

Title: “Animal Characteristics Flip-It Chart Project”

Created by Marie Romano & Mary Schneider

Grade: 5

Introduction:

This collaborative lesson between the 5th Grade Classroom and the Library/Media Center can be accomplished over a 4-week period. The project contains two objectives and can be accomplished using only the primary objective if desired.

Core Content Curriculum Standards

Workplace Readiness: 2.2, 2.3, 2.5, 2.8, 2.9

Reading: 3.1, 3.2, 3.5, 3.6, 3.7

Science: 5.5, 5.7, 5.12

Materials Needed

Research worksheets

Access to research material

Any word processing program

Access to a computer connected to the Internet

A color printer

Oak tag

Primary Objective

- a) The students will be able to research information using the Flip-It Note Taking Technique developed by Alice H. Yucht to complete the Animal Characteristic Chart
- b) The students will be able to develop a reference page that follows the required format
- c) The students will be able to download a color picture of their selected animal and print the animal name using WordArt.

Secondary Objective

The students will be able to save and retrieve information on the District's Intranet.

Lesson 1 (done in the classroom- two 40 minute periods)

The teacher discusses each of the animal classifications with the students drawing from their prior experience and knowledge. Characteristic charts of mammals, reptiles, amphibians and birds are displayed in the classroom for the students to observe. The teacher writes the names of the four animal classifications on index cards and the students draw, by lottery, a card for their selection.

Lesson 2 (done in the library/media center-3 40 minute periods)

Each student selects an animal of their choice within their classification (e.g. Mammal: elephant, opossum, mouse, etc.) The students are introduced to a note taking technique called Flip-It. (Please see attached papers.) The Flip-It technique is comprised in lots of fours. (Hence using the four animal classifications.) the four topics assigned to the students for research were, Description, Diet, Habitat, and reproduction. Other topics may be substituted if desired.

This lesson may take additional class periods.

Lesson 3 (done in classroom and /or library/media center- will continue throughout the rest of the project. It must be completed by the due date of the project.)

Using the Flip-It T technique forms that are included with this lesson, students will research their selected animal for information by using the following materials:

- Books
- Encyclopedias
- Internet (WWW)
- Periodicals
- Films
- Newspapers
- Videos

The students compile information about the four topics in Lesson 2. They must organize the material in each topic and eliminate duplicate information. The students will analyze the data and select only that information which is unique to his/her particular animal.

Lesson 4 (done in the classroom and /or library/media center and/or computer lab-can be completed in one class period if you have access to the computer room. If you are a one computer classroom, the explanation and demonstration should take one classroom period . Then the students must find a way to obtain a picture.)

The teacher will explain how to download a color picture of the animal from pre-selected Internet sites. (e.g. Google)

Lesson 5(done in the classroom and /or library/media center-can be completed in one 40 minute class period if you have access to the computer room. If you are a one computer classroom, the explanation and demonstration should take one classroom period. Then the students must find a way to obtain a picture.)

The teacher will explain how to use WordArt to create the animal's name.

Lesson 6 (done in the classroom-once the students have obtained all of the information required this should be accomplished in one 40 minute period)

The students will construct their project on a 9" by 11" piece of oak tag. The animal chart will be glued to one side while the picture and headline will be glued to the other side.

Evaluation

Please see the attached rubric.

Curriculum Extentions:

- The students select 2 cards and write a paper comparing and/or contrasting the animals
- A group of four cards is placed on a table showing only the picture and the name of the animal. One student read the information found on the back of one of the cards and the student must select the correct animal by deductive reasoning.
- The students can use the cards to classify the animals.
- The students can use the cards to present the information to lower grade students.

- The students can create a PowerPoint presentation about their particular animal.

Evaluation

I began this project in September. Mary Schneider and I agreed to work together. She found that students did not know how to take notes while working on a research project. The students just wanted to print out the material from the computer or copy the pages from the encyclopedia or a book. I had been out of the academic classroom for 14 years as a computer teacher and 2 years as a Comer Facilitator. So besides working on this project I had to adjust to a whole new role in life. Science and animals have always interested me, so as I was teaching 5th grade science, I decided to do a project on animals.

