**EDLD 5318 Assignment 2**

**Name (Last, First): Miller, Andrea**

**Link to your LMS:** <https://app.schoology.com/course/1649231303/materials>

**Link to your ePortfolio:** <http://mrsandrearmiller.weebly.com/>

**Enter a detailed outline of the first 50% of your course using the space you need:**

**Week 0ne:**

* Vocabulary terms are introduced: living, nonliving, basic needs, air, alike, animal, animal home, animal body parts, backbone, different, eye color, feather color, food, growth, habitat, hair color, hand lens, have babies, limbs, movement, observe, parent, survive, take in food, water, young, and zoo.
* Give students a post test
* **We will start by going on a nature walk around the schoolyard and then stop walking and say “living (alive)!” Have the students walk to and stand by a living thing. Ask student volunteers to justify their choices. Have the students return to the rope and repeat the procedure with “nonliving (not alive)!”**
* **Create a chart paper with living and nonliving at the top. Ask students for examples of things that they think are nonliving. Ask: “How can you tell if something is nonliving?” (Accepting all answers at this time.) Record their ideas.**
* **I will assign partners and have students work together and explain to each other what they think is alive and not alive.**
* **As a class discuss the living and nonliving things the students observed in their nature walk. Add and make adjustments to the Living Things and Nonliving Things charts created in the beginning of the activity. Ask the students what all the living things on the chart have in common.**
* **Journal entry: 1) Draw and label a picture of something that is living**

**2) Draw and label a picture of something that is nonliving**

* **Display and review the Living Things chart and Nonliving Things chart from the previous activity. Explain to the students that all living things have things in common: take in food, grow, and have babies or reproduce. Have the students look at the classroom Living Things chart.**
* **Review the list and ask if the items on the list eat, grow, and have babies.**
* **Have the students look at the Nonliving Things chart. Review the list of nonliving things with the class and ask if any of the items on the Nonliving Things chart can eat, grow, or have babies.**
* **Review the criteria for living and nonliving things with the items the students collected in the class nature hunt. Ask the students how they know if an item is living or nonliving. At this point in their learning, look for students to respond by saying that it grows, eats, or has babies.**
* **If time and opportunity permit, have students make living and nonliving posters with magazine pictures.**
* **Students will do an online sort of “living and nonliving” in the LMS: I will facilitate the activity by asking the students to explain if their picture should go on the “living” or “nonliving” side of the chart or why they are unsure if the picture is “living” or “nonliving.”**
* **Students will play a living and nonliving game**
* **Journal entry: 1) Draw and write about one living thing that you observed today. Tell how you knew it was living.**

**Week 2:**

* Discuss and create a chart with the heading “Living things that live in the Zoo”? Record all the names of living things the students list.
* Students will then choose a living thing of their interest that lives at the zoo and learn about their habitat needs and their basic needs.
* **Journal entry: 1) Students will write down their chosen animal and describe what they think their animal may need for their habitat and what their basic needs are to survive.**
* Students will complete the “Animal or not sort” on the LMS
* We will take a trip to the zoo to observe and learn about the animal of their interest.
* Students should also be watching the virtual zoo tours on the LMS

**Week 3:**

* Students read and discuss their online books and resources from the LMS that relate to their chosen animals
* **Journal entry: 1) Continue to add facts about your chosen animal**
* I will introduce the different types of habitats and allow students to start drawing the habitat that they will be creating for their animal.
* **Journal entry: 1) Sketch what you think your animal habitat will look like and write down the items you might need to build the habitat**
* Students listen to, and question, the guest speaker (zoo keeper) about habitats and basic needs for survival.
* **Journal entry: 1) Continue to add facts about your chosen animal’s habitat that you learned about**
* Give students a quiz on matching living and nonliving things and what the basic needs are.

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| 1. If you have been working as a collaborative team, how do you feel about teaching an online or blended course independently? | I have not been working as a collaborative team. I think teaching a blended course independently will be great for me once the students get used to it. |
| 1. How will you ensure the success of your learners in this course? | I will ensure the success of my learners by checking in with them daily and meeting with them individually weekly. |
| 1. What do you want learners to know and be able to do when they have completed your course? | Learners will recognize that living things have basic needs.  Learners will identify and compare living and nonliving things while constructing a habitat from recycled materials and other natural resources to accommodate their basic needs. |
| 1. How will you determine that they have reached the goal and objectives you have set? | Learners will be able to tell me the difference between living and nonliving things and will fluently use the language, vocabulary, and literacy learned in discussions. |
| 1. What resources will your learners need for your course? | Learners will not need anything I will be providing all materials needed in the classroom. |
| 1. Where will you put them? | Some will be in my LMS and others will be in my classroom. |

**Assignment Value:** 50 points

**Instructions**

* Focus on the readings from Weeks 1 and 2 as you are planning the course you are developing.
* Spend time at the Schoology website (or other course management system you have chosen) as you familiarize yourself with the interface while planning your online course.
* What is the acceptable evidence that learners have mastered the concepts in your course? Use questions listed in Blackboard.
* Enter materials (quizzes, activities, resources) into LMS.
* Include a detailed outline or description in your assignment document of the first 50% of your course that will be entered into the course management system at the end of Week 3.
* Submit completed assignment document with links to LMS and ePortfolio into Blackboard.
* Submit a weekly update into your ePortfolio.
* Answer questions 6-11 on your Planning Questions document.

**Submission Details:**  
  
This assignment is unique to you, your circumstances, and your organization so you need to determine who your audience is, why and how they will use this information, and what impact you are looking to make. Since you own this assignment, and more importantly the ideas within the assignment, you need to choose how you will format and present this information. Refer to [Who Owns the Eportfolio - http://www.harapnuik.org/?page\_id=6050](http://www.harapnuik.org/?page_id=6050%20" \t "_blank) for a more detailed explanation of idea ownership.

* Even though part of your evidence of learning for this assignment may take the form of a Google document, video, presentation, blog post or other digital format you will be required to use this document template to submit the assignment including the items requested above.
* Upload the file to Blackboard by or before the deadline.  If your evidence of learning does take the form of a Word document then you can simply paste the content into the document template and complete the assignment submission as outlined above.

The School of Education is using this submission process in its online courses for two reasons:

1. We wish to provide you an offline copy of the assignment instructions that you can refer to.
2. We want to ensure there is a consistent and permanent record of assignment submissions that can efficiently be converted to hard copy.

**Formats:**

* Use the APA format to cite your sources.
* Use the assignment name, your last name and first initial (assignment name + last name + first initial) to label your assignment submission.

**Add to eportfolio:**

Since this assignment is part of the course outcome of developing an online course, you will also need to add this to your eportfolio. In the final module you will be required to consolidate all the course assignments into a cohesive section on your eportfolio, so we recommend that you add this to your eportfolio as you go along rather then wait until the end.