Lesson Plans- pbwiki

Elementary Lesson Plans

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<tr>
<th>Lesson Plan</th>
<th>Writing Prompts and Collaboration</th>
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<tbody>
<tr>
<td>Target Area</td>
<td>Grade 3</td>
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<tr>
<td>Overview</td>
<td>It is important for students to learn how to write well. This activity will help students with their writing while allowing them to work together.</td>
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<tr>
<td>Objectives</td>
<td>Students will be able to:</td>
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<tr>
<td></td>
<td>- Use technology to organize and create information</td>
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<td>- Write a well written, timed response to a prompt using proper grammar (spelling, punctuation, main ideas, etc.) and creativity</td>
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<td>- Analyze and provide constructive criticism on other students’ work.</td>
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<tr>
<td>Materials</td>
<td>For this lesson students will need:</td>
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<tr>
<td></td>
<td>- A writing prompt</td>
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<td></td>
<td>- Class PBwiki Page</td>
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<tr>
<td>Procedures</td>
<td>1. Give students a writing prompt in which they have to write a story with plot and main ideas within a 30 minute time frame.</td>
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<td></td>
<td>2. Have students post on the Class PBwiki page.</td>
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<td></td>
<td>3. After all students have posted their stories, instruct them to leave positive comments on at least two other students’ stories.</td>
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<td>4. Have students then make any necessary corrections.</td>
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<tr>
<td>Standards</td>
<td><strong>Indiana Standards</strong></td>
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<tr>
<td></td>
<td>3.4.3- Create single paragraphs with topic sentences and simple supporting facts and details.</td>
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<td>3.4.4- Organize related ideas together within a paragraph to maintain a consistent focus.</td>
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<td>3.4.5- Use a computer to draft, revise, and publish writing.</td>
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<td><strong>NETS*S</strong></td>
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<td></td>
<td>2. Communication and Collaboration</td>
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<tr>
<td></td>
<td>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</td>
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<tr>
<td></td>
<td>Students:</td>
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<tr>
<td></td>
<td>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</td>
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<td></td>
<td>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
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<td></td>
<td>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</td>
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<td></td>
<td>d. contribute to project teams to produce original works or solve problems.</td>
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<tr>
<td>Posted by Julie Warren</td>
<td>Adapted from: <a href="http://itm.cesa5.k12.wi.us/digitaltools/Units/PodBlogWiki/MK_Wiki_Lesson.pdf">http://itm.cesa5.k12.wi.us/digitaltools/Units/PodBlogWiki/MK_Wiki_Lesson.pdf</a></td>
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<thead>
<tr>
<th>Lesson Plan</th>
<th>Solar System Discovery</th>
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<tbody>
<tr>
<td>Target Area</td>
<td>Grade 4</td>
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<tr>
<td>Overview</td>
<td>The solar system is an interesting topic that contains a vast amount of knowledge. Children need to learn about this topic and with this lesson they will be able to explore, learn, and collaborate with others. They will learn basic information like size, order and temperature.</td>
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<tr>
<td>Objectives</td>
<td>By the end of this lesson students will be able to:</td>
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<tr>
<td></td>
<td>- Place planets in cosmic order</td>
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<td></td>
<td>- Identify planets by size, order, and temperature</td>
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<td></td>
<td>- Understand how to edit and use a wiki page</td>
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<td>- Collaborate with children in other classrooms via the wiki page</td>
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<td>Materials</td>
<td>Items needed for this lesson include:</td>
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<td>- Computer terminals</td>
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<td>- Internet access</td>
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<td>- Books on planets</td>
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<td>- Partners in other classrooms</td>
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<td></td>
<td>- Class PBwiki page</td>
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<td>- Quiz over planets</td>
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<tr>
<td>Procedures</td>
<td>1. Divide class into 8 groups and assign each group a planet.</td>
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<td>2. Allow groups to use Internet or books to research information about their planet.</td>
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<td>3. Once they acquire the information, have them post their findings on the wiki page.</td>
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<td>4. Partners from the other classrooms will also post findings.</td>
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<td>5. Have the students edit the page until all contributors are satisfied with the information.</td>
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<td></td>
<td>6. Have all students take open page quiz on all planet pages.</td>
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<tr>
<td>Standards</td>
<td><strong>Indiana State Standards</strong></td>
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<td></td>
<td>4.2.6- Support statements with facts found in print and electronic media, identify the sources used, and expect others to do the same.</td>
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<td>(source: <a href="http://www.indianastandards.org/standard.asp?Subject=sci&amp;Grade=4&amp;Standard=2">http://www.indianastandards.org/standard.asp?Subject=sci&amp;Grade=4&amp;Standard=2</a>)</td>
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<td><strong>NETS*S</strong></td>
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<td>6. Technology Operations and Concepts</td>
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<td>Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</td>
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<td>a. understand and use technology systems.</td>
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<td>b. select and use applications effectively and productively.</td>
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<td></td>
<td>c. troubleshoot systems and applications.</td>
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<td>d. transfer current knowledge to learning of new technologies.</td>
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Analyzing a Newspaper: Editorials and News for ESOL Learners

Overview: Students will analyze a newspaper and examine the news section and the editorial section. They will take a close look at the type of language used when giving an opinion.

