

# Mystery Skype

Subject(s)	Grade Level	Time Frame
English Language Arts & Social Studies	5	1-2, 45 minute class periods
Instructional Strategies		Materials
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying Similarities &amp; Differences</li> <li><input checked="" type="checkbox"/> Summarizing &amp; Note Taking</li> <li><input type="checkbox"/> Reinforcing Effort &amp; Providing Recognition</li> <li><input type="checkbox"/> Homework &amp; Practice</li> <li><input type="checkbox"/> Nonlinguistic Representation</li> <li><input checked="" type="checkbox"/> Cooperative Learning</li> <li><input type="checkbox"/> Setting Objectives &amp; Providing Feedback</li> <li><input checked="" type="checkbox"/> Generating &amp; Testing Hypothesis</li> <li><input type="checkbox"/> Questions, Cues &amp; Advance Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Computer with:               <ul style="list-style-type: none"> <li>○ Internet Access</li> <li>○ Skype Software Installed</li> <li>○ Webcam</li> <li>○ Speakers</li> </ul> </li> <li>• Login Info for Skype Account</li> <li>• Notebook Paper &amp; Pencils</li> <li>• Chart Paper, Chalk Board, or Large Dry Erase Board</li> <li>• Atlases, Maps &amp; Devices with Access to Google Earth</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>○ Large Map of the World</li> <li>○ Printouts of <a href="#">Skype Job Cards</a></li> <li>○ Small Dry Erase Boards <i>for writing out questions</i></li> <li>○ Access to post to student blogging site such as <a href="#">KidBlog</a> or <a href="#">Weebly</a></li> </ul>	
Texas Essential Knowledge & Skills (TEKS)		
<p><b>English Language Arts (5)</b></p> <ul style="list-style-type: none"> <li>• 18Aiii TLW create multi-paragraph essays to convey information about the topic that include specific facts, details, and examples in an appropriately organized structure. <i>(Optional)</i></li> <li>• 23B TLW generate a research plan for gathering relevant information about the major research question.</li> <li>• 25 TLW research/synthesize information. Students will clarify research questions and evaluate and synthesize collected information.</li> </ul> <p><b>Social Studies (5)</b></p> <ul style="list-style-type: none"> <li>• 7C TLW locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.</li> <li>• 24B TLW analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</li> <li>• 24C TLW analyze and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines and maps.</li> </ul> <p><b>Technology Applications (3-5)</b></p> <ul style="list-style-type: none"> <li>• 2C TLW collaborate effectively through personal learning communities and social environments.</li> <li>• 3C TLW validate and evaluate the relevance and appropriateness of information.</li> <li>• 4B TLW collect, analyze and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia simulations, models and programming languages.</li> <li>• 5A TLW adhere to acceptable use policies reflecting positive social behavior in the digital environment.</li> </ul>		

## Learning Objectives:

Students will use online resources to communicate in real time with a partner class in a mystery location. Partner classes will attempt to identify their partner's location by writing yes/no questions using skills: longitude, latitude, cardinal directions, capitals, and knowledge of state and regional facts. Partner classes will write and provide live answers to questions posed by the partner class.

## Lesson Procedure:

**What is Mystery Skype?** Mystery Skype is a connected learning experience that allows student-driven learning, inquiry, and deductive reasoning to be at the forefront of instruction. In a Mystery Skype session, a call is received by another class, but neither class knows the location of the other. Using geography questions, students use maps and construct questions to ask the other class in order to determine their location first! Students build inquiry skills, learning how to formulate questions that will further their learning. The role of the teacher is to facilitate – to help direct the Skype call, and to encourage students to use the information they gain to formulate questions as they learn.

### Before You Begin:

- Make contact with a teacher/classroom in a different geographic location and schedule a time to connect for a Mystery Skype Call (be attentive to time zones!) A great place to begin your search for a Mystery Skype Classroom to call is here: <https://education.skype.com/mysteryskype>
- Organize students so that each has a job, prior to the call. *Use Mystery Skype Job Cards as needed to introduce/reinforce expectations* - <http://icafe.lcisd.org/wp-content/uploads/Mystery-Skype-Job-Cards.pdf>

### Mystery Skype Jobs

- **Greeter** – Greets the other class by introducing our class and reviewing the Mystery Skype rules. At the end of the call, the Greeter will be the one to thank the other class, and close out the call. During the call, the Greeter is part of the Think Tank
- **Think Tank** – All students in the class, who are not doing another job. The Think Tank does research, creates questions for the Inquirer to ask, and approves answers to be sent to the Answerer.
- **Inquirer** – Asks Yes/No questions of the other class. (All questions must be able to be answered with a yes or a no.)
- **Answerer** – Answers Yes/No questions from the other class.
- **Runner** – Pass questions/answers from the Think Tank to the Inquirer & Answerer.
- **Question Keepers** – Keeps track of all questions asked and answers received.
- **Mappers** – In charge of using Atlas/Google Maps/Wall maps etc. to zero in on clues

- **Reporter** – captures the call by taking photos/video & posting to class blog.
- **Tweeter** – in charge of the backchannel (Twitter/Today’s Meet) – adding an extra layer of connectivity by live tweeting questions & their answers. *#MysterySkype*

### **Step 1**

At the agreed upon time, one of the teacher/facilitators initiates the Mystery Skype call with a classroom from a different geographic location.

### **Step 2**

After a brief welcome, and introduction (by the Greeter) of each class, a coin is tossed to determine which class will ask the first question. NOTE: All questions must be answered Yes/No

### **Step 3**

Classes take turns asking (Inquirers) and answering (Answerers) questions. All students should be participating as described according to the roles listed above.

### **Step 4**

Once a class has “won” by determining the location of the other class, classes can continue to share a few more interesting details about their daily lives, school routines etc. They may pose open-ended questions to their partner class in order to learn a bit more about them. The Greeter will thank the other class for connecting, and close out the call.

### **Step 5**

Debrief the call. Focus on what went well, that the class can be proud of, as well as the question stems that led to successful lines of reasoning. Analyze any helpful questioning techniques or procedures that the other class used. Set goals for things to improve upon during the next Mystery Skype.

### **Optional**

Students post essays about what they learned, and what they wonder to their student blog using a site such as [KidBlog](#) or [Weebly](#)

### **Grading Criteria:**

Rubric - <http://icafe.lcisd.org/wp-content/uploads/Mystery-Skype-Rubric.pdf>