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Computers in Education

Professor Raker

2/18/15

**Lesson Plan Outline #1**

Unit Topic: Social Studies

Grade: 5th

Lesson Topic: Galapagos Islands

Lesson Objective: Students will be able to define the vocabulary words. Students will be able to identify the mystery creature based on logical reasoning from the clues they find. Students will be able to create an informative profile on one animal of their choosing.

Instructional Techniques: \*Independent exploration

Instructional Materials:

·        Pretest and posttest sheets (“Words To Know” sheet)

·        http://teacher.scholastic.com/activities/explorations/adaptation/level1/

·        journal log

·        ”Guide to the Galapagos” sheet

·        Animal profile card

Theoretical Perspective: This information is important for our students to learn because it will increase their vocabulary. They will also build their inductive reasoning skills through animal exploration. This information is important because it will give our students a better understanding of a foreign place, which will create a better awareness of other environments.

Procedure:     a) The students will take a pretest of the vocabulary words.

                    b) After taking their pre-test, the students will go on to the website provided. First, they will review the “words to know” section. Then the students will click on “Collect the clues” and answer the questions regarding the island in their journal log. Then, students will explore each scene in order to find the clues. As they find each clue, the students will think about the significance of the found clues and consider the answers to the provided questions (without recording in their log). After finding and assessing all six clues, students will take their knowledge of the clues to determine what the mystery creature is, providing reasoning in their journal log. Students will continue to evaluate the clues until they choose the correct mystery animal. When they discover the animal, students will answer the provided questions in their journal log as well.

                    c) To conclude the lesson, students will retake the same vocabulary assessment that they did at the beginning of the lesson to see if they have gained a better understanding of the words.

                    d) In order to accommodate for non-native speakers, we would be able to provide worksheets with information in both English and their native language. In order to accommodate for struggling readers, we would have the teacher circulate around the classroom and help the students read and understand the website if needed. In order to accommodate for students with writing difficulties, we would be able to modify the lesson requirements and have them list key aspects in the journal logs, as opposed to writing out full sentences.

                    e) For homework we would have each student log back onto the website and proceed to the investigate tab. Here, they would then pick an animal of their choosing and read about the animal. They would then create a profile card of the animal including a drawing, name, what it eats, and three fun facts.

Evaluation:

·        *Students will be able to define the vocabulary words.* We will be able to determine if students have met this objective at the conclusion of the lesson. We will take their post-test results and compare them to their pre-test results. In order to determine if students have met this objective adequately, each student should be able to answer 3 out of 5 questions correctly.

·        *Students will be able to identify the mystery creature based on logical reasoning from the clues they find.* We will be able to determine if students have met this objective during their visitation of the site. We will be able to assess their final results through their journal writing and their explanation of their reasoning.

·        *Students will be able to create an informative profile on one animal of their choosing.* We will be able to determine if students have met this objective only until after they have turned in their homework the next day. We will assess if they have turned in a complete and accurate profile of their animal.

Our concerns about teaching this lesson revolve around time. We worry that the activity may be completed at very different paces, leaving some children bored while others struggle to get done in time.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Words To Know**

*Directions:* Choose a vocabulary word from the list of words on the left, and match it to its appropriate definition from the list on the right. Write the correct letter on the blank space provided.

|  |  |
| --- | --- |
| Words | Definitions |
| 1.     Biology \_\_\_\_\_ | a)  A group of islands in the Pacific Ocean west of Ecuador, famous for Charles Darwin’s visit in 1835 and the large number of rare animals that live there. |
| 2.     Botany \_\_\_\_\_ | b)  An area of relatively level high ground. |
|  3.     Environment \_\_\_\_\_  | c)  The scientific study of animals.  |
| 4.     Galapagos \_\_\_\_\_  | d)  1. All the things that influence an organism’s life.   2. The natural world of the land, sea, and air.      |
| 5.      Zoology \_\_\_\_\_ | e)  The scientific study of living things.  |
|  | f) The largest living species of tortoise and the 13th heaviest living reptile. |
|  | g)  The scientific study of plants. |

**Guide to the Galapagos**

1. Log on to the website: [*http://teacher.scholastic.com/activities/explorations/adaptation/level1/*](http://teacher.scholastic.com/activities/explorations/adaptation/level1/)
2. Find “Collect the Clues” under Level I in the middle of the page and click “go.”
3. Read the directions and click start.
4. Read the questions on the bottom of the page marked “For Your Field Journal” and respond to them in your journal log.
5. Explore the three different sites of the Santa Cruz Island and uncover all six clues. When finding clues, consider and think about the questions posed, but do not respond to them in your journal.
6. Once you have found all the clues, press “Next” to continue on.
7. Read the directions in order to identify the mystery creature. In your journal log, respond to the question posed at the bottom of the page before clicking submit.
8. Once you have successfully identified the creature, click submit and answer the questions in your journal log posed underneath the picture of the mystery creature.

\* *When you have completed these steps, please hand in your journal log and pick up the “Words To Know” posttest.*