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Cooperative Brain Power Works Through Team Efforts
Using Technology, Informational Text, and Academic
Games



For information concerning Teacher Grant opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

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Goals and Objectives:

Cooperative Brain Power Works Through Team Efforts Using Technology, Informational Text and Academic Games

The project is **Cooperative Brain Power Works Through Team Efforts Using Technology, Informational Text, or Academic Games**. It is a cooperative learning strategy where students work in teams to learn how to acquire knowledge in cooperative learning groups. Children learn how to respect each other's opinions, beliefs, ideas, and facts about real life using web sites, children books, or informational text. The students learn real facts about a related topic of different subject areas, work together to develop a special project, or use academic games to explore and practice new knowledge. Students learn in cooperative groups of an advance student, (green) high student, (blue) and (yellow) average students, and (red) low student. The students will be grouped in teams of four students to learn knowledge of various subject areas, complete special projects together using websites, informational text, technology, and academic games.

The students will use Brainpop Jr. or BrainPOP to learn about math, reading, science, or social studies. Students are asked questions using the 5W's. The teacher and students will ask questions using words such as who, what, when, where, why, and how. Each Team earns points as they ask and answer questions from higher order to lower level questions.

The students play a game show using the Wireless Eggspert Buttons to buzz in and answer questions posed by the teacher or peers.

*According to Norman L. Webb, **Depth of Knowledge Level 1 Recall of Information**, the teacher asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in maps, charts, graphs, tables, or drawings. This level requires students to identify, list, or define. The students recall **who, what, when, and where**. The student writes or recites simple facts. The writing has basic ideas.*

Another way to implement this project is the teacher may use Informational Text on the same topic with four different leveled readers to explore answers. Each student reads the book on his or her reading independent level and finds the answer to his or her question in the text. Each student writes his or her own answer on long storyboard paper. Then the four answers are glued to a poster board to make a formal report of the topic. The four students give an oral report by sharing what they have learned. This report is scored on a rubric.

*According to Norman L. Webb, **Depth of Knowledge Level 2 Basic Reasoning**, the students contrast or compare people, places, events, and concepts, convert information from one form to another, give an example, classify or sort items into meaningful categories, describe, interpret or explain issues and problems, patterns, reasons, cause and effect and point of view or processes. The student explains the results of **“how” and “why.”***

First, the teacher uses Brainpop Jr.com as a resource to teach the Language Arts Florida Standards, Mathematics Florida Standards, and Next Generation Sunshine Standards- for Social Studies to the students.

Next, the teacher and students ask questions about key facts from the words or text on web site. The Wireless Eggspert is used to buzz in to answer the questions. Since the group have students leveled by academic ability, all students of the same academic ability will have the buzzer at the same time. Then a question will be asked of students having an average or low ability using words such as Who, What, When, and Where. Questions will be asked of higher level students using words such as Why, How? Tell me about a resource (text/book/magazine) or real world experience about this topic. Why do you agree or disagree with the topic?

Then, one buzzer in each group will rotate among the four students at the different desks around the classroom. I start with the low students with a red stick on their desk, then average students with a yellow or blue stick on their desk, and the high student with a green stick on their desk. Brainpop Jr. has short videos that thoroughly teaches skills. For example, as the video discusses George Washington Carver or George Washington, the words of the lesson appear on the screen. Using Marzano Strategy, I will stop the video at strategic points. Then, a question will be asked by the teacher or student. The student with the buzzer buzzes in using the Wireless Eggspert to answer the question. The teacher allows the students to answer the question. If the question is correct a point is given to that team. If not, the next person will be able to buzz in, answer the question, and earn a team point.

Last, the teacher and class continues to watch the video having students of the same academic ability answer questions and earning points until the end of the video. Points are calculated and the winners are rewarded by treasure chest or lunch with the teacher.

The Students:

This project can be implemented for children in grades kindergarten through fifth grades.

The Disseminator:

Andria Ammons has 28 consecutive years teaching at McNab Elementary. She was named the Teacher of the Year of the 2006-07 school year. In 2013, she was nominated as Social Studies Teacher of the Year. She achieved National Board Certification as an Early Childhood Generalist in November of 2004. In 2014, she **renewed** her National Board Teacher Certification as a Generalist of Early Childhood until November of 2024. She was nominated for the Hall of Fame Award. She served on the District Reading Cadre for the Common Core Standards for Primary Teachers in June of 2011.

She is a member of Broward of Teachers and Delta Sigma Theta Sorority Incorporated. Ms. Ammons has served as the Team Leader of her first grade team for three years. She has mentored many teachers. She earned her Master's of Science Degree in Educational Leadership from Nova Southeastern University. She has been a Disseminator for Impact for the past four years, presenting the workshops **Modeling Instruction Using My Interactive Web Page and Heroes Modeling Character Traits To Become Leaders.**

She was featured on the Human Resource Development website for being Web Savy, for <http://classjump.com/m/msammonswebpage1> for the months of May, June, and July of 2008.

She is currently a second grade teacher. She has taught pre-kindergarten, first, second, and third grade students. She was featured on the Voluntary Pre-Kindergarten (VPK) video shown on BECON television advertised in May, June and July of 2007. She is a grant writer and has been awarded fifty grants from different sponsors such as Impact, Teacher Directed Fund, Mary Turner Foundation, Citibank, Broward County Council of Mathematics, Teaching Tolerance, American Institute of Aeronautics, and Camp T. Louis.

Materials and Facilities:

The materials needed for this project include a web site license to Brainpop Jr.(K-3) or BrainPOP (3-5) a Wireless Eggspert Game, Talk Boards Recording Devices, Colorful Popsicle Sticks, Posters, Markers, Glue, Paper, and Children’s Informational Books.

Resources:

Resources used for this project may include the school’s library, web site license, and Children’s Information Texts which are needed for this project and can take place in a classroom setting.

