distant from where they live, but they can visit them online.

Choose one of the following websites to explore as a class. Smart board would be ideal, but you can group students around computer screens.

Destination Modern Art: An interactive, kid-directed site from New York's museum of Modern Art takes children on a virtual tour of the museum, its artwork, and the artists.

The San Diego Zoo: This website includes galleries of animal photographs, slide shows, and live "animal cams" of the residents of the San Diego Zoo in San Diego, California. (This is the one I will use because the students will be doing a research project with their classroom teacher later about animals.)

Invite one or two students to role-play how they might ask you, as a teacher, to visit this site. Remind the students that the first safety rule for going online is to always ask your parent or teacher first.

***Explore** the website you've selected with your class, allowing students to choose pages and activities that are most interesting to them. Point out as you go through the site how students are following the other two safety rules for going online: only talk to people you know, and stick to places that are just right for you.*

***Encourage** students to discuss what they saw and learned on their Internet field trip.*

Ask:

What things did you see on the website that you've never seen before?

How was your online field trip different from an in-person field trip?

How was it similar?

My Favorite Place (30mins)

Arrange students in groups to share crayons and markers.

***Distribute** the **My Favorite Place Student Handout**, one for each student.*

***Encourage** students to think of one of the things they liked best on the website they visited.*

Have them draw a picture of that thing. Then help the students write down the name of their favorite thing.

***Invite** students to share the pictures of their favorite things with the class, and have them describe where they saw it on the website and why they liked it.*

***Read Aloud** the safety rules on the student handout. Review how students followed the rules when they went online, and stress how students should use the rules whenever they travel online.*

Day 2

Warm up/Anticipatory: Show the **video book** reading, **Officer Buckles and Gloria(10mins)**

Have students make predictions about the story as you show them the cover of the book, such as whom the characters are, what the setting is, what the problem may be, and what they think will happen in the book.

Ask students about the accident that happens at the end of the story

What was the safety problem at the school when Officer Buckle was gone?

What happened to the kids?

What did Mrs. Toppel do?

Where did the hammer land?

What happened to Claire?

What could have happened to Claire if she hadn't been wearing her helmet?

Discuss the safety tips, such as if students have heard of any of the tips before, where they have heard them, and why the tips would be important to know.

Identify Safety Problems and Safety Solutions we talked about yesterday.

SAFETY TIPS INTRODUCTION (60mins)

Announce that students will be creating safety tip posters similar to the ones that Officer Buckle and Gloria make in the book and that the posters will be displayed for other people to read so they can learn about safety. Emphasize the significance of communicating online safety tips with others because the tips can help protect people.

Encourage students to use the time to work on the drafts for their posters. Work with students and offer assistance as needed. If students do not complete their drafts at school, they can finish them for homework. As students finish, mark the box at the bottom of each student's worksheet to indicate that you have reviewed and approved the draft.

FOCUS: Create a safety tip poster similar to the ones that Officer Buckle and Gloria make in the book and the poster will be displayed for other people to read so they can learn about safety.

LINKS: Students need to know: How to use Book Cover Creator and what the safety tips for online use are.

INPUT: Students will gather information on previous assignment information, parent discussions for rules of the online use.

PAYOFF: Students will prepare posters about their safety tip and display them to teach others about what they know.

Note: If some students finish their work early, you may direct them to participate in one of the activities listed in the Extensions section.

This session may need to be repeated, depending on your access to computers, if there is not enough time for all students to complete their posters in one session.

Have students use the Book Cover Creator to create their final safety tip posters.

Tips to follow when using the Book Cover Creator:

Select Front Cover Only.

Select which type of text you will be using: color or black and white.

Select the Title & Subtitle template.

Type "Safety Tip" and the tip number as the title.

Type the actual safety tip as the subtitle.

Print out the poster.

After students have printed copies of their posters, they will need to work on creating drawings that illustrate their safety tips.

Give each student an opportunity to share his or her safety tip poster with the class.

Encourage students to hold up their posters so everyone can see. Use this time to assess how students did meeting the objectives of the lesson using **the Safety Tip Poster**

Assessment Rubric. Ask the following questions of each student to check for his or her understanding of the lesson and to assess the objectives:

What was the safety problem you identified that needed to be addressed?

What is the safety tip you selected to solve the problem?

Why is it important to tell people about this safety tip?

Is there anything else you would like to share about your poster or safety tip?

After a poster has been shared, have the other students share their thoughts about it.

