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ISLT 7377
TILP
Science/Math/Social Studies

Overview-

My goal is to integrate all subjects into my lesson. The standards we will be covering next as a grade level are interpreting data charts and graphs in Math, animal habitats, characteristics and adaptations in Science, Informational text in Reading, and Map Skills in Social Studies. We will have about one week to cover these standards.

 I will open the lesson with a Kahoot https://create.kahoot.it/#quiz/d353c87e-5666-4dcf-9758-80d4c4e31b57 as a tool to see what prior knowledge students may have already about animals adaptation and habitats.

A concept map and rubric will be given in the beginning of the lesson and used throughout as an evaluation. Reflections should be written daily. This combination will show learning as well as learning gaps throughout the week.

We will take a survey of our favorite animal using survey monkey. After our survey we will chart our data into a picture graph, tally table, frequency table and bar graph. We will also add what might be our favorite place to live and why. We will input our info to make each kind of graph in this website https://nces.ed.gov/nceskids/createagraph/ to display for Open House.

Students will use critical online research skills to compare and contrast two animals/habitat. They will then use multimedia to present to peers and parents. Rubics will be given to guide students' research from the beginning of the lesson to the end as an evaluation. Live web cams and maps from Journey Northhttps://www.learner.org/jnorth/ will be used to gather data and research as well as other sites in our Moodle classroom. After gathering information, students will interview each other via video and upload videos to Seesaw. This will allow students to share with their parents. (Teacher approved, of course.)

Lastly, we will revisit Kahoot and compare their progress from before the lesson. Afterward I will plan to reteach or move to the next standards.

Analyze:

The students will remain in a classroom setting starting with a informal assessment in Kahoot. The classes will eventually divide into groups of four and complete the lesson. Rubrics will be used as a guide and evaluation throughout the lesson.

Audience:

The audience is made up of third graders.
Timeframe:

This lesson should be taught within one week and may change according to needs assessment.

Subjects:

The subjects included are Science, Math, and Social Studies.

Objectives:

(Students should have prior knowledge of map skills, be able to classify living and nonliving things, compare numbers of greater and less value, and computer skills. Learning gaps will be identifying the four kinds of data charts-tally table, frequency table, picture graph, and a bar graph. Students will define vocabulary before lesson begins- adaptations, characteristics, and habitat.)

To be learned:

Students will interpret and analyze data using multiple charts and graphs.
Students will be able to identify adaptations, characteristics and animals habitats.
Students will locate the seven continents on a map.
Demonstrate collaboration skills and community building throughout the lesson.

Environment:

The environment is in a classroom with wireless Internet and Chrome books.

Instructional purpose:

To integrate all subjects including technology standards into the lessons within one week covering Common Core Standards for third grade.

Design:

Procedures

Day 1:
Open lesson with Kahoot as a tool to see what prior knowledge students may have about animals, their characteristics, habitats, map skills, and reading data. Use feedback to drive/guide instruction. More time may be allocated toward vocabulary if students do not understand questioning. Students will be given a scoring rubric from the beginning of the lesson to serve as a tool of evaluation throughout lesson. A mind map/ concept map will be included to add new concepts to what students already know and knowledge gained throughout the lesson. Students will be introduced to Journey North. Journey North is a great resource for viewing live web cams of animals located in various parts of the world. We will spend time reading about each animal as well as watching them in their habitats/environments. Reflections will be written at the end of the lesson and new concepts or words added to the mind map.

Day 2:
We will take a survey of our favorite animal studied from Journey North. We will use Survey Monkey to view our survey. After our survey as a class we will chart our data into a picture graph, tally table, frequency table and bar graph. This survey data will be put into the following website https://nces.ed.gov/nceskids/createagraph/ so students can view the different data charts. We will discuss similarities and differences.
Students will read SS Weekly edition of Maps online and complete activities such as coloring the equator red, the Prime Meridian is located as well as location of continents in the four hemispheres.
The class will visit web cam visit at Journey North. Write reflection in journal.

