



Clarkson[™]
INSTITUTE FOR STEM EDUCATION



ST. LAWRENCE-LEWIS
BOCES

Standards/Curriculum Connections:

4-6.IC.1: Describe computing technologies that have changed the world, and express how those technologies influence and are influenced by cultural practices.

4-6.CY.5: Explain suspicious activity of applications and devices.

4-6.DL.1 Type on a keyboard while demonstrating proper keyboarding technique.

4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts.

4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.

Lesson Procedure: English AIS 6th Grade Fever Chapter Summary with Ozobots

Total Time: Dependent on Activities Assigned

Pre-class activity (5-10 minutes): Students will be able to make a track with their Ozobot and add in 2-3 different color codes. This allows the students to be more aware of how to use them.

Students will have read the first 10 chapters of the book Fever 1763 in ELA class before the lesson even starts

Task 1: Anticipatory Set/ Opening

- The teacher will ask the class “What should a chapter summary look like?”
- We will have a class discussion about what a chapter summary should look like and how we would create one. We will briefly discuss how some websites like Wikipedia are not very reliable sites. **(4-6.CY.5)**
- The students will be given 10 minutes to use their computer to look up reliable chapter summaries of books they have read in 5th grade.
- The teacher will show the students an example of an Ozobot track summary that came from an unreliable source and is missing information. The students will be able to see that because important information was left out the Ozobot will not be able to successfully follow the track.
- **Task 2: Direction Instruction Teach/Model “I do”**
- The teacher will model on the board how the students will be expected to write their summary. Their summary will need to have a restate and a closing. It must be 5-8 sentences long.
- The teacher will assign each student a partner and 1 chapter from the book.

Task 3: Guided Practice Lead “We do”

- The book takes place during the 1700s. We will discuss how much our technology has changed from then until now, especially in the medical field. The students will give a few examples of how technology has changed. **(4-6.IC.1)**
- The teacher will ask the students what piece of technology they feel has changed the world the most. The teacher will take the top three answers and write them on Google Forms. The students will then vote to see what piece they believe has changed the most. The students will be analyzing and collecting more data with these questions during a later lesson **(4-6.CT.2)**

Task 4 Independent Practice Test “You do”

- The students will be creating a digital poster on Kami that represents the chapter they have been assigned. They can use digital images or draw their images on Kami. They will have made a track that will connect to the chapter before and after there. This track is what the Ozobot will follow when the students are reading their chapter summary. They will have 3 class periods to work on this digital artifact. **(4-6.DL.4)**
- Once everyone has completed their track they will print it out and line them up on the floor. The Ozobot will then have to follow the summary plot line while the students read their chapter summary aloud to the class. This will also be recorded.
- If one of the student's partners is missing for a day they will have to communicate with them digitally to update them on what they have done on their project. **(4-6.DL.2).**
- Once the students have completed their track they will be working on their written summary. The students will first have to write a sloppy copy on paper. The teacher will provide feedback and then they will each have to type the summary on their computer. **(4-6.DL.2)**

Task 5: Closure

- The students will now be looking over the class data that was collected earlier in the lesson. They will have to create a graph on Google Sheets independently that represents the data. The graphs will then be posted in the ELA class that way all of their peers can see it and discuss what they have found.

Materials:

- Large Sheet of White Paper
- Chromebooks
- Ozobots
- Fever 1763

External References:

- Kami Website for all of the student's drawings.
- [Ozobot](#) Website this will be used if the students need a refresher on how to use the Ozobots.

Assessment:

- Students Ozobot track and summary.

Objectives:

- Students will be able to write a chapter summary of the book Fever 1763.
- Students will be able to make an Ozobot track that follows their chapter summary (their path will be made digitally on Kami).