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| Title: | Endangered Species ABC's |
| Grade Levels: | 3 rd -5 th |
| Curriculum Areas: | 🖥️ Science |
| Measurable Objectives: | <ul style="list-style-type: none"> 🖥️ TSW choose an endangered species to research that begins with the letter they choose from the hat. 🖥️ TSW research the animal's habits, habitat, and endangered status. 🖥️ TSW create a trading card for a class ABC book that includes a photograph of the animal, a description of the animal, and its habits. 🖥️ TSW report to the class the results of their research 🖥️ (EF) TSW create bookmarks to share with the class that have an image and facts about their animal. |
| LA Content Standards: | <ul style="list-style-type: none"> 🖥️ {SCI.3.61} Explain how selected animals once classified as endangered have recovered 🖥️ {LA.3.2.23} Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose 🖥️ {LA.3.5.50} Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects 🖥️ {SCI.4.54} Describe the effect of sudden increases or decreases of one group of organisms upon other organisms in the environment 🖥️ {LA.4.2.26.2} Write for various purposes, including: informational reports that include facts and examples and that present important details in a logical order 🖥️ {LA.4.5.47} Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports 🖥️ {SCI.5.LS.26} Identify and describe ecosystems of local importance 🖥️ {LA.5.5.43.2} Locate and integrate information from grade- |

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| | <p>appropriate resources, including: electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic</p> <p> {LA.5.5.42.3} Locate and select information using a variety of organizational features in grade-appropriate resources, including: frequently accessed and bookmarked Web addresses</p> |
| <p>Technology Standards:</p> | <p> {TEC.K-4.B} Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology.</p> <p> {TEC.K-4.E} Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.)</p> <p> {TEC.K-4.F} Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences.</p> <p> {TEC.K-4.J}- Use technology resources to assist in problem-solving, self-directed learning, and extended learning activities.</p> <p> {TEC.5-8.C} Demonstrate the operations of a computer (e.g., touch-keyboarding skills, save, organize and back-up files) and other peripheral devices (scanner, digital and video cameras, VCR, laser disc player) at an intermediate level.</p> <p> {TEC.5-8.E} Use information, media, and technology in a responsible manner which includes following the school's acceptable use policy, adhering to copyright laws, respecting the rights of others, and employing proper etiquette in all forms of communication.</p> <p> {TEC.5-8.H} Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences.</p> <p> {TEC.5-8.G} Use multimedia tools and desktop publishing to develop and present computer generated projects for directed and independent learning activities.</p> |

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| | <p> {TEC.5-8.J} Understand Internet concepts (e.g., website, hypertext link, bookmarks, URL addresses) and apply intermediate on-line searching techniques (e.g., employ keyword, phrases, and Boolean Operators).</p> |
| Technology Connection: | <p> PowerPoint</p> <p> Publisher</p> <p> Internet</p> <p> Research Site http://www.kidsplanet.org/factsheets/map.html</p> <p> Extra Sites http://wcs.org/7617 http://www.enature.com/fieldguides/ http://www.zoobooks.com/animalsatoz.aspx http://www.pbs.org/americanfieldguide/topics/animals/index.html http://animaldiversity.ummz.umich.edu/site/index.html</p> |
| Procedures: | <p> Modeling: TTW ask students what it means to be endangered. TTW explain to students that they will be researching an endangered animal and will help create a class book on endangered animals.</p> <p> Guided Practice: TSW choose a letter from a cup or hat. TTW show the students the website they will be working on to research their animal. TSW choose an animal from the site that begins with the same letter they pulled from the hat. TTW give students their notes page to record their information about their animal. TTW show the students the trading card template sample. TSW review inserting a picture and formatting text.</p> <p> Independent Practice: TSW research their animal using the site provided. TSW record their information on the notes page. TSW enter their data into the trading card template. TSW save a picture of their animal from the web to their My Pictures. TSW insert their image into their trading card.</p> <p> Review: TSW share their trading cards with the class briefly describing their animal.</p> <p> Closure: TTW give the students feedback on their presentation.</p> <p> Early Finisher: TSW create bookmarks for the class using publisher. TSW insert their endangered animal's picture into the auto shape. Right click on auto shapes to change the colors. TSW then use a text box to insert the animals name</p> |

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| | and facts about their animal. |
| Materials: | <ul style="list-style-type: none">  Internet  Card Stock  Research Site http://www.kidsplanet.org/factsheets/map.html  PowerPoint trading card template  Publisher bookmark template  Fact sheet for notes |
| Assessment: | <ul style="list-style-type: none">  Rubric scoring their trading card.  Presentation  Observation |
| Teacher's Name: |  Amy Ard |
| School: |  Champ Cooper/ Tucker Elementary |