

Learning About Whales



Grades: 4th & 5th

Time: 60 minutes

Overview:

The purpose of this lesson plan is to help the students learn about the different types of whales found in the ocean.

Objective:

The objective for this lesson plan is to help the students research and complete a 2 paragraph essay on their favorite whale. After writing their paragraphs, the students will give a small presentation to the class. The students will also receive help in developing web skills because they will be required to use Dropvine. They will use Dropvine to send the teacher a link with an image of the whale they have chosen. This image will be shown to the class as a whole during the students' presentation.

Materials:

- Computer/ Internet Access
- Paper
- Pencils

Procedure:

1. The teacher will begin with an introduction to the new topic the students will be learning, and answer any questions. (10 minutes)
2. The teacher can then explain the assignment and help the students create Dropvine accounts by going to <http://www.dropvine.com/>. (5 minutes)
3. The teacher will have the students find an image of a whale that they choose.

4. Using Dropvine, the teacher will have the students send the link to the teacher with the image of their whale. (10 minutes)
5. After the students have sent the link to the teacher they will begin their individual research and complete their 2 paragraph essay. (20 minutes)
6. Students will then present to the class. (15 minutes)

Standards:

4.1 Students, working collaboratively, carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written and verbal forms.

5.2 Students use a variety of skills and techniques when attempting to answer questions and solve problems. Students describe their observations accurately and clearly using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, contrast, explain, and justify both information and numerical functions.

Rubric:

CATEGORY	4	3	2	1
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present
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