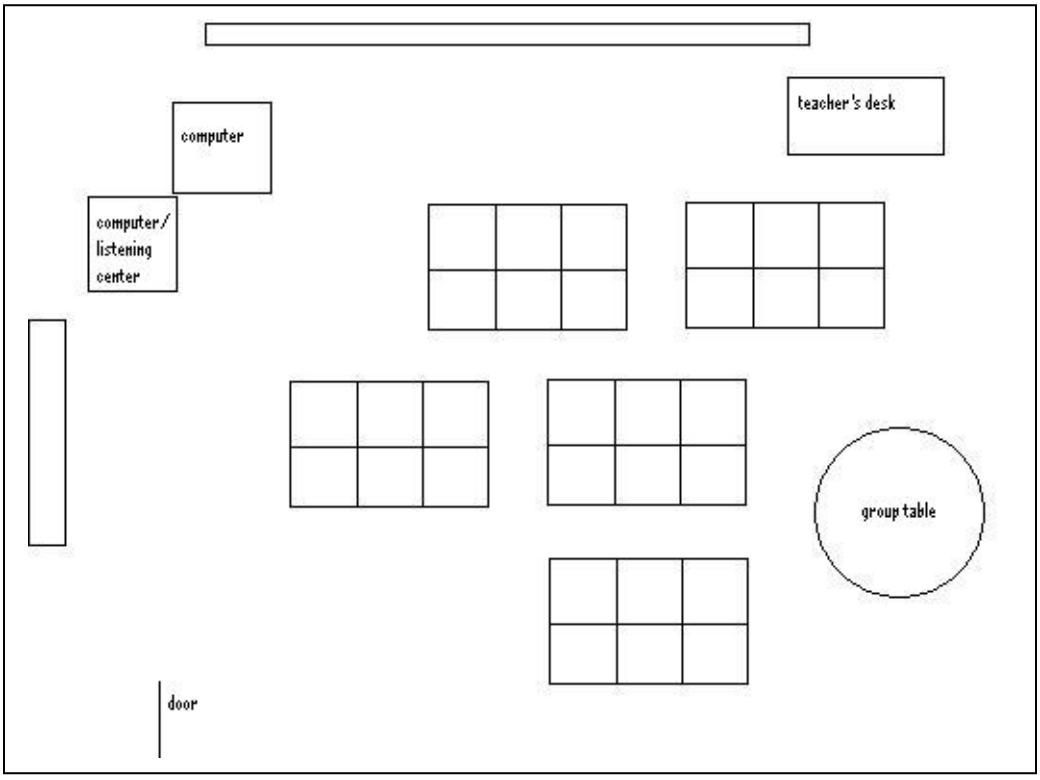
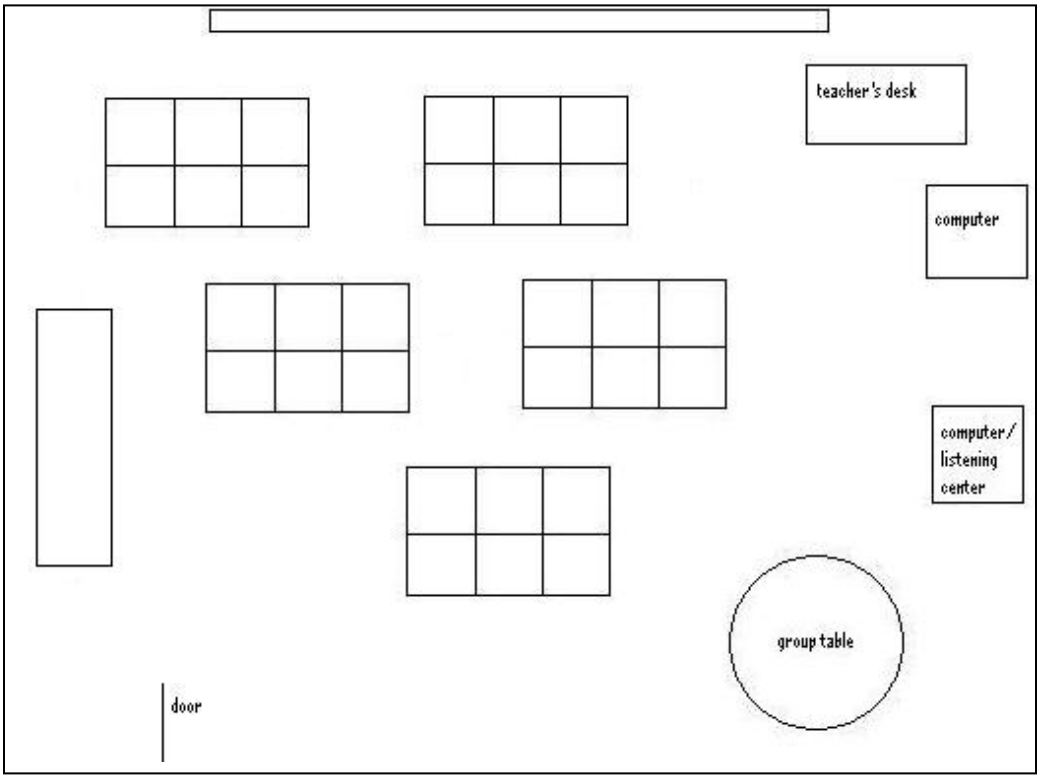
Related Resources	Arranging your Classroom for Effective Technology Integration

