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EDUC 584

Internet Workshop Project Questions

Step 1: Locate one or more sites related to your curriculum:

* For this activity I’m using a website I created on Weebly.com to host the project, a Prezi presentation to review the life cycle of a plant, and a glog containing links and videos for students to explore.
* Students will be visiting BrainPopJr. to watch a video on plant adaptation and complete a graphic organizer on their website. Students will also be visiting a website about the biology of plants, created by the Missouri Botanical Gardens (<http://www.mbgnet.net/bioplants/main.html>)
* The sites I chose are grade level appropriate for second grade. Both sites were created with K-3 students in mind and are reputable resources.

Step 2: Develop a Research Activity:

* This guided research activity makes up the bulk of our plant unit. It serves as a review of the life cycle of a plant as well as an introduction and guided inquiry of plant adaptations. Prior to this project students observed plants in the classroom. We had discussed and examined the parts of a plant and how they reproduce. After this lesson students will be completing an assignment to wrap up our unit on plants.
* Through this project students are gaining a deep content knowledge of the plant life cycle and adaptations. Students are working booth collaboratively and independently to further their understanding of the topic. Having students work in small groups of 2-3 gives them the opportunity to share the discoveries they make and compare the information they found on the Internet. Through this project students have developed their skills on working together to accomplish a task and have been able to have better dialogue with their peers.

Step 3: Complete Research Activity:

* For this project we used laptops in the classroom and the computers in the lab. Both in the lab and classroom students had access to their own computer even though they were in groups of 2-3. This allowed students to complete the written activities on their own and gave them the opportunity to help each other navigate the Internet. One of the best aspects of this project was letting the students discover the information for themselves and learn form their peers.
* It took a week to prepare the lesson for the students. I needed time to find the resources and websites that were ok for my students to explore. Reserving computer resources was not difficult as long as I was flexible with the time of day. As a result, part of this project was completed at the end of the day (which would be our normal science period) and the other half of the project was completed during first period (which was the only period the computer lab was available. I had not preference whether we used the laptop cart of the lab, I just went with what was available.
* This project was spread out over several days. It ended up taking us about a week to complete. At the end of each day we gathered as a class to compile the information we collected that day. The white board in my classroom became a place for students to write notes about things they learned and to compare information. When students completed their graphic organizer and wordle, they were able to use the whiteboard as a reference.

Step 4: Share and Exchange Information:

* This project was designed to take advantage of both whole-class and small group settings. Students worked independently on written assignments but collaboratively on research and development. The whole class met at the end of each session to recap the day’s activities and share the knowledge they gained. Student’s finished work will be displayed on the project webpage.