Outcome:

Well-developed comprehension questions help our children think critically and intelligently. The new Florida State Standards requires students to ask and answer questions about the text they are reading. It can be from a textbook, informational text, or the internet web sites. Literal comprehension can be taught to the students using the words who, what, when, where, (lower levels) how and why (higher levels). Children have to be able to ask and answer key facts in a text read aloud or information presented orally or through media to meet new Florida State Standards. Reading is understanding meaning. Students must be able to read, understand knowledge, and work together as productive citizens in the real world. Most of the real world experiences require reading Informational Text such as the newspapers, magazines, biographies, autobiographies, to digital information to nonfiction trade books to textbooks, and reference materials. The real world consists of mostly reading Informational Text to keep current with an ever-changing world.

Language Arts Florida Standards

Kindergarten

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about the key details in a text.

Grade 1

LAFS.1RI.1.1 Ask and answer questions about key details in the text.

LAFS.1RI.1.2 Identify the main topic and retell key details of a text.

LAFS.1RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LAFS.1RI.2.4 Ask and answer questions to help determine or clarify meaning of words and phrases in a text.

LAFS.1RI.3.7 Use the illustrations and details in a text to describe its key ideas.

LAFS.1RI.3.9 Identify basic similarities and differences between two texts on the same topic.

LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grade 2

LAFS.2RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2RL.2.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

LAFS.2RI.2.5 Know and use various text features to locate facts or information in in a text efficiently.

LAFS.2RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.

LAFS.2W3.7 Participate in shared research and writing projects (read a number of books on a single topic to produce a report).

LAFS.2W3.8 Recall information from experience or gather information from provided sources to answer a question.

Grade 3

LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3RI.1.2 Determine the main idea of the text; recount the key details and explain how they support the main idea.

LAFS.3RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.3RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.

Mathematics Florida Standards

Kindergarten

- MAFS.K.OA.1.1 Represent addition and subtraction with fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- MAFS.K.NBT.1.1 Compose and decompose numbers from 11 to 19 into ten ones and further ones, by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of tens and one, two, three, four, five, six, seven, eight, or nine ones.

Grade 1

- MAFS.1.NBT.1.1 Add with 100, including a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawing and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction; restate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.

Grade 2

- MAFS.2.NBT.2.5 Fluently add and subtract within 100 using strategies based on place value, Properties of operations, and/or the relationship between addition and subtraction.
- MAFS.2.NBT.2.6 Add up to four two-digit numbers using strategies based on place value and and properties of operations.
- MAFS.2.NBT.2.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.

Grade 3

- MAFS.3.NBT.1.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Next Generation Sunshine State Standards for Social Studies

Kindergarten

SS.K.A.2.3 Listen and retell stories about people in the past who have shown character ideas and principles including honesty, courage, and responsibility.

Grade 1

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring heroism and achievements of the people, events, and our nation's ethnic heritage.

Grade 2

SS.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

SS.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

SS.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.

Grade 3

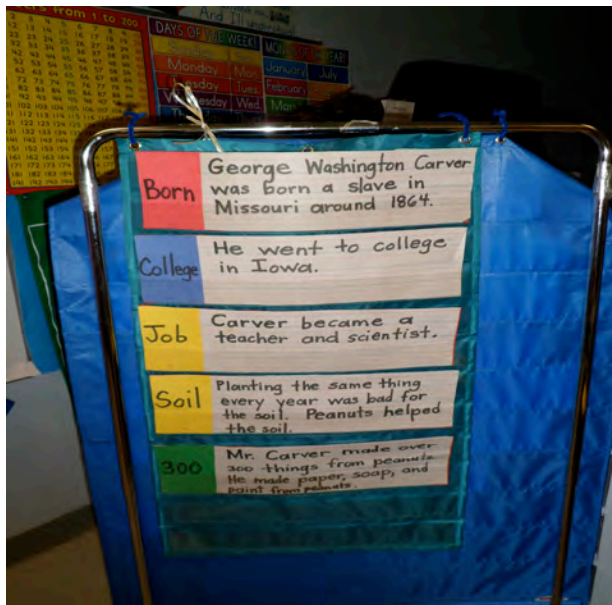
SS.3.A.1.1 Analyze primary and secondary sources.

SS.3.A.1.2 Utilize technology resources to gather primary and secondary sources.

I used this website <http://www.rockingham.k12.va.us/resources/elementary/1history.htm> for students to use technology to research important people in history such as Lincoln and Washington, Eleanor Roosevelt, Martin Luther King, George Washington Carver, Abraham Lincoln, and Benjamin Franklin. These are Smartboard lesson that have timelines slides and facts of these Famous American lives.

Here are the reports my students did on various Famous Americans using biographies on different reading levels. I use the library and books in my classroom as a resource to find Biographies on students' independent levels so that they could read the book and find the answer to their question(s). Notice the dots on the books. The green dot is an advance student, yellow high student, blue and red dots are low students. You have to get books that meet the needs of the student's independent reading levels in the group. I completed this project with my first grade class. I taught it for my formal evaluation. It is called Jigsaw; Jigsaw is a cooperative learning strategy that enables each student a "home" group to specialize in one aspect of the learning unit. Students are required to present their own findings to the home group, Jigsaw learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings. See more information at: <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/>.

As the teacher I model how each group should complete the project using George Washington Carver. The first question was: Where was Dr. Carver born? Where did he go to college? What was his first job? What made the soil rich and fertile? How many products did Dr. Carver create from peanuts? I used a children's book and I model how to find each answer using the table of content and subheadings to find the answers. The students had to read the entire book. This was a **first grade** project.



Each student in the group was given a book on their independent reading level to find an answer to a question about a Famous American. After all questions were found from the text, it was written on long storyboard paper and glued onto a poster board for a final oral report of three or four students. If the group had three people, one person was given two questions. The students read their report to the class and was individually scored on a rubric.



Group I

Lesson Plan

How is President Obama helping the World?

Student:
Hunter
In 2008

Book: Barack Obama by James Tandy

What happened in 2008?

Pg. 2 Barack Obama became the 44th President of the United States of America.

Jennifer
Sport

Book: Barack Obama by James Tandy

What sport did Barack Obama like to play?

Pg. 4 He loved to play basketball.

Samarah
Jobs

Book: Meet Barack Obama by Laine Falk

What other three jobs did Barack Obama have?

(Refer to the Table of Content to find pages)

He was a teacher, lawyer, and senator.

