

Learning Activity Template

Title: Awesome Animals

Curriculum: Science, Language Arts

Grade-Level Span: Fourth Grade-Fifth Grade

PURPOSE:

This activity will have students work cooperatively in groups of six to create a “zoo.” Students will explore different continents and the animals that live within a given continent through a variety of virtual experiences, websites. Students will use a teacher created wikispace to access the approved websites for their research of animal plaques using a template created in Microsoft Office Word. Each student will be responsible for the creation of one animal plaque to include in their group’s “zoo.” Each plaque will describe a different animal from each continent. Students will classify and describe one animal from each continent. Students will gain an understanding of citing sources and provide appropriate citations on their plaques. Groups will present their “zoo” to the whole class.

DESCRIPTION:

See attached Lesson Plan

ACTIVITIES	MARYLAND STATE CURRICULUM STANDARDS SCIENCE	MARYLAND STATE CURRICULUM STANDARDS LANGUAGE ARTS	NETS PERFORMANCE INDICATORS
1. Students will view a trailer of Disney’s <u>earth</u> as an engagement into their projects. They will see images of animals living in their natural habitats from different continents.	N/A	N/A	N/A
2. Students will participate in a mini lesson which will discuss how different animals live in different environments all over our world. Mini lesson will include an overview of the Awesome Animal Adventure group assignment and a teacher-guided overview of	Grade 4 – 3.A.a Grade 5 – 3.A.a	Grade 4 – 4.A.7.c 4.A.d	

AwesomeAnimalAdventures Wikispace.			
3. Students will plan with the members of their teacher assigned groups, who will research which continent's animals. Each student will have the responsibility of working on a different continent.			
4. Students will use the teacher approved websites provided available on AwesomeAnimalsAdventures Wikispace to explore the six different continents and research, virtually observe, an animal from a given continent. All information collected will be filled into the Awesome Animal graphic organizer provided by the teacher.	Grade 4 – 3.A.a Grade 5 – 3.A.a	Grade 4 – 4.A.7.c 4.A.7.d Grade 5- 4.A.7.b	8, 10 (PK-2)
5. Students will record their research in a graphic organizer.		Grade 4 – 4.A.7.c 4.A.d	
6. Students will cite the sources they used to collect their observations/research.		Grade 5 – 4.A.7.e	
7. Students will participate in an alliteration mini lesson. The lesson will focus on how poetic forms can help us as writers. Students will use the skills obtained in this mini lesson to create their Animal Catch Phrase.		Grade 5 – 4.A.2.b	
8. Students will compose a plaque to inform others about	Grade 4 – 3.A.a	Grade 5 4.A.2.b	

the animal they researched using Microsoft Office Word. The plaque will contain: <ul style="list-style-type: none"> - Animal Catch Phrase (Alliteration/Poetic Writing) - 2-3 Well-constructed, edited, and revised paragraphs - Location of animal on a map - Picture of animal 	Grade 5 – 3.A.a	4.A.2.c 4.A.3.a	
9. Students will work in small groups with their teacher to learn how to download and save an image of their animal from a particular website, and then show them how to insert their image into their animal plaque.			
10. Students will prepare a final plaque to present with their groups to the entire class using a template in Microsoft Office Word.		Grade 5 – 4.A.3.c	4, 8(PK-2)
11. Students will plan with their groups their final presentations of their zoo.		Grade 5 – 7.A.1.a 7.A.2.d	
12. Students will present as a group, their final plaques creating a zoo of six animals from each group.		Grade 5 – 7.A.1.c 7.A.2.a 7.A.2.d	

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

Maryland State Standards can be found at:

Science:

Life –

http://mdk12.org/instruction/curriculum/science/standard3/grade_4_6_info.html

Reading/English Language Arts:

Writing –

http://mdk12.org/instruction/curriculum/reading/standard4/grade_4_6_info.html

Speaking –

http://mdk12.org/instruction/curriculum/reading/standard7/grade_4_6_info.html

National Educational Technology Standards can be found at:

<http://www.iste.org/standards/nets-for-students/nets-for-students-2007-profiles.aspx>

ASSESSMENT:

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible.)

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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COMMENTS:

No one in our group taught this activity at the time of our presentation. We feel this activity would be very engaging and appropriate for students in fourth and fifth grade.

“Awesome Animal Adventure” Lesson Plan

This learning activity will take place over several days. Lessons may be adjusted to suit needs of the students or length needed to conclude the project.

Day One – Engagement and Introduction!

Objectives

- Students will observe animals in different environments through the trailer of DisneyNature’s film earth.
- Students will discuss as a whole group how different animals live in different environments.
- Students will discuss as a whole group how the environment of the six different continents differ, and how this may affect the animals that live in this familiar and unfamiliar environments.
- Students will be introduced to the Awesome Animal Adventure project and discuss the project’s rubric
- Students will be assigned to their Awesome Animal Adventure groups. Teacher will need to assign groups of six prior to lesson.

