

## Title

Meadow plants and animals  
Biljke i životinje livade

## Author(s)

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## Short description/ main idea

Getting to know the wildlife meadows through e-learning. Educational theme: Wildlife inhabiting meadows Lesson: Meadow Plants and Animals. Forms of work: Individual, frontal. Place of realization: digital classroom, online. Teaching methods and procedures: demonstrations, textual methods; Analysis, synthesis, generalization. Teaching resources and digital tools: Training materials posted on WordPress (or Moodle, Edmodo) Videos on YouTube Internet PPT "Meadows" Mind Map - a digital tool Spidermaps Survey Evaluation - a digital tool Surveymonky. Worksheet Correlation: From toys to computers • Serbian language • Visual Culture. Goal: Establishment of a natural scientific framework for observing the environment; Getting to know for plants and animals inhabiting meadows; Tasks: 1. Educational: Introduction to meadow plants and animals; - Developing skills noticing similarities and differences between living creatures that inhabit specific habitats. 2. Functional: - Developing the ability to perceive and recognize plant and animal species typical for the meadow; - Understanding the interconnection of plants and animals; 3. Educational: - Understanding the importance of preserving natural habitats

Upoznavanje sa živim svetom livade putem elektronskog učenja. Nastavna tema: ŽIVA I NEŽIVA PRIRODANASTAVNA JEDINICA: Biljke i životinje livade Tip časa: Obrada Oblici rada: individualni, frontalni Mesto realizacije: digitalna učionica, online Nastavne metode i postupci: demonstracija, tekstualna metoda • analiza, sinteza, generalizacija Nastavna sredstva i digitalni alati: Nastavni materijali postavljeni na Wordpress (или Moodle, Edmodo) • Video klipovi na Youtube • PPT "Livada" • Internet • Mapa uma – digitalni alat Spidermaps • Anketa za evaluaciju – digitalni alat Surveymonky Korelacija: Od igračke do računara • Srpski jezik • Likovna kultura Cilj časa: Uspostavljanje prirodno naučnog okvira za posmatranje okoline • Upoznavanje sa stanovnicima livade Zadaci časa: Obrazovni - Upoznavanje sa biljkama i životinjama livade - Razvoj sposobnosti uočavanja sličnosti i razlika između živih bića koja naseljavaju određena staništa Funkcionalni - Razvoj sposobnosti uočavanja i prepoznavanja biljnih i životinjskih vrsta karakterističnih za livadu - Razumevanje međusobne povezanosti biljnog i životinjskog sveta; Vaspitni - Shvatanje značaja očuvanja prirodnih staništa.

## Learning objectives

Cognitive - Knowledge: Factual, Conceptual

Cognitive - Process: To remember, To understand

Affective: To pay attention, To respond and participate

## Learning activities

Phase 1: Access lesson

Description of phase: Based on the evaluation of the previous lesson I know that students like this type of learning. I remind them of the steps to access the lesson.

Activities

1.1: Login to your account.

1.2: Open a web browser and find a lesson.

1.3: Access lesson online (can be set up on Wordpress, Moodle or Edmodo)

1.4: Read the instructions for use.

Phase 1: Pristup lekciji

Description of phase: Na osnovu evaluacije s prethodnog časa znam da se učenicima dopada ovakav vid učenja. Podsećam ih na korake kako

pristupaju lekciji.

Activities

- 1.1: Logovanje na svoj nalog
- 1.2: Otvaraju pretraživač i pronalaze lekciju
- 1.3: Pristupaju lekciji na mreži (može biti postavljena na Wordpress, Moodle ili Edmodo)
- 1.4: Čitaju instrukcije za rad.

