

# xSTRREAM CENTER PLAN - timeline and lesson plans for each week

Name of Teacher: Laura Kelley and Holly Geutzloff Grade Level: 1

Subject Areas: Religion, Science, Social Studies, ELA, Math

Unit Title: Humans and Other Mammals Estimated Duration of Unit: 9 weeks

xSTRREAM Center Concept Area: Z Space Experience; Studio; Leopoly

Overview of Unit: Review and practice use of stylus using ZSpace Experience; Characteristics of Mammals;

Idea Sheet: Mammals

Resources (non fiction/fiction): Classroom and library mammal books/bat

books, national geographic online videos

Teaching Strategies: Hands-on learning using xSTRREAM technology tools, classroom lecture, books on bats and other mammals, small group activites

Catholic Identity Connections: 1.1.4 God is creator of all (CCC 238) 1.III.5 God wants us to take care of the world (SBG).

Assessment (authentic/published - summative/formative): Bat Report Chart - Children provide 3 bat facts written in complete sentences. One on each bat displayed on chart and present to the class.

|                        |  | Standards Addressed  |  |  |  |
|------------------------|--|--|--|--|--|
| Subject Area           | Standard Number  | Standard Description   |  |  |  |
| Science,<br>Technology | 21C.S.PK-2.1<br>Standard 1:<br>Information<br>and<br>Communication<br>Skills | The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.  |  |  |  |
| Science,<br>Technology | 21C.S.PK-2.1<br>Standard 1:<br>Information<br>and<br>Communication<br>Skills | The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.  |  |  |  |
| Science,<br>Technology | 21C.O.PK-<br>2.1.TT.4  | Student uses electronic drawing and paint programs to create graphics. Student participates in a group to locate and create pictures, clip art, graphs, tables and other appropriate objects and to insert into documents and presentations.   |  |  |  |
| Science,<br>Technology | 21C.O.PK-2.1TT7  | Student, working in a teacher-led whole group project, uses presentation software to illustrate concepts and communicate ideas.  |  |  |  |
| Technology             | 21C.O.PK-2.3.TT.1  | Students identifies and practices the responsible use of technolgy systems and software.   |  |  |  |
| Science                | SC.O.1.3.02  | Students will use models as representations of real things.  |  |  |  |
| Science                | SC.O.1.1.04  | Students will use scientific instruments and everyday materials to investigate the natural world.  |  |  |  |
| Math                   | M.1.MD.2   | Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end and understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Estimate and compare using centimeters and inches. |  |  |  |
| Language<br>Arts       | ELA.1.W.C15.2  | Demonstrate command of the conventions of Standard English writing   | h capitalization, punctuation, and spelling when |  |  |
| Language<br>Arts       | ELA,RL.1.1   | Ask and answer questions about key details in a text.  |  |  |  |
| Language<br>Arts       | ELA.RI.1.3   | Describe the connection between tow individuals, event ideas   | s, or pieces of information in a text.           |  |  |

| Language |            | Read grade-level text with purpose and fluency.   |
|----------|------------|---|
| Arts     | ELARF.1.4A |   |
| Language |            | Produce complete sentences when appropriate to task and situation.  |
| Arts     | ELA.SL.1.6 |   |
| language |            | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when |
| Arts     | ELA.L.1.2  | writing.  |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            |   |
|          |            | Resources Date of   |

|   | Resources  | Date of    |
|---|--|------------|
| Description of Activity   |  | Completion |
| Reteach, pracitice, and explore use of stylus. in Zspace Experience.<br>"You Made What?" in Studio under Chemestry. ( requires 2 sessions)  | zSpace Experience  | 8/25/17    |
| "You Made What?" under Chemistry in Studio - Practice using stylus, tool box, and follow teacher directions to complete activity cards #1 - using ruler in tool box to measure animal in centimeters, #2 Using camera #3 dissect .  | zSpace Studio  | 9/1/17     |
| "You Made What?" under Chemistry in Studio - Practice using stylus and followind teacher directions to complete activity cards 4-7.   | zS Studio  | 9/8/17     |
| Mammal Characteristics - common traits among all mammals ( reuires 2 sessions)  | zSpace Studio  | 9/11/17    |
| Mammals - comparing a bat and a whale: compare other mammals (requires 2 sessions) Activity cards 1- measuring the largest and smallest mammal with ruler found in tool bag and compare size of the two mammals, 3- compare skeleton of rat and elephant, 4,5,6 - sort mammals from other animals and discuss why we know which is a mammal | zpace Studio   | 9/22/17    |
| Body Parts Toolset - children create their own mammal (2 sessions)  | Leopoly  | 9/25/17    |
| Parents and Baby Animals (2 sessions) Activity Card 1 - Similarities and Differences between parent and baby - use ruler under tool box to measure each. Card 2 - compare lion and lioness (look different) to baby feamale and male cats (look the same) Card 3 - Babies have different names ex. cat = kitten; goose = gosling            | Studio under Genetics  | 10/3/17    |
| Bat Chart - children will complete a chart containing 3 bat facts they have learned through this unit. Using water colors they will create an evening sky scene to display their bats and present to the class.   | zSpace Studio, Leopoly, books, National<br>goepgraphic website | 10/20/17   |
| STAR reading test   | zSpace as PC - portaportal                                     | 10/17/17   |
| Field Trip - Virtual Field Trip to Yellowstone National Park for mammals  | Skype  | 10/25/17   |
|   |  |            |
|   |  |            |
|   |  |            |
|   |  |            |
|   |  |            |
|   |  |            |

Individualized and Differentiated Instruction Strategies: 6 or 7 children in xSTRREAM center at a time. Provides the opportunity for each child to be the pilot. Therefore, teacher can monitor how children are completing technology activities and assist when necessary.

