

## Best Practices of Technology Integration

**Title:** *Would you like to become a Millionaire?*

**Subject(s):** English Language Arts, Mathematics, Science, and Technology

**Intended Grade Level(s):** Fourth and fifth

### **Description:**

In this unit students will learn to compare and analyze information by forming teams and competing to become millionaires. They will earn dollars by answering questions written by other teams about a variety of literatures. They will write, as a team, a motivational introduction to their teams selected books using editing and peer review. They will “publish” their introductions on a word processing program and present it to the class. They will author and “publish” their questions as a HyperCard stack. After comparing and analyzing the important information needed, each team will use the stacks to answer as many questions as they can as they try to become millionaires. Teams will graph their progress as they go.

### **Curriculum Benchmarks:**

#### [MI.ELA.1.LE.5](#)

Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.

#### [MI.ELA.2.LE.3](#)

Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

Technologies All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

### **Materials/Hardware/Software:**

A variety of children’s contemporary and classic literature books. Genre should include drama, historical fiction, mystery, fantasy, biography, history, science and nature.

Computer, printer

HyperStudio®, Excel®, and any word processing program

### **Activities/Procedures:**

#### Concept Statement:

In our age of information, information itself is increasing at a phenomenal rate. Some of this information may be relevant to our needs and much more will not be. We must be able to explore associations and relationships in order to understand and make connections that will help us determine what information is useful. Each of us must be able to not only acquire the information we need, but also be able to share that information with our colleagues so that each of us does not function as an island.

#### Focus Questions:

1. Can we work together to read and write about a variety of literature?
2. Can we share the important points of what we have read with our group so that we will all be able to answer questions about the various books?
3. Can we use what we learn about our skills in gathering information to help us do it better the next time?
4. Can we organize our scores in graph form so that everyone can visually see how we are doing?

#### Procedures:

1. Form four or five teams of students within the classroom. Teams may be selected at random or based upon reading level with some better readers on each team. All team members should take turns being captain, discussion leader, recorder, and timer. They should rotate positions after each book set has been completed.
2. Each student team member will self-select a book from those that the teacher has provided to take home and read.
3. After each team member has read his/her book, s(he) will present the important information from the book to his/her teammates.
4. Each team will then plan and draft a paragraph describing why someone else should read each of their teams chosen books. Paragraphs will be revised and edited based upon the suggestions expressed by their teammates. Students will type this final paragraph on a word processing program on a computer and print out a copy. A graphic may be used from the program or students may draw a picture to illustrate the book. This paragraph will be read to the entire class in order to interest class members in each of these books. These paragraphs might be put up in the classroom or made into a book to be used later as students make decisions about which books to read.
5. All team members will help write five multiple-choice questions about each book. These questions should include inter sentence, text and beyond text questions. The teacher will review these questions and assist teams.

6. Teams will now put their questions on a stack in HyperStudio®. Each stack should contain a title card created by the entire team or the team captain with the chosen background, team name or number, graphic and a button to the next card. Each team member will create his/her own part of the remainder of the stack. The first card for each book should contain the book title and author along with the name of the team member who read the book and a button to the next card. The next five cards will contain one of the five multiple-choice questions, graphics and a button to the next card. The last card for the team's stack should contain directions on what to do with the answer sheet that will be used when students are answering the questions. Teams may devise their own answer sheet upon which other students will answer their questions. (This will take some time. It would be helpful if each team had a computer to work on. If this is not possible, perhaps work could be done in a media or tech room, or students could come in before or after school or during lunch).
7. During the time that teams are completing number 6, teams will trade sets of books. Team 1 will give their books to team 2, team 2 to team 3 and so on. Within each team, members may use the illustrated paragraphs to help them decide which book to read. Someone must read each book. The use of consensus should be taught and used by the group so that no one is forced to read a particular book. Again each student will read one book, then present it to the rest of his/her team. A recorder should record the information that the team feels is relevant. Enough time should be given for teams to discuss books as this will aid them when they make decisions about what to present and discuss for the next set of books.
8. This is the time to discuss ethics with the class. The topics of cheating, winning and losing and individual honor can be interpreted and analyzed. Each student should be asked to sign a pledge to do his/her best to help the team win without cheating. Giving away either questions and/or answers will not be tolerated. The class might decide upon the penalty.
9. It is now time to attempt to answer the questions. Each team member, alone, goes through the HyperCard stack for the books that his/her team has just completed. When the student completes the answer sheet it should be given to the teacher or aide.
10. The team that created the questions may check and score the answer sheets. After being recorded by the teacher, they are returned to the team that answered the questions. Individual team members will receive dollar amounts for their answers. To receive any money at least three questions should be answered correctly. A team that averages 4 questions correct for each team member for each book should be able to earn a million dollars. Multiply the number of students on a team by the number of students in the class. This will be the number of tests each team takes. Divide million by this number. Round up to the next thousand and give this amount of money to a student getting 4 correct answers on a test. Give a little more if the student gets all five correct and a little less if only three are correct.

