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IST668- Collaborative Unit Plan
Prof. Franklin Hill
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**All About Marshes, Swamps and Bogs!
Collaborative Unit Plan**

Unit Theme Description:

The “All About Marshes, Swamps and Bogs” lesson was developed in collaboration with the fifth grade science curriculum at Van Buren Elementary in the Baldwinsville Central School District. During the course of fifth grade students study a variety of biomes and ecosystems. In the fall they focus specifically on marshes, swamps and bogs. They examine not only the characteristics, animals and plants that live in these biomes, but also the similarities and differences between the three.

This project does not replace the assignments and learning that occurs in the classrooms, but instead is intended to allow the students to take the knowledge they’ve gained in the classroom, add to it using the online resources available at the library and then create a dynamic online poster by using Glogster where they will share the information they have gathered with classmates.

Students Served:

All fifth grade students completed this project over the course of 6 weeks. The fifth grade class at Van Buren is comprised of four inclusive library sections. There are approximately 20 in each section and of those between 2-4 in each class have identified special needs which require a variety of modifications or assistance. Of the students with special needs, none have a dedicated aide. The students are familiar with numerous forms of technology and, for the most part, are

able to pick up new programs quickly. They have well developed research skills and are able to follow directions independently.

Goals and Objectives:

- Reinforce learning that has taken place in the classroom.
- Introduce students to new modes of doing research, including using online resources like Encyclopedia Britannica Online.
- Introduce students to new Web2.0 technology, specifically Glogster.

At the close of this project students will be able to:

- Search for and locate appropriate information.
- Create new work product based on the information they found during the research process.
- Share their Glog and the information contained therein with their classmates.

Collaborative Roles and Responsibilities:

Classroom teachers:

The classroom teacher is responsible for introducing the students to the concept of ecosystems and biomes in general and marshes, swamps and bogs specifically. Student will come to the library with a basic understanding of the topic at hand.

Librarian:

The librarian will be in charge of creating the worksheet (in collaboration with the classroom teachers). The librarian will also be in charge of instructing students on research skills and gathering information using the online resources, guide students in note taking, and assist the computer teacher with instructing students on the use of Glogster.

Computer Teacher:

The computer teacher will be in charge of instructing students on the use of Glogster as well as assisting the librarian in helping the students to use the online resources.

Lesson Plans

Unit Title: All About Marshes, Swamps and Bogs!

Lesson Plan 1:

Title: Gathering Facts

Anticipated Length of Lesson: 60 minutes (Two 30 minute class periods.)

General Goal(s):

- Finding information and taking notes.

Specific Objectives:

- Students will locate and gather information on their assigned biome and complete a handout sharing their new knowledge with the class.

AASL/Common Core Standards addressed:

AASL Learning Standard	Common Core Standard
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	CC6-8/TS2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
1.1.6 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.	<p>CC6-8/TS2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a</p>

	topic.
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Required Materials:

Computers preloaded with links to the applicable resources in the students shared folders, worksheets (attached) Smart Board, speakers, Sounds of the Swamp audio clips from Microsoft, slideshow of images gathered from Microsoft’s clip art gallery.

Anticipatory Set (a lead-in, introduction, “attention-getter”):

Classroom teacher, computer teacher and librarian will welcome students into the library where a slideshow of images of swamps, marshes and bogs will be showing on the Smart Board. There will also be a recording of the sounds of the swamp playing in the background. Once the students are seated the librarian will introduce the project by showing the class an example of a completed Glog.

The Students will then be asked what they already know about marshes, bogs and swamps.

The students will be asked to investigate 4 main questions: What is a marsh, bog or swamp? What animals can be found in each biome? What plants are found? and What are some interesting facts about a marsh, bog or swamp?

Step-By-Step Procedures:

Day 1:

- Librarian will give a brief overview of the project including the three main sections, Gathering Information, Creating a Glog, and Share What You Know.
- Librarian will share an example Glog with the students which will give them an idea of what their completed project will look like.
- Librarian will ask students what they already know about marshes, bogs and swamps and take down their answers on a large notepad.
- Librarian will hand out and review the worksheets which will also identify which biome each student will be working on.
- Librarian will direct students to the computer lab.
- Computer teacher will walk students through accessing the provided online resources in their shared folders.

Day 2:

- Librarian will review the project with the students.
- Librarian will also indicate to the students where the additional print resources are in the

event that any students need additional information that they were unable to find online.

