

**Online Learning Environment:
5th Grade Graffiti Opinion Unit**

Elizabeth Rinkes

Strategies of Online Learning and Teaching

The University of Akron

Dr. Tsai

July 13, 2018

Online Learning Environment: 5th Grade Graffiti Opinion Unit

Introduction

For my Online Learning Environment, I decided to begin with our graffiti opinion unit. This is a collaborative plan with our art teacher. He does a graffiti unit with our fifth graders where they discuss what graffiti is and the students are able to create a graffiti design using their name. We will collaborate this with our writing standards on opinion writing. By the end of the unit, the students will be expected to write an opinion piece regarding their thoughts on graffiti and is it art or vandalism.

Description of Implementation

I plan to begin the lesson in a whole group setting. I will discuss various fact vs opinion relationships with the students to review what qualifies as an opinion. We will then lead into an opinion question posed to the class that may question their morals and encourage discussion. After we discuss personal opinion and how to properly support it, we will review the OREO strategy as a class. At our building, we typically use “OREO” to remind students what to include (Opinion, Reason, Evidence, Opinion). In addition, I try to get my fifth graders to write “double stuffed oreos” or even “triple stuffed” meaning they include additional reasons and evidence before restating their opinion. In addition, the rubric used is a typical rubric used in class and the students would be familiar on it as this would come after numerous “scoring camps” learning how to read rubrics and what important features are listed.

Once we have completed the introduction, the students will be released to begin the online module. They will utilize Google Sites to follow a checklist of activities. These activities will include a newsELA article, EdPuzzle, and discussing through Padlet. The discussion board will be one form of assessment. They are expected to complete it after a few tasks and then return to it later to comment on classmates' responses. This will encourage collaboration and sharing of ideas, opinions, and examples. At this point they will be released to begin research on their own using friendly search engines such as KidRex.org. Once they have adequate notes and information, they may begin responding to the overarching question, "Do you believe graffiti is considered an art? Or is it considered vandalism?" They will respond to this through a Google Doc. The primary standard focus for this lesson will be W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. This formative assessment will be scored by the ODE rubric and the students will need to refer to it throughout their writing.

Throughout this time, to allow for differentiation while the students are working, I will be pulling small groups of students who need to work on various writing skills to practice in small groups with the teacher. For example, students who consistently have run on sentences will be pulled together to complete an activity with me to help improve that skill. In addition, the individual activities in the module will be differentiated. For example, the NewsELA.com website allows the students to all read the same article, but at varied lexiles. It will change some wording and vocabulary to increase or decrease the difficulty based on their previous scoring lexile levels. I also have various videos and quizzes that allow for the students to choose a varied difficulty level based on which activity they choose.

Design & Development using TPACK

In order to plan this unit to be strong in all areas of TPACK, there were a variety of factors that were considered. For example, the content was chosen specifically based on the learning objective that the students would be able to write a final assessment stating their opinion and using evidence from their various resources used. The rubric used is from the Ohio Department of Education and is directly aligned to the learning standards for writing opinion pieces. However, when it came to pedagogy, there were a few topics that needed to be reviewed prior to beginning to online module. I will have to begin the lesson by reviewing whole class what fact vs opinion is and then the important components of writing an opinion piece. Because of this age, they have had experience with the writing skills, however, will need to have a review of the expectations and what constitutes an opinion piece. Throughout the lesson, they will be reviewing various sources for information to include in their reasons and evidence portion of their final assessment. Another standard of focus is the students will need to utilize evidence from multiple sources. This allows for the students to have direction on which resources they would like to utilize.

Discussion boards/questions will be posted on Padlet.com throughout the lesson and the students will be expected to respond using evidence gathered as a formative assessment. This will help the students in a smaller scale prior to writing their final assessment. They will be able to share their ideas with peers and possibly gather additional resources for their final paper.

As far as content, since our district is 1-1 with chromebooks, I will be utilizing the student chromebooks for this lesson. The students will be familiar with our Google Site and will be able to easily manipulate the various tools. My co-teacher and I plan to utilize this site throughout the year, adding modules as we continue through units. This should be an easy transition for the students because in the past, they have used Google Classroom to view/submit assignments. We will utilize various websites such as newsELA.com, Quizizz, EdPuzzle, and additional Google Apps for Education in which the students have years of prior experience. These tools support the pedagogy because the students will be engaged in the various tools and will not be distracted by learning the technology specifically. They will not only be able to follow the links I share to them, but also research on their own using digital citizenship. Their final assessment will be writing on Google Docs and will allow for collaboration with other students in a following unit (scoring one another's content based on the rubric and sharing feedback). In addition, the content is directly aligned to writing standards of 5th grade. Because the students are submitting through an online dropbox, the teacher will be able to provide immediate feedback to the students. At the end of the unit, for the students who work quickly, they are given extra practice assignments and asked to share their final assignment with other students who are finished. I'm hoping with the students sharing, they will find others with the same or opposite opinions and we will be able to continue into a comparing/contrasting unit following this.