Planning Tool: Teaching with Remote Resources – Fayette County Public Schools

Unit: Vision and Light

Chapter 2 Question:  How does light allow a Tokay gecko to see its prey?

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| @Home Unit lesson #: 4 Platform lesson: 2.1 |
| Date/Dates Nov. 20 and Nov. 23 (Synchronous on the 20th, Asynchronous on the 23rd) |
| Investigation Question: How does light allow an animal to see something?Learning Intention: I am learning to describe how light allows an animal to see something. |
| 3D Statement: Students use a digital model to investigate how light allows a predator to see its prey. (cause/effect, structure/function)Success Criteria: I know I am successful when I can use a digital model to investigate how light causes structures (eyes) to help a predator see its prey. |
| Key Activities from @ Home Lesson  (and date/dates if lesson is split)* Introducing the Chapter 2 Question: Students receive a new message from the Rain Forest Conservation Group and are introduced to the Chapter 2 Question. - Nov. 20
* Introducing the Simulation: Students are introduced to the *Vision and Light* Simulation (Sim). – Nov. 20
* Read: Students are introduced to the reference book and familiarize themselves with the structure and function of an animal’s eye. – Nov. 23
* Do: Students use the Sim to investigate the role that light plays in an animal’s ability to get information from its environment. – Nov. 23
 | Delivery (Synchronous/ Asynchronous)SSAA | NotesUsing @Home Slides, talk through the new message from the Rain Forest Conservation Group, and introduce Ch. 2 question.Use @Home slides and link to video (slide 9) to demonstrate the Sim. Then, I’ll go to the Sim and let students make some observations. Show students how to access the Sim from home if they want to explore more and show them that they’ll do the rest of @Home Lesson 4 on Monday, starting with Slide 14.Students will begin with Slide 14 on Monday. They’ll look at the ref. book through the link on Slide 14. The next slides walk through thinking about structure/function and cause/effect.The students will access the Sim through a link on slide 23 and write about what they learned in their notebook. |
| @ Home Video Usage (assign for certain activities or the whole lesson, view for best practices before recorded or synchronous session, assign for students who are absent for synchronous sessions)Watch @Home Videos for Lesson 2.1, Activity 1 and 2 for ideas on how to lead discussions and additional ideas on introducing the Sim. If a student misses the synchronous session on Friday, they can be assigned these videos. |
| From the corresponding platform lesson:Differentiation strategies:For ELL students – for Spanish speakers, discuss use of cognates (prey/presa, predator/depredator, variable/variable)For student who need more support – Provide access and guided time with the reference text with a paraeducator or in a small group session. That small group setting may also be a good place to guide the investigation of the Sim.For students who need more challenge – Suggest they look for additional examples of ways animals use their eyes and compare that with the Tokay gecko.Formative Assessments:There is an On the Fly Assessment in Lesson 2.1, Activity 4, looking for students’ understanding of changing one variable at a time. In discussion of observations at the beginning of @Home Lesson 5, ask students to share observations and see if they recognize the importance of this in determining a causal relationship. Have students share reasoning and revisit the g. pig investigation from the book to reinforce this idea.Use any original slides from the platform lesson? Not this time |
| Use word wall? (Digital slide or chart, might include Unit Question, Chapter Question, Investigation Question, Vocabulary, Key Concepts)Share digital word wall with newly added vocab words, prey/predator. on a slide.Student sheets – No, students will be writing observations of the sim (Nov. 23) in their notebooks to share in class the 24th. |
| Technologies to implement? (Jamboard, PearDeck, Nearpod, Google Classroom, etc.)Assign Nov. 23 activities (Student Slides) through Google Classroom.  |
| Notes for alternate methods of deliveryMonday’s asynchronous lesson could also be done with students watching @Home Videos for Lesson 2.1, Activity 3, the Read Aloud of the book, and Activity 4. Students could write in science notebooks at pause points. |

Using Amplify Resources for Planning

1. @Home Units and @ Home Videos can be accessed through the Program Hub.

2. Beside the Teacher Overview link for the @Home Unit there is a Lesson Index, that cross references @Home Units and Platform Lessons, Students Sheets and Student Investigation Notebook Pages.

3. The Chapter @Home at a Glance Outline at the beginning of each chapter shows chapter questions, investigation questions, key concepts, and vocabulary and the @Home Lesson where they are introduced or used to guide instruction.

4. Learning Intentions can often be written from the Investigation Question. The Investigation Questions are found in the Chapter @Home at a Glance Outline or on the Coherence Flowchart on the Unit Landing Page on the platform, as well as within the lessons.

5. Success Criteria can often be written from the 3D Statement on the Lesson Brief page, listed under the Standards tab.

6. For a complete listing of formative assessments, look on the Unit Landing Page, under the Embedded Formative Assessments tab.