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ED 307: Tech. Strategies for the Digital Age

Module 6 Lesson Plan

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| **Partnering Pedagogy:**1. State which partnering pedagogy from Module 5 you are following

*The partnering pedagogy from Module 5 that I am following for this lesson is project-based learning.* 1. Provide a brief overview of the partnering pedagogy you are following

*Project-based learning is a partnering pedagogy in which students learn by actively engaging in meaningful, real-world projects. In traditional school projects, students are taught the information that they need to know, and they make projects to reflect what they have learned. However, in project-based learning, the project is the unit or lesson and is where students learn the content that they need to know. In project-based learning, students start out with a driving question, do research, and collaborate with others to learn about a certain topic. Projects may take place over an extended period. They will demonstrate their learning (their project) to a real-world audience.*  |
| **Title:** *Protecting Species – 3rd Grade* |
| **21st Century Skill Objectives:** | List the 21st century outcomes (framework) this lesson addresses (take these directly from the Battelle for Kids website)* *Communication*
* *Collaboration*
* *Problem-solving*
* *Creativity*
* *Innovation*
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| **Course of study standards** | These can be obtained from the ALEX website*23 ) Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]**27 ) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [W.3.6]**28 ) Conduct short research projects that build knowledge about a topic. [W.3.7]* |
| **Prior to the lesson:** | List any preparation necessary before the lesson, for the students* *paragraph writing – Students will have been taught how to write a paragraph prior to this lesson.*
* *researching – Students will have been taught how to do research prior to this lesson. They will be taught how to cite website research using the “MyBib” extension on Google chrome.*
* *mini tech lessons – Prior to this lesson we will have mini tech lessons, going over the main things students will need to know to complete the activities in this lesson (typing, copying and pasting images, changing the text color and size, etc.). The teacher will still be readily available during the completion of the project to provide assistance as needed.*
* *grouping procedures – Grouping rules and procedures that will be something taught at the beginning of the year in my classroom because group work will be used frequently. (explained more in grouping information section)*
* *academic vocab – discussed in whole group in class discussion (see anticipatory set)*
* *Google Forms* [*Questions*](https://forms.gle/uk3x67S2WNMvgWVMA) *(Explained below in the pre-class video/materials section)*
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| **Materials** | List all necessary materials* *Journals*
* *Writing materials*
* *Chromebooks / tablets*
* *Printer*
* *Wi-Fi*
* *projector*
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| **Grouping information** | Do you have predetermined groups/partners for this lesson? Explain. Remember, this is a constructivist lesson - grouping is typically used*Yes, there are predetermined groups for this assignment. Students will be grouped according to the tables they sit at on a regular basis in the classroom. Groups will consist of 4-5 students of mixed abilities. Students can help each other as they work (provide learning support to one another). Students should be kind, respectful, and listen to their group members. Everyone’s ideas should be heard. Students will have group roles that they must fulfill. Everyone’s part is important to complete the group project successfully.*  |
| **Pre-class video/materials (present)** | You must use a flipped approach. Provide the URL to any videos/materials the student should examine prior to completing this lesson in class.* *Google Forms Questions: pre-assessment of student background knowledge regarding endangered species and academic vocab from the lesson (endangered, species, wildlife, domestic animals, etc). Will be discussed in the Anticipatory Set/Intro section.* [Protecting Species - What do you know? (google.com)](https://docs.google.com/forms/u/1/d/e/1FAIpQLSddZL0iO9dqdREIWbuttyayandMTjjxSUlk-nk4z2vmjNVdMw/viewform?usp=send_form)
* *What is an Endangered Species?:* <https://youtu.be/6tjDCZrGnxc>
* *Look over list of endangered species in Alabama. Write down 3 that you may want to learn more about.*

