

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

Title: Endangered Animal Reports

Subject(s): Science, Language Arts

Intended Grade Level(s): Second Grade

Description:

In this project second graders research and write a report on the endangered animal of their choice. Students will be encouraged to use technology for their research and to create the final project. Hard copies with imported photographs are made for each child to display in the room and then to take home. All the reports are published in a Web page rendering them accessible to each child and the public.

Curriculum Benchmarks:

[MI.SCI.II.1.E.2.](#) Show how science concepts can be interpreted through creative expression such as language arts and fine arts.

[MI.SCI.II.1.E.4.](#) Develop an awareness of and sensitivity to the natural world.

[MI.SCI.III.2.E.4.](#) Compare and contrast food, energy, and environmental needs of selected organisms.

[MI.SCI.III.5.E.5.](#) Describe positive and negative effects of humans on the environment.

[MI.ELA.11.EE.1.](#) Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

[MI.ELA.11.EE.2.](#) Identify and use resources that are most appropriate and readily available for investigating a particular question or topic.

[MI.ELA.11.EE.4.](#) Develop and present conclusions based on the investigation of an issue or problem.

Materials/Hardware/Software:

Activities:

1. Introduce the activity to the students explaining what they will be doing, why they are learning about Endangered Animals and what the final products will be .
2. Allow each child to choose an endangered species about which they would like to know more.
3. Hand-out the report sheet and go over each of the questions. Encourage students to fill out each of the responses using complete sentences to help in writing up the final report.
4. Demonstrate the electronic research materials that students will be able to use for filling out the sheet. Encourage the use of CD-ROMs, electronic encyclopedia and Internet sites, as well as books, for finding complete answers to the worksheet questions. Also, have students keep an eye out for a photograph which they would like to use in their final report of the animal they are researching.
5. Give ample time for each student to research at his or her own rate. Completed(by hand) worksheets will be turned in as soon as the student considers it ready for pre-editing with the teacher.
6. Go over report sheets individually with each student as they finish. Read for complete sentence responses as well as thorough and factual answers to the questions.
7. When teacher and student are both satisfied with the content of the report sheet, the student rewrites(on the computer) the information in paragraph form using word processing program available. A rough draft copy should be run off without a photograph.
8. Students do self and peer editing of report rough draft, making changes with red ink on the rough draft. Changes are then made to the saved rough draft on the computer.
9. Go over report as saved on the computer individually with each student as they finish. When student and teacher are both satisfied with the report the teacher will import the photograph of the student's choice and place it at the top or bottom of report, as the student specifies. Run off a color hard copy of that report.
10. Each report will be saved in a form which the teacher can then load into a Web site published on the Internet.

11. Following the completion of the hard copy of the report, the student will make a full sheet drawing of the animal to serve as a cover sheet for the report. They should also practice reading the report to present orally to the class and others.

12. Give opportunities for the students to present their reports to the rest of the class. Then display the finished reports for a while in the classroom before sending the report home.

13. After the web site is established each student needs to individually demonstrate to the teacher his or her ability to look up the site and find his or her own report.

Assessment/Evaluation:

Completing and presenting a readable and factual Endangered Animal report will be considered to be accomplishment of the project goals. Additionally, each child needs to demonstrate his or her ability to look up the class site on the Internet.

Follow-up Activities:

* Have students complete additional reports on other animals, as time allows

* Set-up opportunities for the students to present their hard copy reports to other classes or in a program for parents

* Send the Web site address home for parents with Internet access to peruse

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