lumination

Lesson Plan

AR & VR LESSON PLAN

Immersive Book Reports in AR & VR

Subject	English, Digital Technologies	Kit	VR/AR Creation Kit
Year Level	Years 3-6	Duration	1x 60minute Lesson

Task Summary

Students will create an immersive experience using AR or VR technologies based on a book that they have read.

Preparation

- Students must complete reading their book and have had a chance to discuss some of the themes and topics from the book before starting this project.

- Students have at least a basic CoSpaces account setup.

  To use Merge Cubes in CoSpaces, your class needs to have a Pro account and the Merge Cube addon.

- Students need to have a basic background in building on CoSpaces. If not, please add at least a 1x60 minute lesson for learning the basics. There are tutorials linked in the resources section

Activity Sequence

1 Shows the following book review sample https://edu.cospaces.io/SRFNWJ

2 Students can use this as a guide or template by remixing it
https://edu.cospaces.io/DLN-TGX

3 Let your students know what your expectations are from their created content. Explain the different parts that you would like to see in their book review.

In the example and template, you will find a section with the basic details of the book, a review section, a summary section, and a connecting text section. You can change these sections as needed.

4 Once students complete their reviews, they can view their work in AR or VR mode by visiting their content on a phone or tablet using the CoSpaces app.

Give students the opportunity to share their book reviews with each other or use them for display during student-led conferences, parent-teacher conferences, or other similar events.

5 Once students complete their reviews, they can view their work in AR or VR mode by visiting their content on a phone or tablet using the CoSpaces app.

Give students the opportunity to share their book reviews with each other or use them for display during student-led conferences, parent-teacher conferences, or other similar events.

Resources and Notes

Beginning lessons in CoSpaces:
https://blog.cospaces.io/cospaces-edu-lesson-ideas-50aec8f6ca8e

Games Tutorial for CoSpaces: https://cospaces.io/edu/games.html

Literature Interpretation Lesson Plan in CoSpaces:
https://cospaces.io/edu/literature-interpretation-lesson-plan.pdf

Video Tutorial - Using CoSpaces Merge Cube Add-on:
https://www.youtube.com/watch?v=DrIl-epaWbI

For Merge Cube Content Creation

1 Show the following book review samples: The Hobbit; The Lion, The Witch and The Wardrobe.

2 Students can create their Merge Cube Book Reviews from scratch or from the CoSpaces Template (available when you start a CoSpace with a Merge Cube). Or, you can use the Lumination Template.

3 Let your students know what your expectations are from their created content. Explain the different parts that you would like to see in their book review.

In the example and template, you will find a section with the basic details of the book, a review section, a summary section, and a connecting the text section. You can change these sections as needed.

4 Once students complete their reviews, they can view their work using a device and a Merge Cube by visiting their content on a phone or tablet using the CoSpaces app.

5 Give students the opportunity to share their book reviews with each other or use for display during student-led conferences, parent-teacher conferences, or other similar events.

Assessment Guideline

English

Did the student add appropriate graphics and images that show their understanding of the book?

Did the student summarise the story accurately?

Did the student put together a persuasive statement in their review?

Was the student able to explain their understanding of the text by evaluating it with themselves, other texts they've read, and the world?

Digital Technologies

Did the student accurately use texts, graphics, images, and navigation elements in their digital creation?

Did the student use code in their creation?

Did the student add an interactive feature in their creation (eg, quiz, game, survey)?

Curriculum Connections (ACARA)

Year 3 - English

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Year 4 - English

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Year 3 & 4 - Digital Technologies

Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)

Year 5 - English

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Year 6 - English

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Year 5 & 6 - Digital Technologies

Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)

Curriculum Connections (NSW)

Stage 2 - English

uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies **EN2-4A**

Stage 3 - English

uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies **EN3-3A**

Stage 2 - Digital Technologies

defines problems, describes and follows algorithms to develop solutions **ST2-3DP-T**

Stage 3 - Digital Technologies

defines problems, and designs, modifies and follows algorithms to develop solutions **ST3-3DP-T**

Curriculum Connections (VIC)

Year 3 - English

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)

Year 3 & 4 - Digital Technologies

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017)

Year 6 - English

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)

Year 4 - English

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)

Year 5 - English

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)

Year 5 & 6 - Digital Technologies

Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration (VCDTCD032)