Phase 2: Study lessons

Description of phase: Students approach the learning content and study at their own pace. The teacher monitors the work and helps if

needed. Links set content: PPT "Meadows" - <http://1drv.ms/1gKvpeH> The song "He swore Bumblebee" -

[http://www.youtube.com/watch?v=jwAHv\\_o\\_Asc](http://www.youtube.com/watch?v=jwAHv_o_Asc) How to make a salad of dandelion - <http://www.youtube.com/watch?v=i7tVHEagoIY> Worksheets -

bees, dandelions, moles, earthworm, bulk, herbs, pheasant

Activities

- 2.1: They look at a presentation of the living world meadows.
- 2.2: Listen to the video clip of the song "He swore bumblebee".
- 2.3: Watching the video "How to make a salad of dandelion"
- 2.4: Live discussion about what they saw (which plants and animals live in a meadow, how they are connected etc.). Share their findings

Phase 2: Proučavanje lekcije

Description of phase: Učenici pristupaju sadržajima učenja i individualnim tempom proučavaju jedan po jedan. Učitelj prati rad i pomaže ukoliko je

potrebno. Linkovi postavljenih sadržaja: PPT "Livada" - <http://1drv.ms/1gKvpeHP> Pesma "Zakleo se bumbar" -

[http://www.youtube.com/watch?v=jwAHv\\_o\\_Asc](http://www.youtube.com/watch?v=jwAHv_o_Asc) Kako se pravi salata od maslačka - <http://www.youtube.com/watch?v=i7tVHEagoIY> Nastavni listići -

pčela, maslačak, krtica, kišna glista, bulka, trava, fazan

Activities

- 2.1: Gledaju prezentaciju o živom svetu livade.
- 2.2: Slušaju video klip sa pesmom "Zakleo se bumbar"
- 2.3: Posmatraju video klip "Kako napraviti salatu od maslačka".
- 2.4: U živo diskusija o tome šta su videli (koje životinje i biljke žive na livadi, kako su povezane i sl.). Iznose svoja iskustva.

Phase 3: Generalization of learning

Description of phase: Students access the mind map embedded in the lesson. Added terms by making mind map "Meadow". Approved cooperative work on the map, all that can create.

Activities

- 3.1: Create mind map online.

Phase 3: Generalizacija znanja

Description of phase: Učenici pristupaju mapi uma koja je embedovana u lekciju. Dodaju pojmove praveći mapu pod naslovom "Livada". Odobren je saradnički rad na mapi, da svi mogu da je dopunjavaju i kreiraju.

Activities

- 3.1: Kreiraju mapu uma koristeći online alat Spidermaps

Phase 4: Insurance knowledge

Description of phase: Upon opening the next content, pupils choose only one card displaying just one inhabitant of the meadow. The card will be printed. Their task is to colour the card and say all they know about the inhabitant.

Activities

- 4.1: Print worksheet.
- 4.2: Color worksheet and write what they remember about this plant / animal.

Phase 4: Osiguranje znanja

Description of phase: Objasnjavam da otvaranjem narednog sadržaja mogu da izaberu jedan od listića na kojima su prikazani stanovnici livade. Izabraće jedan, koji ćemo odštampati. Zadatak je da oboje listić i napišu šta znaju o tom stanovniku livade.

Activities

- 4.1: Štampaju radni listić.

4.2: Boje listić i pišu šta su zapamtili o toj biljki / životinji.

#### Phase 5: Evaluation

Description of phase: We make the class display and evaluate the lesson. Cards are pinned to the board. We read what pupils have written. Then they get back at the computers and take the survey about how much they liked the class and how much they think they learned.

#### Activities

5.1: Pupils pin the cards to the board, read the written text and evaluate their work.

5.2: Fill in survey.

#### Phase 5: Evaluacija nastavnog časa

Description of phase: Pravimo odeljensku izložbu radova i procenjujemo čas. Radove kačimo na pano i čitamo šta su zapisali. Zatim se vraćaju računarima i popunjavaju anketu o tome koliko im se dopao čas i šta misle koliko su naučili livadi. Za produbljivanje znanja nudimo mogućnost da napišu šta žele još da saznaju o livadi da bismo pronašli te sadržaje.

#### Activities

5.1: Postavljaju radne listiće na pano i čitaju šta su zapisali. Komentarišu radove drugih učenika, upoređuju i vrednuju.

5.2: Popunjavaju anketu.