Basic Seating and Room Arrangement Strategies- http://www.learnnc.org/newlnc/carepak.nsf/292be0ea2a3487608525692f0068d504/2be2e2cf2a572e2685256937005779ec9?OpenDocument 5 Computer Classroom- http://www.siec.k12.in.us/~west/slides/integrate/sld015.htm 3-Computer Classroom- http://www.siec.k12.in.us/~west/slides/integrate/sld016.htm Other sample room arrangements follow	One of the most basic components of a successful technology infused lesson is the arrangement of the students and technology in the classroom or computer lab. Listed below are some things to consider when arranging your classroom for effective use of technology. ❑ Make sure that students have enough space to complete paper and pencil assignments near the computer. ❑ If using a projection device with an entire class, make sure that all students can see the monitor from their desks. ❑ A computer on a cart needs to be easily moved from its position to be used most effectively. ❑ If you plan to use groups of students working at different stations, computers should be spaced around the room so students are able to work effectively as a group without interruptions. ❑ Furniture should be arranged to facilitate student and teacher movement. ❑ Make sure that you have room to store CD's, disks, software and other computer related equipment. ❑ Do not overload electrical outlets. ❑ Post rules for using technology in a visible area. ❑ Keep computers away from windows to keep the glare from sunlight off the screens. ❑ Make sure that the display on each computer faces the classroom. Students will be more apt to stay on task if they know that you might be looking over their shoulder. ❑ Keep computers in a low-traffic area where students do not pass on their way into or out of the room. ❑ Cords and cables need to be properly contained out of the reach of students.

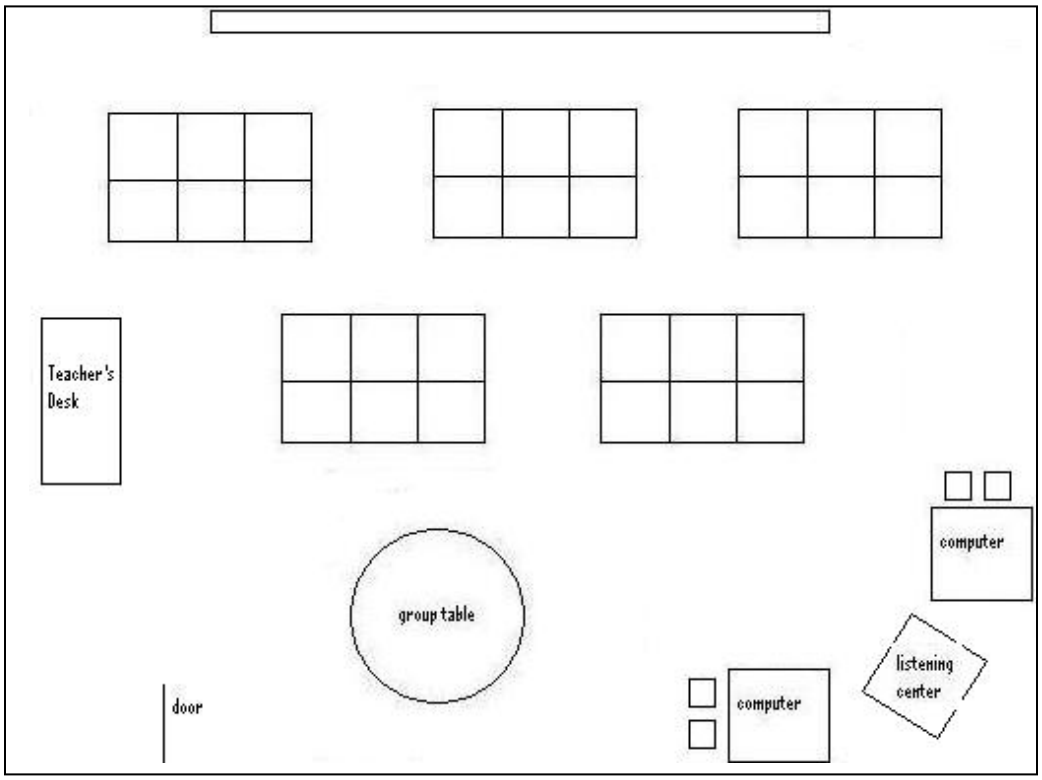
Sample Room Arrangements:

