

## Technology Integration Lesson Plan Template

Your name:	Joy Weaver
Date:	10/22/2014
Lesson Title:	Discovering Dragonflies
Grade Level:	3 <sup>rd</sup> Grade
Technology Standard (NETS-S)	Standards 2,3,4,5 and 6
Subject Area/Content Standard:	Reading/ science
Technology tool/software:	Drill and Practice, Instructional Games and Research

### Preparation

<b>Prerequisites:</b> What do students need to know prior to this lesson?
They need to be able to work as a pair, write structured sentences with 3 <sup>rd</sup> grade grammar and to know general computer skills
<b>Context:</b> Where does this lesson come in the unit?
Life Sciences Standard set 3-b Unit on diverse lifeforms
<b>Vocabulary:</b> What vocabulary will be learned or reinforced in this lesson? How will you make the vocabulary development part of the lesson?
Individuals will have to identify parts of the body and then be able to write 3-4 sentences describing the body of the dragonfly.
<b>Materials:</b> What resources are needed to make this lesson successful? What will you need to prepare in advance?
Items needed are: Book: Dragonfly's Tale by Kristina Rodana. Internet access, Tech setup, software such as Instructional games, drill and practice and Research using web based technology. Paper, pencils

### Objectives or Learner Outcomes

How will the learning be measured and assessed?

**General Goal(s):**

Teacher will observe student's motivation, engagement and participation about the content matter, in at least 75% of students.

**Specific Performance-Based Objectives:**

Students will be able to complete sentences with correct vocabulary skills.

Students will be able to Read to each other and understand the content matter.

Students will be able to work together as a pair to help and motivate each other in a positive way.

Students will be able to follow a checklist to self monitor and self reflect their progress throughout the lesson.

Students will be able to research information about the dragonfly and successfully be able to answer their focus questions when presented at the end of the lesson.

### **Anticipatory Set (Lead-In)**

An "attention getter" to focus students' learning? A discussion or activity to activate students' prior knowledge?

From the website [www.sporecore.com](http://www.sporecore.com) I will display interesting pictures of the dragonfly. Then students watch a video of a dragonfly flying to examine characteristics that enable flight. From there I will ask 3 questions regarding the pictures and videos. Students will then answer and begin a discussion on discovering dragonflies. I will give a couple of fun facts about the dragon fly to perk their interests.

### **Step-By-Step Procedures**

**Instruction:** List procedures for what will happen first, second, and so on to teach what you expect the students to learn. SDAIE instruction should include some consideration of language development.

Day 1: Students will be Introduced to dragonflies when I show a series of pictures (sporecore.com) and videos of dragonflies in flight. I will ask questions like 1.) Who can tell me what insect this is? 2.) Where have you seen this insect? 3.) How do you know it is a dragonfly? We will discuss fun facts such as: Dragonflies were some of the first winged insects to evolve 300 million years ago. How were they able to they able to survive that long and how did they evolve? Explain that the term adaptations- "a body part that changes over time and through many generations" (Wallace-Weaver, 2014), helping a species survive and evolve. Another fun fact is nearly all of the dragonfly's head is the eye. We will discuss what this means and how this fact might help the dragonfly eat his prey. Another fun fact is that "dragonflies can fly up down and hover like a helicopter. If they don't fly they will die because they only eat prey they catch while flying." Zielinsky (2011). 14 Fun Facts about Dragonflies. [www.smithsonian.com](http://www.smithsonian.com) Retrieved from October 5, 2011 from <http://www.smithsonianmag.com/science-nature/14-fun-facts-about-dragonflies-96882693/>. Next, students will individually participate in a writing activity in which students will identify and name parts of the body of a dragonfly. Then students will write 2-3 sentences describing the dragonfly using appropriate grammar and vocabulary, including at least one interesting fact. Students will be given a checklist on the activities that will be completed by the students in the course of 3 days.

Day 2: Separate students into small groups to work at a computer. Each group will be given a focus question and a worksheet on dragonflies: The lifecycle of a Dragonfly. After researching the information, students will illustrate a picture of the lifecycle. Groups will then view additional videos and images of dragonflies at their own pace to research their topic question.

Day 3: Students will be paired a struggling reader to a stronger reader. They will read “Dragonfly’s Tale”, a traditional Zuni tale, by Kristina Rodana, to each other. Each pair of students will answer 3 questions from the reading. After the students have checked off all of the assignments that were completed, they will present their answers to the class from the topic question that was given to them at the beginning of the lesson.

