

CoSpaces Edu: Virtual Reality

4th -8th Grade Language Arts



Developed by:

Lisa Galpin

lisa.galpin@tcnschools.org

Summer 2018

TABLE OF CONTENTS

Table of Contents.....	2
1. Cospaces Edu Virtual Reality	3
1.1. Introduction	3
1.2. Materials	3
1.3. Content for CoSpaces Edu.....	4
1.3.1. Content for CoSpaces Edu	4
1.3.2. Language Arts Content (Example) 4-5 grade.....	4
1.4. CoSpaces Edu Project.....	6
1.4.1. Introduce Cospaces Edu (Day 1-2)	6
1.4.2. Play with CoSpaces Edu (Day 3)	6
1.4.3. Scene for CoSpaces Edu (Day 4-5).....	6
1.4.4. Virtual Reality Point Of View Using CoSpaces Edu (Day 6-7)	7
1.5. Rubric For CoSpaces Edu Project	7
1.6. Resources	8

1. COSPACES EDU VIRTUAL REALITY

Primary Resource: CoSpaces Edu and LearnZillion

1.1. INTRODUCTION

Language Arts classes can bring their novels and stories to life. Students will use their imagination to create 3D masterpieces demonstrating a character's perspective. These projects will incorporate the feature of virtual reality which will make the creations more stunning and enchanting.

Point of view or perspective is a literary element that is the way a story is told. The point of view is important because it impacts the reader's understanding of the story. The narrator has the power to offer or withhold information from the reader. In this lesson, students will analyze texts for viewpoint. In the end of the content lesson, students will explain how to identify who is telling the story and produce evidence for their claim. In addition, students will become programmers and use CoSpaces Edu to create a scene from a character's point of view from the text. CoSpaces Edu is a creative platform for students at all abilities. This tool will give students the power to create 3D worlds and experience them through virtual reality.

By the end of this project students should be able to create a character's point of view from a text, use evidence to justify their answers, and use CoSpaces Edu to demonstrate their understanding of point of view. Furthermore, programming, logical thinking, problem solving and presentation skills will be developed.

1.2. MATERIALS

Language Arts Lesson

- Smartboard or Chalkboard
- Paper
- Computer
- *Point of View* – [Introduction to Reading Skills](#) by: McGraw-Hill Education PreK-12 (Video)
- [Point of View Vocabulary Terms Worksheet](#)
- [Goodbye Passage](#)
- [The Legend Passage](#)
- [Black Beauty Review Worksheet](#)

CoSpaces Edu Lesson

- Computer
- Literary Text of choice
- Paper

- [CoSpaces Edu Account](#)
- [Introduction to CoSpaces Edu](#) (video)
- [CoSpaces Edu Module 1](#)

1.3. CONTENT FOR COSPACES EDU

1.3.1. CONTENT FOR COSPACES EDU

The content the students will learn in this lesson will be about determining a point of view of a text and then using a digital story to demonstrate this concept. The content can be altered to any content area (e.g., science, social studies, mathematics, and language arts). For example, in mathematics, students could create a story math problem; in science, students could research and create a story on food webs or food chains; or in social studies, students could research and create a story based on a historical figure's life.

1.3.2. LANGUAGE ARTS CONTENT (EXAMPLE) 4-5 GRADE

Goal: Students can determine a narrator's or speaker's point of view in a text.

Assess prior knowledge:

- Students will listen and watch a video on the concept of point of view. Students should be able to explain the difference between first, second, and third person.
 - Students will watch [Point of View- Introduction to Reading Skills](#) by McGraw-Hill Education PreK-12
 - After students watch the video the teacher will ask: *"What are the three points of view and how do you know the difference?"*
 - Student response: First person is the I/we perspective, second person is the you perspective, and third person he/she/it/they perspective.

New Knowledge:

- Teacher will give the students vocabulary terms to define in their own words.
 - [Point of View Vocabulary Terms](#)
- The teacher will put the passage, "[Goodbye](#)" on the smartboard. The teacher will ask "How do you identify who is telling the story?" The teacher will say, "A way to figure this out is to ask, who is telling the story and how do I know? I will look at how the author describes the characters and what type of language the author is using."
- The teacher will highlight in the passage, "my mother was a poodle, father was a beagle, and I was sold." After the words are highlighted the teacher will say, "I see the words *I*, and this gives me an idea the passage is 1st person. So, this is from the main character's perspective. Next, I see the words *poodle* and *beagle* which I know are dogs. This character is talking about being sold, and this makes me think a dog is telling the story. I think this story is being told to me from a dog's point of view or perspective."

- Next the teacher will write on the board, “a dog is telling the story.”
- The teacher will say, “How do I know a dog is telling the story?” The teacher will write on the board under a dog is telling the story and say, “I know this because the dog has a poodle for a mother and a beagle for a father. Also, the dog is telling us he is being sold.”



Figure 1: A Goodbye

- The teacher will say, “You have learned how to identify who is telling the story by asking who is telling the story and how do I know?”
- The teacher will pass out a passage called [Legend](#). The students will get into partners and ask themselves, “who is telling the story and how do I know?” The students will write the answers in their notebook.
- The teacher will look for students highlighting in the passage words such as *Sebastian lived and died, Sebastian’s story is told over and over, Sebastian’s father was killed, and Sebastian turned fifteen.*
- The teacher will look for the following answers: The passage is told in third person and a narrator is telling the story. I know this because Sebastian lived and died and his story is told over and over.

Apply Knowledge:

- Students will think about their favorite animal or pet they love. They will write a narrative or passage from their pet’s point of view or perspective.

