



A Day in the Life of a Mini-Beast VR Plan

*adapted from a lesson [here](#)

For a **getting started guide**, [click here](#).

Please join the **Google+ D62 Cardboard Explorers Community** [here](#).



LESSON BACKGROUND

Grade: flexible **# Students:** Small groups

Curricular Focus / Unit of Study/ Standards/ Learning Targets

Social/Emotional Learning - Point of View

- Explore the life of a small animal and their **point of view**. How do we see each other and other forms of life differently than we see ourselves?

If you wanted to use this lesson to focus on Science and ELA academic concepts in greater detail, the [original lesson](#) explores point of view writing more closely.

When in the unit will you use Virtual Reality?

Anytime. This is a flexible strategy.

What non-virtual reality activities have you **ALREADY** done / planned for this unit?

This lesson can stand alone or be a part of a bigger unit of study.

STUDENT THINK SHEETS

Utilize whatever format is best for your learners.



iPads / Laptops -

Book Creator

English: [A Day in the Life of the Mini-Beast.epub](#)

Español: [Un día en la vida de Mini-Beast.epub](#)



iPads / Laptops -

Google Slides

English: [A Day in the Life of the Mini-Beast](#)

Español: [Un día en la vida de Mini-Beast](#)



Printout-

PDF

English: [A Day in the Life of the Mini-Beast.pdf](#)

Español: [Un día en la vida de Mini-Beast.pdf](#)

VIRTUAL REALITY PLANNING

Where are you going? What tool(s) will you use?

- [Google Expeditions](#): choice of Ambush Bug, Whip Spider, Malayan Jungle Nymph, Giant Devil's Flower Mantis, Darkling Beetle

How will you get students connected to the location?

- Expeditions App on Guide Tablet and VR Devices

How will this / these 360 immersive experience(s) enhance / transform this activity?

- This 360 experience is enhanced with CGI (Computer-generated imagery) to create a digital “reality” from the perspective of the mini-beast. Unlike camera footage in a video or text in an article, this 360 experience helps harness the power of the Point-of-View skill- crucial to understanding this SEL objective.

QUESTIONING

(All these questions are a part of the student A Day in the Life of the Mini-Beast think sheet)

BEFORE THE EXPEDITION

What questions will you ask **BEFORE** the VR experience?

Teacher **introduces task**: After doing some research, you will write a story about a day in the life of your chosen insect or arachnid.

Teacher **leads brief discussion** answering the following question: What would it be like to be an insect or arachnid for a day? Sometimes we often have a hard time understanding something because we are looking at it from a different point of view.

Teacher explains the key features of writing from the **point of view** of an insect or arachnid.

Teacher explains all **stories are written from a point of view** – in this case the point of view is from a mini-beast.

Teacher guides students in selecting a specific insect or arachnid to dwell on (choice of Ambush Bug, Whip Spider, Malayan Jungle Nymph, Giant Devil's Flower Mantis, Darkling Beetle)

Teacher explains that students will need to **get in character** and ask themselves the following questions as an insect or arachnid.

- What do I look like?
- What do I do all day?
- Do I hang out with friends or family?
- What do I eat?
- What am I afraid of?
- How long do I live for?

Students work in pairs: one **interviews** the insect asking the questions above, the other imagines they are the insect.

Teacher explains difference in what we **Think vs. Know** based on research.

DURING THE EXPEDITION

What questions will you ask **DURING** the experience?

- What do you notice in this mini-beast's world?
- Make notes in your thought organizer about some of these questions based on observations.

Students complete the organizer to show what their bug is doing at different times of the day.

AFTER THE EXPEDITION

What questions will you ask **AFTER** the experience?

Teacher explains the key features of writing from the point of view of the a mini-beast:

- Explain all stories are written from a point of view; in this case the point of view is from the a mini-beast.
- Students imagine they are a mini-beast and consider: what they would see; what would they do during the day and night; what they might eat; where they would hide; what the world feels like to them.
- Tell the students to write in the first person – use I, me and my to start sentences.
- Remind the students of the three parts of a story: beginning, middle and end.
- Encourage the students to be creative and ask any questions as they write.

How will students actively REFLECT and/or APPLY their new knowledge / understanding after the experience?

Students write on "A day in the life of a mini-beast" using their notes.

POSSIBLE EXTENSIONS

Could your students:

- **CREATE** a play performing as their mini-beasts.
- **SKETCH** a comic book showing the scenes from their day.
- **DISCUSS** how we see each others as humans vs. how those groups see themselves. (kids, Americans, athletes, etc.).
- **READ** [Voices in the Park](#) by Anthony Browne to look at more examples of p.o.v.