A Series of Unfortunate Events Lesson Plan

(an optional resource)

In the context of the *PPAT*® Assessment, this lesson plan format is a template provided for teacher candidates to use as they develop well-planned and structured lessons. This resource also can help a teacher candidate better understand and design meaningful daily lessons that will positively enhance instructional practice and student learning. It is intended for use in conjunction with Tasks 2, 3, and 4. You have the option of using your own lesson plan format.

Standards/Performance Indicators/Skills

Identify the state and national standards, performance indicators, and skills addressed by the lesson.

Verb: Describe

Oklahoma Academic Standards for Science 4th Grade

From Molecules to Organisms: Structure and Processes (LS1)		
4.LS1.2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.		
Clarification Statement: Emphasis is on systems of information transfer. Examples of response to stimuli include a dog is hot and lies in the shade, a rabbit hears a noise and runs away, and a person is cold so they put on a jacket. **Assessment Boundary:** Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.		
Science and Engineering Practice	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Developing and Using Models: • Use a model to test interactions concerning the functioning of a natural system.	• Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. • Animals are able to use their perceptions and memories to guide their actions.	**Systems and System Models:** • A system can be described in terms of its components and their interactions.

Learning Objectives/Goals

Describe the lesson's objectives and the learning outcomes that are appropriate for meeting curricular/classroom needs.

Students will learn the process by which living creatures sense, process, and react to information by

- Connecting the sensors on robots to human senses.
- Connecting computer programs to the way the brain handles information, and learning that those programs are called “event handlers."
- Compose a short story involving a descriptive flow of events.
- Write a blockly program involving events and event handling.

Assessment (the type[s] of assessment used throughout the lesson)

Identify the assessment that occurred before, during, and after the lesson.

Before: Informal formative assessment is used through questions and observations of students' reaction to making funny faces.

During: In the final phase of the lesson, students will present their short stories and programs to the class.

After: Have a final discussion with the class prompting students to answer questions on a separate sheet of paper.

Complete the Student Evaluation Rubric throughout the lesson.

Pre-test Questions: Describe what happens after the brain processes information?

1. Name
2. How many senses do humans and animals have?
3. What are the senses?
4. Describe what happens after the brain processes information?
5. How is the brain related to robots?
6. How would you use Dash to represent how the brain processes information?
7. How does Dash respond to the code you put in the Ipad?
8. If you tell Dash to go forward, and he runs into the wall, predict how he will respond?
9. Predict what would happen if you gave Dash two+ commands at once.
10. Use your knowledge of the 5 sense you have, and compare that to Dash.

Lesson Structure and Procedures

Describe the sequence of events of the lesson elements, including the before, during, and after of the lesson (i.e., the engagement/opening, the procedures used, the activities for guided practice, and the conclusion).

Beginning/Engage: Start the lesson by making a silly face or a loud noise and watching the students react. Ask students why they had that reaction. How did they know that something happened? State '*Many living beings have only some of these senses, and some have all of the senses but at different levels from humans.'* Ask students questions like 'Can students think of animals that have very good vision (e.g. birds, cats)? Bad vision (e.g. underground animals, deep sea creatures)? What about no eyes at all (worms)?'Repeat these questions with some of the other senses.

Next: What does the word "event" mean to students? Talk with students to generalize the definition of an event to "something happening."(What are some small events in students' everyday lives?, How do they react to each event?) Open the presentation "Senses and Events." Use the first part of the presentation to talk to students about how living creates events that your body handles: the senses pick up information, they send it to the brain, the brain processes it and decides how to act, and then it tells the body how to respond.

PHASE 2: Event Handling with Dash & Dot

Reopen the "Senses and Events" presentation. Use the second portion of the presentation to talk to students about the connection between the functions of robotics and the functions of living creatures. Introduce to students the writing and programming challenge: write a short story (around half a page) of a day in the life of Dash and/or Dot with the theme "A Series of Unfortunate Events!" to model for the students. Then, the class needs to create a story to react to at least 4 events happening around them/to them in the course of the story. Students can use classroom objects to create the setting for their story. Allow students a few minutes to collaborate and write the short story and program the robots to follow the story. Challenge students to time their program so that they can read the story out loud as the robot acts out the story. They can use their partners to trigger events.

PHASE 3: Presentation and Evaluation

In the final phase of the lesson, the class will present their short story and program to the class.

Have a final debrief with the class prompting questions like: What was the most interesting thing they learned today? What challenges did they face while programming and how did they overcome them?If desired, complete the Student Evaluation Rubric for your own records.

A Series of Unfortunate Events can fit cross-curricular concepts by combining Language Arts and Science. This cross-curricular lesson combines explicit teaching of living creatures' senses, processes, and reactions to given stimuli through the experimentation of Dash. English Language Arts can be pulled in by having students address a problem or situation by composing a short story using Dash to act it out. This short story must include at least **4 events** containing a setting and characters. Students will present their stories to the class using Dash to demonstrate how like a living creature, robots have senses, processes, and reactions to given information or stimuli.

Instructional Strategies

Describe the teacher's approach to achieving the learning objectives and meeting the students' needs.

