

WithOnePlanet

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Review carbon

Lesson 8

Teacher notes

Comical carbon

Years
3 to 4



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INQuIRY



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Comical carbon

Lesson 8: Teacher notes

This document provides the teacher with the details of the lesson.

At a glance

To provide students with an opportunity to review their understandings, knowledge and skills that have been learnt during the unit and to identify any gaps that exist.

To provide students with an opportunity to reflect on the success of their own learning strategies and tools, and to identify any of these with which they require additional support.

INQuIRY focus: Review

The *Review* phase is designed to provide students with hands-on experiences of the science phenomenon. Students explore ideas, collect evidence, discuss their observations and keep records, such as science journal entries. The *Review* phase ensures all students have a shared experience that can be discussed and explained.

Assessment guide

This assessment guide supports teachers in identifying the types of assessment that are appropriate for this lesson.

Formative assessment is an important aspect of the *Review* phase. It involves monitoring students' developing understanding and giving feedback that extends their learning. It involves monitoring students' developing understanding of:

- > the concepts involved in answering the class's essential question(s) and the *WithOnePlanet* Big ideas questions.

Summative assessment of the science inquiry skills is an important focus of the *Review* phase. It involves assessing students' understanding of:

- > the concepts involved in answering the class's essential question and the *WithOnePlanet* Big ideas questions.

It is recommended that the teacher develops a meaningful rubric to capture the students' learning at this point. This lesson also provides opportunities to monitor the development of students' general capabilities.

Key lesson objectives

Science

Students will be able to represent their current understanding as they:

- > review their understanding of carbon, its presence on the Earth in living and non-living things and its ability to release energy, as well as an understanding of the greenhouse effect and climate change and how students' own actions can help to mitigate the effects of climate change in the Asia-Pacific region.

Literacy

Students will be able to:

- > contribute to reflective discussions about the concepts of carbon, energy and climate change and their own learning journeys
- > record understandings and ideas using any suitable written media.

Equipment

For the Class

- > Either access to one of these websites on the internet - <https://storybird.com/> or www.pixton.com, or access to sheets of A3 paper and coloured pencils or textas.
- > *Carbon confidential – Group worksheet* from Lesson 1.
- > *Comical carbon – Student worksheet*.

Preparation

- > Locate the *Carbon confidential – Group worksheet* from Lesson 1 for review.
- > EITHER:
Organise student access to computers. Ideally, this activity will require one computer for each pair of students.
Decide on which web program to use – *storybird* or *pixton* – and sign up to the program according to the instructions on the website.
Upload the activity instructions for the students onto the program. Activity instructions are provided in the *Comical carbon on the web - Teacher resource* document.
- > OR:
Organise paper and pencils/textas for each pair of students.
Use the modified instructions from the *Comical carbon activity - Teacher resource document* so the activity can be completed using pencils and paper.

Lesson steps

1. Facilitate a discussion about what students have learnt during the unit. Refer students to the *Carbon confidential – Group worksheet* that they completed in Lesson 1.
2. Create a dot point summary of student learning that students can refer to while completing the Carbon stories game.
3. Provide students with the *Comical carbon – Student worksheet* and explain what the activity involves.
4. Students to complete their Comical carbon comic using the *Comical carbon – Student worksheet* and present their comics to the rest of the class. The presentations can either take place in front of the entire class or the class can be divided into smaller groups.

Sources:

Storybird 2014, *Storybird*, viewed 24 March 2014, <<https://storybird.com/>>.
Pixton 2014, *Pixton*, viewed 24 March 2014, <<http://www.pixton.com/uk/>>.

Comical carbon on the web

Lesson 8: Teacher resource

This document provides the teacher with the details of the lesson.

Instructions

This document will help you to design the web version of the Comical carbon comic strip activity.

The two web programs that can assist students to develop their comic strip are:

Pixton: <<https://www.pixton.com>> – this is a digital comic strip design program.

Storybird: <<https://storybird.com/>> - this is a digital story program, but can also be used to create a scene-by-scene comic strip.

1. Registering for the web program

Follow the instructions provided at the following links to register yourself and your students to use the relevant program.

Pixton: <<https://www.pixton.com/uk/schools/license/trial>>

Storybird: <https://storybird.com/orders/membership/teacher/?student_limit=100&is_pro=on>

2. Uploading guidelines for students

Once registered, the program will request that you provide some guidelines to help your students create their comic strip or story.

The box below contains an example of a set of guidelines that you might like to use.

Comical Carbon Comic Strip

In this activity, you are going to design and create your own comic strip to tell the story of your journey from first learning about carbon's crimes to its eventual capture.

Make sure you have planned out your comic strip design before using this program. Things you will need to think about include:

- > What important facts and information did you learn about carbon along the way? (Refer to the other worksheets that you have completed during the unit to help you.)
- > What will your storyline be? How include all the facts and information in your story?
- > What pictures are you going to use in each scene of your comic strip? What characters will you include? (E.g. carbon, detectives)
- > What words and conversations are you going to include in the speech bubbles in each scene?

Follow the instructions provided by this program to complete your comic strip. Don't forget to save your comic strip regularly along the way so that you don't lose your work.

Good luck!

3. Student access to the program

Each of the programs has particular instructions that, if followed, will allow your students to access the program and your uploaded guidelines. Please follow the specific instructions provided by the program.

4. Accessing your students' work

Each of the programs has particular instructions that, if followed, will allow you to access your students' work. Please follow the specific instructions provided by the program.

Sources:

Pixton 2014, *Pixton*, viewed 24 March 2014, <<http://www.pixton.com/uk/>>.
Storybird 2014, *Storybird*, viewed 24 March 2014, <<https://storybird.com/>>.