### Language

English

Serbian

### Grade & Age

Age: Age 7-8 years, first grade

Age: Uzrast 7-8 godina, prvi razred

Grade: primary education

### Special need

Psychomotor

A student who has a problem with motor skills difficult to write, he is doing well with a mouse, so you can equally perform tasks. Working slip that color helps him to practice accuracy.

Učenik koji ima problem sa motorikom teško piše, ali zato se odlično snalazi sa mišem, tako da može ravnopravno da izvršava zadatke. Radni listić koji boje pomaže mu da vežba preciznost.

### Domain

Science

### Keywords/subject

habitat, meadows, wildlife

### Prerequisites

Understand the concept of habitat.

Know forests as an ecosystem.

Find correlation among the inhabitants of the forest.

Recognize individual plants and animals.

They know how to log on their accounts by themselves.

Do they find the learning content on the Internet.

Know how to use a mouse and keyboard.

Razumeju pojam staništa.

Poznaju životnu zajednicu šume.  
Uočavaju povezanost stanovnika šume.  
Razlikuju pojedine biljke i životinje.  
Znaju sami da se uloguju na svoj nalog u digitalnoj učionici.  
Znaju da pronađu sadržaje učenja na internetu.  
Znaju da koriste miš i tastaturu.

### **Difficulty**

medium

### **Learning environment**

Computer-based, Video

### **Duration**

45 Minutes

### **Teaching approach**

Cognitivist: Direct instruction

### **Assessment strategy**

Not assessed

### **Phases**

1. Access lesson  
1. Pristup lekciji

### **Description of phase**

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Na osnovu evaluacije s prethodnog časa znam da se učenicima dopada ovakav vid učenja. Podsećam ih na korake kako pristupaju lekciji.

### **Learning activities**

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## Phases

- 2. Study lessons
- 2. Proučavanje lekcije

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Students approach the learning content and study at their own pace. The teacher monitors the work and helps if needed. Links set content: PPT "Meadows" - <http://1drv.ms/1gKvpeH> The song "He swore Bumblebee" - [http://www.youtube.com/watch?v=jwAHv\\_o\\_Asc](http://www.youtube.com/watch?v=jwAHv_o_Asc) How to make a salad of dandelion - <http://www.youtube.com/watch?v=i7tVHEagoIY> Worksheets - bees, dandelions, moles, earthworm, bulk, herbs, pheasant

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## Learning activities

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- 2.1 Gledaju prezentaciju o živom svetu livade.
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- 2.3 Watching the video "How to make a salad of dandelion"
- 2.3 Posmatraju video klip "Kako napraviti salatu od maslačka".
- 2.4 Live discussion about what they saw (which plants and animals live in a meadow, how they are connected etc.). Share their findings
- 2.4 Uživo diskusija o tome šta su videli (koje životinje i biljke žive na livadi, kako su povezane i sl.). Iznose svoja iskustva.

## Phases

- 3. Generalization of learning
- 3. Generalizacija znanja

## Description of phase

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## Learning activities

- 3.1 Create mind map online.
- 3.1 Kreiraju mapu uma koristeći online alat Spidermaps

## Phases

- 4. Insurance knowledge
- 4. Osiguranje znanja

### Description of phase

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### Learning activities

- 4.1 Print worksheet.
- 4.1 Štampaju radni listić.
- 4.2 Color worksheet and write what they remember about this plant / animal.
- 4.2 Boje listić i pišu šta su zapamtili o toj biljki / životinji.

## Phases

- 5. Evaluation
- 5. Evaluacija nastavnog časa

### Description of phase

We make the class display and evaluate the lesson. Cards are pinned to the board. We read what pupils have written. Then they get back at the computers and take the survey about how much they liked the class and how much they think they learned.

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### Learning activities

- 5.1 Pupils pin the cards to the board, read the written text and evaluate their work.
- 5.1 Postavljaju radne listiće na pano i čitaju šta su zapisali. Komentarišu radove drugih učenika, upoređuju i vrednuju.
- 5.2 Fill in survey.
- 5.2 Popunjavaju anketu.