One Computer

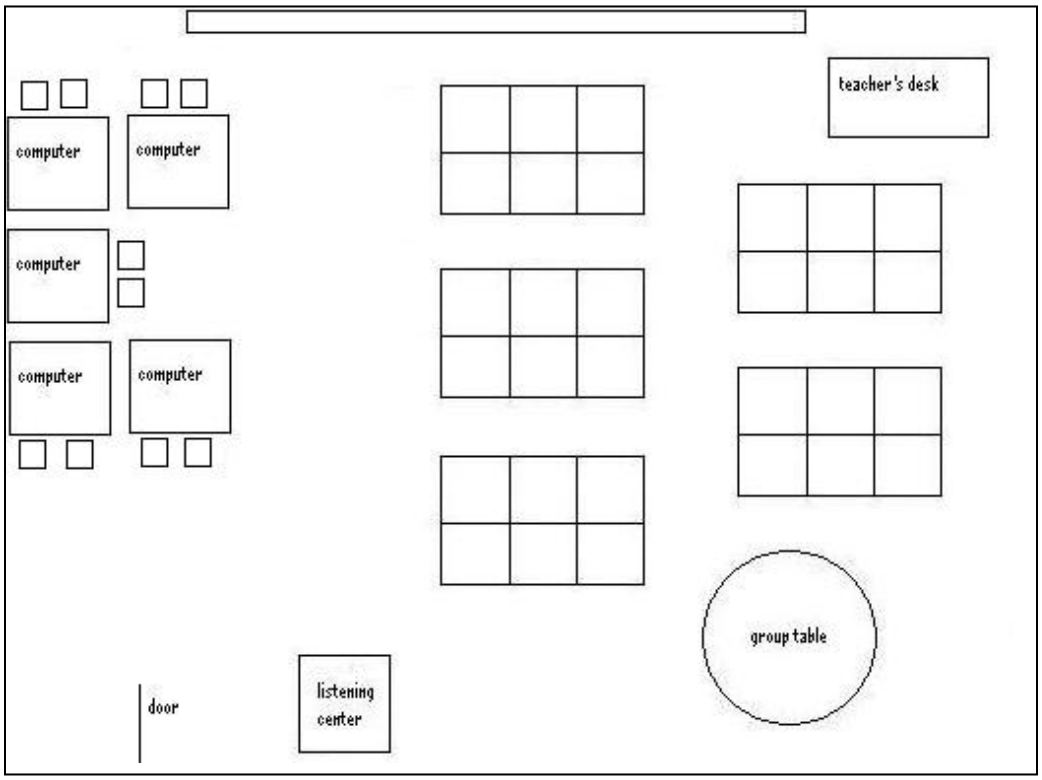




2 Computers


Teacher's Desk
computer
group table
listening center
computer
door

5 Computers


computer
computer
computer
computer
computer
teacher's desk
group table
listening center
door

Related Resources	Managing the Technology-Infused Classroom

Managing Computers in the Classroom- http://www.techlearning.com/db_area/archives/WCE/archives/paulalee.htm
Read about one teacher's successes and failures managing technology.

Stages of Utilizing Technology- http://www.geocities.com/Athens/Agora/2100/utliz3.htm
This slide show gives beginning technology users simple advice for managing computers in the classroom.

Planning and preparing for a technology infused lesson is very important, but good classroom management allows that lesson to be carried out effectively. With good classroom management strategies, students will be able to make the most of their technology experience.

Tips for Using Computers in the Lab

- Before entering the Lab, explain students' task in detail and give them any worksheets or reproducibles that they will need during the lesson.
- If a computer is not available in the classroom, demonstrate the lesson on a computer in the lab before allowing students to go to their individual computers.
- If there is a computer in the classroom, demonstrate assignments ahead of time using a scan converter that connects your computer to a T.V.
- Have a predetermined silent signal that you can use to quiet students quickly when you need to give directions.
- Develop a system that students can use to signal when they need help. This may be as simple as placing a cup upside down on top of the computer, or raising a flag that is attached to the computer.

Tips for Using Computers in the Classroom

- Make sure that students can easily see the computer or monitor from where they are sitting.
- If using the computer as a learning center, introduce the activity to the whole class at once and allow them to work individually during center time.
- Create a checklist to keep track of which students have used the computer.
- Arrange the computers so that two chairs will fit in front of each computer monitor.
- Make sure that students have a place to complete pencil and paper activities next to the computer or provide them with lap desks.

