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Title: “Flipped” Back to School Letter (Teacher Product) Digital Introduction: “Hi, my name is...” (Student Culminating Project)

Grade Level: Pre K - 1

Lesson Duration: I will allot a minimum of 2 weeks/10 days with 30 minute sessions each. This time may be adjusted depending on mastery and project completion, as well as when my students are assigned their school iPads for the year.

Overview: During the first 1-2 lessons, students will be introduced to safe iPad handling, care and basic iPad controls and use. This will be reviewed during subsequent lessons as well. I will then instruct individual students on the DoInk - Green Screen app for iPad, having them become “Experts” who will teach their classmates how to use the app. The entire class will have received my digital Seesaw letter prior to school, so I will proceed with a whole group introduction to the app and then again train “Experts” as I did for DoInk.

Our writing lessons during these first 2 weeks of school consist of writing about who came with us to Open House and the first day of K and how we feel about starting Kindergarten. I also have a family picture taken in our “Photo Booth” at Open House. This year I will have my students do an introductory writing, share stating their name, who they live with and something they did during the summer. (For my kindergartners the writing is done by an adult as the child dictates their sentences.) Students will also draw a background picture or choose a digital image to use for their video.

Subject Matter: Technology / Team Building / Social and Emotional Learning

Learning Objectives:

- Students will recognize safe iPad handling and care.
- Students will identify the home button, on/off button, the DoInk app icon and the Seesaw app icon on the iPad.
- Students (with Teacher support) will complete a Digital Introduction Project- “Hi, my name is...” and share it to Seesaw.

Standards:

- Prekindergarten 5.1 Experiments with writing tools and materials.
- Prekindergarten 3 An interest and engagement in group experiences.
- Grades: K-12 5 Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Grades: K-12 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Technology Components:

I will be utilizing the DoInk - Green Screen app; Seesaw web-based app; PBS Learning Media; EdPuzzle; iPhone video recorder; iPad video recorder and You Tube.

Materials:

- Digital “Back to School” Letter
- Thomas the Train Play Set for Introductory Play
- iPad, iPhone, MacBook, Smart board
- Green Screen (I am setting up a “Digital Learning Studio in my classroom this year.)
- Open House Picture of Child and Family / Companion
- Beach-Theme Photo Props for Family Picture
- Writing (Who brought me to school; How I felt; 2 things about myself - family, summer activities...)
- PBS Learning Media: [How Green Screen Technology Works](#)
- PBS Learning Media: [Cooperative Play](#)

If links do not work, use these search terms at pbslearningmedia.org:

- Behind The Scenes: Greenscreen
- THOMAS & FRIENDS: Listening Exercise
 - Under Support Materials / Activity you will also find a [pdf](#) of the *Pump Your Pistons and Listen* lesson plan.

Prep for Teachers:

Teachers should become familiar with green screen technology by previewing PBS video and experimenting with DoInk app.

The Classroom Seesaw Group Site also will need to be set-up before school, as a postcard or email with a QR code and link will need to be send out prior to Open House.

Teachers will need to have recorded their own “Flipped Back to School” introductory letter and sent the link out at the same time they would have sent a hard copy, and set a time when those without internet access could come to the school or public library to view the link.

Be sure to have your green screen area prepared before Open House so you can get your child’s family picture that night. They will get to see how you use green screen when you put a background picture behind that and display it in the classroom on the first day of school.

I am using a Thomas the Train set for my morning “settle in time” as one of the cooperative play choices as that will be a connection to the cooperative play video. We will use that as a talking point when we begin working together to record our personal introductions using DoInk and the green screen studio.

Introductory Activity:

My “Thomas the Train” set will be out for students to explore during morning “settle in time” as a cooperative play choice. Thomas the Train is a familiar character that will be a connection between prior experiences and our new learning. As an introduction to the cooperative play video, it serves as a concrete example of playing and sharing together. The train set will continue to be a morning activity during the entire project.

We will use our cooperative play experiences as examples when we begin working together to record our personal introductions using DoInk and the green screen studio. Together we will view sections of videos from PBS Learning Media links above. I utilized the EdPuzzle app to choose appropriate sections of the video for my students.

In separate lessons I will also be working on the writing activity; taking dictations; and also proper care and handling of the iPad. With the iPad we will focus on the Home button, On/Off button, and the “DoInk” and “Seesaw” app icons. The writing activity is completed individually during playtimes by myself and classroom aides. The iPad handling and functions lessons could be whole-group or small-group depending on the class.