**Guided Practice** (2-3 sentences): What activities will the students engage in to practice the learning? Include some time when the students are working with partners or in small groups. Be sure to include how you will check for understanding throughout each stage of your lesson. Write out high level and/or open-ended questions to ask throughout your lesson.

On the second day, students will break into small groups to work on computers to look up the life cycle of the dragonfly. They will be given some time to look up additional videos and images of the dragonfly at their own pace. I will have an observation chart where I will make observations on the student’s behaviors during the course of 3 days, to see if everyone is participating, engaging and if they are motivated to complete their tasks. Students will be using their checklists to focus and stay on task. Questions that might be asked during the lesson would be: How have dragonflies been able to survive for 300 million years. How have they evolved? How do parts of the body help the dragonfly catch food? What did you learn from the story you read?

**Lesson Extension** (gifted students): What activities or alternatives will you provide for those who finish early and want to explore the topic more?

Students can log onto [nationalgeographic.com](http://nationalgeographic.com) to watch additional videos. They can apply the information they have learned with drill and practice software and play instructional games on the science of dragonflies. Students will also research different species of dragonflies. They will record in chart form characteristics and abilities of four species to see how these insects adapted to survive over millions of years.

**Adaptations** (For Students With Learning Disabilities):

Students with learning disabilities will be able to use different tools such as Readability tool when researching and looking up information about the dragonflies, by decreasing distraction around the reading materials. Other tools called Speech to Text and Text to Audio will also be used during the research, reading and writing portions of the lesson. These adaptations will address the first UDL component of Providing options for perception. (Cast, 2014).

**Connections** (to other subjects)

When students are given the assignment to read the book “Dragonfly’s Tale”, they will learn about other cultures and what the dragonfly signifies to the Zuni tribe. Students will also be able to work on their writing, reading and research skills. They will have to communicate with each other using teamwork and social skills.

## Independent Practice

What will you do to have students practice the learning independently?

Students will visit drill and practice websites where they can practice identifying insect body parts and In addition they will label insect drawings generated on the computer. They can also go back to sporecore.com to look at the pictures, and then link what they see in the photos to what they have read, researched and learned in the lesson.

## Closure

Reflect on Anticipatory Set

Through all the information given on the topic of dragonflies as well as their research and activities, students will have many opportunities for success. How the information is presented in the lesson plan will be key to grasping their attention. When they use their checklist, they will visually see their progress that will show immediate feedback that will hopefully increase motivation in the long run. I anticipate students to have an overall increase in motivation to learn more about subjects they typically may not be as interested in. With the problem of reading being too boring, I anticipate that using interesting topics like insects, will be beneficial to integrate into subjects like reading or writing, so that they are motivated to learn more about that interesting topic.

## Lesson Evaluation

Insert (copy/paste) Rubistar Rubric Here

### Group Planning -- Research Project : Discovering Dragonflies

CATEGORY	4	3	2	1
Identifying body parts of the dragonfly	Naming at least 4 parts of the body of a dragonfly	Naming at least 3 parts of the body of a dragonfly	Naming at least 2 parts of the body of a dragonfly	Not being able to identify parts of the body of a dragonfly
Writing	Able to write at least 3-4 complete sentences with correct grammar and punctuation.	Able to write at least 2 complete sentences with correct grammar and punctuation.	Able to write at least 1 complete sentences with correct grammar and punctuation.	Not Able to write any complete sentences with correct grammar and punctuation.
Main Topic of the Story	Each pair of students will understand the main topic of the story and be able to answer 3 questions from the reading correctly.	Each pair of students will understand the main topic of the story and be able to answer 2 questions from the reading correctly.	Each pair of students will understand the main topic of the story and be able to answer 1 questions from the reading correctly.	Students will not be able to comprehend the main topic of the story and will not be able to answer questions from the reading.
Topic Question	Pairs will be able to gather information they learned from researching information from the internet, answer the topic question given and be able to present the answers to the class.	Pairs will only be able to gather information they learned from researching information from the internet and answer the topic question given.	Pairs will only be able to gather information	Pairs will be not be able to gather information they learned from researching information from the internet, answer the topic question given or be able to present the answers to the class.