The instructional strategy used in the beginning of the lesson is explicit instruction. The teacher will probe students with questions to gain an understanding of student prior knowledge needed for the lesson. Next, the teacher will instruct students using Google slides to provide foundational information that will set them up for later in the lesson. The teacher will guide students through writing and programming Dash to create a story where dash encounters a series of unfortunate events. Lastly, the teacher will scaffold students during their story writing and programming so that students can demonstrate their knowledge. Conclude the lesson with a discussion and provide help when needed.

Learning Activities

Describe the opportunities provided for the students to develop the skills of the objective.

The students will get to learn hands-on how to operate dash and have the opportunity to create their own story with it.

The class will compose a story for Dash that contains a series of unfortunate events. Students will take turns to operate Dash to demonstrate their story. Students will use the technology to make connections between human functions and robot functions that control reactions to a given event.

The students will have a survey assignment at the end where the students will rate 1-5 based on their understanding so that the teacher can see what all they have learned during this lesson.

- Question examples:
    - This assignment was engaging.
    - I understand that like humans, robots have functions.
    - How difficult was this assignment.
    - Did you struggle with the technology?
    - Did you enjoy this assignment/lesson?

Resources and Materials

List the materials used to plan and deliver the lesson.

- Dash (Provided)
- Dash/Dot App by WonderWorks
- Pencil
- Paper
- Slides Presentation
- Worksheet

Technology

Describe the instructional and/or assistive technology that was incorporated into the lesson to enhance instruction and student learning.

The technology used for the lesson was Dash and Dot by Wonder workshops and illustrated that like humans, robots have functions/programs that allow them to react to events. Students will create a story for dash to experience unfortunate events and create reactions to those events. The technology demonstration allows students to think outside of the box to predict a function's reactions.

Differentiation/Accommodations/Modifications/Increases in Rigor

Describe the modifications made to meet the needs of all learners and to accommodate differences in students' learning, culture, language, etc.

Focus Student #1 does not receive Special Education services, but scored near the bottom of the pre-test for the lesson. She has little confidence in her abilities in this subject. One learning activity that would meet her needs would be to work with a partner to create a flier, infographic, poster, or anchor chart to teach someone the basics of coding Dash. These coding basics will first be taught by the teacher through **direct instruction**. If the students are still struggling, the teacher will model how to properly code Dash.

Focus Student #2 is learning English as a Second Language. He understands spoken English better than reading the textbook, and quickly catches on to new learning once explained within his language abilities. One learning activity that would meet his needs would be to participate in the unplugged activity with two group members. Once the activity has been completed, the students will engage in discussion and work together to compare how human senses compare to a robot's sensors. Students will record themselves participating in this activity. Through **differentiation**, the focus student will meet the learning goal of connecting the sensors on robots to human senses.

Choice Board

Choice 1: PARTNERS Work on coding Dash with a partner or in a group to see what all you are able to get done.	Choice 2: IDEPENDENT DASH Robot Disco… Watch the video above and complete the fill in notes.	Choice 3:INDEPENDENT Visit station #2 to work with the teacher on the rules of Dash and how the technology works.

Choice 4:INDEPENDENT Blockly Games Go to the website and play *Puzzle* and *Maze* to familiarize yourself with basic coding skills.	Choice 5:INDEPENDENT https://www.ala.org/tools/readytocode/resource/dash-robot-challenges Dash Robot Challen… Go to the website to learn/gain more knowledge over how to program and code Dash for future lessons.	Choice 6:INDEPENDENT Create your own code on Blockly for Dash and present it to the class.
Choice 7: SMALL GROUPS In groups of 3, participate in the unplugged activity. Record yourselves using your chromebooks or classroom IPad to share results. **Unplugged activity: Event Handling Relay Race**	Choice 8:INDEPENDENT Create a flier, infographic, anchor chart, presentation, etc. to teach someone unfamiliar with Dash coding the basics.	Choice 9:SMALL GROUPS Visit station #2 to work with your group on your vocabulary words over the lesson. Ex: Robot, coding, expression, etc.

Classroom **Management**

Identify the strategies used that are consistent with the learning objectives of the lesson and that also meet student behavior needs to help keep the students on task and actively engaged.

THIS PORTION HAS NOT BEEN TAUGHT, THEREFORE, THIS PORTION CAN NOT BE COMPLETED

Extensions

Describe the activities for early finishers that extended the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.

Extension: Students could be given a longer writing period and be asked to write a much longer story involving more events. In this case, break students into groups of 4 - 6 and have them present their longer stories to each other instead of to the whole class.

Follow-Up Activity to the Lesson

Describe a quick activity for review or for building on the lesson that will deepen student understanding and interconnect concepts. (The activity may be incorporated in class the next day or throughout the unit.)

PORTION NOT REQUIRED

Additional Information

Identify any area or lesson component that was not covered by this lesson plan format but that you feel is vital to include in a description of the lesson.

PORTION NOT REQUIRED

It's a typical fall morning, and Dash gets out of bed to get breakfast and runs into the door.
As he walks to the kitchen, he hears sirens. Dash runs to the window and says WHhhhat.
Dash walks outside and notices that the emergency vehicle is at his neighbors. Dash reacts by saying “oh no”
Dsh decided to talk to the first responder, only to find, his neighbor's dog was rescued and returned. As this is dash's buddy, he is over the moon happy to know his friend is back home safe.