Aim: To have students identify the news section and the editorial section and to become aware of the language employed in editorials with the purpose of convincing readers.

Objectives:

- Identify and distinguish parts of newspapers: editorial section and news
- Differentiate between facts and opinions
- Recognize and produce the language of opinion
- Produce an editorial using the appropriate language

Target Group: For the purpose of this lesson, the target group levels range from 1-8: 
1 = beginners, 5 = intermediate, 8 = advanced. This lesson is level 6.

Length: Three one-hour class periods

Materials: One newspaper editorial and one news story on the same topic. Class PBWiki page.

Activities-Day One:
1. News Story
   - The teacher writes the topics of different news stories for each group on the board and elicits from the students all they know about each topic.
   - Teacher asks wh-questions in order to build schema about the topic. These questions are only meant to build schema and are not intended for an exhaustive discussion of the content. For example:
     - Who is _________?
     - What do you know about ____________?
     - Where _______________?
     - How _________________?
     - When _________________?
   - Students read the news article taking note of unknown vocabulary and references. The teacher elicits definitions from students. If no students can define a word or reference, the teacher will gloss the word to aid comprehension. The teacher posts the words that were put in the glossary on the class PBWiki site so the students will be able to work on those words from home.
   - Teacher asks and writes on the board, four Basic Media Literacy Questions:
     - What is the message?
     - Who made it?
     - Who is the target audience? How do you know?
     - Why was it created?
   - Student groups of 3/4 decide on answers to these questions and report their answers back to the teacher on the class PBWiki site so that other groups will be able to see all the different groups articles.
   - Example - Why was it created? Possible answer: to give information.

Activities-Day Two:
1. Editorial
   - Students read an editorial on the same topic as their news story. The teacher takes note of unknown vocabulary and references. The teacher elicits definitions from students. If no students can define a word or reference, the teacher will gloss the word to aid comprehension. And add those words to the class PBWiki page for those groups to study.
   - Teacher refers to the same four Basic Media Literacy Questions that are on the board:
     - What is the message?
     - Who made it?
     - Who is the target audience? How do you know?
     - Why was it created?
   - Student groups of 3/4 decide on answers to these questions and report their answers back to the teacher on the class PBWiki site so that other groups will be able to see all the different groups articles.
   - Example - Why was it created? Possible answers: to give an opinion, make a judgment, convince the reader
   - Teacher makes a new page on the class PBWiki titled "Opinion"
   - Teacher elicits definitions of:
     1. Opinion
     2. Judgment
     3. Convince
   - Ask students what language the writer uses to convince readers, make judgments, give opinions. Teacher gives a sample answer, the introductory phrase, "I think."
   - 5. Students re-read the editorial scanning for language the writer uses to convince readers, make judgments, give opinions. Students post their examples on the class PBWiki page.

Homework: Student are to find newspaper articles on the web and post them on the class PBWiki site.
Activities-Day Three:

1. Students scan their newspaper articles. The teacher asks in what sections of the newspaper articles they find news and where they find opinions. Students find the news pages and the opinion/editorial page.

2. Students identify and underline language that shows opinion and as a class, make a list of words and phrases on the board.

3. Writing Activity
   Students in groups brainstorm current topics. Student groups write a one-paragraph editorial about a topic of their choice utilizing the language of opinion. The groups share their paragraphs through PBWiki page. The class decides on the most convincing argument.

Animals Between the Sand Grains - Meiofauna

Objective: Students will observe the minute animals that live between sand grains. After identifying the organisms they will post their findings on the class PBWiki site. Each class member has three animals to identify and post on PBWiki. After everyone in the class has made their posts, combining them will become a group project from our class.