Kyle
College
In 2004

Book: African American Heroes Barack Obama by Stephen Feinstein

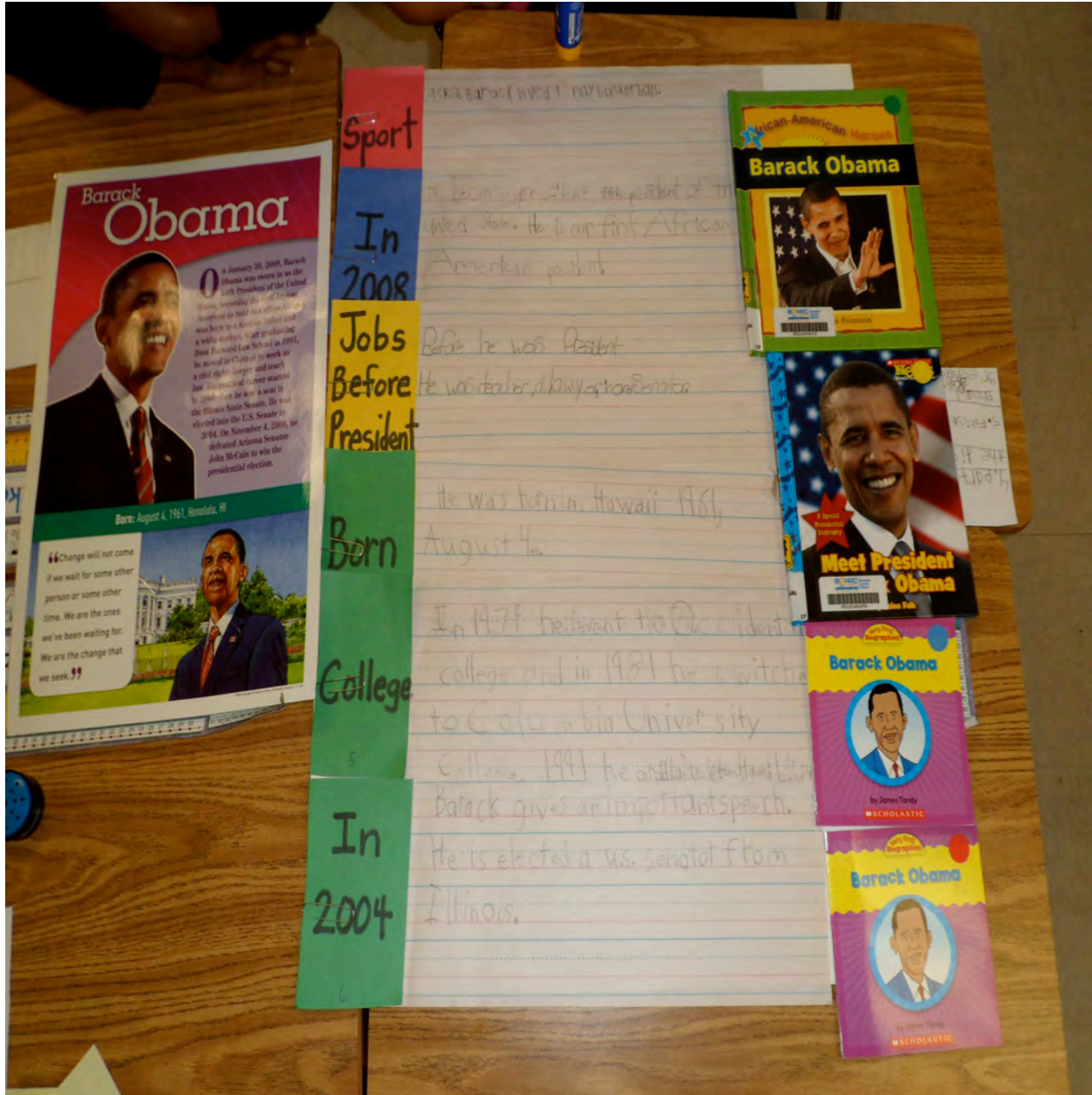
What college did Barack go to?

Pg. 17 He went to Harvard Law School.

What happened in 2004? (Find on a Map)

Pg. 17 He was elected as a U.S. Senator from Illinois.

Final Project Results of the **President Obama** Work Sample
 The oral report was given by the group and scored on a rubric.





Group II Lesson Plans

What do you think made Oprah Winfrey successful?

Student:

Jose

Book: Oprah Winfrey by Wil Mara

Talk Shows

What were the names of the Oprah Talk Shows?

Pgs. 13 and 17

The names of the Talk Shows were People Are Talking and The Oprah Winfrey Show.

Katia

Parents

Book: Oprah Winfrey by Wil Mara

What were the names of Oprah's father and stepmother?

(Refer to the Table of Content)

Pg. 10 They were Vernon Winfrey and Barbara Winfrey.

Denese

College/

Class

Book: African American Heroes Oprah Winfrey by Stephen Feinstein

What College did Oprah attend?

Pgs. 14 She attended Tennessee State University in 1971.

What classes did she like? (Refer to the Table of Content)

Pg. 14 She liked drama and speech.

