

Exploring Multimodal Websites – Navigating a Site with a Question in Mind

Grade: Middle School		Timing: 4+ blocks
Learning Goals: <i>Students will be able to:</i> <ul style="list-style-type: none"> recognize similarities & differences of reading offline and online recognize text features of a multimodal website generate questions and navigate a multimodal website to find answers apply new learning (of multimodal text features) demonstrate social responsibility when working in partners/small groups demonstrate personal responsibility through participation and by following criteria 		Resources: <ul style="list-style-type: none"> set of Ipads (enough to partner or work in small groups) Apple tv and projector Student blogs student tracking sheet (enough for each student) chart paper/marker paper/pencil for each student sticky notes
Assessment Tools: <ul style="list-style-type: none"> Ticket out the door Students tracking sheet Student generated criteria Reflection blog post 		Demonstration of understanding tasks: <ul style="list-style-type: none"> find answer(s) to self-generated question using a multimodal website apply understanding of multimodal text features by creating a multimodal blog post reflect on learning process
Sequence	Plan	Notes
PART ONE – 1 block		
Accessing Prior Knowledge	5 Alone – 5 Together <ul style="list-style-type: none"> Ask students “What are the similarities & differences of reading offline (books etc) and online (web etc)? – take one example for each from students to get their ideas flowing – place on chart Independently, students will generate ideas using a t-chart for 5 minutes After 5 minutes students move into small groups (or 4 or 5). Students will number themselves off 1 – 4 (however many in group) Students go around the group, starting at 1 and share their brainstorm list for 5 minutes – explain that they should listen for similarities with their group mates’ ideas After 5 minutes groups will decide on 4 ideas to present to the class (have at least 2 additional as back up) Whole group report out – each group takes turns – 1’s present ideas aloud, then 2’s etc – teacher records ideas on chart Once all reporting is complete ask for any other ideas that should be recorded Teacher does a quick review, asks questions, invites observations 	<ul style="list-style-type: none"> - have chart ready, set up at a t-chart with similarities/ difference as headings - Have questions posted on board -students create their own – t-chart with lined paper - adapt timing - can be 4 and 4 etc - before whole group report out remind students to listen and adjust if their chosen ideas is reported by someone else
Connections – setting the stage	Think of a Time <ul style="list-style-type: none"> Invite students to (independently) think of a specific time when they were doing research or trying to find the answer to a specific question and they used the internet - give them 30 seconds or so Invite them to think about that experience – was it easy or challenging to find answers – how many sites did they have to 	<ul style="list-style-type: none"> - time? do a small report out after walk and talk: My partner ____ remembered ____ . This was similar/different to my experience because ____ .

	<p>go to – did they try more than one site – what helped them...</p> <ul style="list-style-type: none"> • Give them 1 min or so to think of the time • Stand and walk to find a partner – each take 1 minute to share your story – listen for similarities/difference 	
Teacher Think - Aloud/Model	<p>PRE-PLANNING – select a site that is topical (to curriculum or interests of students) and includes a variety of multimodal features – audio, visual, graphics, hyperlinks, text.. and have a question prepared that will be answered through the site navigation</p> <ul style="list-style-type: none"> • Share learning goals and tasks with students • Share that you will be modeling for students the process of navigating a multimodal website with a question in mind – establish that you will be doing this to demonstrate not only the process, but to highlight how to use the features and how to stay on track • Share your guiding question • Pull up website and demonstrate the following using the think aloud process: <ul style="list-style-type: none"> ○ scanning site and noting text features – explain term multimodal ○ locating relevant information (in relation to question) ○ using hyperlinks to go to other sites/pages – evaluating if new sites are relevant ○ listening to audio/viewing video ○ demonstrate getting off topic (as a non-example and what to avoid) ○ demonstrate how to stay focused along the way ○ share your questions along the way ○ make connections to class generated anchor chart 	<ul style="list-style-type: none"> - have learning goals of lesson/sequence posted - have site already loaded and prepared for projection - don't go into detail explaining tasks at this point, just share what they will be doing to demonstrate their understanding - make sure to talk out your process and share thoughts/observations/questions etc along the way - model how to keep track of information/note taking on student tracking sheet that they will also be using <u>Extension</u> – use a digital annotation device – only do this if students are familiar so as not to demonstrate too many new processes/thinking at once
Wrap-Up/ Reflection	<p>Ticket out the Door</p> <ul style="list-style-type: none"> • On a sticky note, each student will write down one question or one comment they have about using a multimodal site to find information • Students post notes on the board to come back to 	
PART 2 - 1 to 2 blocks		
Review	<ul style="list-style-type: none"> • Review key details from last lesson • Share some comments/questions from the ticket out the door – solicit answers to questions and/or invite students to try and answer them as they work through today's lesson • Review learning goals 	<ul style="list-style-type: none"> - when reviewing goals you may ask – what will this look like (especially with personal and social responsibility goals)
Introducing Task	<ul style="list-style-type: none"> • Student will, in partners (or on own if they choose): <ul style="list-style-type: none"> ○ choose a topic ○ generate a question ○ use ipads to query topic and find a multimodal website ○ site must include: at least one of video/audio, in addition to text and hyperlinks (recall site from last lesson as an example) ○ complete the student tracking sheet as they work 	<ul style="list-style-type: none"> - groupings depend on # of ipads available - no ipads? Use comp lab - have the steps of the task written on the board or chart paper for reference

