

Technology Integration Lesson Plan Template

Your name:	Garry DeGuzman
Date:	October 25, 2014
Lesson Title:	Restaurant Research
Grade Level:	9-12 Special Education (Moderate to Severe)
Technology Standard (NETS-S)	NETS-S Standard 3 of Research and Information Fluency.
Subject Area/Content Standard:	California Common Core State Standard for ELA – Informational Text 6-12 to “Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.”
Technology tool/software:	Computer, Internet Access, Snap and Read, iPad, Apple TV, and projector.

Preparation

Prerequisites: What do students need to know prior to this lesson?
Prior to this lesson students will need to know how to use a computer and access a web browser to do internet searches. Those students who do not know how to read will need to be taught how to use the program, Snap and Read.
Context: Where does this lesson come in the unit?
This lesson will be part of our Community Based Instruction (CBI) lesson. The students in the moderate to severe program work on transition skills in addition to traditional academics. Transition training includes instruction off-campus, out in the community in “real life” situations. This lesson will come at the beginning of CBI lesson and end with an actual trip out in the community to the restaurant voted on by the students in the class.
Vocabulary: What vocabulary will be learned or reinforced in this lesson? How will you make the vocabulary development part of the lesson?
At the beginning of the lesson, as a class we will discuss key words that will come up during the assignment and post them on the Word Wall for students to refer to as needed. Vocabulary words to be addressed include: <ul style="list-style-type: none"> • Research • Hours of Operation • Location
Materials: What resources are needed to make this lesson successful? What will you need to prepare in advance?

To make this lesson successful, I will need access to at least 6 computers with internet access, Snap and Read text-to-speech software, a projector, Apple TV, and an iPad. Research template with writing prompts to help students get started. Google Translate will also be made available as a language translator for English learners to use as needed. ZoomText will be available for students with visual impairments. Headphones will be made available to aid students with sensitivity to noise.

Objectives or Learner Outcomes

How will the learning be measured and assessed?

General Goal(s):

Students will obtain information through electronic and printed media to identify the health, transportation, and recreation/leisure resources available in the community and write a summary or give an oral presentation about the research results.

Specific Performance-Based Objectives:

- Students will express personal preferences by choosing a restaurant to research and potentially visit.
- Students will conduct research on the restaurant including, but not limited to, location, hours of operation, prices, and favorite menu items.
- Students will take notes on research findings.
- Students will present their findings to the rest of the class via oral presentation.
- Students will express personal preferences by voting on a presented restaurant to visit during Community Based Instruction.

Anticipatory Set (Lead-In)

An "attention getter" to focus students' learning? A discussion or activity to activate students' prior knowledge?

Students' interest in food will be leveraged for this assignment. Images of various food items will be projected on screen to excite the students. Discussion about these food items will take place and lead to places that we can go for lunch during our community outings. The question of where we should go will be presented to the class along with the statement that I need their help to figure out where we should go. It is at this point that I will introduce the Restaurant Research assignment.

Step-By-Step Procedures

Instruction: List procedures for what will happen first, second, and so on to teach what you expect the students to learn. SDAIE instruction should include some consideration of language development.

1. The teacher will go over vocabulary needed for the lesson to make sure students understand the instructions for what they will be doing. Vocabulary will be added to the Word Wall. This will address SDAIE vocabulary practices.
2. As part of a large group discussion, various types of restaurants will be discussed and students will be given the opportunity to determine which restaurant they will be researching.
3. Modeling of the research activity will also be done and will address SDAIE lesson design techniques. The teacher will pick a restaurant to research and show online searches on the projection screen. Filling out of the research worksheet will also be modeled. This will give students clarification regarding what exactly they will be doing.
4. Students will be paired based on reading ability level. The teacher will create a private list of the students ordered based on reading ability. The list will then be divided in two with one list containing the top performers and the second list containing the lower performers. The top high performer will be paired with the top lower performer. The rest of the pairings will follow the rankings of each list. This will give top performers the ability to help their peers if needed and give both students the opportunity to work on their communication skills. Staff will make the rounds working with each pair to facilitate communication and assist with research questions as needed.
5. Pairs will be assigned to a computer to conduct their research, taking turns researching their chosen restaurant. Each student will have their own worksheet to complete.
6. Once the worksheets are completed, students will go back to their individual seats and take turns presenting their findings in front of the class. The website of the chosen restaurant will be pulled up on the iPad and projected on the screen using Apple TV. Use of the iPad gives the student and/or the teacher some mobility while still being able to project and navigate through the restaurant web page for the other students to see.
7. Students will be given an opportunity to answer any questions that the other students or staff may have.
8. Upon completion of the presentations, the students will decide on which restaurants to visit for our community outings.

