2nd Grade Plant Project – Internet Workshop

Teacher: Stacie Dempsey Date: November 15, 2011 Grade Level: 2

Subject: Science Topic: Plant adaptations MI: Visual, Kines.

Purpose: The purpose of this lesson is for students to gain experience researching a topic in a controlled Internet environment and for students to share their research with their peers to form a general understanding of the topic.

Curriculum Standard: 2.2.a. The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal.

Objectives:

* Students will be able to use the computer to access and navigate the project website.
* Students will be able to discuss the life cycle of a plant and the ways plants adapt with their peers.
* Students will be able to complete a graphic organizer about the ways plants adapt for water, sunlight, air, and nutrients.
* Students will be able to create a wordle of key plant vocabulary words.

Materials Needed:

* Computers with Internet access
* Copies of graphic organizer

Anticipated Length of Learning Experience: 2-3 days (one 45 minute period/day)

Student Grouping: Whole group and small groups of 2-3

Prerequisite Knowledge:

* Teacher: The teacher needs knowledge of how to use the Web2.0 tools that are used in this lesson (Prezi, Weebly (blog), Wordle, Glogster). Teacher also needs to be knowledgeable about the life cycle of plants and plant adaptations.
* Student: This lesson serves as an introduction to plant adaptations and a review of the plant life cycle. Students need to know how to login to school computers, how to type in a web address, and should have a basic understanding of how to navigate a webpage.

Introduction:

Before beginning the lesson, the teacher will briefly review expectations for working with computers/laptops. Students are to login under their student accounts. They are not permitted to deviate from the activities in the lesson. They will not be visiting websites unrelated to the topic and they will not be opening programs or apps unless directed to do so by the teacher.

The teacher will assign students to a computer/laptop and group them into small groups of 2-3. Students will login to the computers and open up Safari. Then, students will need to type the following web address into the Internet browser: [www.fms2plants.weebly.com](http://www.fms2plants.weebly.com). The teacher will review the outline of the project as the students follow along on their computers.

Body of Learning Experience:

Students will work together to navigate the project’s webpage. They should view the page and complete work in the following order:

1. Prezi presentation (can be viewed independently in small groups or as a whole class presentation)
2. Plant glog (view BrainPopJr. video)
3. Discuss findings with partner and together complete the graphic organizer (link is in glog). Print out graphic organizer when finished.

At this time the class re-groups to discuss what they learned about plant adaptation and share what they wrote on their graphic organizer. Then students go back to work with their partners and complete the following steps:

1. Go to Wordle tab on the top of the webpage and follow the links to create their own wordle of plant vocabulary. Print our wordle when finished and share with partner.
2. Students join with another group to share their wordles and discuss the meaning of the words they chose.

Conclusion:

The class regroups so the teacher can model how students will be reflecting on this assignment. Using the smartboard (or computer overhead projector), the teacher will show students where to go to access the webpage’s blog. The teacher will inform the students that they will need to post a reflection giving one thing they learned about plant adaptation and one thing they liked about this project. The teacher will model how to post a comment by writing a comment from a fictitious student and posting it to the blog. Finally students will return to their computers and post their reflection to the project blog.

Assessment:

Students will be assessed on successful completion of the project. They will be handing in their graphic organizer and wordle. The teacher will be checking the graphic organizers to see that each student was able to list at least on adaptation for each category. Plant vocabulary words in student created Wordles will be counted. Students will get one point for each vocabulary word.