<http://www.earthsendangered.com/search-regions3.asp?mp=&search=1&sgroup=allgroups&ID=6> |
| **Anticipatory set/Introduction (present)** | What will you do in class to introduce the topic and create learner excitement? Be sure to connect to prior learning.*Students will play the game “Pet World – Wildlife America.” In this game, you get to nurse wildlife animals back to health and set them free in the wild when they are healthy and ready. Students will get to play this game for about 10 minutes.* *We will then have a whole group in class discussion regarding both the game, the google forms questions. We would approach this with a brief partner discussion and then allowing a few pairs (or more as time allows) to share their thoughts to each question.**We would discuss the following:** *The game you played is called Wildlife America. What kind of animals did you notice in the game?*
* *What do you think wildlife is?*
* *How is wildlife different than domestic animals?*
* *What are domestic animals?*
* *What kind of animals have you been around in your life?*
* *If you have had pets, what have you or your parents had to do to take care of those pets?*
* *What is a species?*
* *In the game you played, you had to help take care of animals. What were some of the things that these animals needed?*
* *When we gave these animals what they needed, what happened?*
* *and more…*
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| **Guiding questions/scenario (present)** | Teacher provided scenarios, questions, and instruction. Provide details.*How can we protect an endangered species in our area?* |
| **Student activities (apply)** | Remember, in this part, especially, it will vary greatly depending on the type of lesson you are creating. Be sure to include the ESSENTIAL steps associated with the chosen methodology. Provide details.*First, students will meet with their group (at their tables) and they will each get out their list of 3 endangered species in Alabama that they are interested in (created in pre-class video/materials section). Each group will then compare their lists and decide together which species they would like to study as a group.* *After this, students will break for individual work. Implementing individual work elements in group projects requires each student to complete work, be accountable, and also prevents students from relying on the work of others. Students will research their species and take notes about their traits, habits, and what they need to survive. Students will use the MyBib Google Chrome extension to cite any websites that they collect information from. These citations will be compiled into a list via the extension tool.* *Next, students will meet with their groups to work on their group infographic. The infographic will be completed using Pictochart.com. The infographic will be explaining why and how to help save an endangered species in our area (in Alabama). Students will need to include 1 paragraph explaining why it is important to save the species they chose. They will also need to include a list (either bulleted or numbered) explaining ways that we can help save this species. Their infographic should include a title, pictures, be neat, and creative. Students may have group roles (organizing information/journal notes/group research, writing the paragraph, writing the list, adding pictures/organizing infographic elements, etc.). Although students may have a main job, they will all need to work together as a group to make sure everything gets done. Students will be informed of appropriate group behavior expectations and rules. Each group will meet with the teacher towards the beginning of the group work portion of this lesson to explain what each person is going to do, their ideas, etc. The teacher will provide guidance and assistance to ensure that the workload is evenly divided evenly and that groups are starting on the right path.* *The teacher will walk around the room regularly, listening in to group discussion and checking group progress to provide support as needed and ensure that all groups are working well-together.* *After each group has completed their infographic, groups will examine each other’s work. Groups will provide written feedback about another group’s infographic. They should write down what they like and something that could be improved.* *After making revisions, groups will meet with the teacher to look over their infographic, discuss it with the group, provide feedback and suggestions before final edits.* *Students will edit their work one last time to finalize their infographic. They will save their infographic as a PDF.* *Students will have class time to discuss and practice presenting their infographic before they present it to the class and are videoed. Students will be instructed that all group members must participate. They should speak in their “presenter voice” (louder than our inside voice/normal classroom voice). This helps peers to hear you and it will help those who watch the videoed presentation hear you as well.*  |
| **Student presentation (apply)** | What will the student present to show he/she has learned the lesson? What tools will be used? Remember, I’m looking for clever use of **available technology resources** – be creative! Provide details.*Each group will stand at the front of the classroom, project their infographic on the board, and will present their project to the class while they are videotaped.* *Students will answer the guiding question in their presentation (How can we protect an endangered species in our area?). They will discuss the species that they chose, read their paragraph of why it is important to protect their species, and go over their list of ways that we can protect the species. Groups can also share any additional information about their species and their infographic.* *For this project to have a real-world audience (which will increase student engagement and the quality of work because students know that others will see their work), these projects will be presented to others in a few different ways.* *First, each group’s infographic will be printed off and displayed in the school and in the community in different locations (the library, town bulletins, etc.). Next, students’ digital infographics and videoed presentations will be posted to our class website and their own student blogs. Digitally sharing these projects allows for friends and family to see students’ work, but anyone from around the world could see their work as well.*  |
| **Debriefing/discussion (review)** | How will this take place? In class discussion, student blog, peer reviews, etc. Provide your detailed closing here.*To debrief, students will post a brief summary of what they learned throughout this lesson as well as any remaining questions to their own personal blog. Each student will be required to respond to the blogs of three of their peers (who they respond to will be predetermined and assigned by the teacher).* *After this is complete, we will have a brief whole-group discussion where students can share what they have learned, address any questions, etc.*  |
| **Assessment** | Assess what is valued! Therefore, more emphasis needs to be placed on assessing the development of the information-processing skills (focusing on the topic; gathering the correct information; remembering and organizing the information for presentation; presenting findings) & conceptual understanding – rather than just the content from the field. Provide a copy of the rubric you will use to assess this lesson. Be sure to tie your rubric to your outcomes/objectives. *There will be a few different forms of assessment throughout this lesson. There will be only one informal assessment (the group project assessed with the rubric below), and the rest will be informal assessments used purely to check for understanding.* * *The first assessment will be a pre-assessment of background knowledge through Google forms and in class discussion. Through these activities, the teacher will be able to determine what students know and introduce academic vocab (explained in more detail in the prior to the lesson section).*
* *The second assessment will be a check of each student’s journals in which they were to write down notes about the species their group decided to study. Students should have written down their species traits, habitat, and what they need to survive.*
* *The third assessment will be a formal assessment of each group’s project. They will be assessed on content (what they learned and presented), as well as important 21st century skills, how they worked with others, and more (see rubric below for details).*
* *The last assessment will be a check on students’ classroom blogs where they will write about what they learned throughout the project and any remaining questions they may have. Students will have to respond to 3 of their peer’s blogs (predetermined by the teacher) commenting on what they learned and addressing questions their peer still had. Afterwards, we will have a brief whole-group discussion going to debrief.*

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| **Resources – formatted using APA  6th edition** | *ALEX | Alabama Learning Exchange*. (2018). State.al.us. https://www.alex.state.al.us/*Endangered species of Alabama - List - Earth’s Endangered Creatures*. (2021). Earthsendangered.com. http://www.earthsendangered.com/search-regions3.asp?mp=&search=1&sgroup=allgroups&ID=6Learning and Innovation Skills -4Cs Key Subjects -3Rs and 21st Century Themes Critical thinking • Communication Collaboration • Creativity P21 Framework for 21st Century Learning 21st Century Student Outcomes and Support Systems Framework for 21st Century LearningBy URL: http://static.battelleforkids.org/documents/p21/P21\_framework\_0816\_2pgs.pdf*Piktochart*. (2020). Piktochart. https://piktochart.com/Species Survival | MyPBLWorks By  Container: Pblworks.org Year: 2021 URL: <https://my.pblworks.org/project/species-survival>Trivola Games. (2021). Pet World – WildLife America [Mobile application software]. Retrieved from http://itunes.apple.comWhat is an Endangered Species?By WWF Wild Classroom Container: YouTube Year: 2020 URL: https://www.youtube.com/watch?v=6tjDCZrGnxc |