	❑ Using masking tape, create a box on the floor surrounding the computers. Instruct students to stand outside the box if they are not working on the computers. This will prevent on-lookers from disrupting students who are working to complete a task.
See sample group leader cards that follow.	**Other Helpful Management Tips** ❑ Make sure the technology is working the day of the lesson. ❑ Establish rules for asking questions and getting assistance. ❑ When working in groups, establish group leaders who can facilitate when you are busy. ❑ Establish rules for using technology and post them near the computer. ❑ Have a back-up plan in case the technology fails. ❑ Prepare an alternative plan for students who do not have permission to use the Internet. ❑ Save students' projects on the hard drive or a disk and print them later, when students are not in the room. This gives students more time to work. ❑ Conserve ink by printing only projects and papers that will be assessed. Do not allow students to print pictures they have made during their free time. ❑ Turn down the volume on the computer or use headphones. ❑ Remind left-handed students to move the mouse and mouse pad to the left-hand side of the keyboard before they begin. ❑ Have students collect all relevant data, write a rough draft of essays, or prepare a storyboard for multimedia presentations before coming to the computers. ❑ Post a copy of basic directions near the computer for reference. These might include how to save to a disk, how to print, how to open a program, or how to turn the computer on and off. ❑ Have student helpers work with small groups, to assist with troubleshooting and answering basic questions. ❑ Make sure your lessons are appropriate for the ability level of your students. ❑ Provide thorough instruction in technology skills needed to complete the activity.
Teacher Talk - http://education.indiana.edu/cas/tt/v1i2/what.html Determine your classroom management style and read a description of your particular style.	

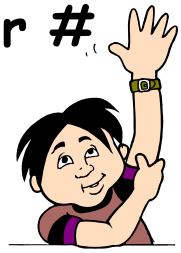
Teaching Strategies http://www.discover.tased.edu.au/english/strategy.htm	❑ Give students worksheets, fact-gathering sheets, or graphic organizers to help them organize information. ❑ Have a good working knowledge of how to use the technology involved in the lesson. ❑ Encourage student learning through cooperative group work, competitive teams, pair-share activities and other teaching strategies. The combination of a well-planned lesson and effective classroom management will ensure that students will work productively to complete the task assigned.

Group Leader Cards

Disposable Tags: Print and copy onto sticker paper
Reusable Tags: Print onto construction paper, laminate, and string with yarn

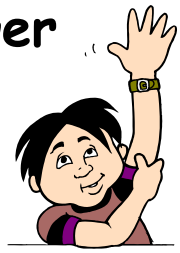
Group Leader #

Got a question?
Ask me First!



Print Manager

Got a question?
Ask me First!



Graphics Expert

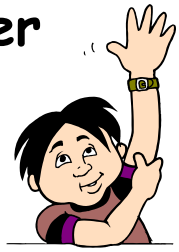
Got a question?
Ask me First!

"Software" Expert

Got a question?
Ask me First!

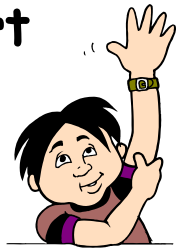
File Manager

Got a question?
Ask me First!



Font Expert

Got a question?
Ask me First!



Internet Expert

Got a question?
Ask me First!

Group Leader

Got a question?
Ask me First!

Related Resources	Utilizing Technology Centers in the Classroom

An in-depth look at suggested lesson plans and management tips for a centers' approach to teaching: http://www.siec.k12.in.us/~west/slides/integrate/index.html Sample rules poster follows Sample Troubleshooting Cards follow Sample Rotating Schedule follows	Using learning centers as a daily part of your routine is a successful way to integrate technology into your instruction. In a center, all students should be given equal time to complete a task and various learning styles should be addressed. In a technology center, students will have the chance to explore and extend the content being taught in other subject areas. There are several keys to successful technology centers in your classroom. **Organization** ❑ Assign a disk to each student at the beginning of the school year that can be used to store assignments and documents. This will alleviate the problem of excessive documents being stored on the hard drive. ❑ Post general rules for using the computer. ❑ Make basic troubleshooting cards that can be laminated and put in a box beside the computer. These instructions can include information such as how to turn the computer on and off, how to save to a disk, how to print, how to open a program, how to adjust the volume, and other basic operating instructions. Encourage students to use these troubleshooting cards before asking you a question. ❑ Create a rotating schedule to ensure that all students will have the chance to participate. ❑ Give students adequate time to prepare for their center assignment before coming to the computer. ❑ Give directions to the whole group before sending students to the computers. If possible, post a list of written directions near the computer for students' reference when completing their task. ❑ Give students plenty of table space to do written work, or provide them with lap desks. **Management** ❑ Remind students to bring all necessary equipment to the computer to complete their assignment.

