

## “Year 6 Primary “Vertabrate animals”

### 1. Big Idea

- 1.1. ¿ Why do we propose this activity? It allows us that students perform a real task and at the same time to perform "inquire based learning" method
- 1.2. Learning Methodology (inquire base ", student-centered learning and collaborative work). We also use the BSCS 5E Instructional Model which includes deception, exploration, explanation, elaboration and evaluation
- 1.3. Objetives and results
  - Students get familiar to observing environmental vertebrate animals
  - Students be able to: investigate the characteristics of ecosystems in their environment (vertebrate animals) through observation, data collection, establishment of hypothesis, using various sources of information
  - Recognize the characteristics of vertebrate animals.
  - Identify the parts of a vertebrate animal and its functions.
  - Get to know vertebrate animals in the area ( Galicia) and compare them with those of other areas. (Countries participating in the project)
  - Use ICT for learning and familiarize students with the use of different resources (iPad, mobile, book Creator. App project ....
  - Show interest and rigor on respect and care of living beings and respect for the environment through knowledge of the environment round us.
  - Get to know to synthesize the knowledge acquired, presenting the results using various media
  - Encourage discussion and exchange of ideas among students.
- 1.4. Decisions on how to integrate the WQ in the currícula. It is included in the currícula in year 5 and year 6 Primary in Galicia.
  - 1.1. Decisions on what ICT tools we will use (in addition to the project app and server). We think Book Creator is a simple and very useful tool for students to develop the contents of the subject and enables all students have all the necessary information at hand.
  - 1.2. Teacher’s sheet (Attached is the teacher’s sheet)
  - 1.3. Rúbrica ( se adjunta la rúbrica)

### 2. WebQuest

#### **Introduction**

You're going to create a virtual exhibition with vertebrate animals in your area, the environment round us. To do this you are going to divide the class into five teams and each will study a subset of vertebrate animals (mammals, birds, fish, amphibians and reptiles). Each group will design a space in which each animal will have a link to the App of the project and at the same

time reflect the characteristics of the subgroup; there will also be references to whether these animals live in other countries to which we refer in this project.

Students in each group will analyze different vertebrate animals subgroup that you have to work about. Each student will try to get with his/her mobile a picture of an animal in the area, They'll search for relevant information to upload to the App, They'll upload a photo of the animal, the common name, the scientific name of the animal, where it lives (habitat), space in which you can find this animal, feeding, physical characteristics (number of limbs, size, etc.) and type of reproduction. Students will also include information about the characteristics of each Subgroup.

### 3. Task

Students in your class are going to create a virtual exhibition with vertebrate animals in the environment round us, our area or region. To do this we are going to divide the class into five teams and each group will study a subset of vertebrate animals (mammals, birds, fish, amphibians and reptiles). Each group will design a space in which each animal will have a link to the App of the project and at the same time reflect the characteristics of the subgroup; there will also be references to whether these animals live in other countries.

### 4. Process

*Work organization:*

1 All students are researchers and will capture images with iPads or mobile and collect information on the subgroup of vertebrate animals we found in the environment round us. (Taking in account the given the season). Each student scores and photographs the animal if is possible, puts the name and relevant information on it. This information will be filled in the project App.

5. Divide the class in groups: We make groups of five students with the class. Each group will work on one subgroup. Students began to compose virtual exhibition with Book Creator. This book will consist of the following parts:
- a- each animal will have a link to the project App,
  - b- They will create relevant references to the characteristic of each group (We ask students to be concise and creative)
  - c- establish relationships of these animals with other environments in other countries

Presentation of the work to the class. Students will be evaluated according to the criteria published before by the teacher on the whiteboard (discussed with the class) A class group will assess to another group.

NOTE: each group member will play a different role:

**student 1** will be expert in creating information (texts) for the project App

**Student2** will be ICT expert so he or she will be responsible for creating the virtual exhibition

**Student3** will be responsible to present the characteristics of the own subgroup

**Student4** will be the expert in communication he or she will present their work to the class, he will take part in the debate with other class members

**Student 5** will be the supervisor, he or she will collaborate in planning and supervise the groupwork and will be the member of the group that acts as expert in assessment in pair assessment ( one member from each group will be part of the group who assess the groupwork after the presentation)

### **3. Reflection on experimentation**

3.1. We analyze the consistency of the proposed activities and tools in relation to the objectives, competencies and transferable skills we intend to develop.

3.2. Justify the added value of ICT tools used.

### **Rúbrica**

<b>Vertebrates Animals</b>					
	<b>Development 1</b>	<b>Improvement 2</b>	<b>Advanced 3</b>	<b>Mark</b>	
<b>Learning autonomy</b>	I am not responsible for my work, I do not meet deadlines, or perform the proposed tasks	I Perform tasks with acceptable quality, I just do what the teacher asks me to do. My works are always ready when they ask me	Perform the requested activities creatively, I bring all relevant data to my tasks. my works are always ready before the deadline.		
<b>Learning to learn</b>	I don't feel positive about learning I don't like solving problems I can't use strategies to make my learning easier	I don't feel positive about learning I don't like solving problems When I find a difficult task I don't try to go on I 'm able to use strategies to make my learning easier	I feel positive about learning I don't stop when I face difficulties I know about and can use strategies to make my learning easier		

