

CPI: TED-ED Flipped Lesson

Project Description Form

1. **Your Name:** Shelby Tabor
2. **Date:** 1/8/23
3. **Authentic Topic:** Pollination
4. **Title of TED-ED Flipped Lesson:** The Power of Pollination
5. **Link to your TED-ED Flipped Lesson:** <https://ed.ted.com/on/F0Xb2w7W>
6. **Grade level it is appropriate for:** 2nd grade
7. **Describe your full TED-Ed lesson:**

Scenario: (Introduction to the students; Hook for the lesson)

Good morning! Today we are going to be learning about the power of pollination! It is an amazing relationship between plants and animals. We are going to explore their relationship, what pollination is, and why it is so important! We are going to watch the following video to introduce pollination.

Objectives:

Content objective:

After watching the video about pollination, the second grade student will create a persuasive writing piece about the importance of pollination, scoring a three or higher on the rubric.

Technology objective:

Using Canva, the second grade student will create a brochure including their persuasion of why pollination is important and local pollinating plants, scoring a three or higher on the rubric.

Watch: (Who is the speaker? What is the video about?): Watch the following video “The Hidden Beauty of Pollination” by Louie Schwartzberg https://youtu.be/eqsXc_aefKI. In this video Mr. Schwartzberg describes how pollination works and why it is important. You will also get a look at how pollination occurs through photographs and videos that Mr. Schwartzberg took himself.

Think: You will answer the following questions about the video. There are two multiple choice and two short answers: multiple choice questions: How are humans affected by pollination? Which animal is a pollinator? Short answer questions: According to the video, why is pollination important? How do plants and animals work together to pollinate?

Dig Deeper: I have included several resources for you to explore about pollination and deepen your understanding. Please read through each resource and make notes about what you are learning and think it important.

[Kremp Forest: Kid's Guide to Flower Pollination](#)

[National Geographic Kids](#)

[Pollination for Kids](#)

[Smithsonian Garden](#)

Discuss: Next you will complete the discussion question to extend your thinking. “What are ways we can help pollination plants and pollinators?” After you answer the question, please read through some of your peers' responses. They may have given reasons you did not think about!

...And Finally: (While this TED Ed section only allows 1000 character, you need to fully describe the lesson and student project here. Write directions for the students.)

Here is where you will find your task; use what you have learned about pollination to help you complete this project. Use the planning sheet to help you get down all the key points for your brochure (persuasive component (Why is pollination important), ways we can help protect plants and pollinators in our community, and local pollinating plants you can add).

Task: You will take what you have learned about pollination and create a brochure about why pollination is important and how we can protect local pollinating plants. You will also include images of local pollinating plants. We will place the brochures at local garden centers for people in the community to learn more about pollination. You will need to score a 3 or higher on the rubric.

8. Create a separate assessment rubric for each of your objectives above.

Content objective: After watching the video about pollination, the second grade student will create a persuasive writing piece about the importance of pollination, scoring a three or higher on the rubric.

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Persuasive piece	No effort was made	-Wrote a 1-2 sentence persuasive piece -Gave only one reason why pollination is important	-Wrote 4-5 sentences -Gave 3-4 reasons why pollination is important	-Wrote 5+ sentences -Gave 5+ reasons why pollination is important
Grammar	More than 5 grammatical errors	-3-4 grammatical errors -Did not write in complete sentences	-1-2 grammatical errors -Wrote in complete sentences	-No grammatical errors -Wrote with expression

Technology objective: Using Canva, the second grade student will create a brochure including their persuasion of why pollination is important and local pollinating plants, scoring a three or higher on the rubric.

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Required Elements	Brochure is missing all	Brochure has some of the	Brochure has all required elements	Brochure has all required

	required elements.	required elements.	(persuasion as to why pollination is important, ways to project pollinating plants, images of local plants)	elements, is engaging to its audience, and organized well
Creativity	-Images did not align with the purpose of the brochure	-Only 1-2 pictures related to pollination, local plants, and pollinators	-3-4 images that relate to pollination, local plants, and pollinators	-5+ images that relate to pollination, local plants, and pollinators

