

“Picture This: A Day With Our Class”



For further information contact

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2005-2006 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

Students are divided into four cooperative groups. After being instructed on the use of the Digital Camera, each group is given a camera and a clipboard with a sheet to record pictures. Students are instructed to take turns photographing different activities during our day. Each student is to take four pictures in the morning (including lunch) and four in the afternoon and write a short description of the photo before passing the camera and clipboard to the next group member.

The teacher downloads the photos, morning and afternoon. There are four classroom computers, so each camera is downloaded into a separate computer. The teacher creates a shortcut on the desktop with group number and morning and afternoon (group#1 morning). The teacher also creates a shortcut on the desktop with a word document with the same label.

For the next nine days, students rotate through reading Literacy Centers. On the day they are assigned to the Computer Center, they will open the shortcut on the desktop, insert one of the pictures they took during our morning activities and write one or more complete sentences about the photo. They must insert their photos in chronological order of our morning. *students don't go to literacy centers every day, so it takes a two week rotation for all students to

participate in each literacy center. During the second two week center rotation, students repeat the process, selecting an afternoon picture and writing about it.

OVERALL VALUE – ISTE/NETS OBJECTIVES

Writing complete, interesting sentences and narrative stories are skills that we work on all through school. This unit addresses Strand B of the Sunshine State Standards, writing. In it, students will write and edit sentences describing pictures they have taken in one school day. They will also need to sequence the events of the day.

Students will:

- work together in cooperative groups.
- use a digital camera.
- insert a picture from a file into a word document.
- write at least one complete sentence describing a picture.
- sequence events of one school day.

TEACHER:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology
2. Make informed choices about technology systems, resources, and services.

3. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
4. Plan for the management of technology resources within the context of learning activities
5. Plan strategies to manage student learning in a technology-enhanced environment.

STUDENT:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and resources for directed and independent learning activities. (1, 3)
3. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
4. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
5. Demonstrate positive social and ethical behaviors when using technology.

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SUBJECTS COVERED

Language Arts, Technology, Cooperative Learning

GRADES

First

MATERIALS

- Four digital Cameras (Kidz Cam Digital Cameras)
- Computer with MS Office and Digital Camera Software downloaded.
- LCD Projector with laptop or computer with scan converter and television
- Clipboard with handout for each team of students

SUNSHINE STATE STANDARDS

LANGUAGE ARTS

- LA.1.1.4. increases comprehension by rereading, retelling, sequencing and discussion.
- LA.B.11.1. makes a plan for writing that includes a central idea and related ideas
- LA.B.1.1.3 produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words.
- LA.B.2.1.1. writes to communicate ideas and information affectively
- LA.C.1.1.1. listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
- LA.C.3.1. 3. speaks effectively in conversations with others.
- LA.C.1.1.4. retells specific details of information, including sequence of events.

SOCIAL STUDIES

SS.B.1.1.1 knows terms to describe distance, location

TECHNOLOGY

LA.B.2.1. 3. uses basic computer skills for writing, such as basic word-processing techniques such as using basic educational software for writing.

ACCOMMODATIONS

Students are assigned to heterogeneous, cooperative learning groups.

DIRECTIONS/PROCEDURE

UNIT LENGTH: twenty days

Day 1 Motivational activity described above.

Day 2 Review the "Scenes from First Grade" pictures and sentences from the motivational activity. "We will be in four teams and each team taking pictures of the things we do during the day. You have to take turns, after you take a picture, you will pass the camera to the next person on your team to take a picture. We will each get 4 turns, so everyone will take 4 pictures in the morning and 4 in the afternoon. Don't take a picture of the same thing as the team member before you, wait for something different". Show clipboards with handouts and pencils attached. Tell students which team they will be working in. Pass out cameras and review how to use. Let the students take pictures and write short description about their photo throughout the day. (see handout #1) At the end of the morning and afternoon, teacher downloads photos into a folder with camera number.

Day 3 – 10 Students rotate through literacy centers. Each student will have at least one turn in the

computer center to open the word document from the desktop, insert their own morning pictures in sequential order and write about those pictures. Students will use their sentence writing rubric to proof their sentences. (handout #2)

Day 11-20 Repeat steps in days 3-10 using afternoon pictures.

PREPARATION TASKS

Prepare handout. (Shown on following page).

Put handouts on 4 clipboard, attach a pencil to each clipboard. Divide students into four cooperative learning groups. Also make sure there is one student from each literacy center group per camera group so each one will be assigned to a different computer. List team members' names on each handout in cooperative learning groups. Show students the Digital Cameras. Explain how to use them.

Create a shortcut on each classroom computer desktop entitled "Our Day, with Camera # on a Word document (example: Our Day, Camera #1)

Motivational Activity:

I made a sample titled "Scenes from First Grade". I used several digital photographs that I had taken during the school year and wrote a sentence or two about each photo. I showed it to the class using the Laptop computer and LCD projector. We read the sentences together and talked about what we had done. I opened the picture file of several other photos I had taken and inserted one of the photos into my word document. We wrote a sentence together. I explained that the students would be taking pictures of one of our days and writing sentences about that one day.

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HANDOUTS NEEDED FOR UNIT:

Handout #2

(Students proofread and correct their sentences using this rubric)

Name _____

-  CAPITAL letters
-  . or ?
-  spaces between words
-  word wall words
-  “sparkle words”

Checklist for Project Completion

Completed Lesson Plan Template for Technology Certification Projects

Submit a hard copy and an electronic copy on disk or CD

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ASSESSMENT / EVALUATION OF THE LESSON

	1	2	3	4	Total
My team took turns and shared the camera.	We did not share the camera.	We took turns, but we did not all have an equal chance to take pictures.	We all shared.	Everyone on our team took the same number of pictures.	
Our team worked together.	We argued about who's turn it was.	One team member tried to tell everyone else what to do.	I didn't get along with my team members	We worked together as a team.	
We took pictures all day.	We didn't take any pictures.	We only took pictures for half of the day.	We skipped one of our activities.	We took pictures all day long.	
I chose a picture I liked.	I couldn't find any picture.	I found a picture, but I didn't want to write about that picture.	I wrote about someone elses picture, but i liked it.	I chose the picture I wanted and wrote about it.	
Our team wrote something for every part of the day.	We only wrote about one thing we did during the day.	We wrote about half of our day.	We wrote about most of our day.	We wrote about all of our day.	
Teacher Comments: (Mouse, Keyboard, CPU Tower, Monitor, Speakers, Floppy Disk, CD-Rom)				TOTAL ➡	

ASSESSMENT

STUDENTS

Print Rubric (see above)

See these sites for help:

rubistar.4teachers.org

www.rubrics4teachers.com

http://teach-nology.com/web_tools/rubrics/

TEACHER

Teacher assesses sentences using teacher created rubric.

- _____ capital
- _____ period
- _____ spacing
- _____ addresses picture
- _____ on topic
- _____ adjectives
- _____ details
- _____ spelling

_____ % _____

TECHNOLOGY TRAINING MODULES USED

TH0079 EXCEL 2000; TH0094 Word XP Advanced; TH0056 Power Point XP Advanced

TH00161 SF Math Online Intervention; TH0097 Scanners in the Classroom; Technology Planning

Web Quests for the Classroom; TH0063 Access Basic; TH0121 Drawing Toolbar

TH0122 Using PowerPoint to Teach; TH0036 Using a Digital Camera in Teaching; TH0088 Copyright Issues for Teachers