

Butler, Melinda – Project Report

Product URL: <http://buttermwebquest.weebly.com/>

Analysis

Learner Analysis

- This WebQuest is especially designed for First Grade students who have been introduced to adjectives in Kindergarten and are now ready to work with them more extensively. This WebQuest will also be appropriate for 2nd Grade students as well. These students will need to be able to read basic sentences in order to identify the given adjectives. They will also need to be able to write their own sentences using adjectives to describe the nouns. . (PSC 2.5, 2.6)

Context Analysis

- **Class characteristics** – This WebQuest has been made for my current group of 21 students. I will allow them to work in small groups on this project for 30 minutes at a time. My schedule is flexible and I would be able to add extra time if necessary. (PSC 2.5)
- **Technical considerations** – I have 5 computers in the classroom and also have access to a class set of laptops. This would allow them to all work on it at the same time individually or to work on them in pairs if that is what I decide is best. I believe the way I have it set up in my mind at this time, there will be some tasks that would benefit my lower students to work with partners but I also have some tasks that I'd like my higher level students to work on alone. I have several links that I have inserted for both groups. I do not have any special needs students that would need assistive technology. (PSC 2.5).
- **Teacher characteristics** – My students are used to going to the lab, logging onto my blog or the internet alone. I was able to be available to assist my students if they had any trouble with the links or anything else when we did it as a class. I am familiar with helping out with technical issues that normally arise. When we piloted it for the first time as a group, there were no issues and we did check out the laptop cart so each child was able to have their own laptop. I had several out with strep throat so 5 of them did not get to pilot it but the first visit to my WebQuest was very successful. ☺ (Pictures are attached.)

The Common Core Standards that are being addressed in this WebQuest are:

- ELACC1SL4-Describes nouns and events with relevant details, express ideas thoughts and feelings clearly
- ELACC1L2- Demonstrates use of adjectives

The GA PSC Standards that will be utilized in this WebQuest are:

- PSC2.1-Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.

- PSC2.3- Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.
- PSC2.4- Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind.
- PSC2.5- Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.
- PSC2.7- Candidates model and facilitate the effective use of PSC2.1, 2.3, 2.4, 2.5, 2.7, and 3.2. diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources.
- PSC3.2- Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning for teachers and administrators.
- **The NETS-S standards that will be applied are:**

1. Creativity and Innovation- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

4. Critical thinking, problem solving, and decision making- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

6. Technology Operations and Concepts- Students demonstrate a sound understanding of technology concepts, systems, and operations.

Task Analysis

Essential Questions

- What is an adjective?
- How are adjectives used to improve my writing?
- How can I identify an adjective in a sentence/story?

Objectives

- The students will be able to identify adjectives in given sentences and paragraphs.
- The students will be able to insert an adjective into a sentence to make it more exciting. The students will use their senses to describe given pictures.
- The students will be able to write sentences using adjectives that describe the given pictures.
- The students will write five to six adjectives to describe a given picture. (Some of these activities will be completed with partners)

Differentiation

I will have some students will work with partners the first time they complete this Webquest. I believe the second time they do it should be able to work on their own. I also have higher level activities at the end to challenge my gifted students. The higher level link at the end has higher level vocabulary that I would not expect the average first grader to know.

Introduction

Let's Make Writing More Exciting!

This WebQuest is a fun and interactive way for first graders to make their writing more exciting! In this Webquest, you will be given opportunities to practice using adjectives, identifying adjectives, and improving your writing with adjectives.

Welcome and I hope this helps make your writing more exciting! After completing the interactive activities in this WebQuest, you will gain confidence in your writing skills and begin to use adjectives on a regular basis. I hope you enjoy this WebQuest.

Task

Students will be able to identify adjectives in a sentence.

Students will be able to create sentences using adjectives to make the sentence more descriptive.

Students will be able to describe a given picture with several adjectives.

Students will be able to use their senses to describe a graphic that has been provided.