9. **Revised Bloom’s level, Cognitive Process, and justification:** 4.3 Attributing: Students will be writing a persuasive piece about why pollination is important and how the community can protect pollinating plants.
10. **Describe the process you went through to complete this lesson:**First, I went to TED ED and looked at different lessons to get an idea of what I needed to do. Then I started creating my own lesson around the TED Talk video I found about pollination on Youtube. I thought about what I wanted students to learn from this lesson and how I could get my information across on an online format where students could easily understand what they are learning and what they needed to do. I decided on a task, created objectives and rubrics so students would know exactly what was expected of them. I followed each step on TED ED. I gave my lesson a title, uploaded the video and gave a small description, and created four questions (2 multiple choice and 2 short answers). On the two multiple choice questions I also attached a hint where they could watch part of the video to help them find the answer if they were struggling. Then I added more resources for students on the “dig deeper” step. To find these resources I researched different educational websites and videos that used kid friendly language and taught the different topics I felt would help students complete the task at the end of the lesson (things like why pollination is important, what pollination is, different types of pollinators, why people need to protect our environment, etc.). This will allow students to learn more about pollination and help them create their opinion about why pollination is important. Next, I added a discussion question to extend students' thinking about the topic. Finally, I added a task for students to complete to the end of the lesson. Students will create a brochure on Canva about why pollination is important and ways people can protect and help local pollinating plants.
11. **How long did this project take you?** From start to finish this project took around 8 hours. This included creating the objectives, rubrics, the TED ED lesson, and completing this description form.
12. **What mistakes did you make and how did you correct them?** I made a few mistakes when creating my TED ED lesson on their website. When I first created my thinking questions they didn’t quite align with the lesson I was wanting to create. I rewatched the Ted Talk video I chose a few times before I found questions I liked that aligned with the video as well as the lesson I was wanting to create for my students. I also went back and reworded some things after viewing my TED ED lesson to make them more student friendly.
13. **What technical problems did you encounter?** I didn’t encounter any technical problems. The Ted-Ed website was very easy to navigate. It was helpful to be able to see examples of other TED Talk lessons on my grade level. The step-by-step instructions made creating my lesson easy.

14. Give APA references and annotations for ALL sources used in creating this project:

Kremp Florist is a resource for students to use when conducting their research about pollination.

Kremp, C. (n.d.-b). *Kid's guide to flower pollination* | *Kremp Florist*. Kremp Florist.

<https://www.kremp.com/pollination-for-kids/#:~:text=Pollination%20For%20Kids!-,Pollination%20For%20Kids!,one%20plant%20to%20the%20next.>

National Geographic Kids is a great resource for students that talks about the life cycle of a plant and discusses the process of pollination.

Kane, P. (2021b, June 16). *Life cycle of a plant* | *Science & Nature* | *National Geographic Kids*. National Geographic Kids. <https://www.natgeokids.com/uk/discover/science/nature/the-life-cycle-of-flowering-plants/>

Pollination for kids is a Youtube video that discusses how pollination works and different types of pollinators.

Homeschool Pop. (2017, September 18). *Pollination for kids* [Video]. YouTube.

<https://www.youtube.com/watch?v=CUPzbTuJlgc>

This is the video I used for my TED ED lesson.

TED. (2011b, May 9). *The hidden beauty of pollination* | *Louie Schwartzberg* [Video]. YouTube.

https://www.youtube.com/watch?v=eqsXc_aefKI

This website was a resource for students to use when researching. It has kid friendly language and discusses different pollinating plants.

Smithsonian Gardens. (2021b, October 25). *The Why, what, when, Where, who, how of Pollination - Smithsonian Gardens*. <https://gardens.si.edu/gardens/pollinator-garden/why-what-when-where-who-how-pollination/>

15. Use the scoring rubric below for this project to score (and justify the score of) your project on each section as outlined in the rubric below. In the rubric, highlight (in yellow or any other color) your rating and type your justification in the far right column.

	1. Indicator Not Met; Needs Much Improvement ; Novice (0-44% of points)	2. Indicator Partially Met; Needs Improvement ; Apprentice (45-74% of points)	3. Indicator Met; Acceptable; Proficient (75-94% of points)	4. Exceeds Indicator; Excellent; Distinguished (95-100% of points)	Comments/ Justifications
Watch (25 points)	- Poor choice of video for the flipped lesson that is not appropriate for topic <u>and</u> grade level - OR did not use a TED Talk; used	- Poor choice of video for the flipped lesson that is either not appropriate for topic and grade level - OR did not use a TED Talk; used a	Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	Excellent choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	4, I chose a video that was aligned with 2nd grade standards and would be easy for my students to understand and be something I could create a lesson around.