You can either allow the presenter to call on three students, or you can do this yourself.

Using these guidelines, when students are called upon, they may do one of the following:

Share something they like about the poster.

Tell why they think the safety tip will be helpful.

Ask one question about the safety tip or poster.

Remind students that they will be displaying their safety tip posters. If the display location is in the school or nearby, plan a trip to view the posters.

Note: You might choose to inform the local newspaper about the location and dates of the safety tip posters display. This will be an additional way for students to share their safety messages with others.

- EXTENSIONS
- Scan or digitally photograph the safety tip posters and use them to create a class book, webpage, slide show, or movie of safety tips. Software such as Windows Movie Maker or iMovie could be used to easily accomplish this. If you are unfamiliar with how to do this, ask staff members or parents for assistance. The slide show or movie could be shared with other classes or with students' families.
- Provide books on safety topics for students to read or allow time for students to explore some child-friendly safety websites. Suggestions for each are listed on the Safety-Related Books and Websites sheet.
- Arrange for community members to come to school and talk to students about safety topics. Some ideas include a firefighter speaking about fire safety, a police officer speaking about stranger danger, or a nurse speaking about health and food safety. Another possibility would be to invite a police officer to the school to fingerprint students for identification purposes.
- Have students collect examples of safety warnings and bring them to school. Possibilities include signs, brochures, and labels on foods and medicines.
- Have students draw a picture of Retro Bill, the King of Safety and Self-Esteem, from the Retro Bill Funhouse website and then submit their drawings for possible posting on the website.
- Review various types of safety signs and have students make their own signs to display around the classroom or school (e.g., Stop, Slow: Children at Play, One Way).
- As a homework assignment, have students make emergency contact phone lists for their homes that include important phone numbers such as 911, nonemergency police and fire contacts, poison control, doctors, or relatives or friends to call in an emergency.

- STUDENT ASSESSMENT/REFLECTIONS
- Using the Safety Tip Poster Assessment Rubric, assess if students met the objectives of the lesson when they share their safety tip posters with the class. A score of 3 indicates that the student did an exemplary job of meeting the objectives. A score of 2 indicates that the student did a sufficient job of meeting the objectives. A score of 1 indicates that

the student did an insufficient job of meeting the objectives. If a student scores 1 in all of the areas, you may want to have him or her rework the project to improve the level of achievement.

17. Lesson Closure/Object Based Learning (reflect Anticipatory Set):

- Wrap up (5mins)
- You can use these questions to assess your students’ understanding of the lesson objectives:
 - What can the Internet be used for?
 - What rules do we have for visiting a new place in real life?
 - What rules do we have for visiting places online?

18. Lesson Evaluation/Assignments/Handouts/Teaching Materials:

Safety Tip Poster Assessment Rubric

Student Name	Safety Problem	Safety Tip	Completed Poster	Shared Poster

Assessment Key:

1= **Exemplary:** The student’s safety problem and safety tip are relevant to one another; excellent poster/shared poster.

2= **Sufficient:** the student’s safety problem and safety tip are somewhat relevant to each other; satisfactory poster; reluctantly shared poster.

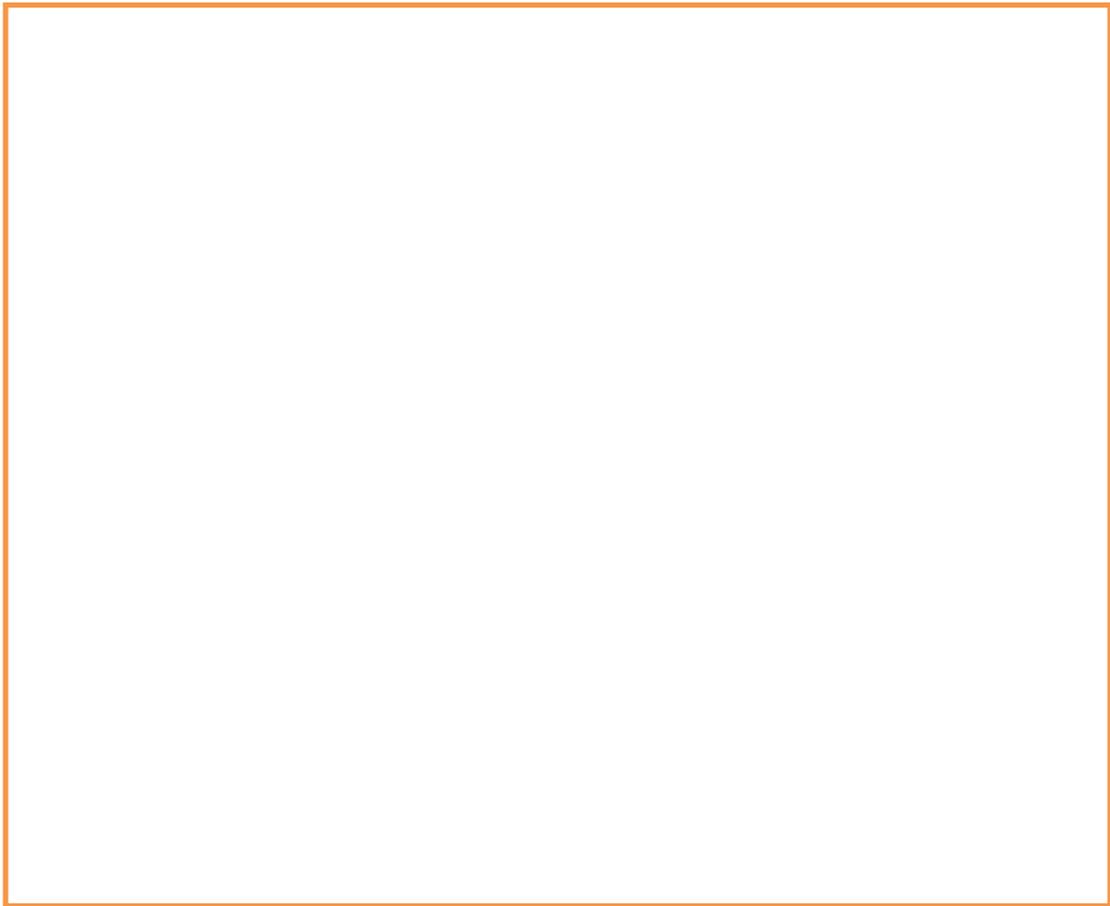
3= **Insufficient:** The student’s safety problem and safety tip are irrelevant to one another; poor poster; didn’t share poster.

Name _____

Date _____

Safety Tip # _____

Write your safety tip on the lines above. Sketch your picture in the box below.



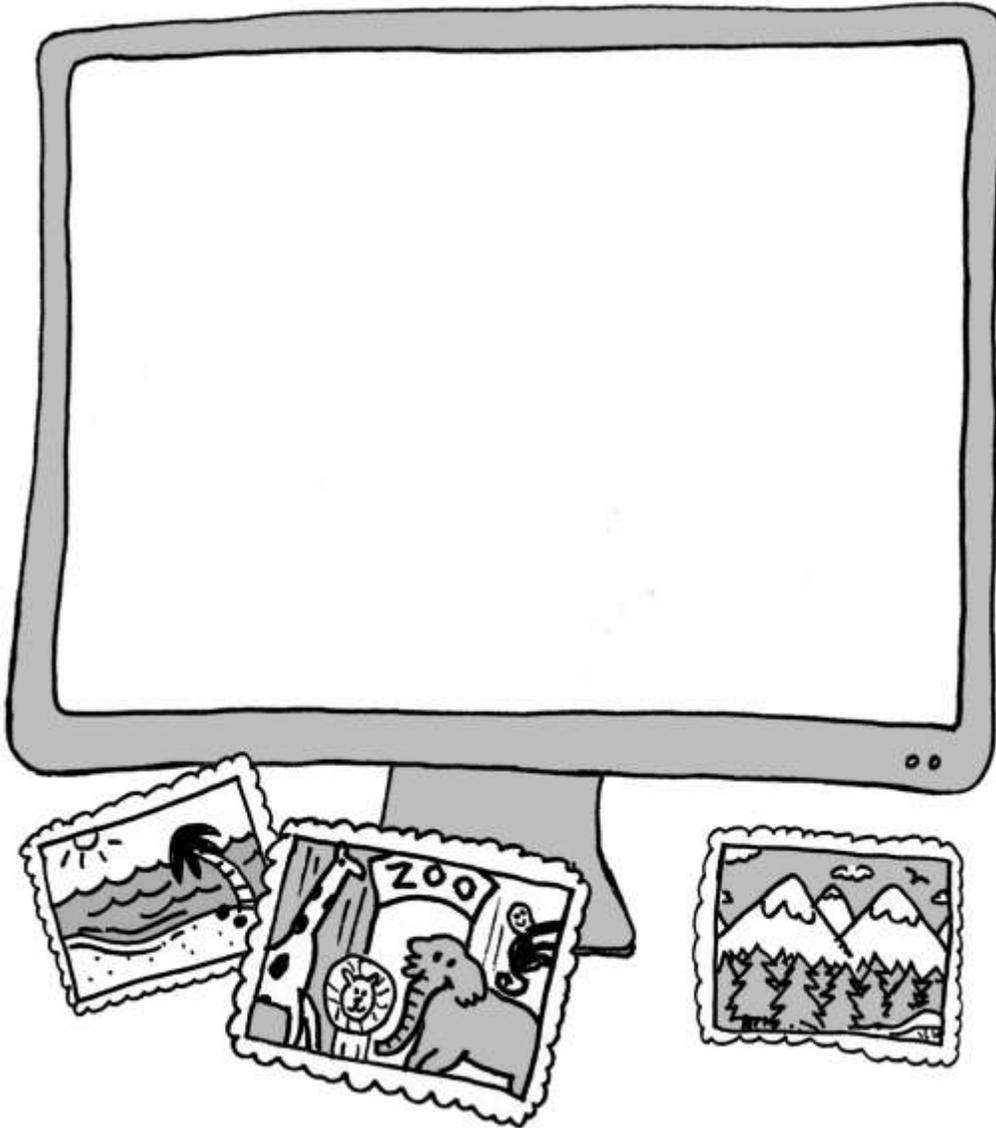
This safety tip poster draft has been approved by my teacher.