Students will be able to pass the Adjective Assessment with an 85% or higher.

Design

Details

I added the possibility for differentiation in the evaluation part of the WebQuest when I offered a higher level activity for students who were able to complete higher level activities. I also offered the opportunity to have the directions read in the Process and at many other areas of the WebQuest to make this a more independent activity for the lower readers.

I adhered to the Universal Design principles by offering colors that would not be too loud/bright. I changed the flow of the parts by not always having things in the same place. (Not always centered, on the left, or on the right.)

The audio portion of the WebQuest was very helpful for my low readers and especially my ones who were a little reluctant and lacked confidence that one needs when they hear that they will have to follow directions in order to complete the WebQuest. They all liked the video from School House Rock called, "What is an Adjective?" I also added a self-edited video on two children in my class that were dressed very differently. One was dressed in PLAIN clothes and another one was dressed in very colorful clothes. That was compared to what adjectives do to sentences.

Development

I developed my WebQuest using plenty of background color with contrasting labels. I used soft colors though. I'm really pleased with that part. I found the flower that I really liked and decided to use it on my home page. I based the other colors to go with that plan. I used the little kitten because I know young children love little pets. I was hoping that would help motivate them.

I decided to use Weebly since I had to make the Electronic Portfolio on Weebly. I used HTML to upload Audiopal links. I double-checked to make sure all the links worked before I offered it to my class. I inserted many interactive links into my WebQuest to make it flow the way I wanted to. I also linked my websites to a graphic (an arrow or a kitten) so that they would know that when they clicked on either of those graphics, it would move them on to the next page or activity. The timeline for this activity was roughly an hour. (We were allotted some extra time on this day due to so many kids out of school and I didn't want to teach too many new activities because it was going to be difficult to make them up.) Normally, I'd say that this should take three – five days to complete.

Everything went as planned. I added audio using audiopal.com a new tool for me. I enjoyed it much more than audacity as I was able to insert audio for each section very easily and quickly. I ended up using audio to read the directions for the students on most of the Process page activities. I think that will really be helpful for lower readers to be more successful with this WebQuest. It will allow for this WebQuest to be utilized at a more independent level for younger grades and lower readers.

Implementation

I was able to implement the WebQuest on a day that I had fewer students due to illness that was going through our school. It was the perfect storm! I had 14 students compared to 21 and I had a KSU student teacher available to assist me. I checked out the laptop cart and we were able to do it. The children loved it! My higher students zoomed through it quickly and had no trouble. My lower students had a few more questions. Those were also the student that I had originally intended to do it with a partner. Since I had access to the laptop cart and two adults in the room, I thought why not try it with everyone completing it on their own. I was happy with the results!! They loved the evaluation of choosing a picture to print out and describe. They did a fabulous job on writing sentences in their writing journal to describe the pictures on the last activity of the evaluation. It was a success! All the links worked, the Webquest flowed for them well. They loved the kitty cat and the meow at the end! Of course I saw some of them playing with that, "meow," Audiopal link for a little bit. I figured that would happen that is why I only used the sound of the cat at the end of the WebQuest for a fun little treat.

Evaluation

Student Learning –

Students will:

- A. Create a list of adjectives that describe a given picture
- B. Identify adjectives in given sentences and in a paragraph
- C. Select an adjective to describe a given noun in a story.
- D. Use their senses to create a list of adjectives that are related to a specific noun
- E. Write their own sentences that have adjectives modifying a noun

Differentiation Group- Higher Level

My higher level students will complete an activity that uses higher level vocabulary. My lower level students will complete this Webquest with a partner the first time this Webquest is introduced. I plan for them to do it independently after that.

I will assess them using a rubric for the evaluation activities, which include writing sentences with adjectives and listing adjectives to describe a picture. They will do their own self-checking assessment for some of the interactive website activities. I was available for help as needed. I also had my KSU student there with me most of the time to help with trouble shooting. We mainly walked around with excitement watching them do the activities and having them prove they knew what they were doing on their own.