If you look at my proposed project and my final project you would never think that it was the same project. I revamped the project constantly. Thank goodness Mary is patient because I would come in on any given day and forget to tell her that I changed some part of the project. She just went with the flow and adjusted accordingly.

The students worked in the Library/Media Center as well as in the classroom and the Computer Lab. There were many problems that we found as we worked through the project. Since I only had one scheduled 40 minute period of Library every other week, there was not enough time to really get into the project. Mary made time in her schedule so that I could take my homeroom class to the Library on Thursday mornings from 9:00 to 9:50. We used my class as the “guinea pigs.” Every period was trial and error until we came to consensus on exactly what we were going to do. After we thought that we were ready and weren’t going to make any more changes, we introduced the project to two other 5th grade science classes (I teach 4 classes altogether.) As usual we still made changes, but it progressed and a final project was completed by my entire homeroom.

I plan to use this project next year and include it in my curriculum but Mary and I have decided to make more changes. We feel that the students need to come to the Library/Media Center every day for one week. We will try to work this into our schedules for the 2003-2004 school year. I was lucky that when Anita Kober, the Computer Teacher was absent I was able to use the Computer Lab with all my classes. We were able to accomplish much more on those days.

Mary, Anita and I have a great working relationship and this was a plus. It was great working with Mary, not only because of her knowledge but because she would go out of her way to find out answers any of our questions and solve all of our problems. I don't know who had more fun or learned more, the students or Mary and me.

Name _____ Room _____

Subject _____

BOOK

1. Author _____
2. Title of book _____
3. Place of publication _____
4. Publisher _____
5. Date of publication _____
6. Call number _____

Name _____ Room _____

Subject _____

CD-ROM

7. Title of article _____

8. Title of product _____ CD-ROM

9. Place of publication _____

10. Publisher _____

11. Date of publication. _____

Name _____ Room _____

Subject _____

ENCYCLOPEDIA

12. Title of article _____

13. Title of encyclopedia _____

14. Date of edition _____

15. Volume _____ Page _____

Name _____

Room _____

Subject _____

ONLINE SOURCES

16. Name of source _____ Online

17. Date of visit _____

Name _____ Room _____

Subject _____

PERIODICAL (Magazine)

18. Title of article _____

19. Periodical title _____

20. Date of periodical _____

21. Page _____

Name _____

Room _____

Subject _____

VIDEO (film)

22. Title of film _____

23. Name of production company _____

24. Year of film release _____

Name _____

Room _____

Subject _____

WORLD WIDE WEB

25. Subject _____

26. Name of site _____

27. Date of visit. _____

28. <http address> _____

Primary Task: The students will complete the Animal Characteristic Chart complete with the animal name and Internet picture.

Name _____

Room # _____

Evaluation of Animal Project

You will be given an individual grade based on the rubric below that will tell how well you completed your task.

Primary Objective					
4	3	2	1	0	Score
<ul style="list-style-type: none">• Uses the computer to fill in the chart and is able to save the work by himself	<ul style="list-style-type: none">• Uses the computer to fill in the chart but needs help from another student	<ul style="list-style-type: none">• Uses the computer to fill in the chart but needs help from the teacher	<ul style="list-style-type: none">• Cannot use the computer to fill in the chart without step by step help from the teacher	<ul style="list-style-type: none">• Does not fill in the chart using the computer	

<ul style="list-style-type: none"> • Downloads a color picture of the animal from the Internet with limited help from the teacher 	<ul style="list-style-type: none"> • Downloads a color picture of the animal from the Internet but needs help from another student 	<ul style="list-style-type: none"> • Downloads a color picture of the animal from the Internet but needs extended help from the teacher 	<ul style="list-style-type: none"> • Cannot download a color picture of the animal from the Internet without step by step help from the teacher 	<ul style="list-style-type: none"> • Does not download a color picture of the animal from the Internet 	
<ul style="list-style-type: none"> • Uses a computer program to write the name of the animal 	<ul style="list-style-type: none"> • Uses a computer program to write the name of the animal with help from another student 	<ul style="list-style-type: none"> • Uses a computer program to write the name of the animal help from the teacher 	<ul style="list-style-type: none"> • Cannot use a computer program to write the name of the animal without step by step help from the teacher 	<ul style="list-style-type: none"> • Does not use a computer program to write the name of the animal 	
<ul style="list-style-type: none"> • Has completed all categories in the chart with 4 or more 	<ul style="list-style-type: none"> • Has 4 facts under each category 	<ul style="list-style-type: none"> • Has 4 facts under at least 3 categories 	<ul style="list-style-type: none"> • Has 4 facts under at least 2 categories 	<ul style="list-style-type: none"> • Does not have 4 facts under each 	