Dakota

Movie

In 2000

Book: African American Heroes Oprah Winfrey by Stephen Feinstein

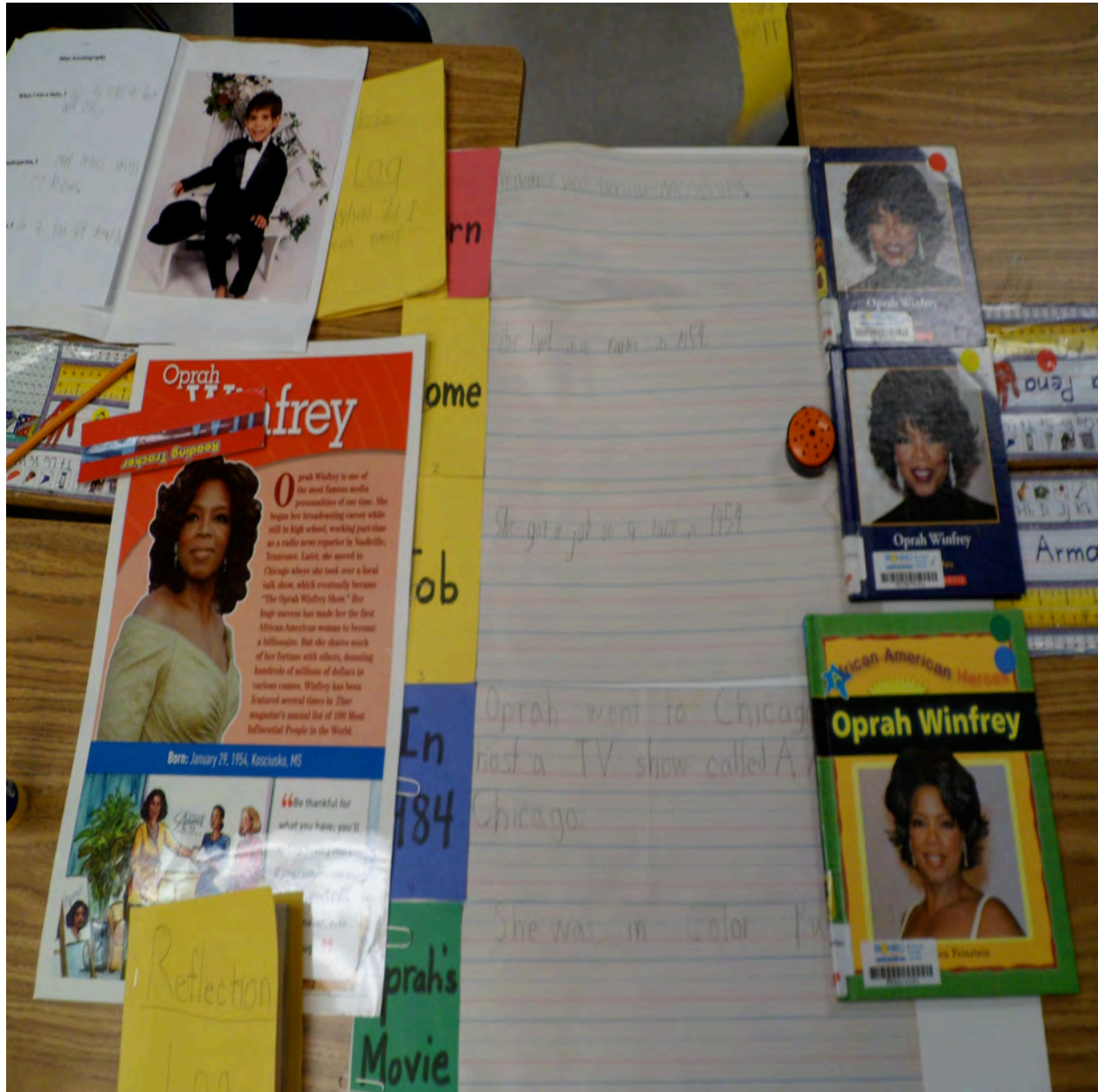
What movie did she star in?

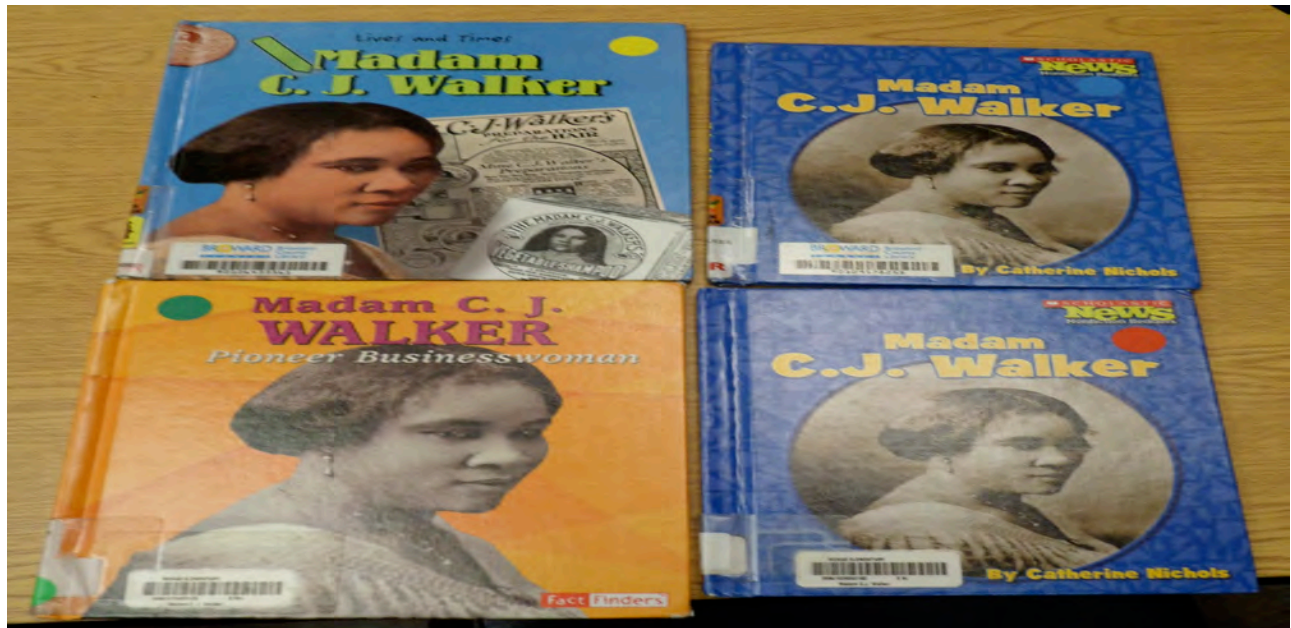
Pg. 16 She performed as an actor in The Color Purple.

What happened in 2000?

Pg. 21 She started her own Magazine called, The O, The Oprah Magazine.

Final Project Results of **Oprah Winfrey** Work Sample
The oral report was given by the group and scored on a rubric.





Group III Lesson Plans

What kind of business do you think you can start one day?

Student:

Salandrea Born/Where Book: Madam C. J. Walker by Catherine Nichols
 When and where was Mrs. Walker born? (Find on a map)
 Pg. 12 She was born on December 23, 1876 in Delta, Louisiana.
 (Refer to the Table of Content)

Brody Hair Products Book: Madam C. J. Walker by Catherine Nichols
 Who did Mrs. Walker make her hair products for?
 Pg. 16 She made her hair products for African-American women.

