

Anne Byrne
EDUU 551
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I Love Spiders

<http://www.intime.uni.edu>

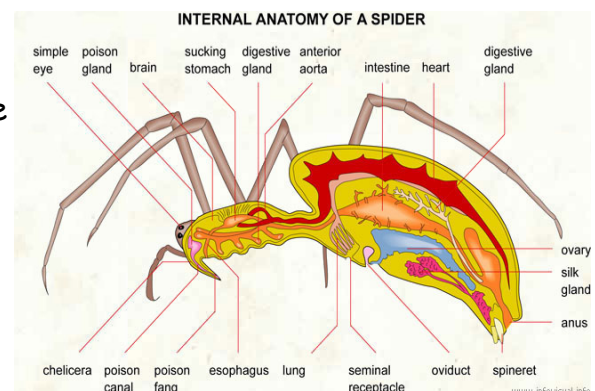
School: Crewe Primary
Crewe, Virginia

<http://www.schoolbug.org/town-Virginia/CREWE.html>

Grade-Level: Kindergarten

Curriculum Area: Integrated, Thematic Unit

The teacher, Amy Griffin, is teaching a group of kindergartens an integrated lesson on Spiders. The lesson includes creating a paper spider, reading the book, *I Love Spiders*, creating a graph of students who like/dislike spiders, take pictures of spiders outside, label a spider diagram, learn about geography and another state, communicate with students in another



class in another state, make edible spiders for snack, journal writing on what they learned about spiders and watched the movie *Charlotte's Web*.

The lesson is taught over several weeks and incorporates English Language Arts, Science, Math, Social Studies and Art. Various forms of informal assessments are used including: verbal discussions, visual charts, pictures, email, web postings and journaling.

The Class Website



The class posted their pictures of spiders and information that was obtained on the class website. A kindergarten class in Missouri also contributed to the website with their spider pictures and information. The students took pictures outside with disposable cameras.

These pictures were then scanned onto the computer and posted to the website for the student to see and share with the Missouri students. Ms. Griffin also includes spider

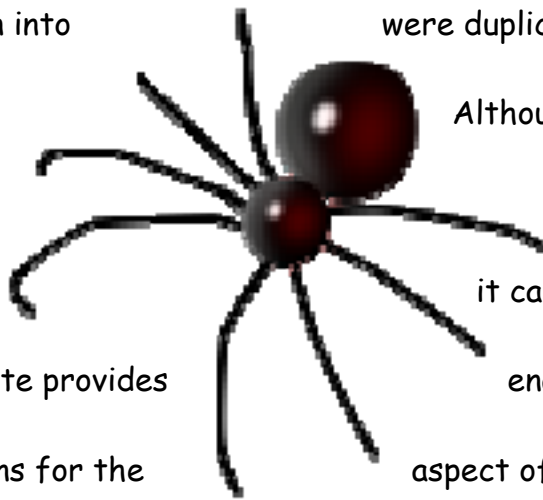
videos to provide information on spiders and video of *Charlotte's Web* to end the unit.

My Personal Review

I found the video very informative. The InTime website had many useful videos to watch, broken down into different factors for searching; i.e: grade level, content, etc. Additionally the website provides the written lesson plans for the videos, as a new teacher this type of information is invaluable. I viewed several aspects of the lesson that Ms.

Griffin was teaching, and found it a little annoying that many aspects of the video were duplicated in other videos.

Although, I found this a con to the overall aspect of the videos, it can be viewed as a pro, as it enables the viewer to watch one aspect of the lesson that most applies to them without missing out on information to understanding that may have been in a previous video.



Overall rating: 

(4 out of 5)



A web by any other name,
is still a web.

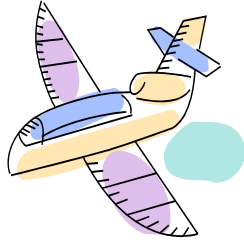
Case Study: Aviation Lesson Plan

Angelica Velasco

Application of Computers 551

Professor Gibbs

April 4, 2008



CASE STUDY



Angelica Velasco

EDUU 551: Educational Applications of Computers,

April 4, 2008

LESSON PLAN: Aviation

<http://www.intime.uni.edu/video/029iams/1/default.htm>

Teacher: **Don Groff**
School: **Woodbine Elementary**
City/State: **Woodbine, Iowa**

Curriculum Area: **Science**
Grade Level: 6

Teacher Don Groff explains that there will be a shortage of airplane pilots in the future because of their retirement and his airplane lesson is promoting the desire in students to be interested in becoming pilots. With the lesson students learn the main parts of an airplane. Teacher uses different types of

technology to make sure students are benefiting from the lesson. The lesson takes 2 week long and it is composed of different activities. Students go on a field trip to the airport to see the parts of the plane and make comparisons with the parts of a plane seen in class. Students also search the internet

using the NASA website, as well as other search sites to learn more on the subject. Teacher Don Groff uses software that it is targeted to the age group which makes it exciting for students to learn the basics of an airplane. The teacher uses this software which allows him to give lessons using a screen and

projector. He also uses the CD quizzes and exams that come with the software. The most exciting activity of the lesson is the part where students simulate the piloting of the airplane, with a device

that is installed on the computer. With the simulation children have the opportunity to experience the piloting of the plane making it take off a directing it to the destination as well as

the landing. Mr. Groff did mention that this section of the activity takes longer than two weeks, since he makes a schedule so that every student has the opportunity to simulate.