Read more about moveable technology carts at http://www.techlearning.com/db_area/archives/WCE/archives/hamilt2.htm

- Have a check-off sheet for students to use when they have completed the task.
- After students have completed their time on the computer, ask them to record a few sentences in a class journal, stating what they accomplished and what they learned. This will keep students on-task and focused on completing their project.
- Computers can become mobile if placed on a rolling cart. This enables you to move the technology to different places throughout the room as you see fit (mobility will be limited if you are working with the Internet).
- Group more proficient students with those who need extra help so they can serve as peer tutors and helpers.
- Designate several student "computer experts" to whom students can go to ask questions if you are busy with other students.

Language Arts Center Suggestions

- Type a list of spelling or vocabulary words using different fonts and sizes in a word processing program.
- Using KidPix, draw a scene that illustrates the main idea of a paragraph and write a brief description.
- Create an award to give to a hero from a fictional literature selection.
- Make a postcard from a character in a book that includes details about the setting and events of a story.
- Have students read a story from a Living Book CD and use Inspiration webbing software to map out the story elements (setting, characters, events, problem, solution).
- Allow students to look up vocabulary words on an on-line dictionary and type their definitions. You may choose to have them illustrate several of these words in KidPix or another drawing application.

An on-line dictionary can be found at www.merriam-webster.com

Mathematics Center Suggestions

- Do an activity involving probability by rolling the dice and using a spreadsheet to chart the results. Compare individual results and make a class graph.
- Have students take a poll of their favorite foods and graph the results in Graph Club or a spreadsheet.

	❑ Make an Inspiration web with the names of geometric shapes and examples or attributes in the connecting boxes. ❑ Create a picture in KidPix using only geometric shapes. ❑ Make a symmetrical picture in KidPix. ❑ Illustrate a number sentence. ❑ Create a pattern using stamps in KidPix or another drawing program. *Social Studies/Science Center Suggestions* ❑ Have students research a particular area of study on the Internet and prepare a multimedia presentation using KidPix or PowerPoint. ❑ Ask students to interview a family member and create a timeline of important events in their life using TimeLiner. ❑ Students can create a map of their neighborhood using Neighborhood Map Machine. ❑ Using a drawing program, illustrate various landforms in a scenic picture and label. ❑ Use Inspiration to create a web showing a food chain. Import graphics from the Internet to use with the web. ❑ Create a database of animals and their characteristics after researching the animals on the Internet. ❑ Find e-mail pals from around the world and communicate with them. Keep track of their home countries on a world map.

Rules for Using the Computer

1. Keep food and drink away from the computers.
2. Keep the mouse on the pad.
3. Treat the equipment with respect.
4. Follow directions carefully.
5. Ask your group leader or teacher if you have questions.
6. Only print with permission from your teacher.

Sample Student Rotation Schedule

This is an example of a scheduling chart for centers. Assign students to mixed ability groups. Rotate the groups through different centers or stations throughout the week so each student is able to take a turn at the computer.

Blue Group	Yellow Group	Red Group	Purple Group	Green Group
Bob	Austin	Daryl	Renee	John
Dawn	George	Diane	Latisha	Jill
Kyle	Mike	Bill	Jason	Erin
Barbara	Byron	Pamela	Gary	Doreen
Manuel	Joe	Carol	Juan	Ahmed

Station/Center	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group with Teacher	Red	Purple	Green	Blue	Yellow
Computer	Purple	Blue	Red	Yellow	Green
Media Center/Research	Blue	Red	Yellow	Green	Purple
Writing Workshop	Green	Yellow	Blue	Purple	Red
Math Center	Yellow	Green	Purple	Red	Blue

Troubleshooting Cards

Your toolbars have disappeared in Microsoft Word:

Click on View at the top and Toolbars. Click on the appropriate toolbar that you wish to view. Click on it and drag it to the top of your screen.

Your computer has frozen up:

Instead of turning off the switch on the CPU, do a Soft/Warm Boot. Press Control, Alt, and Delete at the same time and your computer will restart.

You can not access the Internet or print from a network printer:

Try restarting the computer from the Start Menu.

You need to adjust the volume:

Click on the speaker icon in the lower right hand corner of the bottom tool bar or click on the Start button, Programs, Accessories, Entertainment, and Volume Control.

The Monitor is blank:

Check to make sure that the monitor is turned on. You can also check to make sure that the cord to the monitor is plugged in securely.

You can't find your document:

Click on the Start button, Search, and For Files or Folders. Type in the name of your file and click Search Now.