- Librarian will walk student through searching for appropriate images and audio files on the Microsoft website.
- Computer teacher will review with students the process for saving audio files and images to their desktop.

Plan for Independent Practice:

- Students will independently access the provided resources to research and gather information on their biome. They will fill out their worksheet with appropriate information.
- Students will independently access Microsoft's clip art and audio gallery to gather four images and one audio file that accurately reflects the information they have gathered.

Closure (should reflect anticipatory set):

- Students will each answer one of the four main questions with the class.

Assessment (should be based on objectives):

- Students will complete their worksheet displaying the information they gathered, including descriptions of the audio files and images they collected.
- Students will demonstrate an understanding of the characteristics of their assigned biome.

Possible Adaptations (for students with learning disabilities):

By using the online Britannica resources as our main source of information we are able to provide multiple modes of information.

- Students with a visual disability or who need extra assistance with reading can use their headsets and the read to me function provided.
- Short video clips are also provided through the same site.
- Students will have access to the set of Encyclopedia's housed in the library if they have trouble using the online version.
- Students who have a modification for note-taking will be allowed to dictate the answers to their worksheet.

Unit Title: All About Marshes, Swamps and Bogs!

Lesson Plan 2

Title: Creating a Glog

Anticipated Length: 90 minutes (Three 30 minute sessions)

General Goal(s):

- Synthesizing information and creating a Glog.

Specific Objectives:

- Students will take the information they gathered in section one of this unit project and create a Glog about their assigned biome.

AASL/Common Core Standards addressed:

AASL Learning Standard	Common Core Standard
2.1.2 Organize knowledge so that it is useful	CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2.1.4 Use technology and other information tools to analyze and organize information	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
2.1.6 Use the writing process, media and visual literacy and technology skills to create products that express new understandings.	CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Required Materials: Computers preloaded with access to Glogster, Glogster accounts ready for

student access, student worksheets (already completed), access to the images and audio files that the students collected, Smart Board.

Anticipatory Set (a lead-in, introduction, “attention-getter”):

Librarian and Computer Teacher will welcome the students to the lab where the example Glog that students were shown in session one will be displayed on the Smart Board. Students will then be tasked with creating their own Glog about their assigned biome.

Step-By-Step Procedures:

Day 1:

- Librarian will review the example Glog with students.
- Librarian will then go over the instructions for making a Glog, including what information must be included and the order in which the students will add the different aspects to their Glog. The format of the Glog will mirror the set up of their worksheet.
- Computer teacher will walk students through logging on and creating their Glog. *note: after the first session, students will be responsible for logging themselves in without help from the teacher*
- Librarian and Computer Teacher will walk students through adding the different aspects to their Glog, starting with adding the title.
- Computer Teacher will instruct the students in how to save their Glog as unfinished as well as logging off. *note: after the first session students will be responsible for completing this step without assistance from the teacher*

Day 2:

- Librarian will review the project and indicate to students that they will be adding text and images to their glog.
- Librarian and Computer Teacher will walk students through the process of adding text bubbles and images.

Day 3:

- Librarian will briefly review the project and indicate to students that they will be adding audio files to their glogs as well as customizing the look of their glogs.
- Computer teacher will instruct students on how to add audio files to their glog.
- Computer Teacher will walk students through the customizing process for their Glogs by changing colors, font and image size.
- Computer Teacher will walk students through saving their final product.

Plan for Independent Practice:

- Students will independently use their notes to determine what information will go on their Glog.
- Students will independently add text bubbles, images and audio clips to the Glog.
- Students will independently customize their glog to not only reflect the information, but their personal preferences.

Closure (should reflect anticipatory set):

By the end of this section students will have completed a Glog that shares the information they gathered during section one, including the characteristics of their biome, the plants and animals found there and some interesting facts.

Assessment (should be based on objectives):

- Student's completed Glog will show an understanding of their biome and its characteristics.
- Students completed Glog will also show their ability to take the information they gathered and create something new.

Possible Adaptations (for students with learning disabilities):

Glogster allows for many modifications depending on the students needs.

- Students with a visual impairment can add in additional audio files to reflect the information they gathered, including recording themselves and adding it to their Glog.
- Text size can be changed.
- For students with a modification for note taking, they can dictate their information to an aide who can add it to their Glog.

Possible Connections to Other Subjects:

While this project is specifically connected to the science curriculum for 5th grade, creating a Glog uses skills from other subjects as well. Specifically, writing out their information connects to the ELA curriculum as they are required to take their notes and share the information in complete, well written sentences on their Glog.

