

# **The Key to Aligning**

## **YOUR FIRST 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 First 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***

*First Edition 2012*

*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 **First 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, second 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**

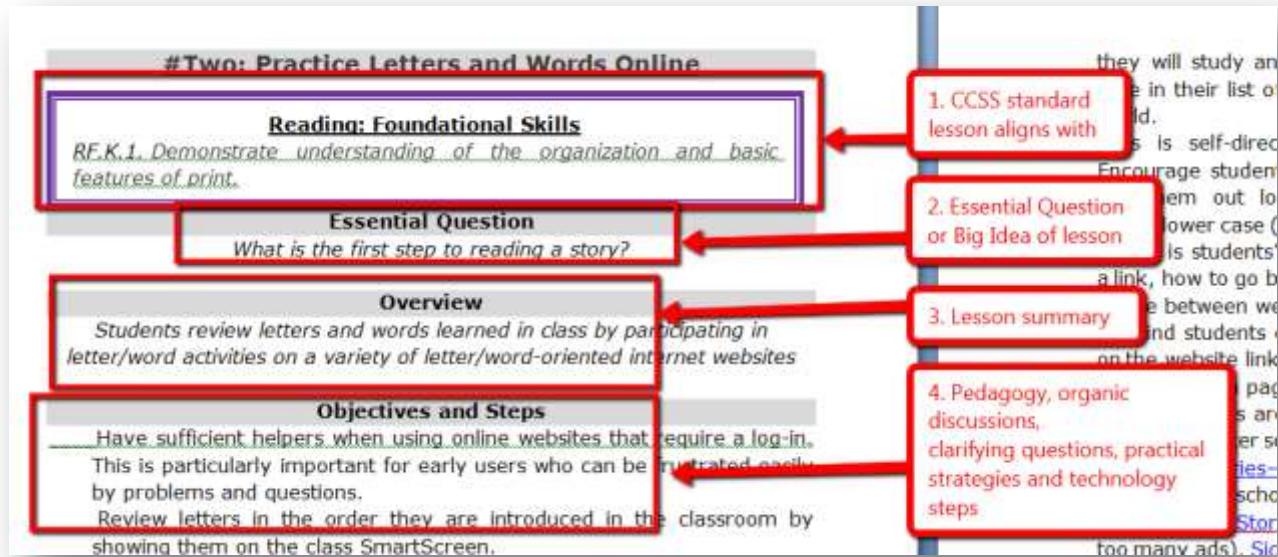
**Red Writing**

**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 21<sup>st</sup> 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.

# FIRST GRADE

## #One: Explore the World with Media

### **Reading: Informational Text--Craft and Structure**

*RI.1.6. Distinguish between information provided by pictures or illustrations and information provided by the words in a text.*

### **Integration of Knowledge and Ideas**

*RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).*

### **Range of Reading and Level of Text Complexity**

*RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1*

### **Essential Question**

*What differences can I discover from different media?*

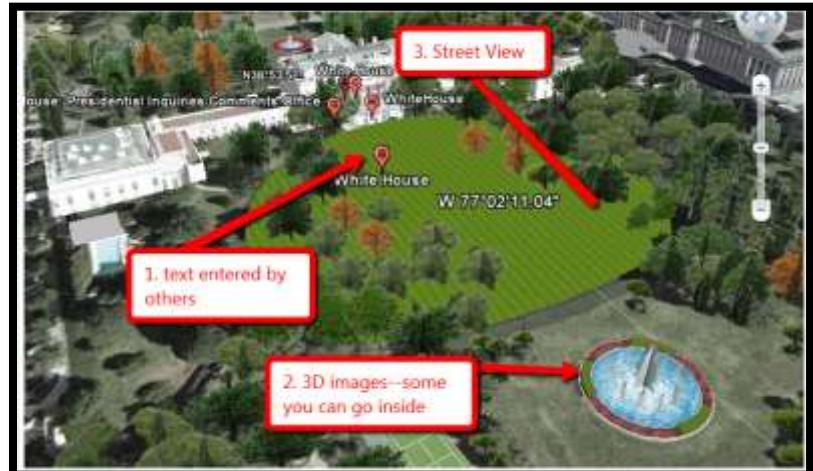
### **Overview**

*Students explore world symbols (or similar) in a variety of media to discover how information varies depending upon the source.*

### **Objectives and Steps**

- \_\_\_\_ Pick a central idea relevant to current classroom discussion. Explain that students will explore this theme in a variety of media and discuss the differences in what was discovered through these methods.
- \_\_\_\_ As an example, we'll pick the topic 'world symbols'.
- \_\_\_\_ Have students select the media. Possible choices are books, videos, music, discussion, oral presentations, and Google Earth.
- \_\_\_\_ Explore the theme during library time and classroom center time, using books, magazines, music, or other media selected by students.
- \_\_\_\_ When it's computer lab time, guide students to a variety of age-appropriate and child-friendly online libraries. Here are seven child-appropriate search engines:
  - [Sweet Search](#)
  - [KidSafe](#)
  - [QuinturaKids](#)
  - [Kigose](#)
  - [KidsClick](#)
  - [Ask Kids](#)
  - [KidRex](#)

- \_\_\_\_ Take this opportunity to discuss copyright protections and plagiarism with students at an introductory level. [Click for a list](#) of age-appropriate websites on safe surfing (scroll down to section on 'technology').
- \_\_\_\_ For images, try one of these two alternatives: 1) set up Google with the safe search functions set to 'strict', and 2) set up a file folder of 'world symbols' images that students use for this activity.
- \_\_\_\_ From this research, ask students to select five-ten 'world symbols' they would like to dig deeper into by viewing *in situ* via Google Earth.
- \_\_\_\_ Introduce Google Earth. Explain the screen layout. Explain how to zoom in/out, drag the globe to find locations, and use 3D buildings and street view (both highly popular with first graders).
- \_\_\_\_ Give students plenty of time to explore before getting down to work. Let them use the international tour that comes with the Google Earth.
- \_\_\_\_ When they're ready to begin, show students how to 'fly to' a destination and explore it using Google Earth's tools.
- \_\_\_\_ Students may work in pairs as they visit locations on the list they built. When completed, encourage students to be adventurous and explore locations of their own choosing.
- \_\_\_\_ When the research is completed, gather students for a conversation about the difference between information collected from images, written text (and other media they used) and first-hand experience (with Google Earth). What varies? What do they see in the Google Earth images they didn't pick up from the books and websites? What are similarities? How do these 'real' images scaffold comprehension of the bigger question? Which did they like better?



***Appropriate for Grades 1-5 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 1<sup>st</sup> Grade Class with Common Core State Standards: 5 Projects that integrate technology into Core lesson plans](#)
- [The Key to Aligning Your 2<sup>nd</sup> Grade Class with Common Core State Standards: 5 Projects that integrate technology into Core lesson plans](#)
- [The Key to Aligning Your 3<sup>rd</sup> Grade Class with Common Core State Standards: 5 Projects that integrate technology into Core lesson plans](#)
- [The Key to Aligning Your 4<sup>th</sup> Grade Class with Common Core State Standards: 5 Projects that integrate technology into Core lesson plans](#)
- [The Key to Aligning Your 5<sup>th</sup> 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](#)