The Key to Aligning

YOUR SECOND GRADE CLASS

with Common Core State Standards

5 Projects that Integrate Technology into Core Lesson Plans

ASK A TECH TEACHER

The Key to Aligning Your Second Grade Class with Common Core State Standards

5 Projects that integrate technology into Core lesson plans

By the Structured Learning IT Team

And

Ask a Tech Teacher

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Part of the Structured Learning Technology for the Classroom series
Visit the companion website at http://askatechteacher.com for more resources to teach technology to Kindergarten-Eighth Grade

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Introduction

In June of 2010, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, the Common Core State Standards (CCSS). They spell out what students are expected to learn so teachers and parents know what they need to do to help. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers.

Developed in collaboration with content experts, states, teachers, school administrators and parents, their focus is the core subject areas of English-language arts (reading, writing, speaking, listening) and mathematics for grades K-12, establishing clear and consistent goals for learning that all stakeholders agreed would prepare America's children for success in life. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Why a new set of educational standards when each state already has its own?

That's why. Fifty-two different educational guidelines means what students are expected to learn varies state to state. Common Core standards respond to the need for consistency in educational excellence, no matter where students live and educators practice.

If your state is one of the forty-six that have adopted CCSS, you know technology is considered not as a separate curriculum, but as a tool to assist English language and math meet their standards. This means if you are the technology teacher, integration specialist, or IT coordinator, you not only need to teach computer skills (like keyboarding, mouse use, software, digital citizenship), but must blend technology into classroom instruction via a combination of technological, pedagogical and content knowledge.

What motivated the integration of technology into the CCSS framework? After twenty years of using computers to move educational goals forward, experts have realized that facility with technology aids students in:

- *Demonstrating independence in academic pursuits*
- *Building strong content knowledge across the curriculum*

- *Responding to varying demands of audience, task, purpose, and discipline in unique ways*
- *Comprehending information as well as critiquing it, individually and collaboratively*
- *Using educational tools strategically and capably*
- *Understanding other perspectives and cultures*

Four particular goals of CCSS are uniquely suited to technology integration. Students are expected to know how to:

- Produce and publish documents
- Interact and collaborate
- Communicate using web tools
- Evaluate information presented in different media formats

This is the **Second Grade Bundle**, **one of six that make up the full complement of K-5 Common Core State Standards** lesson plan bundles (see other PDF digital booklets for kindergarten, first grade, third grade, fourth grade, and fifth grade bundles). They will become key to your classroom goal of achieving CCSS goals. All lesson plans have been tested by the Ask a Tech Teacher teachers. All are supported by the Ask a Tech Teacher help team on the website.

How to Use This Book

Before you start, scan the Common Core State Standards website and the overview provided in the Appendix. The language is easy to understand with helpful tie-ins to grade-level specifics and overarching Anchor Standards

Each lesson in this book is color coded for easy recognition of the CCSS standard being met, as follows:

Yellow **Math**

Blue **Reading—Literature**

Green **Reading—Informational Text**

Purple **Reading—Foundational Skills**

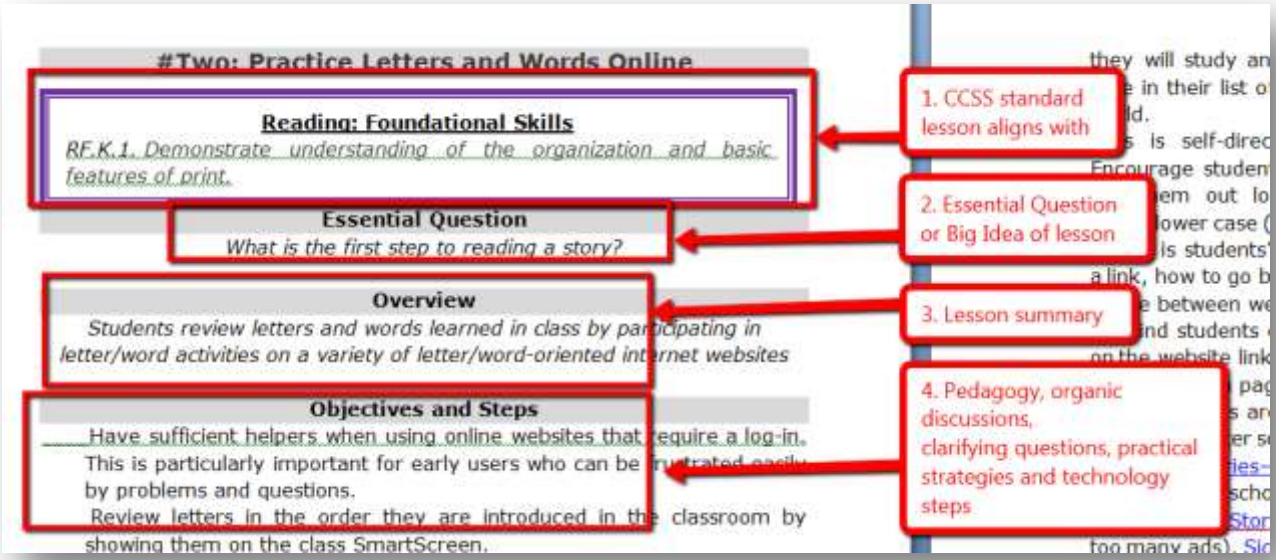
Red **Writing**

Pink **Speaking and Listening**

Blue **Language**

Orange **Anchor Standards**

Organization of each lesson is as follows:



Where for-fee software and products are used in lessons, an effort has been made to cross-reference free products that will accomplish the same goals where possible. There will be some adaptation required to make them work, but we've purposely selected those that are most compatible.

