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**TPACK Model**

The idea of developing a lesson centered around technology was challenging to wrap my head around. My technology go-to is often the Smartboard, where I “use” technology by projecting a website or a bit of information the students could benefit from that specific day. With further understanding of what exactly qualifies as web 2.0 I quickly realized I’ve been stuck in a web 1.0 world. The TPACK model has created a framework to designing my lessons. The content of this lesson concentrates on a reading literature standard. The overarching Common Core Reading standard that all grades are hoping to achieve challenges *students to analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take*. The content is my main focus in this particular lesson, although pedagogy and technology aren’t far behind. The model approach to this lesson, comes directly from my knowledge of what is most effective for my students in this short resource block. My daily lessons must be direct and scaffolded due to the short amount of time allotted for each group. The use of technology will help this constraint we often have. All students can gain the same individualized attention that I have designed for my type of learners. The text has been chosen based on student interest and the wiki has been designed to be user friendly. When approaching planning this upcoming year, I will be excited to use the TPACK model as a template for what components to incorporate into my interactive lessons.

**International Literacy Association**

The lesson is aligned with many literacy standards, including the International Literacy Association (ILA) Standards. Within my lesson students are encouraged to interact with the internet to complete an assignment, this comes from my own knowledge of how quickly changes occur and where the most accurate information can be found (ILA 1.2). While students are led through the lesson, they will be given opportunities to be exposed to a variety of ways to show comprehension of the text (ILA 2.2). The students will be asked to read along using the traditional text of *Frog and Toad*, while the story will be read aloud from the computer (ILA 2.3). The assignments encourages students to understand the emotions and actions between two friends. The students are asked to discuss the differences and similarities of the two characters (ILA 4.2). Lastly, my classroom environment encourages students to explore different types of text. We utilize the Smartboard in almost every class period, have access to 3 computers, interact on the 2 ipads, and have many opportunities to check-out the resource chromebooks. Aside from the digital and online resources, the students are welcome to use any printed text in the classroom library, which is frequently updated. In this particular lesson, students will use digital print, as well as, traditional text (ILA 5.1).

**International Society for Technology in Education**

In addition to the ILA standards, this lesson meets ISTE standards 2a. The standard address *that students us digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others, interacting, collaborating and publishing with peers, experts, or others employing a variety of digital environments and media.* The wiki will provide a platform for discussions and links to other web 2.0 discussion boards for students.

**Kentucky Teacher Standards**

While crafting this wiki I aimed to create a relevant lesson for my students. I used different technology sources to plan the instruction. I accessed different resources through literacy630.weebly.com and the previous student wikis to gain some ideas (KTS 6.1). This lesson focuses on students using technology as an instructional tool, the wiki allows for easy access to multiple platforms (6.3).

**Common Core**

I developed my wiki around the common core standard R.L.1.9. The students are asked to compare and contrast the adventures and experiences of characters within a story. In *Toad and Frog are Friends* the students can make comments about personalities, emotions, and actions of the two main characters.

**Connection to the Readings**

For my wiki lesson, I focused on creating a central place for an assignment. I approached the assignment thinking it would be very difficult to develop, but as I started playing around on the website I found its true potential. While interacting with the Sanden and Darragh PowerPoint published on our class Weebly, I felt an understanding of how I could move forward with this wiki. Wikis allow for editing and collaboration of information. They also give teachers a central location to place all of the digital information. Teachers can monitor student engagement and regulate as needed. When faced with this idea, I realized that I could approach this wiki as a way to see what my students are doing online. I attempted to move away from my 1.0 approach and incorporate different web 2.0 sites that we have gone over within this course.

**Works Cited**

Sanden, S., & Darragh, J. (2011). Wiki use in the 21st-century literacy classroom: A framework for evaluation. *Contemporary Issues in Technology and Teacher Education, 11*(1), 6-20.