Materials:
- plastic tray
- turkey baster or large pipette
- microscope
- petri dish

Procedures:
1) Collect meiofauna samples from the surface of the sand at low tide in low wave action areas. Scraper a layer about 1 cm deep into a plastic tray. Add some seawater from the same location, enough to just barely cover the sand sample and form a pool on top about 1/2-inch deep at the most.
2) Allow the specimen trays to stand at room temperature, undisturbed, for approximately a week, or until there is just a small amount of visible seawater left on the surface of the sand. As the sand sits for a week the environment beneath the sand starts to suffer from oxygen depletion and the meiofauna will crawl up out of the sand to reach the upper, oxygenated water above the sand.
3) Technically, the meiofauna consists of small benthic metazoans that pass through a 0.500 mm sieve and are retained on a 0.045 mm sieve. Thus, the next step is to gently remove the seawater (pour it without also pouring the sand, or use a large pipette such as a turkey baster) from the surface of the sand and strain it through a fine mesh material, such as a piece of an old nylon stocking.
4) Rinse the collected organisms from the mesh and observe the small animals in the petri dish under the microscope.
5) After identifying the three assigned animals make photo posts and information posts on our classes PBWiki.

Discussion:
A- Find photos of the organisms on line then post them on our class PBWiki page along with their names
B- How many of your assigned animals were you able to find?
C- Why were no plants found in this environment?
D- Can the phylum be identified for each animal? List the phyla.
E- Which phyla were the majority?
F- How do you think the meiofauna animals feed, based on their appendages?

Phyla or Group

- Gastrotricha
- Xenotrichula, Turbaenella, Pleurodasys, Pseudostomella, Tetranychodera
- Crustacea/Ostracoda (6 unknown species)
- Crustacea/copepoda/Harpacticoida
- Arenostella kaiseri, Arenopontia dillonbechia, Amenia parvuloides, Apodopsyllus vermiculiformis, unident.
- Paramesochiridae
- Nematoda
- Enoploidea, Desmodoridea, Monohysteroida, Chromadoroida, Draconomatoidea (Epsilonemernenna)
- Turbellaria
- Acoela, Rhinodocoela (Typhloploandoida & Kalyptorhyncha), Alleocoela
- Nematina
- Clitopiloidea, Procephalotrix
- Archiannelida
- Saccocirius gabriellae, Protodriloides chaetifer
- Polychaeta
- Pisonia remota, Hexinoides arenaria, Microphthalma, Petilia amphiphthalam, Hesioneura, Glyceria, Stygocapitella subterranea
- Gorgoidea
- Tubificidae, Enchytraeidae (Marlinena)

Study Skills to Prepare the Adult Learner

Topic: Active learning

Aim: To enable students to take control of their learning in a positive way using PBWiki, so that teachers may edit or help students as needed.

Objectives:
At the end of this session students will be able to:
- Devise a working definition of active learning
- Understand the principles of active learning and what is involved
- Identify areas of study they need to work on
- Devise strategies for active learning
- Integrate active learning skills into study routines

Target Group: Pre-GED

Length: Approximately 2 hours

Materials: PBWiki classroom sight that is individually adapted for each student in the class, sample learning web.

Activity:
1) Brainstorm the concept of active learning and work towards a definition. Draw on examples from the group (15 mins)
2) Ask students to complete the following chart identifying their strengths in studying and areas which need development. (20 mins)
STUDY SKILLS
Strengths: Areas to develop:
E.g. Reading skills Comprehension and finding key arguments
Working in groups, students should identify active learning strategies in three key study skill areas (active reading, discussion and tutorials, writing skills). Each group should work on one area and construct a learning web on their PBWiki pages. (30 mins)

Example Learning Web
a) active reading - allow students to provide answers, but make sure the following strategies are included:
- using PBWiki
- take notes
- reading with directed questions in mind
- summarizing arguments
- reconstructing the main themes from memory etc
- reading around the subject

b) discussions + tutorials - allow students to provide answers, but make sure the following strategies are included:
- preparing before going to a discussion class or tutorial on the class PBWiki sight
- reading through notes/material
- joining in the discussions
- if you do not feel confident prepare a question or comment in advance i.e. work at participation
- asking if you do not understand or are not sure about something
- trying to be assertive

c) writing skills - allow students to provide answers, but make sure the following strategies are include:
- reading round/researching the subject
- working to a plan
- always writing a rough draft
- proof read writing for spelling errors
- proof read writing for grammatical errors
- proof read for clear expression
- put together a checklist of your most common errors and use to proof all writing

4) Have groups share findings and discuss strategies. Extend to other study skill areas if time allows e.g. presentation skills. (30 mins)

5) Review class definition of active learning and discuss other ways for students to take control of learning. (20 mins)

For example;
- Setting up study groups
- Working together on past (GED) test papers
- Practicing the test within a set time - using this test option on the class PBWiki sight