Day 3:
Groups of four will be assigned. Students will choose two animals from two different continents to present to the class. All requirements are included in the rubric given to guide students' research at the beginning of the lesson. Live web cams and maps from Journey Northhttps://www.learner.org/jnorth/ will be used to gather data and research as well as other sites in our Moodle classroom. SS Weekly, Google Earth are resources available through our website. Students may have choice to present as a movie in IMovie, Google Classroom, or posters. Write reflections in journal.

Day 4:
Research continues. Reflection should be written in journal.

Day 5:
After research, students will interview each other via video and share videos to SeeSaw to share with parents. (teacher Approved of course) Reflections will be written in journal.

Technologies/Links:

Technologies used are Chromebooks and Promethean Board.
Websites used Kahoot, Journey North, SS Weekly, Graph it, Survey Monkey, Moodle/Google Classroom, Presentation Choice, See Saw

Students will use **Chrome books** to have access to unlimited resources and facts. Otherwise research would be limited to outdated books in the school library. Students will begin lesson with a game of **Kahoot**. Kahoot is an informal way of assessing the learner's needs. This assessment will assist me in collecting data to evaluate student's needs and prior knowledge on the unit of study. This will help guide my instruction. Kahoot shows the number of correct and incorrect questions with graphs after each question giving opportunity for discussion immediately when feedback appears on the **Promethean Board** instantly. **Journey North** allows students to go to a variety of environments and visit animals in multiple continents to see firsthand the relationship between animals and their environment. Field trips to the multiple locations wouldn't be possible without access to websites such as this. **SS Weekly** is an online resource that accompanies our SS Weekly newspaper that reads articles to students and gives access to videos while building points to allow children to buy accessories for a character, Rev Rat, on their website. They earn points as they read and view informational videos on the topic we are studying. **Graph it** allows students to input data from surveys and instantly view multiple types of data charts. Google Classroom allows collaboration among students as they build presentations. **SeeSaw** allows parents to actually be able to view what students are working on in class and see their hands on work.

Develop:

- **Contrast Living and Nonliving Organisms**
- **Compare and contrast the five main animal groups.**
- **Vocabulary: Before the lesson begins review some of the words that will be used throughout the lesson.**
1   **Habitat**
2   **Characteristics**
3   **Environment**
4   **Data**
5   **Survey**
6   **Continents**

Materials needed for lesson:

- **I pads for video interviews**
- **Research materials in Moodle Classroom.**
- **Computer with Internet access**
- **Chart paper/Markers**
- **Suggested Reading: SS Weekly**

Implement:

Groups- Groups are assigned with a mixture of academic levels in each group with high, medium, low in collaborative group work.

ELL teacher in resource room will provide second Language Learners- ELL students extra resources for clarification if needed.

Early Finishers-Students may elaborate their understanding of animals and their adaptations and characteristics around the world. Students may create their own animal with one characteristic from each animal group; name the animal and its created habitat on a new planet.

Extra-A field trip to Five Rivers can be arranged with Local Wildlife Experts presenting actual animals from each animal group in their habitat.

Evaluate:

*Students will be evaluated throughout the lesson using a rubric scoring guide. The rubric can be found here:
http://www.bie.org/object/document/3_5_creativity_innovation_rubric_non_ccss#
- Students will write a reflection daily in their journals about their learning throughout the week.

 ALCCS/Third Grade

 Technology Education

8.) Collect information from a variety of digital sources.

- Using technology tools to organize information
- Demonstrating efficient Internet search strategies
- Evaluating electronic resources for reliability based on publication date, bias, accuracy, and source credibility

9.) Use technology tools to organize, interpret, and display data.

Examples: spreadsheets, databases, electronic graphing tools

Math
18.) Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. [3-MD3]

14.) Collect information from a variety of sources to describe climates in different regions of the world.

Social Studies
2.) Locate the continents on a map or globe