Going Places Safely

MY FAVORITE PLACE

I went to

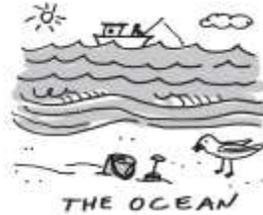
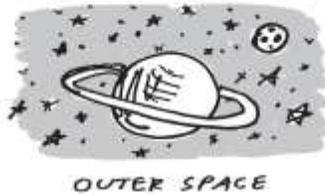
I saw



I followed these safety rules:

- Always ask your parent or teacher first
- Only talk to people you know
- Stick to places that are just right for you

Circle the place you would like to visit on the computer.



How can you stay safe?

- a) Have an adult with you when you go places online
- b) Have an adult with you when you go places in the real world
- c) Both a and b

What is a website?



- a) A place you can visit on the computer.



- b) A place where a spider builds a web.



- c) A place in your house where you put your computer.

19. Connection to Other Curricular Areas:

- a. This lesson sticks with an English curriculum, but thinking outside the box they are learning so much more.

- b. Including technology, questions, and presentations allows for the students to develop social, mental/emotional, and physical skills that will be necessary throughout a lifetime.

20. Adapted Learning:

#7: Adaptations:

- There will be aids available to help students with learning disabilities to guide them in the right direction. I have two students who are hearing impaired, there is a surround sound speaker system in the room for them. They will be seated in the front center of the room according to their 504 plans. They will need to make sure to check the hearing aid batteries for the best outcome. I have one student who is visually impaired; she has a specialized machine for seeing close up as well as seating her closest to the smart board for examples.

#8: Extensions:

- Have groups of students create posters showing some of the places they might like to go online. Have each student draw a picture of one place they would like to visit. At the bottom of each poster have them write the safety rules for going places online. (A list will be created with websites the students can choose from.)
- Scan or digitally photograph the safety tip posters and use them to create a class book, webpage, slide show, or movie of safety tips. This can be shared with students or student's families.

21. Works Cited/Resources:

- Weimer, M. "Safety Tips With Officer Buckle&Gloria". <http://www.readwritethink.org/classroom-resources/lesson-plans/safety-tips-with-officer-1019.html>, April 4, 2015.
- Common Sense Media. "Going Places Safely (K-2)". <https://www.commonsensemedia.org/educators/lesson/going-places-safely-k-2> , April 4, 2015.
- Video: My online Neighborhood, <http://www.youtube.com/watch?v+vUO7t92k4Xg>
- Video: Officer Buckle and Gloria, <http://www.youtube.com/watch?v=pmViPSWwbPY>
- Student Interactive site: Book Cover Creator, <http://www.readwritethink.org/files/resources/interactives/bookcover/>
- www.moma.org/interactives/destinations
- <http://kids.sandiegozoo.org>