Interactive White Board:

**Description:**

As future teachers it is important to know how to use the smart board. For this assignment we had to teach a lesson that showed the class numerous ways in which one can utilize this board.

**Self-Assessment:**

This was a beneficial activity for me, because it showed me a lot of ways that the smart board can be used in my future classroom. I think using the smart board is a way to truly engage students.

**Educational Setting:**

The smart board can be used to play interactive games and create interactive lessons: Here is the lesson I created for the interactive white board assignment:

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| **UNIT:** | | Math |
| **LESSON:** | | Patterns |
| **TITLE:** | | Represent Growing Patterns |
| **VOLUNTARY STATE CURRICULUM:** | | 2nd Grade |
| **TOPIC:** | | Patterns and Functions |
| **INDICATOR:** | | Identify, describe, extend, and create numeric patterns |
| **OBJECTIVES:** | | a. Represent and analyze numeric patterns using skip counting by 2, 5, and 10 starting with any whole number and using whole numbers to 100. |
| **ASSESSMENT FOCUS:** | | Students will be able to know the characteristics of land mammals and water mammals |
| **MATERIALS NEEDED:** | | Pattern cut outs, smart board, pattern worksheet, website <http://nlvm.usu.edu/en/nav/topic_t_1.html> |
| **HANDOUTS:** | | None. |
| **ADAPTATIONS &**  **MODIFICATIONS:** | | If time runs short, they will be asked to complete a pattern for homework so that the teacher can assess their knowledge. If time is left over after the lesson, students will play an interactive game on a website utilizing patterns. |
| **ENGAGEMENT:** | Level of  Bloom’s  Taxonomy:  Knowledge | The class will be given a worksheet with a pattern in it. In pairs, they will try and see if they know what comes next. |
| **EXPLORATION:** | Level of  Bloom’s  Taxonomy:  Application | Each group will take turns coming to the smart board and placing their pattern worksheet on the board. As a whole class we will examine the pattern on the smart board, discuss if they answered “what comes next” correctly and see if another student can continue the pattern even more. (When the student continues the pattern have them come to the smart board while the other students continue the pattern at their desks) |
| **EXPLANATION:** | Level of  Bloom’s  Taxonomy:  Analysis | Together we will identify what a “core” of a pattern is and discuss how using the core can help you identity skip counting in patterns. For example if you have the pattern**: 1,2,3**,1,2,3 you can figure out that the 9th element of the pattern will be 3 by using some mathematics and understanding what the core of the pattern is.  \* Numbers in bold are the core of the pattern. |
| **EXTENSION:** | Level of  Bloom’s  Taxonomy:  Synthesis | The teacher will open the website <http://nlvm.usu.edu/en/nav/topic_t_1.html> where they will play the color pattern game with the students. In order to ensure that each student participates they will write down the answer on a sheet of paper at their desk, prior to the teacher calling on a student to finish the pattern. |
| **EVALUATION:** | Level of  Bloom’s  Taxonomy:  Evaluation | Students will make their own pattern in their journal. They must underline the core. When they are done, they must raise their hand until the teacher comes over to check their pattern. When they are finished they may take out a book to read silently. |