	a YouTube video	YouTube video			
Think (50 points)	- Questions are not clear and are not appropriate for topic/video or learning characteristics of pupils. 1 multiple choice question with no feedback and no video hints	- Questions may not be appropriate to topic/video or learning characteristics of pupils. 2 multiple choice questions with poor feedback and no video hints 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	- Questions are appropriate to topic/video and learning characteristics of pupils. 2 multiple choice questions with appropriate feedback and video hints 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	- Questions are creative and clearly address the topic/video and learning characteristics of pupils. 3 or more multiple choice questions with excellent feedback and video hints 3 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher Accomplishes the above on the first attempt	3, I created a total of 4 questions (2 multiple choice and 2 short answers). Each question aligns with the video and the lesson I want to teach my students. The multiple choice questions have video hints and the short answer questions provoke higher level thinking.
Dig Deeper (25 points)	- Only 1-2 print/media/technology/websites are presented. - Few of the instructional documents, worksheets and assessments are listed and linked to the Appendix. - Very short description telling how resources are used in the student project or	- Not all specific print/media/technology/websites are presented. Some obvious items are left out or discussed in very general terms. - Very short description telling how resources are used in the student project or incomplete sentences.	- All specific print/media/technology/websites are presented. 1 sentence description telling how resources can be used in the student project.	- All specific print/media/technology/websites are presented. 2-3 sentence description for each resource telling how this resource can be used in the student project. Accomplishes the above on the first attempt	3, I have given 4 different resources for students to use to help them complete this assignment. Along with each resource I have given a one sentence description.

	incomplete sentences.				
--	-----------------------	--	--	--	--

Discuss (25 points)	- Discussion prompt that is not age appropriate and does not require higher level thinking - Inadequate sample student responses to the prompt	- Poorly written discussion prompt that may not be age appropriate or it does not require higher level thinking - Only one good or adequate sample student responses to the prompt or two samples are posted but they are too short or inadequate	- Good or adequate discussion prompt that is age appropriate and requires higher level thinking - Two good or adequate sample student responses to the prompt	- Excellent, well-written discussion prompt that is age appropriate and requires higher level thinking - Two excellent, well-written sample student responses to the prompt	3, My discussion question is age appropriate and allows students to use what they have learned about pollination to think about ways we can protect plants and the animals that help them pollinate.
------------------------	---	--	--	--	--

...And Finally (online) (25 points)	- Poorly written description (in the lesson file) of the student project; It does not describe what the student is supposed to do. The reader does not understand what students are supposed to do. - No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) or	- Description of the student project (in the lesson file) does not give a good picture of what the student is supposed to do. The reader may have many questions about what students are supposed to do. - No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's)	- Description of the student project (in the lesson file) gives good picture of what the student is supposed to do. The reader may have 1-2 questions about what students are supposed to do. - Evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) - Requires that students create a technology product that demonstrat	- Excellent, well-written description (in the lesson file) of the student project. It gives enough detail that the reader can visualize the entire project. - Clear evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) - Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson. - Accomplishes the above on	3, I believe my description is thorough and easy for a 2nd grade student to read. The assignment is a level 4 analyze of bloom's higher order thinking. Students will be creating a brochure online for the technology aspect.
---	--	--	--	---	--

	incorrect use of verbs or context clues Does not require that students create a technology product.	Requires that students create a technology product but the project does not require higher level thinking with the content of the lesson.	es their higher level thinking with the content of the lesson.	the first attempt	
Flipped Lesson File (50 points)	- The TED-Ed Flipped lesson does not demonstrate any higher-level thinking activities. - Incorrect identification and no justification of Bloom's Taxonomy level - Listed 1-2 references, used incorrect APA format; - No annotations. - No "borrowed" information (even the video) is cited. - Incomplete self-evaluation and no justification for each	- The TED-Ed Flipped lesson does not demonstrate how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. - Incorrect identification and justification of Bloom's Taxonomy level - Listed more than two references, used correct APA format; - No annotations for references or poorly written. - Not all "borrowed"	- The TED-Ed Flipped lesson demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. - Correct identification and justification of Bloom's Taxonomy level - Listed more than four references, used correct APA format; - Annotations give two sentences—one gives the source's contents and the second tells how the source was used in	- The TED-Ed Flipped lesson clearly demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. - Correct identification and justification of Bloom's Taxonomy level - Listed more than six references, used correct APA format; - Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson. - All "borrowed" information (even the video) is cited in the lesson in	3, The TED ED lesson engages students in higher order thinking (level 4 analyze). There are 5 APA format references used to create this lesson each one has a sentence description with it. I have also completed the self reflection.

	rating in last column.	information (even the video) is cited in the lesson in correct APA format or very poor APA style. · Incompletion self-evaluation or no justification for each rating in last column.	creating lesson. · All “borrowed” information (even the video) is cited in the lesson in correct APA format with 2-3 APA errors. · Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.	correct APA format. · Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. · Accomplishes the above on the first attempt	
--	------------------------	--	--	---	--