Domenic First Product Book: Madam C. J. Walker: Pioneer Businesswomen by Krohn and Katherine
 What is the name of Sarah's first product?
 Pg. 16 It was named Madame Walker Wonderful Hair Grower.
 (Refer to the Table of Content)

Milana In 1910 Money Book: Madam C. J. Walker (Lives and Times) by M. C. Hall
 What happened in 1910?
 Pg. 17 She built her first factory in Indianapolis, Indiana. (Find on a Map)
 How much money did she earn in one week in Indianapolis?
 Pg. 18 She earned \$1,000. (Refer to the Table of Content)

Final Project Results of **Madame C. J. Walker** Work Sample
The oral report was given by the group and scored on a rubric.

Born
1. She was born on December 23, 1867, in Delta, Louisiana.



She was born on December 23, 1867, in Delta, Louisiana.

Product
2. Walker sold her products to other African American women.



It was named Madam Walker Wonderful Hair Grower.

Hair Product Named
3. She called her first product Madam Walker's Wonderful Hair Grower.



She made hair products for African-American women.

In 1910
In 1910, Madame Walker decided to build her first factory in Indianapolis. Right away Madame Walker business.



CHOICE UNINCULCATED
FEDERAL RESERVE NOTE
TEN DOLLARS
THE UNITED STATES OF AMERICA
ONE THOUSAND DOLLARS
Ten \$100.00 dollars bill equals \$1,000.



Group IV Lesson Plans

How did Helen Keller learn to survive?

Student:

**Yaretsi
Born**

Book: **Helen Keller** by David A. Adler
 When was Helen Keller born? (Find on a map)
 Pg. 9 She was born on January 27, 1880 in Alabama.

**Ervins
Handicap/
Wrong**

Book: **First Biographies Helen Keller** by Susan Buckley
 What is wrong with Helen Keller?
 Pg. 2 Her illnesses were she lost her sight and hearing. These were
 her illnesses. She died on June 1, 1968.

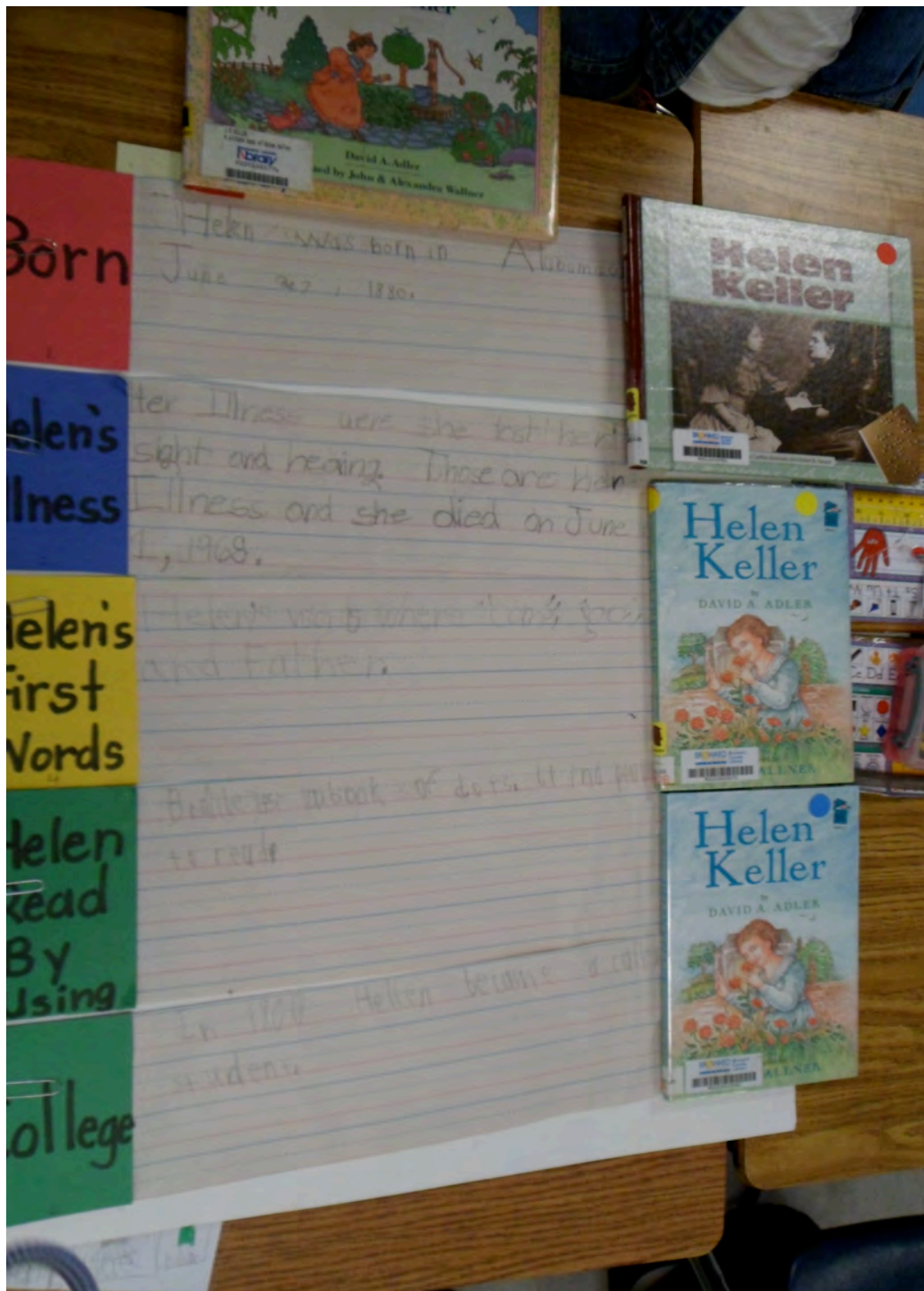
**Max
Read**

Book: **Helen Keller Basic Biography** by Cynthia Amoroso
 How did she learn how to read a book?
 She used a Braille book of dots to learn how to read.

