The Digital final project by Rebeca Delgado. Animals lesson plan (one session).

Context:

It is a 25 students' class of 3rd grade of primary education in Madrid. I am going to develop an ICT lesson about animals.

OBJECTIVES:

- To invest and analyse the animal's characteristics.

- To use guides, tools and audiovisual and technology appropriate to study animals.

- To communicate oral and written their investigation results.

- To communicate and create some questions to the rest.

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAIRS, GROUPS, THE CLASS OR INDIVIDUALLY
Direct and indirect observation of animals with instruments where appropriate and using audio and visual technology.	Understand the difference between vertebrate and invertebrate animals.	Observes, identifies and explains the differences between vertebrate and invertebrate animals	(CLC) (CMST) (L2L)	**PAIRS, GROUPS, THE CLASS and INDIVIDUALLY**
		Shows an interest on the observation and study of all animals.	(CMST) (L2L)	**INDIVIDUALLY**
		Observes animals directly using appropriate instruments (such as a camera or magnifying glass), and indirectly using **secondary sources** (videos, technological, audiovisual, etc.).	(CLC) (CMST) (DC) (L2L)	**PAIRS, GROUPS, THE CLASS and INDIVIDUALLY**
Classifying vertebrates.	Through direct and indirect observation, use scientific criteria to identify and classify animals.	Observes and identifies the characteristics of different vertebrates.	(CLC) (CMST) (L2L)	**PAIRS, GROUPS, THE CLASS and INDIVIDUALLY**
		Classifies vertebrates into groups according to their characteristics.	(CLC) (CMST)	**PAIRS, GROUPS, THE CLASS**
Planning an investigation and presenting a	Carry out a project and present a report.	Begins observation, using relevant instruments and consulting written documents and images.	(CLC) (CMST) (DC) (L2L)	**GROUPS**

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAIRS, GROUPS, THE CLASS OR INDIVIDUALLY
report.		Shows autonomy and proactiveness in the planning of and carrying out of actions.	(CLC) (L2L)	**GROUPS**
		Presents work clearly and in an organized fashion.	(CLC) (L2L)	**GROUPS**
		With help, carries out a project and presents a report, using paper and/or digital means, collecting information from different sources, presenting the results orally and with the support of images and short texts.	(CLC) (CMST) (DC) (L2L)	**GROUPS**

The **Key Competences of the curriculum** are as follows:

1. Competence in linguistic communication. (CLC)

2. Competence in mathematics, science and technology. (CMST)

3. Digital competence. (DC)

4. Learning to learn. (L2L)

5. Social and civic competences. (SCC)

6. Sense of initiative and entrepreneurship. (SIE)

7. Cultural awareness and expression. (CAE)

- **ACTIVITIES:**

- Warm up:

Because it is the first lesson about the topic, we are going to develop some previous ideas about their favorite animals. Each student adds information about his or her favourite animal, what he or she knows and what he or she wants to know. Here is a padlet with some examples.

https://padlet.com/rebecadelgadogallardo/o56edoxdun76

- **Presentation**

Then, they are going to watch a video with some information. They are going to watch a video with vertebrates and invertebrate animals (Brain pop

video) https://jr.brainpop.com/science/animals/classifyinganimals/ We are going to stop the video after invertebrate. Then, each student should add this information to their padlet.

https://padlet.com/rebecadelgadogallardo/o56edoxdun76

Because most of the students are going to have vertebral animals, we are going to continuous watching the brain pop video. Now let see vertebrate groups. I can divide the video with "edpuzzle".

https://jr.brainpop.com/science/animals/classifyinganimals/

- **Practice:**

Now, students are divided in groups:

- Reptiles

- Mammals

- Birds

- Fishes

- Amphibians

Each group has got 5 students. Students need to find the main characteristics of each team or vertebrate group. In order to do so, they can use "National Geographic kids" website and "BrainPop Jr", among other websites such as "issuu" to read magazines.

They must write the characteristics and give them to me because we are going to elaborate a poster. Moreover, they create two questions for the final quiz.

- Production

After that, each group read the characteristics to the rest and they tell what pets belong to mammals or reptiles… It depends of the groups who is talking.

While they are talking, the teacher is completing a cool poster with the information. Piktochart.

- Assessment and conclusion

All students complete: Animals (vertebrate and invertebrate) quiz created by the teacher and the students using "Socrative". There is a pdf example with some teacher questions and one student example.

The second part of my project is my blog: https://rebecaprimaryteacher.blogspot.com.es/