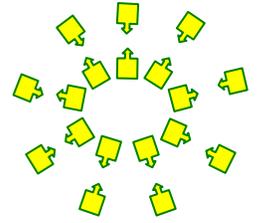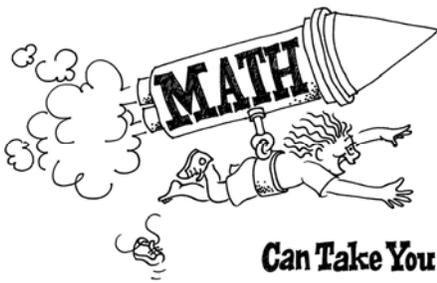# Incorporating the Internet
Concentric Circles

☐ My favorite mathematics Internet resource is
_____because_____
_____.

☐ How does using the Internet promote equity and diversity in mathematics instruction? _____
_____

☐ I know my students benefit from using the Internet as a resource in mathematics class because
_____.

☐ A tip I would give to parents or guardians about using the Internet to support mathematics
concept development at home is_____
_____.

☐ When my students are working on the Internet, a classroom management strategy I use or
would like to use is _____
_____.

☐ One tip I want to share about planning an effective lesson using the Internet as a resource is ___
_____.

☐ How do I prepare students for the learning objective and what will be expected of them in
using the Internet as a resource? _____
_____

☐ How does using the Internet as an instructional tool promote depth and complexity in
instruction?_____
_____

Incorporating the Internet
Components of a Good Internet Lesson Plan

Can Take You Places

Lesson title reflects lesson concept:

Lesson is appropriate based on grade level standards:

Learning objectives/goals and criteria for success are <u>clearly communicated to students:</u>
(Objective/goals, what are the Big Ideas in the lesson?)

The criteria, explaining what students should know and be able to do, should be based on the grade-level standards: Limit criteria checklist to no more than four statements.

First statement:

Second statement:

Third statement:

Fourth statement:

Materials:

Approximate Teaching Time:

Set the stage for the lesson or background information, introductory questions:
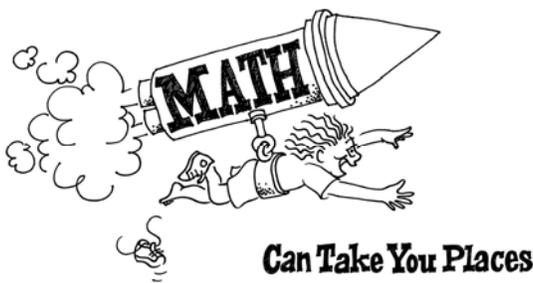
Lesson Procedure/Steps:

Include scaffolding lessons in the lesson plan: These are questions that you would ask students during instruction, should they need assistance or clarification.

URLs to be used for the lesson:

Lesson Summary Questions:

Lesson extension:

travelocity

KERA
UNLIMITED

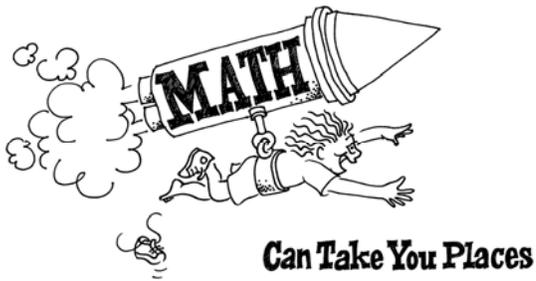1. Are the learning objectives clearly stated?

   - Does the lesson address the different learning styles of students (Spec. Ed., ESL, ELL, etc.)?

   - What are the prerequisite skills for this lesson?

   - How can I make sure that the mathematics in this lesson is made clear and students see the relevance of the lesson?

2. Designing the Lesson

   - Is there a lesson available that a colleague is already using? Can that lesson be modified or adapted to meet the criteria of my grade-level standards?

   - How will students use this knowledge to solve an authentic problem?

   - Does the lesson promote Higher Order Thinking Skills? (Refer to Bloom's Taxonomy.)

   - How are students to demonstrate their learning?

   - Have I investigated and bookmarked the sites for this lesson?

3. Post-lesson checklist

a. Were there any surprises? Disappointments?
b. Does the students' work demonstrate that the mathematics objective for the lesson was reached?
c. Did some new learning goals emerge during instruction?
d. Did the students' work demonstrate that they meet the criteria, which were based on the grade-level TEKS?
e. Upon evaluating the students' work, what modification will I make to the lesson to move students towards successfully meeting the criteria?
f. What instructional strategies were most effective? Which were not?
g. What will I change next time to make the lesson more effective?

Here are a few recommended Internet resources for mathematics instruction. What are some of your favorite Web sites?

http://www.kera.org

http://www.pbs.org

http://pbskids.org/

http://www.nctm.org

http://www.kids.gov/

http://mathforum.org/library/

http://education.ti.com

http://mathtekstoolkit.org

http://www.coolmath4kids.com/

http://www.howstuffworks.com/

http://tea.state.tx.us

http://www.ed.gov/teachers/landing.jhtml?src=fp

http://thegateway.org

Others

_____

_____

_____

_____