Assessment/Homework (5mins - to set)
- Have students list 5 helpful things learned from the lesson
- Have students prepare a checklist that includes examples from the writing skills web of areas they need to work on
  - Ask students to include the materials used in this session in their Personal Learning Log
  - Ask students to locate their nearest library

Follow Up:
- Recap understanding of active learning.
  - Review progress on identifying skill areas which need developing
  - Review active learning strategies being use

Posted By: Kassie Smith
Adapted from: http://www.oercommons.org/courses/material_types/lesson-plans

Secondary Lesson Plan

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| Objectives | Students will be able to:  
- Describe benefits of civic participation.  
- Participate in civic life, politics, and government.  
- Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.  
- Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.  
- Demonstrate characteristics of effective citizenship.  
- Describe examples of recurring public problems and issues. |
| Materials | - Reading guide/Textbook  
- Class PBwiki page |
| Procedure | 1. The students will read the assigned material.  
2. The assessment questions about the readings should be answered.  
3. Class discussion about what was read and what the students would do if they had been living in that time.  
4. All students post on the PBwiki their opinions about civil duties and responsibilities of living in our free country.  
5. Have the students read each others ideas and make at least 3 responses to classmates' posts. |
Environmental Science Lesson Plan

Target area: eleventh and twelfth grade

Overview: Students be involved in critical analysis of diverse issues that have an impact of the quality of life.

Goals:
1) demonstrate an understanding of the economic, scientific and/or social nature and character of circumstances, forces, and situations that impact upon quality life space environments
2) appreciate the need to create and maintain cooperative learning habits in which man and nature coexist and mutually prosper from their associations
3) understand intellectual skill processes (e.g., critical thinking, problem solving, decision-making) necessary in order to confront and resolve perplexing issues
4) understand ways to work cooperatively in order to achieve consensus and to act in a proactive manner - to resolve perplexing issues.
5) connect with others and discuss about these issues through PBwiki

Materials:
- books, magazines, articles, websites, videos, newspapers

Procedure:
It is critically important that today's high school students, tomorrow's decision-making citizens, be made aware of issues that have an impact upon the quality of our lifestyles - urban, suburban, rural, and that they develop the ability to analyze and remedy existing and/or potential problems in the context of social communities.

1) Students are introduced to several issues (pollution, population, habitat and species, sustainable development, human settlement, finite and renewable resources)
2) working in small inquiry groups, students research a selected issue
3) students use print/non-print materials, Internet web sites, television and radio broadcasts and programs, CD-ROM software, graphic media devices (cameras/videotape equipment), and community resources in the collection of data and post it on PBwiki page
4) students use critical thinking, problem solving, and decision-making models in their analysis of issues and suggested solutions
5) students discuss the solution(s) of the issue researched and create audiovisual materials that display proposed strategies using PBwiki

History Lesson Plan

Target area: 9-12 grades

Objectives:
- review important facts about the Vatican, its art and architecture, the Pope, and the selection of saints
- learn about the Sistine Chapel and take an online tour
- explore one of nine main scenes create a PBwiki page and present it to the class

Materials:
- Computer with Internet access
- Print and online resources for the Sistine Chapel ceiling
- Color printer
- Paper, pencils, markers

Procedure:
1. visit the website Sistine Chapel Frescoes: Scenes from Genesis and each group choose one of the nine paintings
2. watch the video and review some of the facts presented in the program about the Vatican, the role of the Pope, and the declaration of saints. Ask students to talk about the architecture and interior details of the Vatican they noticed in the program. Each group should be creating a PBwiki page in order to complete their project.
3. Tell students that this lesson will focus on the paintings of the Sistine Chapel ceiling. Provide students with background information.
4. Students will work together and communicate through the wiki. They will create their own version of the Sistine Chapel ceiling on a bulletin board.
5. Give the color printout of the appropriate paintings to the teams. Ask them to discuss the painting as a group and write their initial impressions in the wiki.
6. Complete the PBwikis and present to the class

Vocabulary:
1. fresco
   Definition:A painting on plaster wall or ceiling created with watercolors
   Context:Many of the historic frescoes at the Vatican are being restored to their original beauty.
2. Pope
   Definition:The leader of the Roman Catholic Church
   Context:Of all the popes in history, Pope John Paul II has traveled the most.
3. Vatican
   Definition:The palace within the Vatican City, the independent city-state in Rome
   Context:The pope lives in the Vatican, which is a treasure of artwork.

Business/Industry
- meeting with members of your organization with the chat feature
- letting small groups meet before presentations
• keeping members of organizations involved with each other
• sending memos to anybody in your organization
• coordinate facts for law firms
• project management