My final introduction to the lesson will be me displaying the class’ individual Open House pictures with the new backgrounds and then viewing my “Flipped” Back to School Letter together. The pictures are intended to be a connection between my “Flipped Back to School Letter” they received prior to Open House, their own families, and our current “Digital Introduction” activity.

Learning Activity:

Lesson 1: As a multi-sensory example for the project, students will view a sample “Hi, My Name is...” video created with “DoInk”, featuring my 9 year old son. They will recognize him from my back to school video. We will view the video a second time, with students being instructed to listen to what he is saying. We will then list what we learned about my son in the video, followed by a brief overview of the writing/dictation activity. (Examples: name, age, family members, favorite summer activity, etc.)

Lesson 2: As a mini-lesson I will introduce the “Hi, My Name is...” writing lesson on the Smart Board. We will do a practice writing together and students will be shown the individual paper they will complete with teacher assistance during playtime.

Lesson 3: Proper iPad handling and Basic Controls- I will demonstrate how to “hold the iPad with a hug”; where the on/off button is; and the “home” button. We will then practice those commands. Depending on students’ comfort level, I may show them where to find the Seesaw and DoInk apps at this time as well. We will practice opening the apps; closing the apps; and clearing apps off the iPad.

Lesson 4: Green Screen - We will again look at our “Open House” pictures and my son’s sample video, talk about the green screen and the different background. I will ask for any prior knowledge on green screen technology. Together we will view selected portions of the PBS green screen video. We will then create a green screen image together (displayed on the Smart board) using the DoInk app.

Lesson 5: DoInk / Green Screen- We will make 1-2 practice videos using DoInk, displaying the process on the SmartBoard. Following the group activity, I will individually teach 1-2 students how to videotape each other using DoInk in the “Digital Learning Studio.” Other students will be having playtime and will have the option of being “actors” for the students I am instructing. During this time, teacher helpers will continue to take dictations for the individual writing activity.

Lesson 6: For this lesson we will talk more about green screen and the background. I will read my “Hi, my name is... paper, and ask students what kind of picture would look good for my background. I will have 2 samples ready; 1 illustration and 1 internet download. Students will also be given the option of drawing their own picture or choosing an online image. I will then take a volunteer and we will talk about their writing together and help them determine a good background. *Background work will again be completed individually with teacher assistance during playtime over the next few days.

Lesson 7: I will have one of my DoInk “Experts” record me reading my writing in front of the green screen, as the class observes as well as having it displayed on the Smart board. I will then show them on the Smart board how the layering affect creates the finished product. The “Expert” and I will then switch

roles and I will record them and we will complete their video. If I have 2 “Experts”, we will then complete the 2nd students’ video as well.

*All subsequent “Hi, my name is...” Digital Introductions will be completed during morning settle-in time from 8:15-8:45 each morning and during playtime. It should take about 3 days to complete.

Lesson 8: As we continue individually recording and completing the Digital Introductions, Lesson 8 will introduce students to our Seesaw app. We will locate the app on the iPad and all students will be shown how to “join the class” by scanning the QR code. I will then demonstrate how I share the link to my video and post it to our class feed. To access prior knowledge, I will tell them this was how I shared my “Back to School Video” with them before Open House.

Lesson 9: Today students will review the Seesaw app; if they seem ready, I will introduce them to taking a picture with Seesaw and sending it to me for approval. I will also have them practice finding their folder and viewing their items on our page.

Lesson 10 (final lesson): The final lesson will be sharing our project. We will invite the other Kindergarten Classes and the Principal in to view our Digital Introductions. They will also be published on our Seesaw account for parents and families to view.

Cross-Curricular Integration Activity: This lesson utilizes the following Cross-Curricular Activities: Writing, Language Arts, Technology, Social-Emotional Learning

Culminating Activity: Presenting our *Digital Introductions: “Hi, my name is...”* projects to the other 3 kindergarten classes and the Principal will be our “live” culminating activity. They will be presented on our classroom Smart board. Sharing our projects with our families over Seesaw will be our “digital” culminating activity, which can be viewed on their individual devices. I will also offer to share the lesson plan and technology with staff at a subsequent staff meeting using my iPad to access our classroom Seesaw account and demonstrate the DoInk app.

Student Materials: iPad (we have 1:1, a shared iPad works as well), “Hi, my name is...” Writing activity, Illustration or image for backdrop, Writing and drawing materials, Green screen



Place Open House Picture Here

Hi, my name is _____.

I live with _____.

This summer I _____

_____.