Name _____ Date _____

Let's Make Writing More Exciting!

	Beginning 1	Developing 2	Accomplished 3	Score
Completion of WebQuest Activities	Completed less than 5 of the eight Webquest Activities.	Completed 6-7 of the WebQuest Activities.	Completed all 8 WebQuest Activities.	
Identify adjectives in sentences	Able to locate 1-2 of the sentences matching the adjectives.	Able to locate 3 of the sentences matching the adjectives.	Able to locate all 4 of the sentences matching the adjectives.	
Create Sentences using adjectives	Create 1-2 sentences with adjectives.	Create 3 sentences with adjectives.	Create all 4 sentences with adjectives.	
Labels picture with adjectives	Labels at least 4 adjectives to describe the picture.	Labels at least 5-6 adjectives to describe the picture.	Labels 7 or more adjectives to describe the picture.	
Teacher Comments:				

Product Design

I was very pleased with how it was designed. It covered the Common Core standard that we addressed well. Students felt confident as they were working with technology. They felt successful on their assessments as they did very well. Most received a 92 or higher on their scores of the actual assigned work and I believe all scored a 3 on all three areas of the rubric.

They wrote in their writing journals all about how they helped Mrs. Butler with her homework by participating and completing my WebQuest. I had them do this instead of a survey as they were instructed to use adjectives when they wrote about this activity that we completed. I'm not sure about the video that I created as far as if it was just there or if it was really useful. (I'm curious on your feedback on that.) I may add something different or better later.



Project Development

I learned so much as a result of developing this project. This was a very time consuming project. In just choosing the interactive websites alone took several hours. I wanted to make sure I had the best for their level and the most engaging. I had a hard time deciding how deep into adjectives that I should have gone. I almost added comparative adjectives but decided against it. I didn't want to overload this Webquest with too much. I had to remind myself that more is not always better. I loved adding the audio links. Those were awesome in helping my lower readers and offer differentiation. I really enjoyed creating this whole project. If I were to make another Webquest, I would need to remember that I need to keep it simple since I do teach lower elementary students. I wasted a lot of time during the planning stage by adding more links that I ended up taking it out. That was time wasted but I still learned from that experience as well.

Instructional Design

I love using the ADDIE model as a structure for creating this Webquest. I wish I had the time to create more right now but since this requires so much time for planning, not sure I can do that while teaching full time and taking grad classes. I hope they let us make another one for part of an assignment so I could knock out two birds with one stone. I'd definitely create another one that I could use with my students so that it would serve two purposes as this one did.

I believe everything worked well. My students had no issues with this. They understood very well what they were to do and how to move on to the next page or activity. The only thing I may improve is after the first link, they weren't sure how to move down to the next activity but after showing them to keep going, they understood it. I think that was mainly because they had not done an interactive activity like this before. I can't think of anything I would have done differently except the video I created with my students may have been done slightly differently. Not sure it was as awesome as I'd have liked it to be.

Personal Growth

I have learned so much about myself. I learned that I need not be so afraid of technology. That with patience and curiosity I can learn anything, or almost anything. I had a little fear and wanted to cry just knowing I had to do something like what we researched at the beginning of the semester. I didn't think I was ever going to be able to do this. Once time started drawing near, I knew I had to get started. Once I did, I moved forward very well. I need not worry so much about the possibilities or barriers but just jump into technology. I've learned that I can only learn if I take that first step forward. I'm proud of what I accomplished with this first Webquest. - Thanks for your support along the way as well, **Dr. Moore!!**

For Others

I would suggest to others after researching what they'd like to try that they should give it a shot. Never think that you can't do something. Research will help them be successful. It's important to know it will take a lot of planning and steps to get there but to never give up. It is possible if I could do it, any of my colleagues can do it. -