

# INTEGRATED UNIT

<b>Lesson Name:</b>	Non- fiction/Research Unit	
<b>Subject/s:</b>	Reading/Writing/Science Technology	
<b>Grade Level:</b>	1-2	
<b>Content Standard/s:</b>	<b>1<sup>st</sup> grade</b> Reading Process #2, 6, 7 Reading Applications #4,5,6 Research #1-5 Communication # 5,6	<b>2<sup>nd</sup> grade</b> Reading Process # 6,7 Reading Applications #1-5 Writing Process #9 Research #1-6 Communication # 3,8
<b>Technology Standard/s:</b>	<p><b>Standard 3: Technology for Productivity Applications</b>  <b>Benchmark C:</b> Use productivity tools to produce creative works.</p> <p><b>Grade One</b></p> <ol style="list-style-type: none"> <li>Describe how productivity tools are used to create documents, presentations and drawings.</li> <li>Use technology resources with teacher assistance (e.g., pre-selected Websites, launching applications, educational software).</li> </ol> <p><b>Grade Two</b></p> <ol style="list-style-type: none"> <li>Use productivity tools with teacher assistance (e.g., word processing, presentations, drawing programs).</li> <li>Use technology resources with teacher assistance for communication and illustration of thoughts and ideas (e.g., creative stories, drawings, presentations, publication software).</li> </ol> <p><b>Standard 4: Technology and Communication Applications</b>  <b>Benchmark B:</b> Explore how information can be published and presented in different formats.</p> <p><b>Grade One</b></p> <ol style="list-style-type: none"> <li>Create documents with teacher assistance (e.g., students observe the teacher making a document, they add ideas, and select images for the teacher to import).</li> <li>Identify and explore different forms of electronic communication (e.g., written documents in electronic form, e-mail, Web pages, video, multimedia).</li> </ol> <p><b>Grade Two</b></p> <ol style="list-style-type: none"> <li>Use graphic organizers to plan a presentation (e.g., graphic organizing, charting or mapping software).</li> <li>Compare digital graphic images used to portray a topic (e.g., students are given images on the same topic from two different sources and explain why one may be better for the assignment than another).</li> <li>Present information in an electronic format, including text, graphics or multimedia (e.g., write and illustrate a story based on writing prompt, slide show or photo album).</li> <li>Compose class e-mail (e.g., each student has an opportunity to contribute ideas for e-mail messages related to their studies).</li> </ol>	
<b>Materials:</b>	Access to the internet Powerpoint or Kidpix Printer Cardstock for lesson 4	

# INTEGRATED UNIT

## Procedure:

The following lessons are designed to be integrated into your non-fiction unit or supplement your science unit. The subject matter has been kept general so it can be integrated to your needs. There are many resources to quickly prepare these lessons to meet your needs. This unit consists of 4 different lessons that can be used.

Lesson 1 – Learning to navigate the internet using a scavenger hunt

Lesson 2 – Learning to do research on the internet

Lesson 3 – Creating a Animal fact page

Lesson 4 - Creating a Animal Presentation

This will take at least 4 weeks possibly more depending on your children. The directions to each lesson are easily tailored to any unit. The student examples used were integrated into a non-fiction unit that spanned over 2 months.

### Lesson 1 – Internet Scavenger Hunt

The goal of this lesson is two-fold 1. To get students used to finding information on the internet and 2. Teach them how to move that information by cutting and pasting into a different screen.

Time needed: 1 or 2 30 minute periods

Before the lesson: Students should have basic knowledge of a web browser and how to navigate to different pages. Teacher needs to select a scavenger hunt for students to complete (keep it simple) Below is a list of sites to get pre-made scavenger hunts:

[Internet Hunt Activities](#) created by [Cindy O'Hora](#)  
[Vicki Blackwell's Internet Guide For Educators](#)  
[Saskatoon \(East\) School Division](#)

Depending on the scavenger hunt you find you may or may not need to create a handout to go with it. It is recommended that you create a Word document that has the links on it so students can just click on them instead of typing them in like this:

Solar Scavenger Hunt

1. [http://starchild.gsfc.nasa.gov/docs/StarChild/solar\\_system\\_level1/moon.html](http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level1/moon.html)

What does the moon's surface look like?

To do this copy the webpage's address and paste it into a Word document and hit enter. Then the students can type or cut and paste their answers below your questions.

It is also recommended you check all links to the scavenger hunt to make sure they work and they bring up grade appropriate material.