facts				category	
<ul style="list-style-type: none"> Provides at least 1 unique quality or statement about the animal 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Creates a neat presentation board for the animal 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Used 4 or more different references to obtain data (Must have at least 1 book, 1 encyclopedia and 1 www) May duplicate one of the above 	<ul style="list-style-type: none"> Used 3 different references (book, encyclopedia, www) to obtain data 	<ul style="list-style-type: none"> Used 3 references but not from the specified number of sources to obtain data 	<ul style="list-style-type: none"> Used only 2 different references to obtain data 	<ul style="list-style-type: none"> Used only 1 reference to obtain data 	
<ul style="list-style-type: none"> Attaches a reference 	<ul style="list-style-type: none"> Attaches a reference 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Does not attach a 	

page to project which follows the correct format	page to project but does not follow the correct format			reference page to project	
<u>Secondary Objective</u>					
<ul style="list-style-type: none"> Saves the chart on the Intranet so that it can be accessed from any computer in the District with limited help from the teacher 	<ul style="list-style-type: none"> Saves the chart on the Intranet so that it can be accessed from any computer in the District with some help from another student 	<ul style="list-style-type: none"> Saves the chart on the Intranet so that it can be accessed from any computer in the District with some help from the teacher 	<ul style="list-style-type: none"> Cannot save on the Intranet without step by step help from the teacher 	<ul style="list-style-type: none"> Does not save on the Intranet 	
					<ul style="list-style-type: none"> Total Score

Key to Scores

A+	36	C+	17-13
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A	35-32	C	12
A-	31-27	C-	11-6
B+	26-22	D	5
B	21	F	Below 5
B-	20-18		

Works Cited - Grade Five

PRINT SOURCES

A. Book

1. Author. (last name, first name)
2. Title. (underlined or *italicized*)
3. Place of publication: Publisher, Publication date.

Savage, Steven. Mammals. Austin, TX: Raintree Steck-Vaughn, 2000.

B. Encyclopedia

1. Title of article. ("in quotation marks")
2. Title of encyclopedia. (underlined or *italicized*)
3. Date of edition.

"Mammal." *World Book Encyclopedia*. 2003.

C. Periodical (magazine or newspaper)

1. Title of article. ("in quotation marks")
2. Periodical title. (underlined or *italicized*)
3. Date of periodical: page.

"Mysterious Mammals." National Wildlife. Dec/Jan 2003: 36.

ELECTRONIC SOURCES

D. Encyclopedias and other materials on CD-ROM

1. Title of article. ("in quotation marks")
2. Title of product. (underlined or *italicized*) CD-ROM.
3. Place of publication: Publisher, date of publication.

"Mammal." Encarta 97 Encyclopedia. CD-ROM. Microsoft Corp., 1996.

ONLINE SOURCES

E. Encyclopedia

1. Title of article (“in quotation marks”)
2. Name of encyclopedia. (underlined or *italicized*) Online.
3. Date of visit.

“Mammals”. Encyclopedia of Animals. Online. February 4, 2003.

F. World Wide Web

1. Subject (“in quotation marks”)
2. Name of site. (underlined or *italicized*)
3. Date of visit.
4. <http address> (in < brackets)

“Mammals.” *Ranger Rick Field Guides*.
February 5, 2003.
<<http://www.yahooligans.com/content/animals/mammals/>>.

OTHER SOURCES

G. Videotape

1. Title of film. (underlined or *italicized*)
2. Name of production company,
3. Year of film release.

Mammals. Schlessinger Media, 1999.