Guided Practice (2-3 sentences): What activities will the students engage in to practice the learning? Include some time when the students are working with partners or in small groups. Be sure to include how you will check for understanding throughout each stage of your lesson. Write out high level and/or open-ended questions to ask throughout your lesson.

The teacher will guide the students in a discussion of what types of information need to be researched. Modeling of the activity will be provided to students as the teacher will pick a restaurant to research and answer items on the worksheet to be provided to students. As the research and worksheet answers are modeled, the teacher's laptop screen will be projected so that all students can see it and ask questions for clarification and answer questions presented by the teacher for checks in understanding. Some questions that can be asked of students include:

- Where can I look to see where the restaurant is?
- Do you think we can get there by bus?
- What time of the day is the place open?
- Where can we look to see what kind of food they serve and how much the food costs?

- Are the food items health choices?

Students will be paired at computers. While each student will have their own restaurant to research, students can still help each other with computer and internet research skills. They can also help each other remember what type of information they need to be looking for. The teacher and paraeducators in the classroom will be walking the classroom and checking to see if any of the pairs need assistance as well.

Lesson Extension (gifted students): What activities or alternatives will you provide for those who finish early and want to explore the topic more?

Students who finish early and want to explore more on the topic will also research how to get the restaurant of choice using public transportation at a specific time. The school's address will be used as the starting point. The restaurant location should be reached 12:00 pm.

Adaptations (For Students With Learning Disabilities):

All of the students in the class have learning disabilities. To address this, Snap and Read text-to-voice software will be available for those students who need it. A worksheet with writing prompts to help students remember what pieces of information they need will also be provided. (Reading levels in the classroom range from K – 3.)

Connections (to other subjects)

This assignment is connected to Reading, but also ties into Math with price determinations and the timing of bus routes to get the restaurant location at a specific time. The assignment also ties into Community Skills that the students work on as they learn to transition into life after they graduate from high school.

Independent Practice

What will you do to have students practice the learning independently?

Because we go on multiple community outings throughout the year, students will be given opportunities to do research on their own and present their suggestions to the class as possible locations to go to lunch during out community outings.

Closure

Reflect on Anticipatory Set

This lesson is meant to touch upon multiple student needs. In the moderate to severe special education class, the majority of the students have great difficulty with communication and expressing their own

thoughts and opinions. Leveraging student interest in food and community outings, the lesson gives students the opportunity to work on their communication skills through oral presentation and working in pairs. Additionally, they get to form their own opinions and express them as they choose the restaurant they want to go to and convince others to go to as well. This gives them the ability to actively participate in the determination of their Community Based Instruction outings. Also, by looking at prices, times of restaurant operation and transportation schedules, we address the emphasis on working on learning time and money math skills. The research piece addresses common core English Language Arts requirements as well.

Lesson Evaluation

Research Report : Restaurant Research

Teacher Name: **Mr. DeGuzman**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.

Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
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Date Created: **October 25, 2014**

References:

California Department of Education. (2013). *California common core state standards english language arts & literacy in history/social studies science and technical subjects*. Retrieved from: <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

International Society for Technology in Education. (n.d.) *ISTE standards – students*. Retrieved from: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf