“Team Up for Technology”

For further information contact…

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2010 - 2011 IDEA CATALOG OF EXCELLENCE

Program Overview

The purpose of this program is to give students the opportunity to explore technology and research collaboratively through a fun and exciting topic such as space, our home state of Florida, or any other topic in your curriculum.

Our kindergarteners have teamed up with fourth graders to study Florida and with fifth graders to study space and created a wonderful ABC book on each topic.

The older student works as a mentor walking the kindergartener through research, computer skills, writing skills, and camera use. This is a great opportunity for learning through practice and teaching for every student involved.

Overall Value

This unit inspires students to come to school and learn. Students are excited everyday to meet with their buddy and work on their book page. The students pick up and apply advanced vocabulary related to research skills and the topic of study. Writing skills are also practiced and refined while working on the book page. Language arts skills such as genre, text to text comparisons, and beginning sound relationships are explored. Important computer skills such as researching, copying, pasting, inserting, and saving are used throughout the completion of the project.

The in depth research supports and increases knowledge in Social Studies or Science depending on the topic of choice.

Finally the finished product can be displayed and used in the classroom or library making the students the star authors and illustrators of the book.

Lesson Plan Titles

• Breaking the ice and team building
• Letter brainstorming
• Letter presentation and assignment
• Research session and put it on the page
• Add the Illustration

Materials

Materials for each lesson are listed with each lesson plan Overall materials budget including pricing and vendors follows the lesson plan.

About the Developer

Erica Gotshall graduated with honors from Anderson University where she received an award for outstanding future educator.

She has been teaching kindergarten for five years at Davenport School of the Arts in Polk County. She has received the Shinning Star Award and this is her second time as a Developer with the Teacher to Teacher program.

She loves going to the beach, reading, and spending time with her son and husband.
“Team Up for Technology” Erica Gotshall
Lesson Plan No 1: Break the Ice

- **SUBJECTS COVERED**
  Language Arts and Social Studies

- **GRADES**
  Multiple grades with cooperative pairs

- **OBJECTIVES**
  1. Students will identify similarities and differences between themselves and their buddy.
  2. Students will use writing skills while recording information about their buddy on their interview sheet.

- **SUNSHINE STATE STANDARDS**
  - LAK 1.3.1
  - LAK 3.2.1
  - LAK 5.1.2
  - SSKC2.3
  - LA 4.2.2.3
  - LA 4.3.4.2
  - SSKC2.3
  - SS4A8.4
  - SS4.6.1.2, and responsible behavior

- **MATERIALS**
  - meeting space
  - interview sheet
  - pencils and crayons

- **DIRECTIONS**
  **Large group meeting (30-45 min)**
  Before the first meeting between the two classes, the teachers should decide what the topic will be, assign the buddies and go over general behavior expectations.

  Use some team building/ice breakers to give the buddies a chance to get to know each other. Try to help the buddies establish common interests such as favorite foods, TV shows, siblings.

  We developed a data/interview sheet that the students used to record answers and practice writing skills.

  If groups finished early we had them buddy read books from the classroom library while others finished up.

- **EVALUATION/ASSESSMENT**
  Students will be assessed on their participation in the small group and the answers of the interview sheets.
**SUBJECTS COVERED**
Language Arts and Social Studies

**GRADES**
Multiple grade level cooperation

**OBJECTIVES**
1. Students will work cooperatively to research facts related to a letter of the alphabet, that letters sound, and the given topic.
2. Students will study the genre of ABC books and their print aspects.
3. Students will organize ideas using a graphic organizer.

**SUNSHINE STATE STANDARDS**
LA4.1.6.1 LA4.3.1.3
LA4.3.1.2 LAK1.1.5
LAK1.4.1 LAK3.1.1

**MATERIALS**
1. Library
2. Computers
3. Encyclopedias
4. Many books pulled from library shelf on topic
5. Letter assignment
6. Paper and pencils
7. Cheat sheet

**DIRECTIONS**
*Large group with buddies in the library (45 minutes)*

**Before you meet –**
Teachers need to assign a letter to each group of students. You can also do a mini-lesson before this time or as a whole group at the beginning of your meeting time. For example, show them different alphabet books and talk about the page lay out (the letter is usually in a larger font; sometimes it is bold or fancy). Let the students know what you expect them to include on their page (the letter, word, definition, picture; example for A: Astronaut, the definition of an astronaut and a picture of an astronaut).