Launch

- Viewing of DisneyNature’s earth.
- Whole class discussion of what was seen in the trailer facilitated by teacher.
 - Focus Questions:
 - What were the different environments seen and how were they different?
 - What generalizations can we make about these familiar and unfamiliar environments and the animals that live in them?

Procedure

1. Students will fill KWL chart regarding the animals that live in Africa, Antarctica, Australia, Eurasia, North America, South America.
2. Students will be assigned to a group by receiving a numbered flashcard. Teacher will have already pre-assigned the groups and the flashcards will already have been created.
3. Students will compare and contrast in their groups their K and W columns, what they know and what they want to know.
4. Students will be told that, with this group, they are going to go on an AWESOME ANIMAL ADVENTURE! Learning Activity Rubric will be given at this time and discussed.
5. Teacher will remind students of technology guidelines and expectations when using laptops, software, and websites.

6. Students will use the remainder of class to plan which student will be responsible for which continent. Students must record the responsibilities on the worksheet provided by their teacher.

Closure

- Students will report to their teacher the designated responsibilities of their group members and hand in their worksheet.

Day Two – Expectations, Plan, Adventure Time!

*Students are already familiar with using the school's laptops.

Objectives

- Students will be reminded of technology guidelines and expectations.
- Students will see a teacher model of visiting the Awesome Animal Adventure Wikispace.
- Students will see a teacher model of the how to download the graphic organizer from the Awesome Animal Adventure Wikispace and a discussion of what is expected of them while they work on their project.
- Students will begin independently working on their Awesome Animal Adventure project by visiting the links offered on the AwesomeAnimalAdventure Wikispace and filling in information on their graphic organizer.

Procedure

1. As students enter, they will be asked to sit with their assigned group, desks will have been placed in table form and papers with group members will be posted in the center.
2. Teacher will hang a poster (already had been made) of the school/classroom technology guidelines and expectations and will go over the guidelines and expectations again.
3. Students will retrieve their laptop from the laptop cart.
4. Students will turn on their computers and follow along with the teacher as the teacher models the steps they will need to follow.
5. Teacher will model for students how to locate and visit the AwesomeAnimalAdventure wikispace.
6. Teacher will model for students how to open the graphic organizer and save it correctly.
7. Teacher will model for students how to enter data/research into the graphic organizer and how to record website addresses from where information was retrieved.
8. Teacher will tell students the importance of saving frequently!
9. Teacher will then display the Direction PowerPoint with directions for the project as a visual for students.
10. Students will work on their Awesome Animal Adventure projects.

11. Teacher will walk around and monitor student work.

Closure

- Students will be reminded to save their work and how to appropriately shut down their laptops.
- Students will return their laptops appropriately to the laptop cart.
- Students will discuss their progress with their group members.
- Students will record their chosen animal on the group list that is in the center of their group table/desks.

Day Three – Adventure Time!

Objectives

- Students will work on researching and collecting data for their graphic organizer.
- Students will communicate with other group members about their progress.
- Students will use both peers and teacher as resource for assistance in what to do when!
- Students will use the direction PowerPoint as a reference for directions.

Procedure

1. PowerPoint displaying directions will be project when students enter.
2. Students will be told to sit down and organize their books in their group tables. (Tables will have the sign with group members in the center)
3. Students will be told to appropriate retrieve their laptop when they are organized and ready to work.
4. Students will use the entire class period to gather and collect research/data.
5. Teacher will actively monitor students' work and be available for questions, redirecting, and troubleshooting

Closure

- Students will be reminded to save their work and how to appropriately shut down their laptops.
- Students will return their laptops appropriately to the laptop cart.
- Students will discuss their progress with their group members.

Day Four – Awesome Animal Adventure Alliteration Mini Lesson! Creating a catchphrase for your animal plaque! And... introduction to creating your animal plaques!

Objectives

- Students will identify alliteration as a form of poetry, figurative language.
- Students will develop an understanding of what is expected for their individual animal plaques.
- Students will create their own alliteration using the sounds of their chosen animal.

Procedure

1. Students will enter and sit within their group tables but be told to not retrieve a laptop.
2. Teacher will proceed to instruct a mini lesson on alliteration!
 - a. Mini lesson will include:
 - i. Examples of alliterations
 - ii. Definition of an alliteration
 - iii. Model of how to create an alliteration
 - iv. Student creation of an alliteration
3. Teacher will ask students what they usually see at a zoo when they come upon an animal's exhibit. (answers will include – write-ups about the animal, description of the animal)
4. Teacher will direct students to calling this write-up or description of the animal a plaque.
5. Teacher will show students, through the projector, the template they will be using to create their own animal in Microsoft Office Word.
6. Teacher will hand out a hardcopy of the template to each student.
7. Teacher will explain directions and expectations of their animal plaque.
8. Teacher will point out that each plaque needs a catch phrase, alliteration!
9. Students will work on brainstorming, creating a rough draft (first copy) of the alliteration they will use for their plaque.

