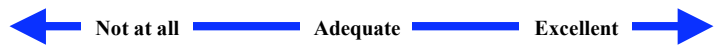




UNIT EVALUATION

Your thoughts on these lessons/activities will be critical to the continued refinement of these specific topics, as well as to the development of future teaching units.

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 Grade(s) 2nd looping to 3rd Class Size 27
 Unit Taught "The Good, The Bad, The Bountiful (the theater game)" Subject/topic Science – Ocean studies



Component	Rating	0	1	2	3	4
A. OVERALL TEACHING UNIT						
1. Unit is clearly written		0	1	2	X	4
2. Objectives are well-defined and relevant to topic						X
3. Instructions are easy-to-follow		0	1	2	X	4
4. Provides adequate background information for teachers		0	1	2	X	4
5. Includes appropriate sequence of lessons/activities		0	1	2	X	4
6. Easily integrated with national standards		0	1	2	3	X
7. Grade appropriate and/or adaptable to grade level; comprehensible to students		0	1	2	3	X
8. Interesting/motivating/compelling to students		0	1	2	3	X
B. ACTIVITIES						
1. Consistent with unit objectives		0	1	2	3	X
2. Include hands-on components		0	1	2	3	X
3. Include inquiry-based/problem-solving components		0	1	2	X	4
4. Engage students in the scientific process		0	1	2	X	4
5. Incorporate real-time data in an authentic way		0	1	X	3	4
6. Integrate technology appropriately		0	1	X	3	4
7. Offer low-tech/alternative implementation options		0	1	2	X	4
8. Appropriate for a variety of learning styles		0	1	2	X	4
9. Include sufficient extension activity(ies)		0	1	2	X	4
10. Teaches described concepts		0	1	2	X	4
C. CULMINATION/MASTERY						
1. Includes information on product/process assessment		0	1	2	X	4
2. Specifically measures the unit objectives		0	1		X	4
3. Offers ways to assess students' thinking about the topic.		0	1	2	X	4
4. Results in creative, authentic student work		0	1	2	X	4
5. Provides opportunities for student reflection on learning		0	1	2	X	4

What are the strengths of this topic/lesson?

The lesson was developmentally appropriate for K-3 students learning about algal bloom problems. It provided many interactive opportunities for younger students to experience and gain understanding for a difficult concept. They were physically engaged and incredibly invested in demonstrating their learning at the end of the learning activity.

What are the weaknesses of this topic/lesson?

The lesson needed more background information built into the lesson to provide an easier transition or bridge for students moving into the lesson.

What modifications are needed to improve this topic/lesson?

To improve the lesson I would use links to picture books or big books showing the concept in an organized, visual way. The books would help students to connect again with the learning in a deeper way at a later time.

Please include any additional comments that you think will be useful to you and others at next year's workshop.

Last summer K-5 teachers produced a continuum of lessons about the same concept. It was great to see the flow of development in the learning from younger to older students. It also helps the teacher to learn how to differentiate the learning, making it easier or more challenging as needed. I would encourage K-5 to continue working together in developing their unit lessons.

Please let us know of any resources (websites, materials, etc) that you used or think would be useful to enrich/enhance the unit.

There is an approach to learning called GLAD (Guided Language Acquisition Design) that comes out of California for the purpose of facilitating ELL (English as Language Learners). They develop lessons around science and social studies. <http://www.projectglad.com/> They have many pedagogical approaches which would work well in the lesson and unit designs for MRABI.

Thank you very much for your time and assistance with this evaluation. If you are interested in the 2008 EARTH workshop please let me know. Using an activity and completing this rubric are requirements for participation. We will be discussing these evaluations and looking at the existing activities as well as creating some new ones.

Please return this form to me either in hardcopy or electronic format.

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