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December 9, 2002

IT Project Reflection

Kevin and I presented our IT lesson to Joyce Lowry's fourth grade class at Magruder Elementary. We implemented our lesson on the morning of Wednesday, October 6th. She had asked our group (which included Rosie and Erin) to do lessons based on the Virginia SOL 4.7. Kevin and I chose to do our presentation on phases of the moon.

- **SOL 4.7** The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include:
 - The motions of the Earth, moon, and sun (revolution and rotation)

The technology aspect of our lesson revolved around a Powerpoint presentation. Not only was the slide show used in our presentation, but Joyce also assured us that the students would get an opportunity to look it over throughout the unit. After our presentation, one of the activity stations also required the use of technology through a mini webquest.

Mrs. Lowry has a class of 18 students in an inclusive classroom setting. The students were very well behaved and enthusiastic about the lesson.

Kevin and I presented our Powerpoint, taking turns on every other slide. We incorporated a few entertaining extensions. To illustrate why we have a new moon, I taped a moon picture to myself, and Kevin taped a sun picture to himself. The lights were turned off and he, representing the sun, shone a flashlight on my back. As the moon, I was facing the students who were supposed to notice that they could only see the edges of the light shining from around me. This activity was supposed to have the same effect as what would happen during a new moon. On another slide where we spoke about the waning/waxing crescent phase, Kevin pointed out that crescent moons are often represented on flags. He showed the students four flags with crescents on them and fastened the flags to a map on top of the state or country they represented. When talking about the full moon, I handed out superstitions

about the full moon for the students to read aloud to the class. With the Powerpoint presentation and the above-mentioned extras, we were able to hold the students attention

After the Powerpoint presentation, we divided the class into four groups and introduced the following activities:

- Oreo Moon Phases
- Internet Mini-Webquest
- Moon Flip Book
- Think-Pair-Share

The materials below were required to support the activities:

- Flip book worksheet
- Webquest worksheet
- Think-Pair-Share worksheet
- Internet access
- Pencils
- Stapler
- Scissors
- Oreos
- Paper-plates
- Icing
- Napkins

Luckily we had five adults in the classroom, so each adult helped out at different station.

The Oreo moon phase activity consisted of students using four pulled apart Oreo cookies.

The students were supposed to scrape off some of the cream so that what was leftover represented one of the four main phases of the moon: new moon, first quarter, full moon, and last quarter. The cookie moons were then *glued* onto a paper plate with icing. The four phases were labeled, and the Oreo moon phases were displayed.

For our webquest, students visited two websites. One of them allowed the students to find out how much they weigh on the moon (and other planets and stars). The other site enabled them to find out what phase of the moon they were born under, what phase of the moon their next birthday was going to fall under, and what phase of the moon was expected for the day of the lesson. After overcoming difficulties of correctly typing in the URL, the students seemed to love these two sites. They were “ooo-ing” and “ahhh-ing” about

weighing so little on the moon and so much on other planets and stars. An obvious extension for this website would be to talk about gravity.

The moon flipbook was originally going to be our summative evaluation. It turned out to be too difficult as an assessment. To compensate, we allowed the students to copy the model Kevin made. Even with the model in front of them, most students had difficulty putting the pictures in the correct order. Joyce suggested the use of a summative evaluation like what we had intended after the *entire unit* instead of a single lesson.

The think-pair-share was supposed to collect information about what the students had learned and what they were still unclear about. It was going to be one of our formative evaluations. Unfortunately this activity did not go as planned because the students were not used to working in pairs.

Overall, I enjoyed teaching this lesson, mainly because it was my introduction to the use of Powerpoint. I think the use of Powerpoint could be valuable in the classroom if students have access to presentations after the teacher presents them. Working with Joyce at Magruder was a good opportunity. She was extremely laid back, and more than willing to accommodate us.

From my experiences in other classes as well as this one, I've noticed our cooperating teachers often trust us as graduate students a lot. Sometimes, they do not want to hurt our feelings and are too polite to give suggestions or constructive criticism. I feel this is unfortunate and should be addressed somehow by professors whose classes participate in similar activities.