Related Resources	Assessing a Technology Infused Lesson
Rubric Generators: RubiStar http://rubistar.4teachers.org/ Teach-nology Rubric Generators http://www.teach-nology.com/web_tools/rubrics/ Project Based Learning Checklists http://4teachers.org/projectbased/checklist.shtml.	Evaluation is an essential part of the teaching-learning process. Not only does evaluation allow you to see what students have learned, but it also allows you to determine the effectiveness of your teaching. Traditional forms of evaluation only assess factual content and students' progress in academic areas. Because of the hands-on nature of technology, few traditional assessments can accurately reflect the amount of creative and critical thinking that goes into a technology-infused lesson. Performance-based evaluations, such as those that follow, are usually more effective. *Making the Choice* Assessing students' progress should not be an isolated event. Assessment should be incorporated into your lesson. Before you decide on the best way to assess your project, consider the following points: ▫ What do you want your students to know? ▫ How are you going to find out what they have learned? ▫ Who needs to know this information- teacher, students or parents? After considering these points, choose the assessment tool that will most effectively evaluate your students' learning. *Rubrics* Because of the nature of technology infused lessons, rubrics are very effective ways of determining if students have mastered the skills. A rubric includes a set of criteria for evaluating student products. There are several on-line rubric generators that allow you to create and customize printable rubrics. *Learning Checklists* Checklists can be used by teachers to evaluate students' work or as a self- evaluation tool for students. When creating a checklist, list the skills and outcomes that you expect students to demonstrate. An easy way to create a checklist is to use an on-line generator.

Ways to record Observations: http://www.temple.edu/CETP/temple_teach/a-observ.html. Graphic Organizer Generators http://www.teach-nology.com/web_tools/graphic_org/ Using Concepts Webs for assessment: http://www.temple.edu/CETP/temple_teach/a-concpt.html. Electronic portfolios: http://www.ash.udel.edu/ash/teacher/portfolio.html	*Teacher Observation* Anecdotal records and behavior checklists are excellent ways to use teacher observation as an assessment tool. To evaluate students with a checklist, you need to create a chart that includes the tasks and behaviors that you expect of students and evaluate them while they work. If you are assessing students on a series of basic technology skills, you can create a checklist and note as they accomplish each item on the list. Anecdotal records are written comments about a student's behavior and academic progress. *Concept Webs* A Concept Web is a diagram that demonstrates a relationship between concepts or ideas. A concept web helps students organize information and make connections between the information that they have learned. Inspiration software is an excellent way for students to complete this form of assessment on the computer. If this software is not available at your school, try an on-line Graphic Organizer generator to create webs that you can print. *Portfolios* Student portfolios are collections of student work. Portfolios can include essays, artwork, reports, digital photographs, graphs, charts, audiotapes, multimedia presentations, etc. They can be printed and stored in a folder or they can be electronically stored on a disk. Portfolios can be easily transferred to VHS tapes to share with parents who do not have computers at home. *Audio and Video Tapes* Audio and video recordings give teachers the chance to create an academic and social growth record throughout the year. Videotape students as they interact in groups, class plays, work in centers, and on other special occasions such as field trips. Audiotapes can be a great way of keeping track of students' progress in reading expression and fluency from the first of the year to the last.

Sample peer evaluation forms: http://www.potsdam.edu/educ/GLC/ike/group.html; http://www.ncsu.edu/midlink/rub.mmproj.htm	*Journals* When doing lengthy research-based projects, students can be evaluated on their progress using journals. Have students keep a written record of what they know about the topic before the research begins, what they learn about the subject as they work, and what they have learned as a result of the project. In their journal, they can share with you what technology experiences were useful and which were not as successful. Journals are not usually evaluated for accuracy, but are a very useful tool for students to reflect on their own work on a project. *Peer Evaluations* When working on group projects, students can be given the opportunity to evaluate their groups' effectiveness. This can motivate students who are reluctant to participate and gives students who may do the majority of the work opportunity to share that fact with the teacher. *Self Evaluations* Students should occasionally be given opportunity to evaluate their own work and reflect on their effort and performance. In a self-assessment, students should be able to rate their performance, explain reasons for choosing the processes they used, and identify any changes or improvements that they could make to their project.

