

Overview:

Teacher will use Center of interest, which will be to organize the instruction around a main point or activity and address the other topics as they relate to that main point as stated by Larson, Lockee. The overview of the plan will look like this:

Terminal Goal:

Third grade will plant a Red Emperor Tulip Garden in the courtyard of the school for the community to enjoy. Students will write letters to local businesses, parents, and PTA to ask for a helping hand in growing a local community school garden. Students will publish a website to track progress and show the journey and events leading up to the arrival of Spring and the blooming of our Red Emperor Tulip Garden. Plant and growth observations will be charted from before the garden is planted until the garden is blooming. We will interact with Journey North, which allows observations of date and times of blooming and planting for all tulip gardens throughout North America. Students will create their own websites with weekly observations documented through Google sites.

Target Learners:

The audience for instruction will consist of 25 third grade students from ages 8-10 in a classroom setting. Students will have access to the internet as well as one-on-one Chromebooks. The instruction will be multi subject integrating Math, Science, Writing, and Social Studies. This will cover at least a 4 week span of time.

Collect/Analyze Data:

Data will be collected through student journaling and ongoing data collection from individual student websites. Teacher will observe data and conference with individuals weekly. A final rubric will be used as well using a Level 2 evaluation. The content will be frequently viewed and used therefore the Sustained analysis will be used for review of the process.

Prerequisite knowledge of writing, spelling, and reading skills will be needed to complete the letter/email to local businesses and PTA. The ability to send an email using technology will be a prerequisite to fulfill the communication portion of this lesson. The Connectivist aspect of applying the skills to plant bulbs into the ground and working together in preparing the soil will be needed. Those who have no experience will need to be guided and be shown safety precautions. Technology skills will need to be sharpened because most only have experience using ipads K-2 and are given Chromebooks in third grade. Internet safety will be a must as well as care, netiquette.

KASI**Knowledge**

Learning to Know (Cognitive)

Perimeter and Area

Students will analyze potential ways to explain or represent a cycle.

Attitudes

Learning to Be (Affective)

Students will question, gather, and process information about the life cycles through growing, observing, journaling, and researching their very own garden.

Skills

Learning to Do (Psychomotor)

Students will create a website to show sequential events that have taken place to grow a class garden.

Students will investigate continual changes in our garden weekly compared to other gardens and climates throughout North America.

Interpersonal

Learning to Live Together (Social Skills)

Students will collaborate and work together with PTA/Community in planning a community school garden.