

“Lost on a Deserted Island”

Lesson Plan by: Liz Myers

Lesson: Working with a team to brainstorm ideas

Length: approx. 30 minutes

Age or Grade Intended: 3rd Grade

Academic Standard(s): **Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, modulation (raising and lowering voice). Students deliver presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for speech that they use in their writing.

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3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Performance Objectives: Given one object of choice per student, the students will brainstorm ways to survive on an island in a team using ONLY their objects and present their idea with pictures to the class with detail of how each object is used and how they covered all components of survival.

Assessment: The first assessment done by the teacher is by observation. While the students are working in their groups brainstorming ideas, the teacher will walk around and monitor their ideas. He/she will ask questions of the group, making sure they cover all components of survival. As the teacher walks from group to group, he/she will observe how each group works together. The teacher will watch the communication skills of each student and note which students need to work on the skills of communication and teamwork.

A second assessment is done when the groups present their survival ideas to the class. As each group presents the teacher needs to watch for clear expressive talk. Watch how each student reacts when there is a question asked. Take notes on each students speaking ability, and how well they use their props and voice.

Advanced Preparation by the Teacher:

- Gather blank pieces of paper, crayons, and/or markers

Procedure:

Introduction/Motivation:

- “I want you to close your eyes and picture yourself on a deserted island. Look at what is around you. As time goes by you begin to feel lonely because you don’t have anything or anyone to keep you company. You continue to wonder around on this island for days and you begin to think...What if I knew I was going to be stranded on this island and I could have been prepared? Open your eyes” (Visual)
- As you hand out blank pieces of paper and drawing utensils to each student tell them, “If you knew you were going to be stranded on an island, and you could take one thing with you, what would it be. Think of something that you love and would keep you company.” Provide your own example to the class. (Visual) (Intrapersonal)
- Have the students draw a picture on the piece of paper of the item they would take with them. Remind them, they are only allowed ONE thing. (Visual)

Step-by-Step Plan:

1. If the students are not already in groups, put them into groups of three or four, depending on how many students you have in the classroom. Explain to the students that they will be working as a team to complete the next part of the activity. (Interpersonal)
2. Tell the students to pretend they are back on the deserted island. In their groups they are to use only the items that each person chose to help them survive. survival. (Interpersonal)
Discuss “Does anybody know what survival means?” Let them answer then explain. “To survive a person needs to have food, water, and shelter. They need all these things to be able to live. Survival is living.”
3. Have the students within their groups brainstorm ideas on how to survival. Remind them they only have the items they chose. Give them about 10 minutes to do this. As they work, walk around to each group and make sure they have grasped the concept of what they need to be doing. Make sure each group has all the components of survival and they only used their items. (Interpersonal)
4. After each group has finished, have them stand in front of the class with their pictures and present their ideas. Explain good presentation skills.
“When you present your ideas, each person needs to explain their picture. What makes a good speaker a good speaker? (Pause for some answers). Make sure you speak loudly and clearly so everybody can hear you. Hold your picture still in front of you, without covering your face. I want each group to explain their ideas with as much detail as possible. In order to speak well you need to be able to do these things.”
5. Have each group explain their ideas and allow classmates to ask questions. (Linguistic)

Questions:

- What was a life skill that was practiced during this activity? (Knowledge)
- While presenting in front of the class, there are different things you should remember to be a good speaker, what are they? (Knowledge)
- Could you apply anything you worked on in this activity to other things in life? (Application)

Closure: After each group has shared their ideas, have a class discussion of why it is important to work as a team. Explain that in this activity you were working to survive on an island, but in everyday life you are always working as a team to complete different tasks. Have the class provide examples of other times they have worked as a team to complete something. Discuss that to help them succeed in their third grade year, it would help for them to work as a team and help each other out.

Adaptations/Enrichment:

- This activity adapts to the slow and quick learners. The students are able to pick their item to use in the activity, therefore they know about this item and what it can be used for. Working in teams also allows each student to bounce ideas off of each other. The teacher has plenty of time to walk around the classroom and help those students who struggle with the activity. He/she can ask them questions to help them start thinking. For students who may be speech impaired, they have their picture to aid them in explaining their part. Part of working in a team is having their classmates help them explain the item they chose and how it helps in survival.

Self-Reflection:

I was a little worried going into this activity wondering whether third graders would be able to think this abstractly. It went a lot better than I thought it would. The students listened carefully to what I had to say and they worked together to complete the task. As the students were speaking they practice talking loudly and clearly, and a few of them even caught themselves not doing this and corrected it. I also saw a lot of them messing around with their papers as they stood in front of the class. I only had to say something to one student, the rest of them corrected it themselves as they were speaking. The ideas the students came up with were very interesting. Listening to them explain how they would survive was my favorite part of the whole activity. One thing I would do differently next time is establish what is already on the island. Some students were adding in their idea what they thought would be on the island and some didn't think they could. I would set up the island scene better by telling what they could use on the island, such as trees, rocks, and water. Another thing I would do differently is give them a time limit on how long they could take to draw their picture. I did not specify a time, and I was struggling trying to get everyone to finish up. My cooperating teacher gave me the idea of setting a timer so they knew when it went off they had to be done. My cooperating teacher said she loved listening to their ideas. She also liked how I tied in teambuilding to help them through their 3rd grade year. The whole school has life skills that every grade works on and teamwork is one of them. I really enjoyed this activity.

Resources:

- Borrowed from and activity done at Camp Tecumseh