Related Resources	Reaching Students through Cooperative Learning
Jigsaw Classroom http://www.jigsaw.org/ - information about how to use the Jigsaw technique in your classroom GLC Eisenhower Project	Students receive many academic and social benefits from cooperative learning activities. As they collaborate with their peers, students gain a deeper understanding of the content, think more creatively, take leadership in completing tasks, and learn group responsibility. **Cooperative Learning Strategies** *Jigsaw* Using the jigsaw technique, each student has the task of learning one part of the lesson and then "teaching" it to the rest of the group. Tasks can be individualized so that some group members can be provided with more challenging materials to read than less skilled classmates. The most important thing is that the entire group benefits from the efforts of each individual. Steps in the jigsaw process include: 1. Divide students into heterogeneous jigsaw groups of 5 or 6 students. 2. Appoint one student from each group as the leader. 3. Divide the day's lesson into 5-6 segments. 4. Assign each student to learn one segment. 5. Form "expert groups" by having one student from each jigsaw group join other students who are studying the same lesson segment. Give the expert groups time to discuss the main points. 6. Bring students back together with their jigsaw groups. 7. Ask each student to present his/her segment to the group. 8. Add some form of assessment at the end to evaluate students on each segment of the lesson to make sure that they mastered all subject matter. *Standards Teams Achievement Division (STAD)* STAD is a simple way to introduce cooperative learning to your students and a great starting place for teachers who are new to cooperative learning. STAD has five components: class presentations, teams, quizzes, individual improvement scores, and

http://www.potsdam.edu/educ/GLC/ike/stad.html- Instructions on how to prepare and carry out a STAD lesson.	team recognition. Steps in a STAD lesson: 1. The process begins with the teacher or an audiovisual presentation introducing the subject matter to the whole group through direct instruction. 2. Then students are divided heterogeneously into groups of four or five students. Teams meet to study worksheets and material to prepare each other for the quizzes that follow. 3. Each student is given a quiz individually, and is therefore held responsible for their individual learning. 4. Students are given individual improvement scores, which are performance goals that the student can reach. Students earn points for their team based on their improvement over their past scores. 5. The final stage is team recognition. Teams can earn certificates or other awards if their average scores exceed a certain criterion. *Think-Pair-Share* This cooperative strategy allows students to think about a question or idea and share their thoughts with a partner before discussing the concept as a class. In a partner arrangement, students are free to share their thoughts and have their ideas are validated by a peer. This method also enables students to express their thoughts and ideas to class members outside their peer group. The steps in this process are: 1. Identify the question or concept to be discussed. 2. Allow students time to think individually. 3. Pair students and have them share ideas. 4. Have pairs communicate their ideas to the whole group and record all ideas. 5. Use the list of ideas for future work or research. *Peer Tutoring* This technique turns students into teachers and provides great benefits to both the tutor and the learner. Peer tutoring involves a peer "expert" instructing a "novice" in a particular subject or skill. Peer tutoring is successful because children often speak the same "language" and know how to communicate
GLC Eisenhower	

Project http://www.potsdam.edu/educ/GLC/ike/think.html - A sample lesson on that uses Think-Pair-Share Cross-Age and Peer Tutoring http://www.indiana.edu/~eric_rec/ieo/digests/d78.html - Contains detailed instructions on how to start a peer-tutoring program in your school. Explanations of group roles: http://www.potsdam.edu/educ/GLC/ike/role.html See the Group Role Badges that follow	with each other more effectively than adults. The tutor learns how to effectively communicate with peers while the content or skill that they are teaching is reinforced in their own mind. The learner gains content knowledge, as well as individual attention. **Assigning Roles** Within cooperative groups, students are often assigned special roles. This holds students accountable for specific content and helps them feel a sense of ownership in the final project. **Dividing Students into Heterogeneous Groups** Heterogeneous grouping enables all students to get the most out of cooperative learning. Cooperative groups should include students from varying ability levels, genders, and ethnic backgrounds. There are many ways to divide students into groups. Here are a few examples: 1. Have students number off. 2. Divide students into teams based on the colors that they are wearing. 3. Have students draw slips of paper with group numbers written on them. 4. Group students whose last names begin with the same letter of the alphabet. 5. Create picture puzzles and distribute them to students. Those students whose pieces complete the same puzzle make up a group. 6. Print sentences or phrases on strips of paper and pin one to each student's back. Students must find their group members by asking questions of their classmates. 7. Pass out candy and have students form groups based on the type of candy they received.

Group Role Badges

Print and copy these badges onto sticker paper.

Summarizer	Checker of Understanding	Accuracy Coach
Elaborator	Research Runner	Recorder
Encourager	Observer	Time-Keeper
Praiser	Harmony Coach	Noise Monitor
Energizer	Reporter	Encourager of Participation

