

Bethany Akerhielm
S574
26 Apr. 2013

Instructional Experience 2

Background Report:

This lesson has been designed as a one-on-one instructional experience with a first-grade student. This student has experience using computers and iPads, and is at grade-level for her reading and math skills. The lesson will introduce the student to the topic areas available for searching on INSPIRE Kids Search,

Instructional Materials:

Objective:

- Given the Kids Topic Exploration [Guide](#), the student will choose the correct topic area when searching for photographs on INSPIRE Kids Search four out of five times.

AASL Learning Standard:

- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Materials Needed:

- iPad
- Computer
- 10 slips of paper with the following search terms written on them. Each topic area should be represented with a different color of paper, so that student has at least one slip of each color.
 - Cats
 - Slugs
 - Baseball
 - Golf
 - One Direction
 - Eiffel Tower
 - Grand Canyon
 - Mississippi River
 - Dentist
 - Jump Rope for Heart

Instructional Sequence:

- Show the first 34 seconds of this *Phineas and Ferb* [clip](#).
- Talk about the ‘supercomputer’ and that while we may not have something called a supercomputer, we can use databases to help us find lots of information.

Explain what a database is and what it's used for, talk about what student will be able to do by the end of the lesson.

- Show student the main page of Kids Search, and discuss the topic pictures and how they will help to narrow her search.
- Use iPad to show student examples of things they may find in five of the ten topic areas with the Kids Topic Exploration [Guide](#). Give non-examples (you would NOT find pictures of mountains in the Animal topic section because mountain pictures would be in the Geography topic.)
- Matching game- Give student the [Topic-Subject Matching Board](#) and have her choose five slips of paper (one of each color). Explain that each slip has a word of something she will search for on the database, but that she first needs to decide which topic it will be found in. Allow her to use the Kids Topic Exploration Guide for assistance. The slip of paper with the search term on it will be placed under the flap of the topic picture.
- Assess student with [Assessment Checklist](#) as she works through the matching activity.
- After the matching of topics and search terms is complete, walk student through the search process with the search term she selected.
- Ask student if she has any questions about how to search or how to choose topics.

Learner Materials:

- Kids Topic Exploration [Guide](#)
- [Topic-Subject Matching Board](#)
- Search term papers
- Computer

Results of Field Test:

My objective was that the student would be able to successfully match the search term with the topic area four out of five times, and she was able to do it five out of five times. She did not have any questions, and was able to search for the terms successfully in the database after choosing the correct topic. Because this was a one-on-one session, it was easy for me to observe and assess the student using a checklist. If I were doing a similar lesson with a group of students, I could use worksheets instead of the game board-style matching game I used.

Reflection:

I found this experience to be challenging but also very valuable. Overall I think the instructional experience went well, and watching the video definitely helped me see things I need to focus on more in the future. For example, I noticed that sometimes I did talk pretty fast. I also think I could have done a better job explaining what a database is more clearly, because I feel like my explanation was a little vague for a first grader. But I am glad that the student met the objective of the lesson, and I liked using a mix of technology and game board-style materials to keep things interesting. I found myself

much more nervous about the lesson once I started recording, which surprised me. That feeling is motivation for me to record myself in similar situations in the future so that I become more comfortable and aware of myself as an instructor. In terms of instruction, I would like to try something similar to this with a larger group of kids to see how that works. I think I could have made it more exciting and incorporate movement and group work into the lesson if I had worked with a group. As a follow up for this lesson, I would plan a separate lesson on actually doing the search on Kids Search. I walked the student through it for this and she did catch on quickly, but I still feel that it could be a lesson within itself because she had never used a database like that before. All in all, this was a good learning experience, but I still feel like I have work to do in terms of the actual presentation of information. My confidence in planning and understanding instruction has grown, now I just need to continue to work on the actual instructing!