

Lesson 1: Animal Food Chain

Author: Cori Cagley

Date of Lesson Plan: December 7, 2010

Overall Goal for the Lesson:

For the students to have an understanding of what animals eat to survive in their habitat.

Description of classroom, grade level, and students:

This is a 5th grade science classroom. There are 20 kids in the classroom. One of the students has ADHD. The class has access to a computer lab.

Student Objectives for the lesson.

Given a kidspiration activity the students will be able to correctly connect, with arrows, what animal eats what other animals.

Length of Lesson:

One 50 minute class period

Schedule of Activities:

Step One: Introduce the kidspiration activity to the students.

Time: 5 minutes.

Step Two: Discuss with the students what kind of animals that we are using in this activity.

Time: 5 minutes.

Step Three: Allow the students time to now work on their kidspiration activities by connect the animals with arrows.

Time: 20 minutes.

Step Four: Once the students have had time to work on their own go over their work as a class and discuss how they connected the pictures of the animals.

Time: 5 minutes.

Step Five: After discussing the students' answers show them the teacher's view of how the animals were connected with the arrows.

Time: 5 minutes.

Step Six: Once the students have seen the teacher's view of the food chain discuss the two questions:

- Does a wolf eat small animals?
- What other kinds of animals do you think a lynx eats?

Time: 10 minutes.

PASS Content Standards Addressed:

Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

1. Classify a set of objects, organisms, and/or events using two or more observable properties (e.g., simple dichotomous keys).

Standard2: Organisms and Environments - Organisms within a community are dependent on one another and the environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

- Organisms in a community, interacting populations in a common location, depend on each other for food, shelter, and reproduction.

PASS Instructional Technology Standards:

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities

Standard 4: The student will demonstrate knowledge of technology communications tools.

3. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.

Assessments:

The students will effectively use kidspiration to properly match the animals in the food chain web. The teacher will grade the activity based on participation and how well they connected the animals with the arrows. Each students must answer the questions in the bubbles in the writing view; the teacher will grade those answers based on their creativity, knowledge, and individuality.

Accommodations:

To accommodate the student with ADHD the teacher will assign him/her their own personal computer or lap top so they can have a hands on experience with technology, and so they won't be distracted by other students.

***Extensions:** For more advanced learners you could take away the few extra arrows given so they can have an extra challenge.

Materials Needed:

- Kidspiration/Inspiration
- Computers/lap tops

Lesson Plan 2: Classifying Living Things

Author: Chelsea Sikes

Date of Lesson Plan: December 7, 2010

Overall Goal for the Lesson:

My goal for this lesson is to provide knowledge about what to classify living things into using a fun presentation I have created using Smart board technology that the students can follow along with.

Description of classroom, grade level, and students:

This is a 5th grade science classroom. There are 20 kids in the classroom. One of the students has ADHD. The class has access to a computer lab.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

Given a lesson about living things, the student will be able to classify what type it is and be able to classify it.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).

This lesson will take place during a science classroom for 1 hour.

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

1. Students will be shown the 2 types of words and what their definition is. The teacher will be monitoring the discussion.
2. Students will then be able to discuss what these words mean, and what they think they mean to them. The students will be in charge of the discussion with the teacher acting as the facilitator and listening in on the discussion.
3. Students will then be able to discuss different types of animals or reptiles they may have seen, read, or heard about and whether they fall into the v or iv classification. The students will be in charge of the discussion with the teacher acting as the facilitator and listening in on the discussion.
4. Students will then be able to use the smart board to play the activity to test their knowledge. The teacher will be more in charge and acting at the facilitator. Using the presentation students will be introduced to different types of animals or living objects and be given time to express what type of classification it is.

PASS Content Standards Addressed:

Standard 2: Organisms and Environments - Organisms within a community are dependent on one another and the environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Organisms in a community, interacting populations in a common location, depend on each other for food, shelter, and reproduction.
2. Changes in environmental conditions due to human interactions or natural phenomena can affect the survival of individual organisms and/or entire species.

PASS Instructional Technology Standards:

Standard 5: The student will demonstrate knowledge of technology research tools.

1. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

Assessments:

My assessment is on the smart board. They can pull out a piece of paper and answer the questions to be turned in or I can perform this assessment informally allowing the students to verbally express their answers.

Accommodations:

A student with vision impairment will be able to sit in front of the classroom so they can see the smart board easier. A student with learning disabilities can be given handouts of what is being discussed in class so they literally have something in their hands to look at and can follow along with while the class discusses.