To get your student started do a whole group lesson where you model the process of the scavenger hunt, showing them how to move from one page to another, and how to cut and paste information.

## INTEGRATED UNIT

**Evaluation:** Students should be evaluated two ways

1. Was the student able to find the information on the scavenger hunt?
2. Could the student switch back and forth from internet to the word document?

### **Lesson 2 – Learning to do Research on the Internet**

The goal of this lesson is for students to do research on an animal and be able to find important facts they can use for lessons 3 and 4.

Time needed: 1 - 30 minute period.

Before the lesson: You need to pre-select the internet sites you want students to use. Here are a list of resources:

| <http://enchantedlearning.com/Home.html>  
<http://www.nhptv.org/natureworks/nw4.htm>  
<http://www.wildwnc.org/af/index.html>  
<http://yahooligans.yahoo.com/>

Picture resources:

<http://www.pics4learning.com/>

Students will need to select an animal and find at least 4 facts about that animal. Student will need to either printout that material or take notes on the material depending on the class. Students will also need to find a picture of their animal.

It is recommended you walk the students through searching an animal as a class to show them how to do research. Talk to your class about pop-up ads, banner ads, and how to get out of them if they get into them.

**Evaluation:** Students should be evaluated two ways

1. Was the student able to find the information on their animal?
2. Did the student find at least 4 facts and a picture they can use for the next lesson?

### **Lesson 3 – Creating a Animal fact page**

Students will need access to either Kidpix or PowerPoint for this lesson. Students will need the materials they found from their research.

The goal of this lesson is for students to take they information they found and be able to demonstrate their understanding using a animal fact page like the one attached to this file.

Time needed: 2 - 30 Minute periods

Before the lesson: Students should have had introductory lesson and be

## INTEGRATED UNIT

familiar with either PowerPoint or KidPix. If the students have not done a lot of cutting and pasting of pictures, you may need to review that process.

Students will need to create a page that contains:

1. A title
2. A Picture of the Animal
3. 3-4 facts about that animal
- 4.

**Evaluation:** Students should be evaluated two ways:

1. Was the student able to use the information on their animal and write 3-4 facts?
2. Did the student create a page with all the components?

### Lesson 4 - Creating a Animal Presentation

Adapted from: [50 Quick and Easy Computer Activities for Kids](#) by Tammy Worcester

Students will need access to PowerPoint for this activity.

The goal of this lesson is: The students will find 5 facts they can use and write on PowerPoint Presentations. Students will create 5 fact slides and 5 slides with pictures to illustrate their fact. Students will add nonfiction conventions such as labels and captions to their pictures. See student example attached to this file.

Time Needed: 4-5 - 30 minute periods

Before the lesson: Students should have some knowledge on how to use PowerPoint Students should have already done the research they need to complete the 6 fact slides. Research can be done on the internet in lesson 2 or done with non-fiction books in the classroom. If non-fiction books are used, students will need to find pictures to go with their facts on the internet. Use the below resources to help:

<http://www.pics4learning.com/>

<http://members.enchantedlearning.com/Home.html>

Have each student open the attached template : taken from: [50 Quick and Easy Computer Activities for Kids](#) by Tammy Worcester

Slide # 1 Will have the title

Slides 2-6 Will have the facts about the student animal on them

Slide # 7 Will have the student's name

Slides 8-12 Will have pictures illustrating their facts.

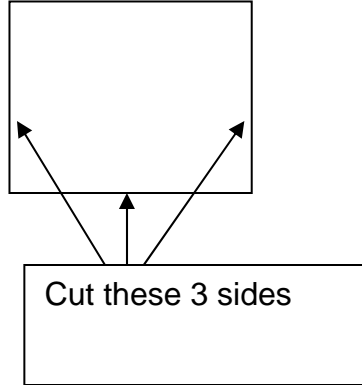
Make sure student save a lot during this project so they do not loose any materials.

When the student is done it is best if these are printed are cardstock.

When you go to print the files YOU MUST SELECT HANDOUTS from the options on the print screen. Once the students slides are printed out they

## INTEGRATED UNIT

will cut the page with the facts on 3 sides of each slide :



Once those have been cut glue them on top of the slide with the pictures. Then when you are finished you should be able to flip up the fact and see the picture.

**Evaluation:** Students should be evaluated three ways:

1. Did the student find 5 facts?
2. Did the picture illustrate each fact?
3. Did the student use non-fiction conventions with their pictures?