

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Magnificent Mammals

Subject(s): Language Arts, Science

Intended Grade Level(s): First Grade

Description:

The purpose of this project is for each student to research a specific mammal using non-fiction sources available in the media center. The teacher and media specialist will assist the students with their research. The research will culminate in a student presentation in Kid Pix Studio. The final project will include a drawing of the animal, student's picture with primary non-fiction source, the research, and will be narrated by the student.

Curriculum Benchmarks:

[MI.ELA.1.EE.1](#). Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.

[MI.ELA.1.EE.2](#). Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.

[MI.ELA.1.EE.3](#). Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting and generating questions.

[MI.ELA.1.EE.4](#). Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

[MI.ELA.1.EE.5](#). Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers.

[MI.ELA.2.EE.1](#). Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

[MI.ELA.2.EE.4](#). Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.

MI.ELA.7.EE.1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers, and using text cues.

MI.ELA.7.EE.2. Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.

MI.ELA.7.EE.4. Begin to develop and use strategies for planning, drafting, revising and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping and proofreading.

MI.ELA.8.EE.1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling and restating key ideas in oral messages.

MI.SCI.II.1.EE.2. Show how science concepts can be interpreted through creative expression such as language arts and fine arts.

MI.SCI.III.2.EE.1. Compare and classify familiar organisms on the basis of observable physical characteristics.

MI.SCI.III.2.EE.2. Describe vertebrates in terms of observable body parts and characteristics.

Materials/Hardware/Software:

To complete this project students should have access to the following:

- Computer, MAC or PC
- Kid Pix Studio by Broderbund
- Apple Quicktake digital camera (any brand could be used)
- Color Printer
- Non-Fiction books about mammals that are age appropriate and at a variety of reading levels i.e. New True Book series and Rookie Read-About Science series by Children's Press
- Chart paper
- Markers, paper, pencils

Activities/Procedures:

Before this project begins, an extensive study of mammals is done in the classroom, including the characteristics of mammals. After the study, the teacher brainstorms a list of mammals with the class and writes the list on large chart paper and saves the chart. An introduction of the project is given. Again the teacher brainstorms with the class a list of possible questions to be answered in the research portion of the project, i.e. Where does the animal live?, What does the animal look like?, What does the animal eat?, etc. The list is recorded by the teacher on large chart paper and saved to be used by the students for reference during the writing of the rough draft.. Each student then chooses an animal from the list of mammals. The media specialist is given this list and pulls non-fiction sources at a variety of reading levels for each animal chosen. The students then choose one book to use for their research. While the students work on the rough draft of their research each child has a picture taken with the book they are using for the research using a digital camera. The pictures are then downloaded into the computer, cropped, saved and inserted into the Kid Pix program. Some students continue to work on their research while other students draw pictures of their animals on Kid Pix. The picture of the student is already on the screen. The picture of the animal must be drawn on the top of the page to save room for the research portion which will be typed in at the bottom. Students continue to rotate through, drawing their pictures, until all students have completed their pictures. Students are working on their research when they are not drawing their pictures. When students have completed their rough drafts, they edit their work including, proper punctuation, capitalization and spelling (as much as possible). The students' research is typed onto the bottom portion of their Kid Pix page, under the pictures they have drawn of their animals. Parent volunteers can be used for the typing if possible. When the typing is complete, the students record their voices on their pages. They state their names and a brief description of their work. Finally, the completed projects are put into a slide show format.

Assessment/Evaluation:

The project was designed for all students to be successful regardless of ability. The students were observed during the research portion to determine level of independence of the reading material and how much assistance was required to complete the research portion. Writing proficiency was also considered. The rough draft submitted to be typed was expected to be edited with proper punctuation, capitalization and spelling. Observation of the level of independence to complete the project was used. Completion of the project was the expectation.

Follow-up Activities:

The final slide show presentation was presented in the classroom at Open House.
All final products on Kid Pix were printed and displayed.

Name: Cindy Bjornson

School District Rochester Community Schools

School Hampton School

Address: 530 Hampton Circle, Rochester Hills, MI 48307