Materials Needed:

Smart board presentation

Paper

Pencil

Lesson Plan 3: Naming Parts of A Flower

Author: Meagan Williamson

Date of Lesson Plan: December 7, 2010

Overall Goal for the Lesson:

To have students become familiar with parts of a flower and knowing the proper name for each part.

Description of classroom, grade level, and students:

A fifth grade science classroom. There are 20 kids in the classroom. One of the students had ADHD. There class has access to a computer lab.

Student Objectives for the lesson:

The student will be able to identify the main parts of the flower on a chart with 100% accuracy.

Length of Lesson:

The entire class period about 45 to 50 minutes.

Schedule of Activities:

The students will first be presented with the reading in their text book about parts of a flower. Then using the smartboard there will be a diagram of a flower labeled. As a class we will go over the parts of the flower and the names of each part. The next slide on the smartboard will be the diagram of the flower unlabeled. The students will then be asked to come up to the smartboard and label the flower. After the flower has been labeled there are fill in the blank questions about parts of the flower.

PASS Content Standards Addressed:

Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

PASS Instructional Technology Standards:

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

Assessments:

Students will be assessed mostly through observation on how well they know the parts of the flower and how to label them. But also at the end of the entire unit the students will be tested by a multiple choice test.

Accommodations:

An accommodation for a child with vision impairment would be to have them sit closer to the front so they can see the smartboard better.

Materials Needed:

Smartboard

Smartboard activity

Science textbook

Lesson Plan 4: What Nature Means To You

Author: Stephanie Bautista

Date of Lesson Plan: December 7, 2010

Overall Goal for the Lesson:

For the student to express what Nature means to them and the impact the environment has on them through a video created with iMovie.

Description of classroom, grade level, and students:

A fifth grade science classroom. There are 20 kids in the classroom. One of the students had ADHD. There class has access to a computer lab.

Student Objectives for the lesson.

Given a video camera, iMovie software, computers, and a certain amount of class time, the students will be able to efficiently make a unique five to eight minute video about what nature means to them and the impact the environment has on them as fifth graders.

Length of Lesson:

45 to 50 minutes long each day and each class period. This lesson is to be carried out over a week (5 class periods of 45 to 50 minutes). The first lesson is to go over the criteria for the video project, and have them brain storm ideas for their project. The second lesson is to learn about the technology they will be using to create their video projects. The third lesson is when the students are able to go outside and record the nature and environment on the school grounds. The fourth lesson is when the students will use iMovie to create their video projects. The fifth day is when the students will present their videos to the class.

Schedule of Activities:

Day 1: Opening Day!

- The teacher will show his or her own personal Nature Experience video. (Video is approximately 3 minutes long). The teacher will have the video ready to be played before the students get to class.
- The teacher will talk about the video project, and what is to be expected of the students. This should take about 10 minutes (Leave room in schedule for the students to ask questions about the assignment)
- The teacher will place students in groups of 4. The teacher will instruct the students to move their desks together. This will take about 5 minutes.
- The teacher will instruct the students brain storm and each write about what nature means to them and how the environment. The students will think about the types of nature they can record around their school buildings. Give them about 30 minutes to come up with meaningful ideas.

- After they have written down their thoughts, have them share with their group members. Let them know that they will have to include these responses in their videos. Give them about 15 minutes to discuss their responses.

Day 2: Learning About the Technology!

- The teacher will begin class by splitting the students up into groups and assigning each group a video camera. This will take about 5 minutes.
- The teacher will go over the rules for using the video cameras and the computers. Reminding them of how to handle the technology with care and caution. The teacher will show them how to correctly operate the equipment (video camera and iMovie). The teacher will verbally explain how to record and upload the recordings using iMovie. The teacher will also walk them through the functions of iMovie. This will take about 20 minutes.
- The teacher will instruct each member of the group to practice recording and using the video camera. The students will be able to use the computers in the classroom to upload their recordings and play around with the iMovie features. The teacher will walk around the room to answer questions and monitor the students as they work. Give them about 20 minutes.
- At the end of class the teacher will collect all the video cameras and students will properly log out of the computers.

Day 3: Recording Nature and Their Environment!

- The teacher will begin class by distributing the video cameras. The teacher will write down which group was assigned what camera. This will take about 5 minutes.
- The teacher will remind the class of the assignment and ask the students if they have any questions. This will take about 5 minutes.
- The teacher will then take the class outside and have them record the nature around them. The students will work in their groups, taking turns using the video camera. This will take about 30 minutes.
- The students will come inside and turn in their cameras at the end of the class period.