## Checklist

| Technology | Technology               |  |  |  |
|------------|--------------------------|--|--|--|
| X          | zSpace                   |  |  |  |
| X          | Smartboard/ Mimio        |  |  |  |
|            | Laptop/Desktop Computers |  |  |  |
| X          | iPads                    |  |  |  |

| х                            | Distance Learning   |
|------------------------------|---|
|                              | Powerpoint, Elmo etc.   |
| Х                            | Other:  |
| Meiting                      | other.  |
| Writing                      | Davaganh  |
|                              | Paragraph  Faces / Paragraphines fairs takes realistic fiction)   |
|                              | Essay (narratives, fairy tales, realistic fiction)  |
|                              | Summary   |
| Х                            | Research  |
|                              | Detailed answers (text supported)   |
|                              | Notes (note taking skills, outlines)  |
| Х                            | Complete sentences  |
|                              | Other:  |
| Reading                      |   |
| Х                            | Informational text  |
|                              | Lexile  |
|                              | Complex literature  |
| х                            | Speaking  |
| х                            | Listening   |
| х                            | Varied strategies and instructional methods   |
| х                            | Critical thinking in whole class discussion   |
| х                            | Student led activities  |
|                              | Literature Circles  |
|                              | Other:  |
| Teaching St                  | rategies  |
|                              |   |
|                              | Collaborative   |
|                              | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  |
|                              |   |
|                              |   |
|                              |   |
|                              |   |
| Differentiat                 | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  |
| Differentiat<br>x            | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  |
| х                            | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources   |
| x<br>x                       | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  |
| x<br>x<br>x                  | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  |
| x<br>x<br>x                  | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  |
| x<br>x<br>x                  | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  |
| x<br>x<br>x<br>x             | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  Other:  |
| x x x x x Assessment         | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  Other:  |
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| x x x x x Assessment         | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  Other:  Project based  Writing prompt   |
| x x x x x x Assessment x     | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  d Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  Other:  Project based  Writing prompt  Portfolio   |
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| x x x x x x Assessment x     | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  Other:  Project based  Writing prompt  Portfolio  Observation  Quiz  Technology based  Test   |
| x x x x x x Assessment x x   | Using technology, teacher lectures, both fiction and nonfiction literature, virtual field trip  Other:  ed Instruction  Used multiple resources  Domain Vocabulary  Cross-Curricular  Collaborative engagement (meaningful feedback)  Higher level learning and teaching  Other:  Project based  Writing prompt  Portfolio  Observation  Quiz  Technology based  Test  Student created test   |
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|              | Powerpoint, or movie maker               |  |  |
|--------------|--|--|--|
| Х            | Other:                                   |  |  |
| Authenticity |  |  |  |
| X            | Various activities                       |  |  |
| Х            | Inquiry, research and evidence           |  |  |
| X            | Evidence of time management and planning |  |  |
|              | Problem solving strategies               |  |  |
|              | Other:                                   |  |  |

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In this first nine weeks of school unit, the first grade children will pracitice using stylus, complete activity cards 1-7 in Studio: "You Made What?" Children will then continue with Studio:Mammals to go along with classroom science lessons on human development and study of other mammals including the characteristics of all mammals. This will lead into comparing two different mammals Bats and Whales using the Activity Sheet: Mammals in Studio. Children will make further comparisons with different mammals and create a new mammal using this technology. The unit will conclude with virtual field trip to Yellowstone National Park and in-depth mammal study of bats with children creating a Bat Fact Chart and presenting it to the class. Presentations will be recorded and given a QR code to share presentation with family and friends. Children will take a STAR reading to compare beginning and end of quarter growth.

Who: Holly Guetzloff and Laura Kelley, first grade teachers

What: Integrating technology with all subject areas

When: Daily in classroom with laptops and ipads; weekly class in xSTTREAM Center

**Assessment** - How engaged were the students in this project?

Students absolutely love their time in the xSTRREAM center. They enjoy working/using the stylus and 3D glasses, exploring the various activities, and completing the given assignments. Their curiosity about the subject content of mammals as well as the technology kept them interested and the time spent greatly improved their skill level and knowledge/ability to use the technology.

Children also enjoy daily use of classroom ipads. The apps used have helped reinforce concepts being taught in math and language arts.

### Reflection

Technology in the classroom and xSTTREAM Center has had a positive impact on children's skill levels both academically and with technology. They have become more proficient and independent in using technology to learn and practice first grade concepts in learning about mammals.

# Summary

Overall, the students have benefited greatly from the increase in technology use this past year with the addition of the xSTRREAM Center to go along with our classroom ipads and computers. As educators, it has given us the opportunity to grow as well. We have learned new ways of sharing information with our students by incorporating virtual field trips and the zSpace technology.

We prepared plans that reinforced animal/mammal concepts taught in our weekly reading stories and/or math lessons. Whole group lessons included the subject areas of language arts, science, social studies, math, technology in our school's xSTRREAM center as well as our own classrooms.

Also, the apps we have added to our program ---IXL (math and language arts/grammar), Big Brains (math facts), SmartyAnts (language arts/reading) on ipads and laptops---

provide self-paced, individualized learning opportunities for the children in our classes.

xSTTREAM Center - zSpace & macbooks





Classroom - IXL, SmartyAnts, Imagine Math &AR