Related Resources	Planning a Technology Infused Lesson
Three Components of Effective Computer Use: http://www.essdack.org/tool/components.html See examples of	Several years ago, a few teachers began integrating technology into their classroom with a Macintosh IIe computer in the back of the room. This computer often served as a center for drill and practice games, which at the time, was very high-tech. But with the computer revolution, computers have moved from the back of the room to the forefront of education and have become an exciting and engaging tool for both educators and students. Here are points to keep in mind when planning a technology infused lesson. **Content** The easiest way to begin using technology with your students is to integrate it into your tried and true lesson plans. Use plans that you have taught before and know are successful on their own merits, regardless of the technology component. This way, if the technology fails, you will have another plan on which to rely. Consider plans that involve: ❑ Research on a particular topic ❑ Comparing and contrasting information ❑ A multicultural or country study ❑ Researching and writing a report ❑ Using graphics and art ❑ Collecting and analyzing data ❑ Making a presentation Once you become more comfortable with technology, you will be able to create technology infused lessons based on a particular piece of technology or software and be more confident about each lesson. **Technology** There are three effective ways to use computers in your classroom: ❑ Teaching Content: Students gain knowledge in content area subjects. ❑ Enhancing Critical Thinking: Students are engaged in

how to integrate the Internet into your curriculum at Tech Learning http://www.techlearning.com/db_area/archives/WCE/archives/kenroy.htm	higher level thinking while using the computer. ❑ Teaching Computer Skills: Students can gain technical skills while working at the computer. Each of these three components can be incorporated separately or together to create a lesson that uses technology on a number of different levels. When deciding what technology to use, think of ways that you can use it to enhance and extend the content that you are teaching. ❑ Would students benefit from an on-line field trip? ❑ Can students organize their data in the form of a graph or chart on a spreadsheet? ❑ Can students create a multimedia presentation to share their knowledge of a content area? ❑ Can students illustrate a concept using a drawing program?
Determine your students' learning styles: http://www.mxctc.commnet.edu/clc/survey.htm See the list of teaching strategies at Discover http://www.discover.tased.edu.au/english/strategy.htm for more suggestions.	**Method** Just like other lessons that you teach in your classroom, you must determine the way in which the lesson will be taught and what role you will play in the instruction. When determining this, consider your students' learning styles and make sure that you address all those learning styles within the lesson. A few methods to consider are: ❑ Whole group or small group ❑ Cooperative grouping or independent work ❑ Pair/share activity ❑ Each one, teach one ❑ Jigsaw technique You must also decide what your role will be in instruction. Determine whether you will serve as instructor by demonstrating a piece of software to a whole group or be a facilitator to students as they work individually or in small groups.
Authentic Assessment:	**Assessment** After determining what you will teach and how you will teach it, you need to think about how students will be evaluated. Assessment serves two purposes: to inform you of how well

Performance Tasks and Rubrics- http://www.skylightedu.com/neighbor/articles/article002.html For more information about each type of assessment tool, go to Assessment Strategies and Definitions (http://www.rmcdenver.com/useguide/assessme/definiti.htm	students are mastering the concept being taught, and to let you evaluate the effectiveness of your instruction. Traditionally, students are assessed on knowledge level questions using paper and pencil tests. Because technology infused lessons often involve higher level thinking, students should be evaluated on several different levels. Technology-infused lessons are more effectively evaluated using performance-based assessments. Rubrics checklists are excellent forms of assessment for evaluating this type of lesson. Some other possibilities include: Electronic Portfolios Student Portfolios Journals Conferences Discussions Attitude Surveys Peer and Self-Evaluations **Prior Knowledge** After deciding what to teach and how to teach it, you need to consider the prior knowledge that your students will need in order to be successful at their task. If you are planning a lesson using the Internet, be sure to do an introductory lesson demonstrating how to use the Internet. In most cases, it is beneficial to spend one class period introducing the technology or software before teaching your lesson. Then students will be comfortable with the technology and the focus will be on the lesson, and not on how to use the technology. **Location** Depending on the technology available at your school, you may have several locations where you can teach your lesson. ❑ Whole Group lesson with one computer and a scan converter ❑ Small group lesson centered around one computer ❑ Computer lab situation with students working individually or in pairs ❑ Center activity with one or two students working independently
On-line access to	**Materials**

Technology infused lesson plans: EdHelper.com- http://www.edhelper.com/ Teaching 'N Technology- http://twister.coedu.usf.edu/tnt/ Computer Lesson Plans- http://www.mississippi.net/~lamarelm/technolo.htm Tech Lessons- http://www.bonnydoon.santacruz.k12.ca.us/apple_core/techless/techless.html	Once you have finalized your lesson and determined the equipment you need, check to make sure that everything is working and that you are familiar with the operation of the equipment. If working with a specific web site on the Internet, check the link at the beginning of the day to be sure that it is working. Because of the changing nature of the Internet, web sites can experience difficulty for a few hours and be out of operation during that time. You also need to check on the availability of the equipment. If you are depending on a digital camera, make sure that it is available for check out on the day that you need it. Planning a technology-infused lesson takes organization and preparation, but students' learning will be enriched and they will gain valuable critical thinking skills. Here are several sites that feature technology infused lessons to help get you started.