Closure

- Students will share with their group their ideas of alliterations to use on the animal plaques.

Day Five – Writing, Finding, Creating!

Objectives

- Students complete their Animal Adventure graphic organizer.
- Students will create a rough draft of their animal plaque.
- Students will work in small groups with their teacher to appropriately download images of their chosen animal through Flickr or Pics4Learning.
- Students will work in small groups with their teacher to insert their downloaded image to their animal plaque.

Procedure

1. Teacher will announce that today she/he will visit each group and show them how to download and save an image of their animal from a particular website, and then show them how to insert their image into their animal plaque.
2. PowerPoint displaying directions will be project when students enter.
3. Students will be told to sit down and organize their books in their group tables. (Tables will have the sign with group members in the center)

4. Students will be told to appropriately retrieve their laptop when they are organized and ready to work.
5. Students will use the time to finish collecting information from the links provided on the AwesomeAnimalAdventure Wikispace, work on forming their information into paragraphs, and creating their animal catchphrase, alliteration. *Students are very familiar with organizing paragraphs.
6. Teacher will visit each group modeling and assisting with the downloading of an image of their chosen animal, saving the image, and inserting the image to their plaque.

Closure

- Students will be reminded to save their work and how to appropriately shut down their laptops.
- Students will return their laptops appropriately to the laptop cart.
- Students will discuss their progress with their group members by sharing either the rough drafts of their paragraphs or their animal catchphrase.

Extension

- Students will compose a rough draft of their 2-3 informative paragraphs for homework using the information on their graphic organizers.

Day Six – Finishing It Up!

*If needed, two days may be given for finishing up the project before presentations.

Objectives

- Students will revise and plan their final copies of their animal plaques.
- Students will compose 2-3 paragraphs about their animal using the information from their graphic organizer.
- Students will publish 2-3 paragraphs about their animal in their animal plaque on Microsoft Office Word.
- Students will compose an alliteration using the sound of their chosen animal.
- Students will publish their alliteration in their animal plaque on Microsoft Office Word.
- Students will save their animal plaques in Microsoft Office Word.

Procedure

1. PowerPoint displaying directions will be project when students enter.
2. Students will be told to sit down and organize their books in their group tables. (Tables will have the sign with group members in the center)
3. Students will be told to appropriately retrieve their laptop when they are organized and ready to work.
4. Students will finish organizing their animal plaques using Microsoft Office Word.

Closure

- Teacher will stop students earlier enough to model how to insert a shape over the continent area their animal can be found on the map on their animal plaque.
- Students will print their final copy of their animal plaque and place their plaques in the teacher appointed space, a bin or other collection place.
- Students will be reminded to save their work and how to appropriately shut down their laptops.
- Students will return their laptops appropriately to the laptop cart.

Day Seven – Presentation Planning!

Objectives

- Students will plan with their groups their final presentations of their zoo.

Procedure

1. Students will enter and sit with their groups.
2. Teacher will ask students what are some good things to include in a presentation.
3. Teacher will record answers on the chalkboard/whiteboard or SmartBoard.
4. Once ideas have been shared, teacher will ask students to talk with their group about the importance of the ideas shared and which ideas we want to remember when presenting their “zoo.”
5. Each group will share what they feel is most important to the “zoo” presentations and the teacher will record answers on chart paper or SmartBoard, somewhere that the list can be saved and posted throughout the presentations.
6. Teacher will hand out the completed animal plaques to their creators!
7. Students will work with the groups to decide what order they will present their plaques and practice presenting within their group.
8. Students will have a representative pick a number from a jar, hat, etc. to determine the order in which their group will present to the class.

Closure

- Students will revisit, as a whole group, the list they created in the beginning of class and discuss what is expected of audience members when groups are presenting.

Day Eight – Presentations!

Objectives

- Students will present as a group, their final plaques creating a zoo of six animals from each group.

Procedure

1. Students will enter and sit in their groups.

2. Teacher will remind students to look at the list their created yesterday and remember to do their best during their presentations!
3. Students will have 3-5 minutes to talk with their groups.
4. Teacher will remind students what is expected of them when they are listening to other group presentations.
5. Presentations will begin!

Closure

- Each student will be given an index card. On the card, students are to write 1-3 facts they learned from their peers' presentations. Index cards will be handed to the teacher or put in a given place as the students exit.
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