**Online Projects, Collaboration Sites, and Publishing Opportunities**

**Lesson Idea Template**

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| **Name:** Zayna Akari |
| **Grade Level:** Fifth |
| **Content Area:** Science |
| **Standards Addressed:**  **S5L3. Students will diagram and label parts of various cells (plant, animal, single-celled,**  **multi-celled).**  a. Use magnifiers such as microscopes or hand lenses to observe cells and their  structure.  b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and  of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of  the parts.  c. Explain how cells in multi-celled organisms are similar and different in structure and  function to single-celled organisms. |
| Title of Online Project/Collaboration Site/Publishing Opportunity: **BugScope** |
| URL of Online Project/Collaboration Site/Publishing Opportunity: **http://bugscope.beckman.uiuc.edu/** |
| **Describe how you would Online Project/Collaboration Site/Publishing Opportunity in your classroom:**  I would be using Bugscope as an online project tool in my classroom because the site allows for explanation on the microscope and live bug observations almost hourly. I believe that this would be rather engaging for the students rather than using and reading from a textbook. I would be using this online project to have students learn about the microscope and watch the bug observations as an introductory type of lesson.  Then, I would be switching the students over to be using their own microscope, in partners, to be looking at various cells and be able to identify different cell parts and their functions. This would lead to the students’ assignment of creating their own plant or animal cell using clay. |
| **What technologies would be required to implement this proposed learning activity in a classroom?**  Computer and projector |
| Describe how the following features are addressed in this learning experience (note: all of them may not be addressed in the project, but most should be if you are reaching a high LoTi Level.):   * 1. *Collaboration with peers, near-peers, mentors outside their classroom and often beyond their school:* There will be collaboration with peers within the classroom.   2. *Student-centered learning and knowledge creation (collecting original data and or producing original products as a result of engaging in the project):* This lesson would be student centered. Students will be gathering information on the function of each cell part in order to do their assignment. Students will be creating their own original product at the end. Students, also, may work in partners to complete the assignment.   3. *Higher-order thinking:* Students will learn how to use a microscope and observe cells under the microscope. Students will learn about the various parts of cells and identify each function of the parts.   4. *Students publishing their original work to others who will use/care about their product:* Students will create their own animal or plant cell using clay. Students will label each part of their cell and will take a photo of their completed work. Afterwards, students can publish their photo including the descriptions of each cell function on the classroom blog. |
| **Bloom’s Level of Critical Thinking Required (check all that apply):** *See*[***http://epltt.coe.uga.edu/index.php?title=Bloom%27s\_Taxonomy***](http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy)  **[x]**Remembering **[x]** Understanding  **[x]** Applying  Analyzing  Evaluating  **[x]** Creating |
| What Level of Technology Implementation best describes this learning activity and Why?  LoTi level 5. Students will be using technology constantly throughout this assignment but they will also be able to have the opportunity to publish their completed assignment on the classroom blog. However, if students do not wish to publish their work online then the LoTi level would be a level 4. |
| How could you implement this proposed learning experience and still comply with your district’s Internet Safety and Student Privacy policies?  Students will be using protective search engines. Teacher will be monitoring students while they are using the computers. Students will not be posting their real names only pseudonyms and be using avatars as photos. |