**Louna
College**

Book: **A Picture Book of Helen Keller** by David Alder
 Did Helen Keller attend college?
 In 1904, Helen attended college at Radcliffe.

Final Project Results of **Helen Keller** Work Sample
The oral report was given by the group and scored on a rubric.



Name _____ Date ____/____/____

Oral Report on _____

	Comprehension	Grammar	Illustration	Presentation
1	The student writes the correct answer to the question.	The student begins the sentence with a capital letter and ends the sentence with a period.	The student finds the correct picture to match the sentence.	The student speaks and reads the words correctly to the audience.
2	The student writes part of the answer correctly.	The student begins the sentence with a capital letter and does not end it with a period or vice versa.	The student finds the incorrect picture to match the sentence.	The student speaks softly and reads the words correctly to the audience.
3	The student does not answer the question correctly.	The student does not begin or end the sentence correctly.	The student does not find the correct picture to match the sentence.	The student does not speak clearly or could not read the words to the audience.

Here are the 5'W questions the teacher and student should ask using the Brainpop Jr. or Brainpop website and the Wireless Eggspert button to play a game show.

Depth of Knowledge Level 1
Who?
What?
When?
Where?

Depth of Knowledge Level 2
How?
Why?

Go to the website Brainpopjr.com

Click: Social Studies

Click: Native Americans

Lesson 1 Cherokee

Use the Wireless Eggspert Game to answer the questions below:

All Red Dot students: Who are the Cherokee people?	Buzz in and answer: The Cherokee are native people of the Southeast.
All Yellow Dot students: Who lived in the country of American first?	Buzz in and answer: The Cherokee lived here long before the United States became a country.
All Blue Dot students: What are the seven clans or groups of Cherokees?	Buzz in and answer: The Cherokee clans are: Wild Potato Clan, Long Hair Clan, Deer Clan, Bird Clan, Blue Clan, Red Clan, and Wolf Clan.
All Green Dot students: Who created the Cherokee language and when?	Buzz in and answer: A man by the name of Sequoyah created the language one hundred years ago.
All Red Dot students: How do you say dog in Cherokee?	Buzz in and answer: The word dog is gitli.
All Yellow Dot students: How do you say cat in Cherokee?	Buzz in and answer: The word cat is wesa.
All Blue Dot Students: What is the Cherokee culture like?	Buzz in and answer: The Cherokee people perform a stomp dance ceremony and come together to dance and pray.
All Green Dot Students: What happens before the stomp dance ceremony?	Buzz in and answer: There is a game of stickball.

All Red Dot students: Name two Cherokee traditions.	Buzz in and answer: They are weaving baskets, creating masks and rattles out of gourds.
All Yellow Dot students: What were the Cherokee homes made out of ?	Buzz in and answer: The homes were made out of clay and different plants.
All Blue Dot students: Where did the Cherokee people move in the winter?	Buzz in and answer: In the winter the people moved into an Asi, a sunken circular home.
All Green Dot students: What did the women harvest? Why?	Buzz in and answer: The women harvested corn, beans, and squash.
All Red Dot students: What did their men use their bow and arrows (blowguns) for?	Buzz in and answer: The men hunted for deer and wild turkeys.
All Yellow Dot students: What diseases did the settlers bring to the Cherokee people?	Buzz in and answer: The settlers brought smallpox.
All Blue Dot students: Where were the Cherokee people forced to move?	Buzz in and answer: The Cherokee people were forced to move to Oklahoma.
All Green Dot students: What is the trail the Cherokee travel a hundred of miles called?	Buzz in and answer: It is called the Trail where they cried or the Trail of Tears.

Go the website Brainpopjr.com

Click: Social Studies

Click: Native Americans

Lesson 2 Chief Joseph

Use the Wireless Eggspert Game to Answer the questions below:

All Red Dot students: What tribe was Chief Joseph in?	Buzz in and answer: He was a part of a Native American tribe called the Nez Perce.
All Yellow Dot students: What states do the Nez Perce currently live in?	Buzz in and answer: They live in Washington, Oregon, Idaho, and Montana.
All Blue Dot students: Who came to the Nez Perce land in the 1800's?	Buzz in and answer: The settlers came and Lewis and Clark.
All Green Dot students: Where was Joseph born in 1840?	Buzz in and answer: He was born in 1840, in the Wallowa Valley or Oregon.
All Red Dot students: What did the tribe sign?	Buzz in and answer: The tribe signed a treaty, or agreement with the government to set up a Nez Perce territory.
All Yellow Dot students: What was found in the 1860's?	Buzz in and answer: Gold was found on the Nez Perce land.
All Blue Dot students: Why did the settlers break the treaty?	Buzz in and answer: They wanted to find the gold on Nez Perce land.
All Green Dot students: Why did the government give the Nez Perce smaller land?	Buzz in and answer: The government and the people wanted the gold for themselves.

All Red Dot students: Did Chief Joseph sign the treaty?	Buzz in and answer: No, he wanted to fight for his homeland.
All Yellow Dot students: Was Chief Joseph a peaceful person to the settlers?	Buzz in and answer: Yes he was peaceful to the settlers.
All Blue Dot students: What happened in 1873?	Buzz in and answer: Chief Joseph signed a treaty allowing his people to stay in Wallowa Valley.
All Green Dot students: Why did the government force the people to leave?	Buzz in and answer: The government wanted more land and natural resources for the settlers.
All Red Dot students: What is a reservation?	Buzz in and answer: A reservation is an area of land set aside for a special group.
All Yellow Dot students: Did some of the Nez Perce people try to fight the U.S. army?	Buzz in and answer: Yes, they did. They were not big and strong enough.
All Blue Dot students: Why did Chief give up against the United States Army?	Buzz in and answer: Chief Joseph knew he could not win against the entire U.S. Army.
All Green Dot students: What and Why did Chief Joseph say to the Americans?	Buzz in and answer: He said, "I am tired; my heart is sick and sad. From where the sun now stands I will fight no more, forever."