Day 4: Creating Video!

- The teacher will begin class by distributing the video cameras to the groups. This will take about 5 minutes.
- The teacher and the students will then go to the computer lab. The students will upload their recordings and begin creating their videos. This will take about 30 minutes.
- The students will complete their videos on this day. (If the students need extra time, they can come in before or after school to work on the project.)
- The students will turn in their cameras and save all their work onto the teachers USB drive. This will take about 10 minutes.

Day 5: Presentations!

- The students will present their video to the class.

- While the videos are being played the teacher will grade the project.
- The presentations should take up a majority of the class period. Allow at least 10 minutes per group.

PASS Content Standards Addressed:

Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

1. Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using Systems International (SI) units (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius).
2. Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects, organisms, or events.

PASS Instructional Technology Standards:

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Assessments:

The video project will be assessed on the quality and creativeness of the video and responses of each member of the group. The students' video must be at least 5 minutes long, and include each student speaking about how the environment affects them and what nature means to them as fifth graders. The students must show a clear understanding of the use of the technology required to make this video project.

Accommodations:

A student who has trouble speaking can have one of his or her teammates read his or her response to the prompt on the video for them. If a student needs extra time his or her group can receive extra time to work on their video project.

Materials Needed:

1. Teacher's example video
2. Projector Screen

3. Computers: (6, For both the teacher and the groups of students)
4. Video Cameras and uploading cables (20 students = 5 video cameras)
5. Teacher's USB Drive
6. Permission to use the schools computer lab on that given day.
7. Handout with the rubric of the assignment.

Lesson Plan 5: Recycling

Author: Cori Cagley, Chelsea Sikes, Meagan Williamson, Stephanie Bautista

Revision Date of Lesson Plan: December 7, 2010

Overall Goal for the Lesson:

For the students to have a complete understanding of the importance of recycling and how to keep the environment safe.

Description of classroom, grade level, and students:

This is a 5th grade science classroom. There are 20 kids in the classroom. One of the students has ADHD. The class has access to a computer lab.

Student Objectives for the lesson:

Given a video camera, iMovie software, computers, and a certain amount of class time, the students will be able to efficiently make a unique two to five minute video about recycling. They will be able to show the teacher and the class the importance of keeping the environment safe and clean for the animals and plants through recycling.

Length of Lesson:

Three 50 minute class periods

Schedule of Activities:

Day 1: Opening Day!

- The teacher will begin class by distributing the video cameras. The teacher will write down which group was assigned what camera. This will take about 5 minutes.
- The teacher will tell the class the assignment and ask the students if they have any questions. This will take about 10 minutes.
- The students will then work in their groups on their script and storyboard. This will take about 20 minutes.
- The students will then begin recording their videos. They will do this for the remainder of the class period.

Day 2: Creating and Editing!

- The teacher will begin class by distributing the video cameras to the groups. This will take about 5 minutes.
- The students will finish recording their videos. They will be given about 15 minutes to finish recording.
- The students will then upload their videos on the computers and use iMovie to create their videos. This will take about 20 minutes.

- The students will turn in their cameras and save all their work onto the teachers USB drive. This will take about 10 minutes.

Day 5: Presentations!

- The students will present their video to the class.
- While the videos are being played the teacher will grade the project.
- The presentations should take up a majority of the class period. Allow at least 10 minutes per group.

PASS Content Standards Addressed:

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

1. Report data using tables, line, bar, trend, and/or simple circle graphs.
2. Interpret data tables, line, bar, trend, and/or simple circle graphs.
3. Make predictions based on patterns in experimental data.
4. Communicate the results of investigations and/or give explanations based on data.

Process Standard 5: Inquiry - Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.

1. Use different ways to investigate questions and evaluate the fairness of the test.
2. Use a variety of measurement tools and technology.
3. Formulate a general statement to represent the data.
4. Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further.

PASS Instructional Technology Standards:

Standard 1: The student will demonstrate knowledge of basic operations and concepts.

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

Standard 2: The student will demonstrate knowledge of social, ethical, and human issues, discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Assessments:

The students will present their video to the class. The teacher will grade the video based on the length and uniqueness of the video. Each student in each group must be present in the video as well.

Accommodations:

To accommodate the student with ADHD the teacher will assign him/her an active role in the recording process so that they can be consistently involved and have a hands on experience.

Materials Needed:

Imovie,
Computers
Video Cameras
Script