Students will write their assigned letter in the middle of their graphic organizer to get started. The first few minutes will be used to brainstorm ideas from discussion with their buddy and previous background knowledge.

Students will use the computers, encyclopedias, indexes, and table of contents to come up with more ideas to add to the graphic organizer. Encourage students to refer to the cheat sheet when having difficulty finding multiple ideas.

As groups finish have them review the organizer marking their top three choices from the ideas they discovered and discuss with their buddy why they like that particular idea over another idea.

**EVALUATION/ASSESSMENT**
Students will be assessed on partner participation, observation of use of resources, and completion of graphic organizer.

★★★
DIRECTIONS

Each pair of students was given a chance to present their 3 ideas. The whole group discussed the three ideas and then decided collaboratively which idea was going to be the best for the book.

We talked about who the audience was going to be (who was going to be reading the book). We didn’t want to pick words that were too easy. We wanted to teach our audience new vocabulary.

The brain storming session is an opportunity for higher level thinking. The teacher will mark the idea chosen on the graphic organizer.

EVALUATION/ASSESSMENT

Students will be evaluated on their participation in both presenting and discussing in the large group setting.

SUBJECTS COVERED
Language Arts and Social Studies

GRADES
Multiple grades with cooperative pairs

OBJECTIVES
1. Students will present researched ideas to the group and give supporting facts on their appropriateness.
2. Students will actively engage in discussions giving positive and negative aspects on ideas in a comfortable, accepting group setting.

SUNSHINE STATE STANDARDS
LAK5.2.1  SSKC2.2.3
LA4.3.3.1  LA4.3.1.3

MATERIALS
• Students will need graphic organizer from previous session
**SUBJECTS COVERED**
Language Arts and Social Studies or Science (depending on the topic)

**GRADES**
Multiple grade cooperative pairs

**OBJECTIVES**
1. Students will research letter idea using a variety of sources.
2. Students will write the word and definition of their word on the computer keeping in mind the print aspects of the ABC genre.

**SUNSHINE STATE STANDARDS**
- LA4.3.1.2
- LA4.3.4.1
- LA4.3.4.2
- LA4.3.4.6
- LAK5.1.2
- LAK3.1.2
- LAK3.1.1

**MATERIALS**
- Graphic organizer
- Computers
- Encyclopedias
- Jump drives
- Pulled books on area of study
- Research cheat sheet
- Pencil and scrap paper
- Optional bibliography worksheet

**DIRECTIONS**
*Time 75 minutes in the library with access to research computers*

Teachers of the older grade level may want to do a mini lesson about researching and sighting sources and using a jump drive. We had our students bring notes to the brainstorming session. Then we did the jump drive lesson using the eki projector and then let them start saving their work.

We also explained to the 4th or 5th graders that they were expected to act as a teacher to the kindergarten students versus doing the work for them. It was amazing to watch this!

The different groups will need different amounts of time to complete their page. We had the groups turn in their jump drive for a teacher to review before allowing any printing. The teacher gave feedback about the page. Editing was done as needed. When the page was ready, it was printed.

**EVALUATION/ASSESSMENT**
Students will be assessed on ability to use the jump drive and computer functions through observation and spot checks. Students will also be assessed on sentence structure and editing.

**EXTENSION**
If groups finish early you can assign these groups some of the extra letters of the alphabet.

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“Team Up for Technology” Erica Gotshall
Lesson Plan No 4: Research Session & Put it on the Page
“Team Up for Technology” Erica Gotshall
Lesson Plan No 5: Add the Illustration

■ **SUBJECTS COVERED**
Language Arts and Social Studies

■ **GRADES**
Multiple grade cooperative pairs

■ **OBJECTIVES**
1. Students will create an illustration that coincides with their letter and definition for the alphabet book.
2. Optional - Students will create an illustration for their page based on the book *Knuffle Bunny*.

■ **SUNSHINE STATE STANDARDS**
LAK 1.3.2
LAK 5.2.1
LA 4.3.1.2

■ **DIRECTIONS**
Pictures for the alphabet book pages can be done by using digital cameras, hand illustration or by finding images on the internet. When we did our alphabet book about space we had the students use NASA's image gallery. Many of the words in the students chose could not be photographed by them with a digital camera (such as black hole). NASA's images are for public use. Copyright is something you will need to explain to your students.

When we did our alphabet book about Florida, the students were able to use digital cameras to take several of the pictures. You can also use more common art supplies such as markers, paint, or crayons.

