**Student Response System (SRS) Activity**

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| **Name:**to my clasto Meagan Hise |
| **Grade Level:** 3rd grade |
| **Content Area:** Science |
| **Standards Addressed:** tS3E1. Students will investigate the physical attributes of rocks and soils.a. Explain the difference between a rock and a mineral.b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).d. Determine how water and wind can change rocks and soil over time using observation and research..ype here |
| **Student Response Technology Used:** **[x] Quizlet** **[ ] NearPod** **[ ] Socrative** **[ ] PollEverywhere** **[ ] iRespond [ ]  TodaysMeet [ ]  Other:** type here |
| **Technology that Students will use to respond to questions/prompts: [ ] Computer [x] Hand-held student response system (such as i-Respond) [ ] Phone [ ] Tablet (such as iPad) [ ]  Other wireless device (such as iPod Touch)**  |
| **Describe the instructional activities that will occur prior to the SRS Activity and how you will introduce the SRS Activity:** **We will start by watching a brainpop video on rocks and minerals. We will then go over the material covered in the video and then add to that material. Afterwards we will then use the SRS to see if all students are keeping up with the lesson at hand. If so, thay will let me know that we can move on with the lesson and start the activity.**  |
| **Describe the purpose of the SRS activity** *(Check all that apply)* [x]  Assess Prior Knowledge [ ]  Anticipatory Set (Create Interest in a Topic) [ ]  To Illuminate Common Misconceptions [ ]  Formative Assessment of Content Knowledge (for purposes of differentiation and mastery for ALL students!) [x]  Summative Assessment of Content Knowledge [ ]  Test Preparation [ ]  Survey/Poll [ ]  Discussion Starter [ ]  “Homework” Collection [ ]  Other**Additional explanation of purpose (optional):** The exercise will prove to me that students understand and that I can move on with the material.  |
| **Type of session:** [x]  Teacher-Paced [ ]  Student-Paced  |
| **Identification of students:** [x]  Students will log-in so their individual scores will be available to you after the session[ ]  SRS Activity will be anonymous |
| **Briefly describe what will happen during the SRS Activity** *(For example: What will students do? What will teacher do? What materials are needed? How long will the SRS activity take?):* I will ask a series of questions relating to the materialsthat we just watched and went over. Students will then use there SRS tools so Ic an identify who is keeping up in class.  |
| **Bloom’s Level of Critical Thinking Required (check all that apply). See** [**http://epltt.coe.uga.edu/index.php?title=Bloom%27s\_Taxonomy**](http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy)**[x]** Remembering [x]  Understanding [ ]  Applying [ ]  Analyzing [ ]  Evaluating [ ]  Creating |
| **Types of Questions/Prompts (Check all that Apply):** [x]  Multiple-choice [ ]  Multiple Select [ ]  True/False [ ]  Yes/No [ ]  Short Open-ended response or fill-in-blank [ ]  Longer open-ended response |
| **Provide samples of questions/prompts to be given to students:** Which is the proper definition of a mineral?A. A solid inorganic substance of natural occurrence.B. A organic substanceC. A natural material of organic value  |
| **Right/Wrong Answers:** Will there be right/wrong answers to these questions? : [ ]  Yes [ ]  No [x]  Mixed (Some will have correct answers, others will not.)  |
| **Immediate Corrective Feedback:** Will you pre-select correct answers to some or all of the questions and display the correct response to the class after the SRS activity? [x]  Yes [ ]  NoWhy or why not? So if there are any wrong answers, they can take note and correct them later on. This also allows the students to know the right answer.  |
| **Use of Data:** What data will be collected as a result of this activity. How will it be used and by whom? (For example: Will information collected from this activity be used to award a grade? Will the individual information collected be shared with students and/or parents to help them monitor individual progress? Will you discuss the aggregate, anonymous data with the whole class to help them learn? Will you use data to differentiate instruction for students? If so, describe how. ) I will use this data to construct my lesson and future lessons on the topic.  |
| **Describe what will occur after the SRS activity**:      I will give the questions after the discussion and students will reply to the answers using A, B, C, and sometimes D if that is an option.  |
| **Describe your personal learning goal for this activity.** (For example: What are you trying that you have not tried before? What do you hope to learn from this activity? How do you hope it will help students learn? You must design something that will help you learn something new! Honor System!) I hope this activity will allow me to understand where my students are at within the lesson so I can change the lesson or individualise the lesson to their needs.  |
| **Other comments about your SRS Activity (optional):** I believe this will be a very beneficial tool to my classroom.  |