

ED 101 Educational Technology Lab – Fall 2013  
Boston University – School of Education

LESSON PLAN
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Requirement	<i>Explanation/Example</i>	
<b>Grade(s) Content Area(s) Topic of Lesson</b>	<i>2<sup>nd</sup> Grade Science: Soil</i>	
<b>Objective</b>	<i>Students will be able to identify (in writing) all the parts of soil from a layered soil map.</i>	
<b>Technology standard</b>	<p><b>MA Technology Standard: Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.</b></p> <p><b>Ethics K-2: 2.1 Follow classroom rules for the responsible use of computers, peripheral devices, and resources. □</b></p>	
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts Science and Technology/Engineering Learning Standards</li> <li>➤ Earth and Space Science, Grades PreK-2</li> </ul> <p style="text-align: center;"><i>1. Recognize that water, rocks, soil, and living organisms are found on the earth's surface.</i></p>	
<b>Materials, Resources, Technology, Personnel</b>	<p>This lesson requires a classroom that has access to a laptop for each student and internet access.</p> <p>We will need:</p> <ul style="list-style-type: none"> <li>-whiteboard</li> <li>-smart board</li> <li>-Teaching Aids</li> <li>-laptops</li> <li>-work sheet</li> </ul>	
<b>Lesson Introduction</b>	The lesson will begin with a review of what the students already know about soil. Students will gather on the carpet near the front of the class. We will review what soil is made of and what types of animals make the soil their home. This can be done by simply	

	<p>asking the students “What is soil made of?” and “What animals live in the soil”? After we have discussed what they already know I will tell them that the soil has many different parts, which they will get to use computers to explore today.</p>	
<p><b>Guided Activity</b></p>	<p>I will ask the students to please go find a seat, but not to touch the laptops yet. I will then direct their attention to the smart board where I will show them step by step how to log onto the computer and access the website (showing them how to responsibly use the computer and not to go anywhere your teacher tell you not to). Then I and the other teacher aids in the classroom will go around making sure that students learn how to log on and get to the website. We will walk around helping the students do this. Next I will return to the smart board which is projecting the website. The aids will still walk around to help students. I will ask students to please follow me and do what my mouse does. I will then read through with them what the homepage says and direct them to go to the first page site of the website (by clicking on the “start” button). I will then show them how they can use the navigation buttons and how they may click on Bob the Bee if they have trouble reading. Finally I will demonstrate how they go to the next page by clicking the next button at the bottom. Then they will be able to navigate the site on their own.</p>	
<p><b>Independent Student Activity</b></p>	<p>Bob the Bee will be their guide through the site telling them about all the different parts of the soil. The other teachers and I will be going around answering any questions the students may have. The pages the students will be viewing will show them a map of soil and talk about each section of the soil individually. When students are done viewing the content pages they will be directed to complete a “quiz” at the end of the website. The quiz will either tell them they are correct or lead them to reread something a little more carefully, asking questions if they still do not understand. Finally I will ask that when the students have completed the quiz they talk to those other students at their tables and share some things they may have learned.</p>	
<p><b>Wrap-Up of Lesson (Closure)</b></p>	<p>At the end of the activity I will ask students to put their laptops away and please come get a worksheet from the front. They will be asked to work with the people at their table to complete the worksheet. The worksheet will have a black picture of soil and will ask students to look at the words in the word box and fill in the parts of soil. I will also be going around asking students questions about the parts of soil they learned about such as “who</p>	

	lives in this part of the soil”?	
<b>How will students be assessed to make sure they are able to perform the objective?</b>	<p><u>Objective:</u> Students will be able to correctly identify all four parts of soil (ground level, topsoil level, subsoil level, and parent material) that have been addressed, given a blank map of soil.</p> <p><u>Assessment:</u> Students will be asked to put their filled in maps of the soil in their take home folders, and go over what they learned with their parents that time. The next morning they will do a review activity on soil. It will ask them to write some things they learned about soil.</p>	