Explore	<ul style="list-style-type: none"> • Students move into partners – give them an established amount of time to generate topic and question – 10 minutes? • Once they have their topic and question they will seek teacher and share their question for feedback and thumbs-up • Once they have thumbs-up, assign an ipad, provide handout • Rest of class time is for exploration • Circulate around class and ask questions and provide support • Using Apple TV, mirror students' sites every now and then and have them briefly point out features and comment on them • Provide enough time that students should be able to finish in class – if not, carry over to next day 	<p>- <i>EXTENSION</i> – early finishers - write a blog post that begins, “If I were a webpage designer I would...”</p>
Reflection	<ul style="list-style-type: none"> • 10 minutes before end of class collect ipads and invite an open discussion reflecting on what worked/what was challenging for them, see if anyone found answers to the posted questions from last lesson • Collect any complete tracking sheets 	<p>- tracking forms to be completed to hand in next class</p>
PART 3 – up to 3 blocks		
Making Connections/ Engage	<ul style="list-style-type: none"> • Answer in one sentence: If I were a web designer I would... • Provide some thinking time • In A/B partners students take turns sharing their ideas • Report out: My partner _____ would _____ if they were a web designer. This was similar/different to my idea because _____. 	<p>- if some students got to this already in the extension last lesson that is okay – they can share one thing they wrote</p>
Introducing Task	<ul style="list-style-type: none"> • Review learning goals • Students will, in partners/ groups of 3: <ul style="list-style-type: none"> ○ create a blog post with at least 2 different multimodal features (in addition to text) on a topic of their choice ○ blog should be informative for their target audience ○ Students will choose one of their group mate's blog to post it on initially ○ Students can: <ul style="list-style-type: none"> ▪ create & embed their own video ▪ create & embed an audio clip ▪ embed a video (youtube or other) ▪ create hyperlink ▪ embed images (own or credited from search) ▪ use text wrapping with embedded items to create a visually appealing post ▪ Others... • Show an example of a blog post with embeds etc • After completion, each student will write a reflection and post on their blogs or a create a video/audio reflection & post on blog • Reflections should: <ul style="list-style-type: none"> ▪ share their experience (what topic did they choose, how/why did they decide on certain multimodal features...) ▪ describe what worked/went well ▪ describe what challenges they faced 	<p>- students can copy or link the blog post they create on their own blogs later</p> <p>- by creating their own multimodal work, students are more aware of how the features support their ideas, how they expand learning opportunities, draw in audience, consider audience...</p> <p>- pre-planning will have to take place for this – student experts will need some pre-planning time</p> <p>- post reflection expectations in class and on class blog</p>

	<ul style="list-style-type: none"> ▪ share what they now know that they didn't before ▪ develop and share a goal for next time <ul style="list-style-type: none"> • Students will have up to 20 minutes planning time to brainstorm ideas and agree on modalities etc • Inform students that there will be workshops after the planning session – workshops will be on... (list on board) 	
Criteria building	<ul style="list-style-type: none"> • As a group, develop criteria for this assignment • Chart criteria or word process and project (via computer or ipad) • refer to learning goals – criteria should attend to these • Keep posted for reference • create in a t-chart format – criteria on left, examples on right 	<ul style="list-style-type: none"> - refer to example blog if necessary - post criteria on class blog - make sure to categorize criteria – “what similarities do you notice?” “what heading could we use for these?” e.g. layout, information, modalities...
Planning	<ul style="list-style-type: none"> • In working partners/groups students will map out their plans • Provide up to 15 minutes for planning – students review and get thumbs-up when done planning 	
Workshops	<ul style="list-style-type: none"> • Give a 5 minute warning to wrap up planning • After planning time, offer workshops around the class to demonstrate how to do embed, create links etc • Have one or two student experts at each station to lead the workshop • Workshops should be no more than 15 minutes 	<ul style="list-style-type: none"> - teacher can either facilitate a station or circulate and support
DAY 2, 3 & 4 Explore/Create/Reflect	<ul style="list-style-type: none"> • Review criteria • Set work expectations and timelines – all work to be complete in 3 days, including post and reflection • Students work in pairs/groups to create their posts • As circulating when you see examples for meeting the criteria use the ipad to project and share AND/OR ask students if they have a good example for... (one of the criteria) and share • When pairs/groups feel they are done have the teacher do a quick review and provide feedback – edit if necessary – then POST! • Students will then independently work on their reflection blog post – can be a video/audio clip of student orally answering reflection prompts • Students should also review classmates blog creations and post on at least 2 of them 	<ul style="list-style-type: none"> - circulate, question, monitor, assist...