My Key Concerns

Money

- Money would be an obstacle

Field Trip

- The field trip aspect would be fun, but challenging

Career Choices

- It gives students a chance to think about careers

After listening to the case study and understanding the lesson, I thought it was a great lesson if the money were available to plan a lesson like this. I feel that the components of the lesson plan can be very effective in students learning, since it has activities for visual, auditory, and kinesthetic learners. Having a field trip, using the projector, using software for quizzes and exams, and actually simulating the piloting of an airplane can be very effective but I find it difficult to apply specially in California because it can be costly. I found that the lesson is very useful because it opens student's minds of a career choice. I definitely would have loved having a lesson like this one while I was in school. Since I don't believe I would ever have the opportunity to apply a lesson like this one because of the cost, I would definitely apply using software, and using the screen and projector in the classroom,

and if the money was available I would take advantage of a field trip, and why not the simulation as well.

I rate this lesson with a ♥=4

♪=1 ♦=2 ☺=3 ♥=4 ☺=5



RESOURCE

Groff, Don (2000). INTIME. Retrieved April 6, 2008, from <http://www.intime.uni.edu/> Web site: <http://www.intime.uni.edu/video/029iams/1/default.htm>

Opera on the Net

<http://www.intime.uni.edu/video/050iams/8/>

5 of 5 possible
singing divas



“Opera on the Net” is a transatlantic cooperative venture between Riverside Middle School in Carson, Iowa and Weiseltgrenskskolan in Helsingborg, Sweden. This lesson is an off-shoot of a program called “Creating an Original Opera Project” sponsored by the Metropolitan Opera House in New York, and Royal Opera House in London. Both opera houses provided the opportunity for teachers in the United States and in Europe to learn the essence of opera; from how to build a set to how to control public relations, from script writing to costume design. Carol Forristall participated in lessons over the course of three summers and brought what she had learned back to Iowa. After seven years of operatic productions, Carol Forristall reached out to Marie Melin, and Pia Smith her Swedish compatriots and “Opera on the Net” was born. Huzzah!



🎵 The lesson starts by dividing students into various committees. Each committee is given a general task to perform, ranging from script writing to set design. Carol Forristall mentions that students gravitate towards those committees that interest them. This not only adds to the quality of the work done by the committees, but it also adds a sense of culpability;

“Committees not completing their work satisfactorily are very quickly identified by the students on other committees” (Forristall, 2000).

because the students are allowed to work in areas that they enjoy, there is no reason for them to not achieve critical deadlines, in fact according the lesson plans supporting documentation,

Every committee reports to a production manager as well as the directing teacher. The production manager coordinates the tasks given to and amongst the various committees. It is their job to assure that

when all is said and done, a unique opera is ready to be performed for an audience.

♪ The production managers have helped assure that for the seven years prior to the recording of this lesson in 2001 every 6th grader at Riverside had successfully participated in creating a exclusive opera. While the class of 2001 also created an opera, they did it with a little help from their compatriots in Sweden. Communication between the schools' committees was done with video-conferencing technology as well as e-mail. The basic committees remained, however there was a Swedish team working in conjunction with its corresponding Riverside team. Despite the immense logistical obstacles, there was but a handful of miscommunications between the bi-continental committees; this is a testament to the communicative abilities of appropriately applied technologies.

One of the difficulties, however, with this sort of long term, multi-subject lesson is assessment. The assessment on the lesson plan is simply:

Students write letters to future opera participants about their experience and complete a detailed questionnaire about their assignment including a rating scale of 1-10 on their committee work. Viewing videotapes and listening to CD recordings of the performances, as well as response from the media and the audiences for the performances, also indicate the success of the project.

(Forristall, 2000)

This assessment method is overly simplistic for a project with such far reaching implications.

This potential scope of this lesson is impressive. Many cross-departmental plans can be braided throughout the extent of this lesson. Not only are there language arts and mathematical possibilities, but social science, art and history lessons can also stem from "Opera on the Net." Furthermore there are many vocational lessons that can be learned here. Most of all the subtle use of technologies that can make this lesson succeed in different content areas.

It is not just the technologies that made this lesson impressive. I enjoyed the juxtaposition of art/music being the impetus for a cross-curriculum lesson. In this day of budget cuts and the aberrant weight applied to core test scores, it is refreshing to see that creativity still has a place in education.



Maybe opera
isn't so bad
after all.

Work Cited

Forristall, Carol (2000). LESSON PLAN: Opera on the Net. Retrieved April 5, 2008, from INTIME Web site:
<http://www.intime.uni.edu/video/050iams/8>

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