NET 1b

In the first artifact, students were comparing their environment to that of Africa and in the second artifact they were looking at ways to help their own environment. Both of these involve the real world. In discussion of the first and sharing they talked about the differences between their country and that of Africa and the difference in them economically. In the second example they came up with ways to help the environment. Projects were presented with pictures taken in their own environment, and they shared group projects using powerpoint.

Artifact 1

In my lesson, I started by reading the story, *A Triangle for Adaora.* It was a book about a child in Africa that was looking for a triangle in her African community. The story shows a lot of different shapes on materials and textiles that would be found in that area of the world. I then showed them a movie illustrating shapes that I had found in my community. The students were then asked to find shapes using their attributes.

[*CCSS.Math.Content.3.G.A.1*](http://www.corestandards.org/Math/Content/3/G/A/1) *Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.*

They were assigned the task of taking pictures of shapes in their community and emailing the pictures, drawing the pictures and labeling them, or they could have brought them in to present to the class. They then had to share with their peers the type of shape and the attributes of the shape that let them know what type of shape it was. This task required them to apply concepts of shapes to analyze their shapes to decide what type of shape it was.

The next task required them to compare their shapes and where they were found with Adaora’s shapes and where they were found. They discussed with a partner during pair/share time the differences in where Adaora’s shapes were found and where their shapes were found. They inferred that many of the shapes in Africa were found out in nature where as many of our shapes were found in our homes. Many of ours were also made by machines whereas Adaora’s were made in nature or by hand. After comparing and summarizing their thoughts with their partner, they were asked to record their findings about the differences.

I assessed the task by using a rubric based on them finding the shapes and presenting their findings. I collected their writing to see if they were able to transfer their thinking to their writing. I also was able to assess as they shared their thoughts orally with their partners.

This task was authentic in that the students made connections to a community in another part of the world. It was interdisciplinary in that it hit our math standards in geometry and it also included social studies geography and science where we discussed natural and man-made items. It was collaborative when students had to work with their partners to compare and contrast the different cultures and form conclusions about the culture. Students also presented their own findings by sharing shapes they had found and cited evidence in how they reached the conclusions about their shapes. They were able to master the common core standard of recognizing the different shapes and using their attributes.

During this lesson students loved hearing about Adaora. They enjoyed finding shapes in their own homes and presenting their findings to their classmates. The best engagement came though when they were discussing the similarities and differences of our world as compared to Africa. They were great at discussing the differences, but it took a whole group discussion to get them to where they were able to see the economic differences in the two countries.

One thing that I might modify in the future is that although this is culminating and could be shared with others, I only had them share their findings with their peers. I think that this activity might even be more beneficial if we were to share our findings with others more globally.

Artifact 2

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| **Title: LED Lightbulb Makes Debut** | | |
| **Date:** April 1, 2014 | **Grade: 3** | **Subject:** Science/Health |
| **URL: http://www.newsy.com/videos/led-light-bulb-makes-earth-day-debut/** | | |

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| **Teacher Information**: This video will get the students thinking about ways they can help with making their environments better. It also gives both sides of the issue. It tells how the light bulbs help save electricity and also the cost involved. |

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| **Phase** | **Task(s)** | **Time** |
| Preparation | I will share with students that Earth Day is coming up this month, and we will discuss what that holiday means to them. Then, I will read *The Great Kapok Tree* by Lynn Cherry to the students. We will have a discussion about why it is important to take care of our environment and list some things we ourselves could do to help with the environment. | 20 min |
| Watch | As a class, students will watch **LED Lightbulb Makes Debut.**  **http://www.newsy.com/videos/led-light-bulb-makes-earth-day-debut/** | 1:44 min |
| Re-watch and answer | Re-watch the video and then have students respond in their journals one reason it is a good idea to replace their light bulbs with LED light bulbs and also write down one drawback to replacing them. Have them pair/share with their partners. | 10 min |
| Group Work | Students get into groups of three to come up with different ways that they could help the environment. Then they will choose one of those ways as a group that they could implement in their current lives. | 15 min |
| Discussion | Talk about the fact that even though replacing all of the light bulbs in their houses with LED bulbs might be too expensive there are things that they can do personally to help the environment. We will brainstorm and share different ideas. | 5 min |

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| **Title: LED Lightbulb Makes Debut** |

**Extended Learning Activities – Optional**

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| **Parent Involvement** | Students will share their plan to help the environment with their parents and then the parents will help them implement the plan or at least acknowledge that their child has taught them about their findings. | varies |
| **Research** | Students will research the specific way their group chose to help the environment and make a PowerPoint presentation telling the reason people should make the change and also describing how that change would benefit the environment. | varies |
| **Research** | Are there any obstacles that would prevent me from implementing the changes? | varies |
| **Report** | Groups will share their findings about the way their group has chosen to help the environment and how that choice will benefit those around them. | varies |

**Looking for related resources? Check out…**

<http://www.50waystohelp.com/>

This is a guide with 50 different ways that you can help the planet in your everyday lives.

Earth Day Network

<http://www.earthday.org/>

This site tells about current events that focus on Earth Day. It also tells about things you can do to help the environment.

CNN

<http://www.cnn.com/2014/03/27/living/student-money-saving-typeface-garamond-schools/index.html>

Suvir Mirchandani, a 14-year old student, shares how he came up with a way for the government to save 400 million in ink costs and paper by using a different font. This site shows a way that one person can make a difference in helping the environment.

PBS Kids

<http://pbskids.org/itsmylife/emotions/volunteering/article7.html>

Website designed to educate students on volunteering and helping the environment.

EPA

<http://www.epa.gov/students/index.html>

This site gives ideas and resources for school projects.