Go to Brainpopjr.com

Click: Social Studies

Click: Native Americans

Lesson 3 Iroquois

Use the Wireless Eggspert Game to answer the questions below:

All Red Dot students: Why did the bear put his tail in the hole?	Buzz in and answer: He wanted to try to catch fish.
All Yellow Dot students: What happened to the bears' tail?	Buzz in and answer: Half of his tail snapped off in the ice.
All Blue Dot students: Why does the bear have a short tail?	Buzz in and answer: It was left in the ice.
All Green Dot students: Who are the Iroquois people?	Buzz in and answer: The Iroquois people are from what is presently New York.
All Red Dot students: Where did the Iroquois people live long ago?	Buzz in and answer: They lived in longhouses that are long buildings made of wood and covered by animal skin and bark.
All Yellow Dot students: What does Haudenosaunee mean?	Buzz in and answer: It means they are building a longhouse.
All Blue Dot students: What did the men hunt for?	Buzz in and answer: They hunted for bears, beavers, deer, muskrats, rabbits, and moose.
All Green Dot students: Why did the women care for children and raise crops?	Buzz in and answer: Families needed to eat and children had to be loved and taken care of.

All Red Dot students: Who did the women nominate?	Buzz in and answer: They nominated the sachem or chief of the tribe and made sure people did their jobs.
All Yellow Dot students: What are Wampums?	Buzz in and answer: They are beads that are made out of shells.
All Blue Dot students: Why are Iroquois belts made?	Buzz in and answer: The belts are made to honor important events and people.
All Green Dot students: Why are the patterns on the belt important?	Buzz in and answer: The patterns on the belt told a story that was read out loud by an elder.
All Red Dot students: What happened during the ceremonies?	Buzz in and answer: Special leaders wore masks and healed members of the tribe.
All Yellow Dot students: What happened in the 1600's?	Buzz in and answer: The settlers arrived and began trading with the Iroquois people.
All Blue Dot students: Why did the French and the British fight in the 1700's?	Buzz in and answer: They were fighting to keep their lands.
All Green Dot students: How do the Iroquois keep their traditions alive?	Buzz in and answer: They pass down their traditions and stories.

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Click: Social Studies

Click: Native Americans

Lesson 4 Pueblo

Use the Wireless Eggspert Game to answer the questions below:

All Red Dot students: Who are the Pueblo people?	Buzz in and answer: They are the Hopi, Zuni, Acoma, and Laguna.
All Yellow Dot students: Where do the Pueblo people live today?	Buzz in and answer: They live in the southwestern part of the United States.
All Blue Dot students: What are the names of the states the Pueblo people live in?	Buzz in and answer: They live in New Mexico, Arizona, and Texas. They live in Utah and Colorado too.
All Green Dot students: What two languages do the Pueblo people speak?	Buzz in and answer: They speak their own language and English.
All Red Dot students: What are the Pueblo people homes made of?	Buzz in and answer: They are built out of stone or adobe, a type of clay.
All Yellow Dot students: What is a Mesa?	Buzz in and answer: A Mesa is a hill with a flat top.
All Blue Dot students: What does the clan of Pueblo do in their communities?	Buzz in and answer: They work to grow crops, corn, beans, squash, and cotton.
All Green Dot students: What is irrigation?	Buzz in and answer: Irrigation helps control water and deliver it to the crops.

All Red Dot students: What hobbies do the Pueblo people perform?	Buzz in and answer: They like to make pottery and do weaving.
All Yellow Dot students: What jewelry do they make?	Buzz in and answer: They make turquoise jewelry.
All Blue Dot students: What is an Ancestor?	Buzz in and answer: An Ancestor is a family member from the past.
All Green Dot students: What does Pueblo mean?	Buzz in and answer: It means village in Spanish.
All Red Dot students: Where did the Pueblo do their ceremonies?	Buzz in and answer: They did their ceremonies in secret places.
All Yellow Dot students: What livestock did the Pueblo people bring?	Buzz in and answer: They brought sheep, goats, cows, and horses.
All Blue Dot students: What else did the settlers bring?	Buzz in and answer: They brought smallpox, a disease that spreads really easily. People died.
All Green Dot students: Are the Pueblo people alive today?	Buzz in and answer: Yes, thousands of Pueblo people living in the southwestern United States who keeps their traditions and cultures alive.

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Click: Math

Click: Addition and Subtraction

Click: Adding and Subtracting Tens Grade 2

Lessons 5 Adding and Subtracting Tens

Use the Wireless Eggspert Game to answer the questions below:

Materials: Hundred Chart

All Red Dot students: How many stickers does Moby have?	Buzz in and answer: There are 30 stickers in all.
All Yellow Dot students: How many stickers do you have altogether?	Buzz in and answer: There are 50 stickers in all.
All Blue Dot students: What is $40 + 40$?	Buzz in and answer: The answer is 80.
All Green Dot students: 80 Fruit stickers – 20 stickers equals?	Buzz in and answer: The answer is 60 stickers.
All Red Dot students: What is $50 - 40$?	Buzz in and answer: The answer is 10.
All Yellow Dot students: What is 40 red stickers plus 11 stickers equal?	Buzz in and answer: The answer is 51 stickers.
All Blue Dot students: What is $30 + 61 = ?$	Buzz in and answer: The answer is 91.
All Green Dot students: What is $50 + 9 = ?$	Buzz in and answer: The answer is 59.

All Red Dot students: What is $40 - 11 = ?$	Buzz in and answer: The answer is 29.
All Yellow Dot students: What is $70 - 9 = ?$	Buzz in and answer: The answer is 61.
All Blue Dot students: What is $90 - 9 = ?$	Buzz in and answer: The answer is 81.
All Green Dot students: What is $100 - 9 = ?$	Buzz in and answer: The answer is 91
All Red Dot students: What is $80 = 9$?	Buzz in and answer: The answer is 71
All Yellow Dot students: What is $60 - 9 = ?$	Buzz in and answer: The answer is 51.
All Blue Dot students: What is $200 - 9 = ?$	Buzz in and answer: The answer is 191.
All Green Dot students: What is $300 - 9 = ?$	Buzz in and answer: The answer is 291.

