Overview
Verizon Thinkfinity offers educators thousands of resources for both teacher and student use. Learning objects are individual resources that can be found embedded within a Verizon Thinkfinity lesson plan, or used independently, helping teachers build learning activities to enhance existing lesson plans. Careful planning can help ensure that *integration* of Verizon Thinkfinity's learning objects supports student learning aligned to state and national standards, and that *implementation* of Verizon Thinkfinity's learning objects into classroom instruction is seamless. Educators who complete a Verizon Thinkfinity Integration Plan will develop a well-thought-out plan for *integrating* and *implementing* a learning activity, using one or more Verizon Thinkfinity learning objects.

Directions
Use the Verizon Thinkfinity Integration Plan Template to:

1. **List the appropriate standards (State or National Standards for Content, Technology or 21st Century Skills) and one or more related Verizon Thinkfinity learning object(s) aligned to the standards.**

   If you used the *Resource List* to record a topic/concept of interest and subsequent resources as a result of searching Verizon Thinkfinity, you may copy and paste the standard(s) and aligned learning object(s) that you would like to develop more fully as a learning activity.

   Copy and paste the standard(s) and learning object(s) you have selected for the learning activity.

2. **Determine instructional elements – *Integration***

   "Technology integration" means using technology or technology resources within a lesson or unit plan to support learning of stated objectives. The focus of the learning activity should not be the technology, but instead the content knowledge or 21st century skills that students will acquire from using the technology or technology resource.

   Make sure that the learning object(s) that you selected are appropriately integrated into your curriculum by thinking about the following:

   a. Which type of learning object is this?
      – Who will use this learning object, the teacher or the student? If the teacher is the only person to use the resource, then it is a "Learning Object for Teacher Use." If students use the resource, then it is a "Learning Object for Student Use." In many cases, both the teacher and student will use the learning object within a learning activity, in which case more than one box will be checked in this section.
      – Will this learning object be used online or will it be downloaded to use as a print-resource? If the resource will be used on the computer, it is considered "Online." If it will be downloaded and printed, it is considered "Offline," even though it is acquired from the Internet.

      Check the box(es) next to the type of learning object(s) you've selected. Record notes as needed.

   b. Where will you use this learning object in the instructional cycle?
      Think about the purpose that will be served by using this learning object. For example, if the purpose is to motivate students, then it may fit in the "Opening Motivational Activity." If the resource presents a problem for all students to solve, it may be the "Central Focus of the Lesson Plan."

      Check the box next to the instructional cycle section where the learning object(s) will be used. Record notes as needed.

c. Which instructional strategies will you employ?
Verizon Thinkfinity's resources can be used within a variety of teaching strategies. For example, a learning object may *be* used with "Experiential Learning" by serving as a virtual field trip. A different learning object may be used to organize thoughts about various topics or ideas, thus applying the "Indirect Instruction" strategy. Determine which teaching strategy will be most effective in conjunction with the learning object(s) you've selected.

Check the box(es) next to the type of instructional strategies you will employ during this learning activity. Record notes as needed.

3. **Plan for student success – *Implementation***

Successful implementation of an integrated learning activity requires consideration to concrete classroom components, such as classroom configuration, classroom management, and more.

a. Classroom configuration – Some Verizon Thinkfinity resources do not require the use of a computer during implementation (offline), while others do (online). The classroom configuration that you choose will depend on other factors as well, such as technology availability in your classroom/school, your comfort level with technology, your students' comfort level and experience with technology, and the instructional strategies that you will employ during the learning activity. For example, you may want students to work in groups, which works well with classroom computer stations or with a mobile laptop cart. Or, you may want each student to work independently on the activity, in which case using the computer lab may be the most appropriate selection.

Check the box next to the classroom configuration that fits best with the learning activity you described, and your technology availability and technology comfort level. Record notes as needed.

b. Classroom Management – Using technology in your classroom requires additional thought about classroom management. Consider the experience that your students have with the technology that you have selected. For example, have they used the mobile laptops before? If not, what rules need to be established regarding their use? If students are working independently at a computer station, will specific directions for the learning activity need to be available? What "helping hands" could you recruit? Parents, reading buddies, and "computer experts" in your classroom could assist students in the classroom during the learning activity.

Check the box(es) next to the classroom management strategies you will need to plan for with the learning activity. Record notes as needed.

c. Additional considerations – You may plan to use other resources in conjunction with your selected learning object for this activity. Consider any hardware (e.g., digital camera, printer, scanner, etc.), software (e.g., word processing software, multimedia software, etc.), or supplemental materials (e.g., worksheets, manipulatives, crayons or markers).

Check the box(es) next to the additional considerations you will need to plan for with the learning activity. Record notes as needed.

4. **Develop the student learning activity**

a. Describe the learning activity
Think concretely about the learning activity that you will ask students to engage in using the selected learning object(s). Details may include:
- Whether they will work in groups or individually
- The roles that students will take during the activity
- The questions that they will need to answer
- Other materials that they may need to complete the activity

Describe the learning activity in detail.

Explain how the learning activity you've described will support students' development of 21st Century Learning and Innovation Skills (Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration.)

Explain how the learning activity you've described will support students' acquisition of current, accurate, and up-to-date information or reinforce concepts in core content areas.

b. Differentiation – Consider whether or not the learning activity you described in 4A is accessible for all students. Think about how you might use specific strategies to address diverse learning styles, work strategies, abilities, and/or developmental levels of students.

Describe how you will differentiate the implementation of the learning activity to address students' individual needs.

c. Effectiveness of the learning activity - Since the learning activity is merely one piece of an integrated lesson or unit, think about the indicators that will inform you about its effectiveness within the lesson. Think about the behaviors that students will engage in during this learning activity. What will you look for and listen for to tell you whether or not students achieved the desired results by engaging in the learning activity?

List the observable indicators that will inform you about student success with the learning activity.

5. Consider the bigger picture

Keep in mind that this learning activity fits within a lesson or unit plan with objectives that will be assessed. You likely have previously developed lesson plans that can be enriched by embedding this learning activity. You may also have some non-Verizon Thinkfinity materials and / or learning objects that will complement the learning activity.

Describe how this learning activity will fit within a larger lesson or unit plan.