Unit Plan - Exploring the TTC with iPads

**Grade**: Junior/Intermediate Special Education Students

**Subject**: Language Arts

**Duration**: 2-3 weeks

**Summary**: To plan and document a trip using the Toronto Transit Commission. Students will research possible routes to a destination and complete a round-trip on the TTC. Students will experience first hand public transportation. They will be required to pay their own fares, get transfers, and push stop buttons for appropriate bus stops. They will document this experience by taking digital photos and notes using the iPads.

**Purpose**:

- to conduct research independently and in collaboration with classmates

- the lessons will allow students to use a variety of formats to research, including the internet, iPads, and electronic sources, primary resources/real-life experiences

- once research completed students will present their information to the class in both print and electronic formats

- students will learn how to use an iPad (image capturing, notes, Safari, Google maps, iPhoto and iMovie, Book Creator)

**Expectations**

**Writing**

Students will:

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

1.6 - determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

**Media Literacy**

Students will:

* 1. identify the purpose and audience for a variety of media texts

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

**Oral**

Students will:

1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details

**Reading**

Students will:

1.8 make judgments and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views

2.3 identify a variety of text features and explain how they help readers under- stand texts

**Materials**

iPad

Laptops

Software/apps (Safari, Google maps, iPhoto and iMovie, Book Creator)

Printer

Website: ttc.ca

Read and Write Gold

**Pre-assessment**

KWL chart

**Learning Activities**

1. Overview of the purpose and final task
2. Creation of learning goal and success criteria
3. Opportunities to become familiar and comfortable with apps so that they can be incorporated as part of their research
4. Conduct relevant research using iPads
5. Hands-on research and gathering of information while on a field trip on the TTC
6. Consolidation of research from all sources
7. Creation of final research project for presentation to class
8. Application of knowledge – students will plan their own field trip using the TTC as transportation, researching routes and time frames

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| Lesson/Time | Purpose | Materials | Teaching Strategies | Modifications |
| 1. Introduction – 30 minutes | Pre-assessment | Smart Board  Smart Notebook  Laptop | Full Group  KWL chart to discover what they know about travelling by public transportation | Extended time frames  Additional explanation |
| 2. Introduction of Task and Overview of Purpose | To introduce students to the project they will be completing | Smart Board  Google Maps  iPads  ttc.ca website | Full Group  Transference of information  Direct teaching  Provide visual aids | Repetition of information  Additional explanation  Extend time for processing of information |
| 3. Creation of Learning Goal and Success Criteria | To establish expectations for the project | Smart Board  Smart Notebook  Laptop | Full Group  Think/Pair/Share  Co-create success criteria | Large print for visually impaired student  Simplified language  Repetition of information |
| 4. Introduction of Apps to be Used | To become familiar and comfortable with apps to be used | iPads  apps (TTC, Notepad, iPhoto) | Pairs  Modeling  Conferencing  Think/Pair/Share  Time to explore | Assistance for students with literacy challenges  Extended time frames |
| 5. Field Trip with Transportation on TTC - destination to be determined by teachers | Students will experience and document first hand a round trip using the TTC | TTC bus  Tokens  Cash  Transfers  iPads | Direct teaching  Modeling  Conferencing | Maintaining close proximity to students  Attuned to their environment |
| 6. Consolidation of Research from all Sources | To gather, organize research information and ideas | iPads  Photos  Notes | Small groups | Individual conferencing  Extended time limits  Teacher assistance  Assisted technology |
| 7. Creation of Final Research Project for Presentation | To produce a final project to present to classmates | iPads  Smart Board  Art Supplies | Small groups | Individual conferencing  Extended time limits  Teacher assistance  Assisted technology |

**Adaptations/Differentiated Learning**

- project will incorporate a variety of differentiated learning opportunities to allow for the multiple intelligences of students

- allowing extended time frames, different levels of attainability of skills, different methods of presentation (photos/videos, student-created maps, downloaded images of maps, oral presentations, hard-copy projects)

**Post Assessment**

- Presentation of project to teacher and class

**Debrief (Lessons Learned)**

- apps needed for students requiring high interest, low vocabulary reading

- working with individual students to reinforce basic skills and concepts

- high frequency word recognition

- use for a longer term multi-media project (eg. Animation, music video)

- story writing (Book Creater app)

- inquiry based learning

**Challenges**

- helping students understand the ipad is an educational tool and not a toy

- monitoring and limiting accessibility to appropriate apps and sites

- finding suitable apps for special education students

- consistent wifi connectivity is an ongoing concern within our school