Technology-Based Instruction - Plickers

Courtney Case

**Standard:** 3.ETS2: Links among Engineering, Technology, Science, and Society

1. Identify and demonstrate how technology can be used for different purposes.

**ELA Standard:** 3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

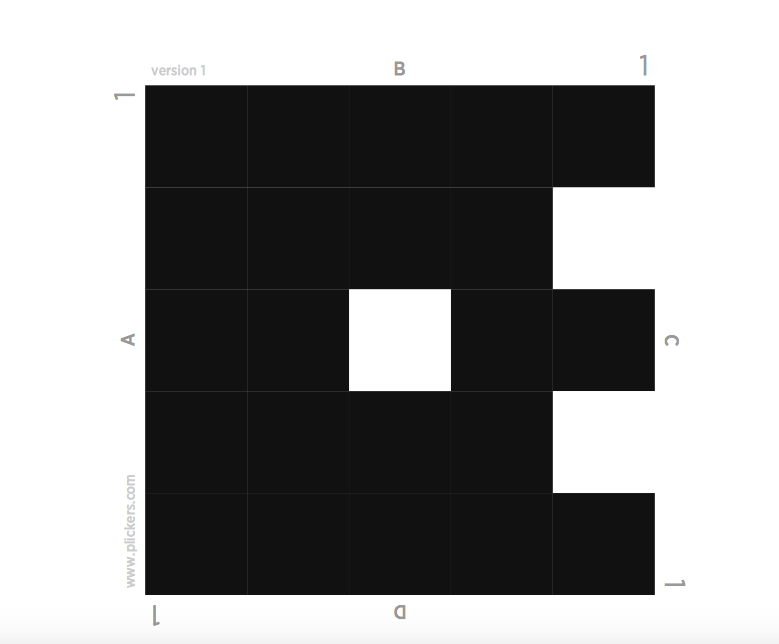
a. Read grade-level text with purpose and understanding.

**Instructions:**

1. The first thing we did was review Chapter 8 from the book “Phineas L MacGuire Gets Slimed.”
2. After this we read over the questions for Chapter 9 before we began to read it together.
3. We read Chapter 9 out loud together.
4. After this, I handed out the Plicker cards.
5. I then gave directions and showed them how to use the cards before pulling up the first question on the board.
6. Lastly, I went through all the questions with them- they held up their Plickers for each question with the answer that they thought it was.

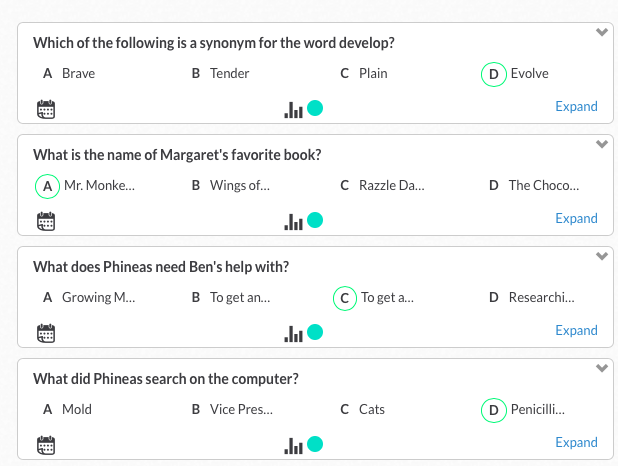
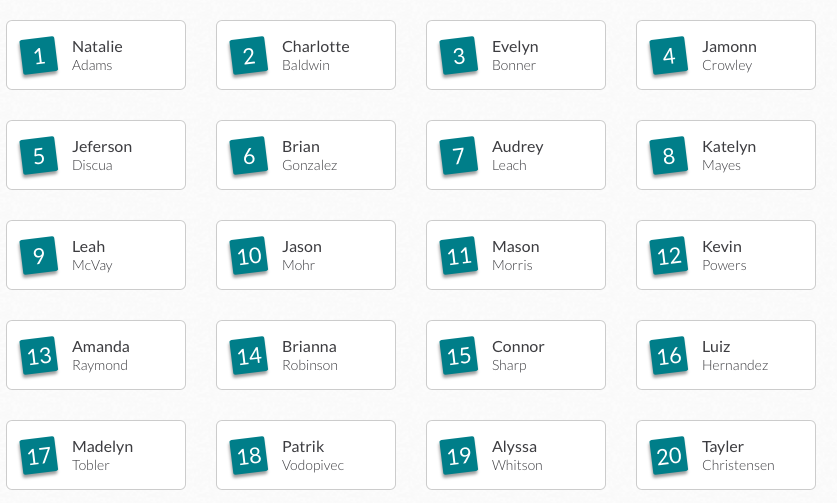


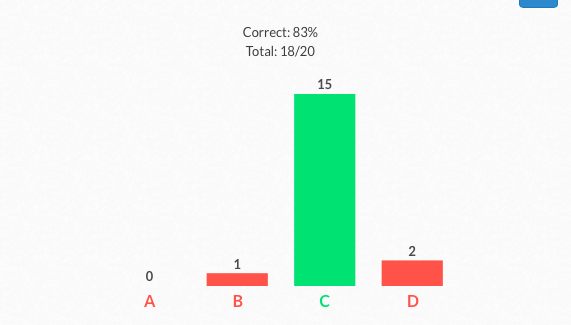
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**What Happened:** The students have been reading this book for a couple of weeks now and so they knew we would be reading Chapter 9 together on this day. So, we read the chapter and then when I introduced the Plickers, the students got very excited because they were getting to try something new. Some students were very confused at first, but they all quickly caught on once we started to answer the questions on the board. The students were very chatty during this time, I am thinking this is because they were getting to do something new so they were excited about it.

**What it Looked Like:** The students caught on very fast and thought the activity was fun. My mentor was excited for me to do this because he said they needed a change when answering the questions about the chapter because he felt that they were getting bored with it. The students were excited to see their name light up once the phone had registered their answer. I chose not to show the students the stats of who got what right or wrong because I felt that the students that missed some would feel bad if I did that. I did go over all the questions and gave them the right answers after we completed the questions with our Plickers. There were 9 total questions used.





**Reflection:** I think the activity went very well. The students were excited about it and seemed to really enjoy it. I think that with any new activity it is expected for the students to be excited and this means they will talk more. I think the talking was controllable. I was very impressed with how fast some of the students caught on to using the cards. I think the Plickers are very appropriate for third graders to use. My mentor had actually never heard of these so it was good to introduce them to him as well. I really enjoyed doing this activity with the students and I am glad they enjoyed it as well. ☺

The class did well overall on the assessment. There were a couple of the lower level students that missed more of the questions than I thought they would, but I am wondering after looking at the results if they were using the cards correctly. I know that I checked with them frequently throughout the activity to make sure they were understanding and they assured me that they were. Based on this assessment, I do feel that the students had a very good understanding of the chapter of the book.