We've included blank lines in front of each concept so you can check it off when completed. We've heard from many users of our K-6 Curriculum and Toolkits that the nature of technology in the classroom often precludes completing an activity in one sitting. It's useful to track where you ended so you can pick up at that stopping point when you're ready to continue.

A note: When using installed software, projects are designed for a Windows-based PC. If you have a different operating system (say, Linux or Mac), you'll need to adapt the instructions.

Additional note: Embedded links are active only in the PDF/digital version of book. Contact the publisher to find out how to get a discounted PDF with your Proof of Purchase.

About the Authors

Structured Learning IT Team provides classroom teachers with practical knowledge, pedagogical articles and materials, how-to books, tips and tricks, and the tools required to fulfill the technology goals of the 21st century classroom. All textbooks, workbooks, and tools are classroom-tested, teacher-approved with easy-to-understand materials supported by online materials, websites, blogs, and wikis. Whether you are a new teacher wanting to do it right or a veteran educator looking for updated materials, Structured Learning and its team of technology teachers is there to assist you.

Ask a Tech Teacher is a well-regarded resource blog run by a group of technology teachers. It offers oodles of free lesson plans, advice, pedagogical conversation, website reviews and more. Its newsletters and website articles are read by thousands every day, including teachers, homeschoolers, and anyone serious about finding the best way to maneuver the minefields of technology in education.

Jacqui Murray is the editor of a technology curriculum for K-sixth grade, creator of two technology training books for middle school, and three ebooks on technology in education. She is the author of **Building a Midshipman**, the story of her daughter's journey from high school to United States Naval Academy. She is webmaster for six blogs, an Amazon Vine Voice book reviewer, a columnist for Examiner.com, Editorial Review Board member for Journal for Computing Teachers, Cisco guest blogger, IMS tech expert, and a weekly contributor to Write Anything. Her popular technology blog Ask a Tech Teacher is visited by more than 60,000 people every month and her technology articles have appeared in hundreds of online newspapers and magazines.

SECOND GRADE

#One: Explore the World

Anchor Standards—Reading: Integration of Knowledge, Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, words.

Essential Question

How do I use information from diverse sources differently?

Overview

Students use Google Earth as a different approach to learning.

Objectives and Step

_____In this project, students investigate their country of origin, find an interesting fact about it with Google Earth's resources, and upload the map to a drawing program where students add the interesting fact.

_____Introduce Google Earth (click link for information on how to download it for free). Explain how to maneuver, zoom in/out, drag globe to find other locations, use 3D buildings and street view.

_____Show students the 'layer' feature. Click on some (i.e., Wikipedia, GeoEye, DigitalGlobe) and see what markers pop up on the Google Earth globe. Click and look at associated pictures and text.

_____Explain why there are so many markers: They are posted by organizations and individuals on items that interest them which they want to share with others.

_____Discuss the top toolbar with its historic imagery and sunset-around-the-world tools.

_____Show students how Google Earth can be used to research—1) zoom in to explore an area, 2) use 3D buildings to investigate structures around the world (try the Statue of Liberty—it's amazing), 3) activate Street View to walk around a town, 4) explore markers posted by world citizens.

_____What can be learned from these tools? How is it different from reading articles on the internet or in library books?

_____Google Earth comes with a pre-installed international tour. Give students time to take it. Show them how to stop, explore an area, restart.

_____Make a connection to tours fifth graders created last year (from another lesson in this book). Have them loaded on the class or lab computers as examples of what students will do in just a few years.

_____Give students plenty of time to play with these features.

_____When exploration is complete, show students how 'fly to' works. Use one students' country of origin as an example. Zoom in/out until the country is fully visible (see inset). Demonstrate how to take a picture of the screen and export to the student's network folder.

_____Have students find their country of origin. Before snapping the picture, encourage inquiry and exploration. Be adventurous and curious. Drop in on one of the cities. Tour the 3D buildings. Try Street View. Read some of the comments of other world citizens—view their images.

_____Find one interesting fact about the country. Write it down on scratch paper for use later.

_____When finished, open KidPix (or Paint) and import the image saved from Google Earth.

_____Add the national flag. Add the interesting fact discovered while exploring Google Earth. Write it in a complete sentence using correct grammar, spelling.

_____Export completed image. Embed into class wiki or webpage.

_____When done, ask students to self-reflect on this tool as a means of investigating a topic. Does this differentiated instruction--studying the world first hand via Google Earth's tools--result in deeper learning? Is it more authentic than reading books? Does it encourage students to take responsibility for their own learning by providing a wider variety of tools to accomplish that goal? Does it provide greater evidence of their understanding than other approaches?

_____Extension: Have students save their country of origin as a jpg to a common file folder (for the class). Name the file with their last name. Show students how to view them as a slideshow in Windows. This is a nice project for Open House.

Appropriate for Grades 1-3 with adaptations

More Common Core help from Structured Learning and Ask a Tech Teacher:

- **The Key to Aligning Your K-5 Class with Common Core State Standards: *30 Projects that integrate technology into Core lesson plans***
- **The Key to Aligning Your Kindergarten Class with Common Core State Standards: *5 Projects that integrate technology into Core lesson plans***
- **The Key to Aligning Your 1st Grade Class with Common Core State Standards: *5 Projects that integrate technology into Core lesson plans***
- **The Key to Aligning Your 2nd Grade Class with Common Core State Standards: *5 Projects that integrate technology into Core lesson plans***
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- **The Key to Aligning Your 4th Grade Class with Common Core State Standards: *5 Projects that integrate technology into Core lesson plans***
- **The Key to Aligning Your 5th Grade Class with Common Core State Standards: *5 Projects that integrate technology into Core lesson plans***
- **Common Core lesson plans by strand**
    - ***Math***
    - ***Language***
    - ***Reading***
    - ***Writing***
    - ***Speaking and Listening***
- **Common Core webinars**