

Lesson/Unit Description
Writing a Non-Fiction Story About Spiders

Name(s): James MacCall

School(s): Belmont Hills

Grade(s): one

Curricular Area(s)/Course(s): Language Arts, Science, Technology

Academic Standard(s):

Language Arts

The student will write a non-fiction short story. The story will follow the accepted guidelines of capital letters, sentences, punctuation and grammar needs.

Science

Based upon readings and discussions during science time, the student will write a non-fiction short story about spiders using only "true" facts about spiders.

Technology

With the support of a fourth grade student, the first grade student will create a HyperStudio card which will be part of a grade level stack. Each card will contain a text box composed by the first graders, based upon facts discussed in class during the previous two weeks of study. The card will also contain at least one graphic.

Technology Standards:

STANDARD 1: Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.

STANDARD 3: Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative writing

Benchmark(s):

Technology:

P 1.1 Use input devices (l) and output devices to successfully operate computers, VCRs, audiotapes, and other technologies.

- P 1.1.a — use and control a mouse, track pad, or other pointer device to move pointer on screen
- P 1.1.b — locate placement of letters, etc. on keyboard, bilaterally
- P 1.1.c — identify keyboard, mouse, screen, printer, media (CDs, DVDs, floppies, tapes), drives, headphones, remote control
- P 1.1.d — turn computers and other appropriate devices (e.g., TV, VCR, tape recorder) on/off
- P 1.2 Use a variety of media and technology resources for directed and independent learning activities.
 - P 1.2.a — locate and access computer and network directories
 - P 1.2.b — launch (open) and quit applications and documents
 - P 1.2.c — move between active applications
- P 3.1 Use a variety of media and technology resources for directed and independent learning activities.
 - P 3.1.a — utilize word processing (simple document with limited formatting)
 - P 3.1.b — utilize desktop publishing (simple text and graphics layout)
- P 3.2 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories, and create developmentally appropriate multimedia
 - P 3.2.a — utilize word processing
 - P 3.2.b — utilize desktop publishing (simple text and graphics layout)
 - P 3.2.c — utilize multimedia authoring (e.g., simple presentation HyperStudio card or ClarisWorks presentation page)

Essential Questions:

1. All living things, which can be found in every part of the world, have needs: food, water, air, and a habitat. Living things, humans as well as animals, fulfill their needs in many different ways. This ability to find a way to fulfill needs causes all living things to adapt to their environment. The specific “body” parts of all living things allow for specific fulfillment of these needs, ie. spiders can build webs.
2. In today’s technologically advanced world, it is essential for all people to be able to access information and communicate thoughts both graphically and in text. Computers enhance this process and allow us to create, design, and enhance our ability to communicate to others. Therefore, it is necessary for all students to use

Content Questions

1. Do all spiders have the same body parts?
2. Where do spiders live?
3. How are two spiders the same and how are they different?
4. How do you do a search for information on the internet using a web search engine?
5. How does slide show software allow let us show our information to others?

Assessment(s):

Each student will submit one card to the Spider Stack.

1. The students will create developmentally appropriate cards/stacks about spiders using multimedia software such as KidsPix2.
2. The students will locate, copy, and place at least two spider graphics from the web.
3. The students will label an illustration of a spider showing it's body parts.
4. The students will write a non-fiction story about spiders based upon the readings and discussions completed in class.
5. Students will build a data base showing spiders from all areas of the world and in different ecosystems.

Content (What the students will Know, Do, Understand)

aka Tasks (UOP):

Language Arts

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Science

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Technology

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The card will also contain at least one graphic.

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Instructional Strategies

include specific Invitations, Situations, Interactions (UOP):

This activity is a culminating activity for a two week long study of spiders as part of our first grade reading program. We read the story called "The Itsy Bitsy Spider". Most of the children are familiar with the story so we turn it into a chance to study and read non-fiction works about spiders.

Over the course of the two weeks, the children, with the support of the teachers, read the three Wright Group books about Spiders. The children practice taking notes while listening to the stories, deciding on the most important facts of the story, and we discuss where other facts about spiders can be found.

Near the end of the two week study, we met with a fourth grade class. This class has had a previous introductory experience using HyperStudio. The class has developed individual cards and stacks using Hyper Studio.

A fourth grade student is partnered with a first grade student. The fourth grade student is in charge of the actual "workings" of HyperStudio but the first grade makes the selection of what is written in the text box and what graphics are used in the card.

At the end of the lesson, each card is saved to a disk and the teacher then links all of the cards together into one stack.

Resources aka Tools (UOP):

computer, software(word processing), mouse, printer, paper,

Connections, Adaptations, & Extensions:

1. Study other animals and how their needs are met.
2. The study of what needs human beings have and how they are met in different areas of the world.