<p><b>Search, collect and select information</b></p>	<p>The information found is not relevant, ( pictures are not the best ones) it's not well orgaized , There are some mistakes in the collection The description was poor and some data are missing</p>	<p>The information found was ok , but it doesn't include the most important elements, All pictures belong to what we ask Good description, but it's allmixed</p>	<p>Very good research, relevant data. The pictures are the most important in the impresionism. Very good description, relevant data</p>	
<p><b>Team work</b></p>	<p>Poor cooperation in group. Most of the work was done by only one team member</p>	<p>Good cooperation in group. Participation in the search has been unequal, as the contributions to the presentation</p>	<p>Los contenidos son suficientemente sólidos, claros y precisos</p>	
<p><b>learned contents</b></p>	<p>Lack of clarity in the contents learned and poor vocabulary</p>	<p>The learned contents are accurate, but with little degree of depth Insufficient clarity of ideas</p>	<p>The learned contents are solid, clear and precise. Accuracy in terminology and ideas</p>	
<p><b>Final task</b></p>	<p>Scarce adjustment requested. Lack of clarity and little processing,</p>	<p>There is some evidence of creativity. Task performed correctly and the scientific vocabulary is appropriate.</p>	<p>I can generate appropriate ideas, integrating into them prior knowledge Technically very successful implementation of the final task</p>	

<b>Pooling and final debate</b>	There has been no information exchange and sharing between groups Pooling and debate have been significantly inadequate	Sharing and discussion have been somewhat insufficient. The working environment in the groups has been adequate	There has been sufficient exchange of information between groups and lively debate	
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# Teacher's Sheet

ACT	Activities	Objetives	Transversal skills	Students activities	Teacher's Activities	Tools	Results
1	<p>Creating a virtual exhibition to present the animals in the environment round us, with links from each animal to the App project and the students in groups will define the characteristics of each subgroup.</p> <p>Students will refer to these animals if they exist in the areas of the project partners.</p>	<p>Students will learn to perform real tasks</p> <ul style="list-style-type: none"> <li>- Interest in the rigorous study of living things</li> <li>- Animals vertebrates and their classification</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>- Investigate the characteristics ecosystems of their surroundings through observation, data collection,</li> <li>-Establishment hypothesis, using</li> </ul>	<ul style="list-style-type: none"> <li>- Students work autonomous</li> <li>-Creativity</li> <li>-Selection of Information</li> <li>-Communication of information using different media</li> </ul>	<ul style="list-style-type: none"> <li>-Choose and select information</li> <li>-Create Content on vertebrate animals according to WQ</li> <li>-Teamwork</li> <li>-Interrelate information</li> </ul>	<ul style="list-style-type: none"> <li>-Provide students information</li> <li>-To guide students in their autonomy</li> <li>-Give Students work feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Book Creator</li> <li>- Project Apps</li> <li>-mòviles</li> <li>-iPads</li> <li>-Note book</li> </ul>	<p>A virtual exhibition of animals in our environment with Book Creator edited with the requested information</p>

		<p>various sources of information</p> <ul style="list-style-type: none"> <li>- Present the results using various media</li> <li>- Show interest and rigor on respect and care of animals</li> </ul>					
2	<p>Collecting information on vertebrate animals in their surroundings and be able to communicate it by different means.</p> <p>Compare the biodiversity of the environment around us with other countries participating in the project</p>	<ul style="list-style-type: none"> <li>-Use ICT for the study of biodiversity</li> <li>- To familiarize students with the use of different resources</li> </ul>	<ul style="list-style-type: none"> <li>-Selection Information</li> <li>-Communication Information</li> <li>- Creativity</li> <li>- Improve digital Literacy</li> </ul>	<p>Observe relevant animals in the surroundings and provide the requested information with multimedia resources</p>	<p>Guide students in the development of activities.</p> <p>Learning to use the error as learning resource</p>	<p>Móvil iPad notebook</p>	<p>Information about animals in the surroundings using multimedia resources</p> <p>Compare the biodiversity of the region (vertebrate animals) with other countries</p>
	Students present the contents using	Being able to communicate	Knowing how to combine written	Select information and communicating	Presentation of the Book Creator tool,	Book Creator	Information on "vertebrates"

3	<p>Book Creator with multimedia resources such as project App</p> <p>And tools which want to include students</p>	<p>information about different topics using ICT</p>	<p>and graphic and multimedia for efficient information communication.</p>	<p>knowledge using multimedia resources</p>	<p>Introduction to the project App</p> <p>Review the content developed by students</p>	<p>Internet</p> <p>Project App</p>	<p>"Characteristics of each subgroup"</p>
5	<p>Presentation of the final task, debate and</p> <p>Evaluation</p>	<p>Promote respect for the animals through knowledge environment round us</p> <p>Encourage debates and the exchange of ideas among students</p>	<p>Making the presentation, discussion and assessment of the final product</p>	<p>Expose</p> <p>Debate</p> <p>Evaluate</p> <p>To make conclusions</p>	<p>observes</p> <p>monitors</p> <p>arouses curiosity</p>	<p>Digital board</p> <p>Aple TV</p> <p>Ipad</p>	<p>Each group presents the final task</p> <p>Debate on the final product made the group</p> <p>Group work assessment made by other group</p>