Unit Title: All About Marshes, Swamps and Bogs!

Lesson Plan 3

Title: Share What You Know!

Anticipated Length: 30 minutes

General Goal(s):

- Sharing new knowledge with the class through public speaking.

Specific Objectives:

- Students will take the information they gathered and the Glogs they created and share them with their classmates.

AASL/Common Core Standards addressed:

AASL Learning Standard	Common Core Standard
<p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p>3.4.2 Assess the quality and effectiveness of</p>	

the learning product	
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Required Materials: Smart Board, Speakers, one Computer with access to Glogster, index cards, pencils.

Anticipatory Set (a lead-in, introduction, “attention-getter”):

Librarian and Computer teacher will welcome the student to the library and direct them to the tables where the Smart Board will be set up for presentation. The same example Glog will be up on the Smart Board. After seeing a short presentation using the example Glog students will be asked to come up and share their Glog with their classmates.

Step-By-Step Procedures:

- Librarian will introduce the agenda for the day, including sharing their Glog with the class and giving feedback on the project as a whole.
- Librarian will give a brief example presentation to the class so they have a clear idea of what is expected.
- Computer Teacher will bring up each student’s Glog on the Smart Board.
- Students will come to the front of the room and present their Glog to the class.
- After all students have presented, the librarian will bring their initial list of things they knew about marshes, bogs and swamps back out and ask the students to share what they have learned that they didn’t know before. This will highlight for the students how much they have learned over the course of this project.
- Librarian will hand out index cards and ask students to briefly reflect on this project and share what they liked, what they didn’t like and if they would like to work on Glogs in the future.

Plan for Independent Practice:

- Students will independently present their Glogs to the class.
- Students will reflect on the process and project and share their comments on the provided index cards.

Closure (should reflect anticipatory set):

At the end of this section every student will have presented their completed Glog to the class,

sharing the information they learned about their assigned biome.

Assessment (should be based on objectives):

- Student presentations of their Glogs.
- Students will show an understanding of the characteristics of their biome.
- Students will demonstrate a understanding of how to use Glogster.
- Students will share their reflections on the project.

Possible Adaptations (for students with learning disabilities):

- Images can be enlarged or described for students with a visual impairment.
- Students can give their presentation from the desktop computer instead of going to the front of the class as sometimes the desktop gives a better quality image then the Smart Board does
- Students can have an aide or the librarian read their information for them.

Possible Connections to Other Subjects:

The last section of this unit can be related to public speaking and using technology to present information.

Annotated Bibliography

(note: These are the 5 resources that were used in the actual project as done at Van Buren Elementary. In an email dated 12/10/11 you indicated that only including the actual 5 resources instead of the required 10 would be okay)

Author/Creator Name	Title	Year Created & Publisher if Applicable	Type (Book, Video, CD, DVD, etc.)	Description
Encyclopedia Britannica, Inc.	Encyclopedia Britannica School Edition: Elementary	2011	Website: http://www.school.eb.com/elementary/ (password required)	Encyclopedia Britannica School Addition provides access to 4 complete encyclopedias and is broken out by grade level. Students have the ability to search for resources including articles, images and videos.
Microsoft Corporation	Images and More	2011	Website: http://office.microsoft.com/en-us/images/	This data base provides access to images, audio files available through Microsoft.
McGhee, Karen	Encyclopedia of Animals	2007 National Geographic	Book/Encyclopedia	This one volume encyclopedia includes articles and images of a variety of animals found around the world, including those found in marshes, swamps and bogs.
Pringle, Laurence P.	Scholastic Encyclopedia of Animals	2001 Scholastic Reference	Book/Encyclopedia	This one volume encyclopedia includes brief articles and illustrations on numerous animals including those found in marshes, swamps and bogs.
World Book	World Book Student Discovery Encyclopedia Volumes: V2 (B), V7 (M), V10 (S), V12 (VWXYZ)	2002 World Book	Book/Encyclopedia	This is a general elementary school encyclopedia that includes brief articles with some images. Specifically students will look at the volumes with articles on marshes, swamps and bogs.

(Worksheet)

ALL ABOUT MARSHES, SWAMPS & BOGS!

Name: _____

Section: _____

<p><u>Characteristics of the (marsh/bog/swamp)</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Animals</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><u>Plants</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>3 Facts</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Websites:

Research and Images:

<http://www.school.eb.com/elementary>

Images and Sound:

<http://office.microsoft.com/en-us/images/>