Another idea is to have students add artwork to the page like the illustrator did in the book *Knuffle Bunny*. If you choose the *Knuffle Bunny* option you will need to do a mini lesson on the book with a focus on how the illustrator created his pages.

■ **EVALUATION/ASSESSMENT**
You will evaluate the students completed page for spelling, capitalization, grammar, content, and illustration.

■ **EXTENSION**
We put the completed pages into page protectors and then a binder. Some of the students that finished early made a cover for the book. We also opted to include a citation page. We had a "publishing party" to reveal the completed book. This included having popsicles together.

■ **SUBJECTS COVERED**
Language Arts and Social Studies

■ **GRADES**
Multiple grade cooperative pairs

■ **OBJECTIVES**
1. Students will create an illustration that coincides with their letter and definition for the alphabet book.
2. Optional - Students will create an illustration for their page based on the book *Knuffle Bunny*.

■ **SUNSHINE STATE STANDARDS**
LAK 1.3.2
LAK 5.2.1
LA 4.3.1.2

■ **MATERIALS**
- paint
- markers
- computers
- cameras
- scissors
- glue sticks
- book *Knuffle Bunny*

★★★★
Interview Sheet

What is your name? ____________________________________________
What is your favorite color? ___________________________________
What do you like to do after school? ___________________________
________________________________________________________________________
What is your favorite place to visit in Florida? _____________________
________________________________________________________________________
Why? __________________________________________________________
________________________________________________________________________
Draw your favorite place to visit:

What is your favorite letter in the alphabet?
Research Cheat Sheet

Ideas to help with student research

On the computer:
- Search Florida a-z for some great websites
- Florida facts a-z
- www.wildflorida.com
- www.atozkidsstuff.com/florida
- Or go to Culture Grams on the Polk County web site

Not on the computer:
- use the index to find your letter
- use the table of contents
- use the encyclopedia once you have your assignment
## Materials Budget

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**Materials provided for in kind by the school:**
- Media Center: Books related to the research topic.
- Computers / printers: Used to research on line as well as to print out finished pages of the book.
- Colored pencils & #2 yellow pencils: Used to illustrate and embellish the black and white printed pages can be provided by the individual students.

Teacher's Name: **Erica Gotshall**

School: **Davenport School of the Arts**

Subtotal: $197.21

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<td>TOTAL BUDGET AMOUNT</td>
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## Camera Use

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<tr>
<th>Category</th>
<th>New concept (1)</th>
<th>Gaining understanding (2)</th>
<th>Controls task (3)</th>
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<tbody>
<tr>
<td>Handles camera properly (turns it on and off)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Can aim and click the camera</td>
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<td></td>
<td></td>
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<tr>
<td>Good content in picture</td>
<td></td>
<td></td>
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Comments:  
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
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## Computer Terminology and Functions

<table>
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<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Copying a picture from a website</td>
<td>Student defines copy and successfully copies pictures and text using both methods</td>
<td>Student correctly defines copy, knows you can either right click or highlight and Ctrl c to copy a text or photo</td>
<td>Student defines copy and can right click the mouse to copy picture</td>
<td>Student can define what it is to copy a picture</td>
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<tr>
<td>Pasting a picture into a word document</td>
<td>Student correctly defines paste and successfully pastes photos and text using multiple methods</td>
<td>Student correctly defines paste, knows you can either right click or use Ctrl v to paste text or photo</td>
<td>Student can correctly define the term paste and use the right click option to paste the photo or text</td>
<td>Student can define what it is to paste a picture</td>
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<tr>
<td>Saving work to the computer and a jump drive</td>
<td>Student defines save, consistently and successfully saves work to the computer and the flash drive</td>
<td>Student defines save, consistently saves work to the computer, and sometimes saves work to a flash drive</td>
<td>Student defines save and sometimes saves work to the computer</td>
<td>Student defines save, but rarely saves work successfully</td>
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Notes: __________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
**Sentence Writing**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
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<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing a sentence for the book</td>
<td>Student produces a sentence with correct, capitalization, punctuation, grammar, and spelling of common words, and is done in ABC book genre.</td>
<td>Student produces a sentence with correct capitalization, punctuation, grammar, and spelling of common words.</td>
<td>Student produces a sentence with correct capitalization and punctuation.</td>
<td>Student produce a sentence on the page.</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________

__________________________________________________________________________

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