
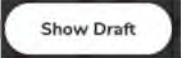





Unit Title: Exploring Art Using Seesaw (introducing Kindergarteners how to use Seesaw at the beginning of the school year)
Grade Level: KINDERGARTEN
Subject Area: TECHNOLOGY-Seesaw Art Project
Duration/Length/Number of class periods: 4-5 lessons (each lesson is 25 min.)
Description: With an iPad the students will use Seesaw app to create an original work of art (drawing). Kindergarten students will select Seesaw and use it's drawing tools to create an original work of art (focusing on their favorite part of the school day i.e. story time, lunch, recess, riding the bus) and add positive feedback (verbal or emoji) in a socially responsible way to one or more classmates on their specific creative work of art.
Established Goals (National, State, Local): ITEM Standard 3.4: Choose appropriate platforms and tools for meeting desired objectives of their creation or communication. (ISTE 6A) ITEM Standard 3.5: Create original works or responsibly repurpose or remix digital resources into new creations. (ISTE 6B & MN-ELA 0.8.8.8) ITEM Standard 3.3: Recognize learning as a social responsibility. (ISTE 2B, AASL III.D2 & MN-ELA 0.8.6.6)

What Enduring Understandings are desired? 1. I can use the Seesaw drawing app to create an original work of art. 2. I can use positive feedback (verbal or emoji) to make a comment about the creative artwork of a classmate.
What Essential Questions will be considered? 1. Why is it important to stay in the app the teacher or staff has given you directions to use? 2. Is it okay to copy another person's artwork (or work)? 3. Why is it important to think before we comment or post on Seesaw (or on other shared apps)?
Students will know / be able to: 1. Students will be able to open Seesaw and know why it's important to stay in the Seesaw app. 2. Students will be able to use the Seesaw drawing tools to create an original work of art. 3. Students will make a comment using positive feedback (verbal face to face or Seesaw ) in a socially responsible way to one or more classmates on their creative work of art.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
DAY #1- Quick hook questions: If your mom or dad tells you to play in the backyard, is it okay to go to your front yard because you see	X		X				

your neighbor and her dog? Why or why not? Why is it important to stay in Seesaw today?							
This is a drawing my student Sam made for me. I like it alot and I know my mother would like it too. Is it okay if I send it to my mom and tell her I made it? Why or why not?			X				
Demonstrate how to find and open Seesaw on the iPad (it looks like a butterfly or a bowtie) and Add a Response to the Art Project (Activities→Art Project→Name→ +Add Response)				X		X	ISTE 6A
Demonstrate how to use the various pens and select colors. You will use the T (text) for your name but not the other circle options. You will use the finger to move your name. You will have a few minutes to start. When our time is up click DRAFT.				X		X	ISTE 6B
Allow students to start: open Seesaw on the iPad (it looks like a butterfly or a bowtie) and Add a Response to the Art Project (Activities→Art Project→Name→ +Add Response) Walk around observing and helping students (keep track to use for a formative assessment (writing down who isn't staying on the Seesaw app)).	X			X	X		ISTE 6A & ISTE 6B
DAY #2- Quick hook questions: Which app did we work on yesterday? Do you remember the steps we took to start the Art project? (Activities→Art Project→Name→ +Add Response)	X		X			X	
Quick hook questions: Do you remember the drawing Sam gave me and the problem I had (I wanted to give it to my mother and tell her I made it)? Should I do it? Why or why not? It is called stealing if I give it to my mom and tell her I made it. Sam would be upset. Make sure you are creating your own art today. Make sure it is special like you are special.	X		X				
Today you will open the  of your Art Project and work on adding more details. If you finish today you will check to make sure your name is at the top and then click the  to turn it in so your teacher and classmates can view it too. Walk around observing and helping students (keep track to use for a formative assessment (writing down who isn't staying on the Seesaw app)).	X			X	X		ISTE 6A & ISTE 6B
DAY #3- Quick hook questions: How do you feel when somebody tells you they like your shirt? One day someone told me I was mean and that hurt my feelings.	X		X			X	
The THINK poster means (show THINK poster): Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind? Today you are going to look at the art work projects in Seesaw and	X		X			X	

make a comment. You can use your words and tell your friend, “Hey I like the rainbow in your art” or you can click the  by their project in Seesaw (teacher models and calls on 2-3 students to practice in front of the class).							
Allow students to start: open Seesaw on the iPad (it looks like a butterfly or a bowtie) and scroll down the journal looking for the art projects. Students can either use verbal comments walking up to their friend or can click the  . Walk around observing and helping students (keep track to use for a formative assessment (writing down who isn’t staying on the Seesaw app)).	X			X	X		ISTE 6A & ISTE 2B
DAY #4- Quick Review and Summative Google Form A. Why is it important to stay in the app the teacher or staff has given you directions to use? B. Is it okay to copy another person’s artwork (or work)? C. Why is it important to think before we comment or post on Seesaw (or on other shared apps)? Using your iPad camera scan the QR code to access the assessment. When everyone is ready I’ll read the questions to you and you can pick your answers. Seesaw assessment (K)		X			X		
DAY #5- Continue into day 5 if extra time is needed.							

Materials, tools and resources: iPads, Seesaw app, THINK poster, Seesaw assessment (K)
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Additional credit given to: Button images from Seesaw and assessment images from Google Explore 