After reviewing their answers each team should have a chance to reflect and consider the information that they deemed essential during the discussion before they answered the questions. They should discuss the areas where they felt well prepared and those where they did not. The teacher should sit in on some but not all of these discussions. Conclusions should be reached as to the types of information to select and offer to the team during the reading of the next book set.

11. Each team now will use an Excel spreadsheet to graph their progress toward becoming millionaires. Each team member's name should be typed in column A. Each other team name or number should be placed as headings at the top of the next columns. As the team completes the questions and receives monetary amounts, these should be placed next to each team member's name in the appropriate column. These columns should be totaled. This total should be added to the next column's total so that the amount keeps growing toward the million dollars. The column totals along with the row name "Team (name/number) Totals" should be highlighted. Then the graph wizard can be used to help design a graph. Save this graph on a separate page and print it to be posted in the classroom. When each additional book set is completed, teams will be able to input their scores in the correct columns on the spreadsheet and print a new graph to be posted.

12. Numbers 7 through 11 are repeated until all teams have read the book set from each team in the classroom.

**Culminating Activity:**

The teacher and the students should agree upon the culminating activity. It should be some type of program where others are invited to attend. The principal, members of the school board, members of the school improvement team, the media, and/or other teachers who may wish to use this unit the following year may also be invited. This activity could be as simple as a pizza party or it could be a banquet after school in a restaurant. Some of the food mentioned in the books could be used or food could be given names reminiscent of the various books that have been read. The scope of this activity would only be limited by the creativity and motivation of the teacher and the students. During the program students might present some of their original paragraphs. They might want to ask the guests some of the multiple-choice questions about some of the more popular books. The final graphs can be displayed and explained. A certificate with the amount of money earned by each team may be presented. A student might be asked to explain the curriculum benchmarks that this unit covered. A student could explain why they liked the unit and what they learned from doing it. It should be an event that the students help create.

**Assessment/Evaluation:**

Student learning can be assessed in a variety of ways during this unit. First, from observation of and discussion with the teams, it will be evident that students will get better at working together. Some students will take on a leadership role. Students will learn to explore which information is essential and which is not and become better at articulating it. They will learn to engage in meaningful conversations and improve in helping each other edit and review written material. They will become more confident in discussions. This communication addresses disciplinary process in student learning.

Secondly, from the recorded information sheets that each team used when determining what was important should be kept in chronological order. By looking at these, it should be evident that the students became more discriminating and more focused on what was important. Improvement should be seen in both the quality of information generated and the quantity of excess information present. Students should have gotten better at the process of leaning about valid and extraneous information. Learning to refine the information addresses both organization of information and consideration of alternatives in student learning.

Thirdly, the number of correct answers will be viewed as an indication of how well each team progressed. Even if a team had a low number of correct answers in the beginning, they should have made progress toward the goal of at least a 4 correct question average. This number of correct answers is dependent upon the quality of the questions so it is imperative that the students had help from the teacher during this step. The student responses address disciplinary content in student learning.

Finally, the students should be given a survey as to why they think they were asked to do this unit. The questions might include how learning to gather valid information could help students in middle and high school, how it might help them in a career of their choice, what they felt were the good parts of the unit and what parts they may have had problems with and why. This written survey should be followed by a class discussion of the various areas mentioned so all students can benefit from everyone else's experiences. The written survey will also help the teacher assess the unit itself and point to changes that need to be made in direction, method, book selection, computer time or other aspects of this unit when presented again. Parents, too, can be given a survey to see what they thought of this unit and how much they noticed their child's involvement at home. The survey responses help students see a problem connected to the world beyond the classroom.

The motivational paragraph written by the group in an indication of students elaborated written communication but since this is a group activity should not be assessed on an individual level. Also the culminating activity will give students an audience beyond the school to communicate their knowledge by presenting a program.

**Follow-up Activities:**

Students may work in groups to collect information about what ever is a current class focus. They should decide what information is essential in regard to the subject and the key elements of the assignment. The group should write a draft and proceed to edit the final copy using peer review. They can then make either an oral or written presentation of this information.

**Submitted By:**

**Name:** Maureen Lennox

**School District:** Detroit Public Schools

**School:** Anthony Wayne Elementary School

**Address:** 10633 Courville, Detroit, MI 48224

**E-mail:** [maureen\\_lennox@yahoo.com](mailto:maureen_lennox@yahoo.com)