- Teacher will circulate around the room to facilitate students as they work on their narrative. Li
 - **Differentiation:** Younger students will need more teacher guidance to create their story but higher grade students will do this more independently.

Generalize:

- Students will determine the author’s point of view in the first three paragraphs of “My Early Home” from the book *Black Beauty* by completing the [Black Beauty review worksheet](#).

1.4. COSPACES EDU PROJECT

1.4.1. INTRODUCE COSPACES EDU (DAY 1-2)

- Students will watch introduction to [CoSpaces Edu Video](#)
- Students will create an account at [CoSpaces Edu](#)
- The teacher will say, “We are going to look at basic applications in CoSpaces Edu. You will have the basic understanding of the functions and how to use them for your project.”
- Teacher will give the directions and model on the smartboard how to create a scene in CoSpaces Edu. The students will follow along while students perform the directions on their own computer. Click [CoSpaces Edu Module 1](#) for these directions and steps.

1.4.2. PLAY WITH COSPACES EDU (DAY 3)

- Students can click “Gallery” on their CoSpace Edu account to see what others have created.
- Students will click “Create” and play around by creating different scenes. This opportunity will give students experience with this platform.

1.4.3. SCENE FOR COSPACES EDU (DAY 4-5)

- Teacher will give the students a fictional literary text or let the students pick a text of their choice.
- Students will read closely and annotate the text.
- Students determine the point of view of the text.
- Students will use their point of view information to create a rough draft on paper of their scene.

- Students will have guidelines for rough drafts.
 - Guidelines for point of view scene:
 - Add an environment
 - Add four objects
 - Add speech or thinking bubble
 - Provide evidence orally why items are placed in the scene
- Students will collaborate with others to review the rough draft of their point of view scene.
- Students will use feedback to revise and make their final draft.

1.4.4. VIRTUAL REALITY POINT OF VIEW USING COSPACES EDU (DAY 6-7)

- Students will use the point of view scene they created on paper to create their virtual reality model on CoSpaces Edu.
 - If students struggle, please direct them to the “Help” on CoSpaces Edu, collaborate with another student, or check online for the answer.
- Students will share their projects during a gallery walk with students, teachers, and parents.

1.5. RUBRIC FOR COSPACES EDU PROJECT

Category	Need Improvement 1	Getting There 2	Accomplished 3	Score
Point of View	The student can say who is telling the story but did not provide evidence.	The student can say who is telling the story and evidence is provided but the evidence is not relevant.	The student can say who is telling the story and evidence is correct	
Environment	An environment is not present.	An environment is present but is not correct for the character’s point of view.	An environment is present and correct for the character’s point of view.	
Added Objects	1 object is added to the scene that represents a	2-3 objects are added to the scene that represent a	4 objects are added to the scene that represent a	

	character's perspective.	character's perspective.	character's perspective.	
Speech or Thinking Text	Speech or thinking bubble is added to the scene but does not have text in the bubble to represent the character's perspective.	Speech or thinking text is added but it is not relevant for the character's point of view.	Speech or thinking text is added and is correct for the character's point of view.	
Evidence for environment	Textual evidence is not in the scene's environment.	Textual evidence is present but it is not relevant to the scene's environment.	Textual evidence is present and relevant to the scene's environment.	
Evidence for objects	1 piece of textual evidence is present for why an object has been added to the scene.	2-3 pieces of textual evidence is present for why an object has been added to the scene.	All pieces of textual evidence are present for why objects have been added to the scene.	
Evidence for speech or thinking text	Textual evidence is not present for speech or thinking bubble in the scene.	Textual evidence is present but it is not relevant to the scene.	Textual evidence is present and relevant to the scene's environment.	
Creativity/Elaboration	Very little details are provided and they do not embellish ideas.	Adds details, expands or embellishes ideas with assistance from the teacher.	Expands, develops and embellishes ideas by adding details without assistance from the teacher.	

1.6. RESOURCES

Point of View Background Video

- *Point of View – Introduction to Reading Skills* by [McGraw-Hill Education PreK-12: https://www.youtube.com/watch?v=pv8HMBouN_s](https://www.youtube.com/watch?v=pv8HMBouN_s)

New Knowledge

- Point of View Vocabulary Terms Worksheet:
<https://docs.google.com/document/d/11lKwnVxrnsPsjMM5xIEacSXeL1Byn7Xnpgacdk45bVw/edit?usp=sharing>
- “Goodbye” Passage:
https://docs.google.com/document/d/1_8eTvR47dBkcHfI7LadNnFfcbhEAEb2--J7V8s3JxZU/edit?usp=sharing
- “The Legend” Passage: <https://docs.google.com/document/d/1WjpNdBknpmr6RRd5-v9j-UuN79vip8j7GtkIRpP8Myo/edit?usp=sharing>

Generalize

- *Black Beauty* Review Worksheet:
https://docs.google.com/document/d/1yLtZODZXzIFp9GaUD4DEdKml_nKtNy6zeB1tgpFR7cg/edit?usp=sharing

CoSpaces Edu Resources

- CoSpaces Edu Account: <https://www.cospaces.io/edu/>
- *Introduction to CoSpaces Edu*: <https://www.youtube.com/watch?v=ZU9ZfUNU0t0>
- CoSpaces Edu Module 1: <file://freenas/stem/0%20-%202018/Galpin,%20Lisa/CoSpaces%20Edu%20Basic%20Funcations.pdf>
- CoSpaces Educator Course: <https://cospaces.io/edu/resources.html>