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Click: Math

Click: Addition and Subtraction

Lesson 6 Adding With Regrouping Grade 2

Use the Wireless Eggspert Game to answer the questions below:

Materials: Hundred Chart, White Board, Expo Marker

All Red Dot students: What is $7 + 6 = ?$	Buzz in and answer: The answer is 13.
All Yellow Dot students: How many tens and ones in the number 13.	Buzz in and answer: There is 1 ten and 3 ones.
All Blue Dot students: What happens when you regroup?	Buzz in and answer: When you regroup, you gather ones into groups of ten.
All Green Dot students: What is $26 + 9 = ?$	Buzz in and answer: The answer is 35.
All Red Dot students: How many tens and ones are in the number 35?	Buzz in and answer: There are 3 tens and 5 ones.
All Yellow Dot students: What is $44 + 7 = ?$	Buzz in and answer: The answer is 51.
All Blue Dot students: What is $15 + 8 = ?$	Buzz in and answer: The answer is 23.
All Green Dot students: What is $19 + 5 = ?$	Buzz in and answer: The answer is 24.

All Red Dot students: What is $54 + 7 = ?$	Buzz in and answer: The answer is 61.
All Yellow Dot students: How many tens and ones are there in the number 61.	Buzz in and answer: There are 6 tens and 1 one.
All Blue Dot students: What is $74 + 9 = ?$	Buzz in and answer: The answer is 83.
All Green Dot students: How many tens and ones are in the number 83.	Buzz in and answer: There are 8 tens and 3 ones.
All Red Dot students: What is $36 + 9 = ?$	Buzz in and answer: The answer is 45.
All Yellow Dot students: How many tens and ones are in the number 45?	Buzz in and answer: There is 4 tens and 5 ones.
All Blue Dot students: What is $55 + 9 = ?$	Buzz in and answer: The answer is 64.
All Green Dot students: What is another equation that equals the sum of 64?	Buzz in and answer: Answers will vary.

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Click: Math

Click: Addition and Subtraction

Lesson 7 Subtracting with Regrouping Grade 2

Use the Wireless Eggspert Game to answer the questions below:

Materials: Hundred Chart, White Board, Expo Marker

All Red Dot students: What is $14 - 5 = ?$	Buzz in and answer: The answer is 9.
All Yellow Dot students: What is $45 - 8 = ?$	Buzz in and answer: The answer is 37.
All Blue Dot Students: What is $62 - 9 = ?$	Buzz in and answer: The answer is 53.
All Green Dot Students: What is $24 - 7 = ?$	Buzz in and answer: The answer is 17.
All Red Dot students: What is $91 - 6 = ?$	Buzz in and answer: The answer is 85.
All Yellow Dot students: What is $85 + 6 = ?$	Buzz in and answer: The answer is 91.
All Blue Dot students: What is $66 - 9 = ?$	Buzz in and answer: The answer is 57.
All Green Dot students: What is $57 + 9 = ?$	Buzz in and answer: The answer is 66.

All Red Dot students: What is $95 - 6 = ?$	Buzz in and answer: The answer is 89.
All Yellow Dot students: What is $89 + 6 = ?$	Buzz in and answer: The answer is 95.
All Blue Dot students: What is $58 - 9 = ?$	Buzz in and answer: The answer is 49.
All Green Dot students: What is $49 + 9 = ?$	Buzz in and answer: The answer is 58.
All Red Dot students: What is $77 - 8 = ?$	Buzz in and answer: The answer is 69.
All Yellow Dot students: What is $69 + 8 = ?$	Buzz in and answer: The answer is 77.
All Blue Dot students: What is $81 - 9 = ?$	Buzz in and answer: The answer is 72.
All Green Dot students: What is $72 + 9 = ?$	Buzz in and answer: The answer is 81.

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Click: Addition and Subtraction

Lesson 8 Subtracting Without Regrouping Grade 1

Use the Wireless Eggspert to answer the questions below:

Materials: Wipe Board and Expo Pen

All Red Dot students: What is $29 - 4 = ?$	Buzz in and answer: The answer is 25.
All Yellow Dot students: What is $48 - 5 = ?$	Buzz in and answer: The answer is 43.
All Blue Dot students: Do you subtract the ones place first?	Buzz in and answer: Yes, you subtract the ones digits first.
All Green Dot students: What is $43 - 12 = ?$	Buzz in and answer: The answer is 31.
All Red Dot students: What is $86 - 55 = ?$	Buzz in and answer: The answer is 31.
All Yellow Dot students: What is $31 - 21 = ?$	Buzz in and answer: The answer is 10.
All Blue Dot students: What is $65 - 23 = 42?$	Buzz in and answer: The answer is 42.
All Green Dot students: What is $96 - 84 = ?$	Buzz in and answer: The answer is 12.

All Red Dot students: What is $52 - 41 = ?$	Buzz in and answer: The answer is 11.
All Yellow Dot students: What is $74 - 53 = ?$	Buzz in and answer: The answer is 21.
All Blue Dot students: What is $87 - 56 = ?$	Buzz in and answer: The answer is 31.
All Green Dot students: What is $69 - 53 = ?$	Buzz in and answer: The answer is 16.
All Red Dot students: What side of the equations do you subtract first?	Buzz in and answer: You subtract the ones side first.
All Yellow Dot students: What side of the equation do subtract second?	Buzz in and answer: You subtract the tens side second.
All Blue Dot students: What is $49 - 28 = ?$	Buzz in and answer: The answer is 21.
All Green Dot students: What is $73 - 62 = ?$	Buzz in and answer: The answer is 11.

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Lesson 9 Alexander Graham Bell

Use the Wireless Eggspert Game to answer the questions below:

All Red Dot students: Who was Alexander Graham Bell?	Buzz in and answer: He was born on March 3, 1847, in Edinburgh, Scotland.
All Yellow Dot students: What was wrong with Alexander's mother?	Buzz in and answer: She was deaf and could not hear.
All Blue Dot students: What job did Alexander's father have?	Buzz in and answer: He was a teacher of deaf students.
All Green Dot students: How did Alexander's communicate with his mother?	Buzz in and answer: Alexander used his hands and fingers to talk to her.
All Red Dot students: What did Alexander like to do as a kid?	Buzz in and answer: He liked to study things and conduct experiments.
All Yellow Dot students: What is a device?	Buzz in and answer: A device is a machine that has a special job or goal.
All Blue Dot students: What did Alexander do just like his father?	Buzz in and answer: Alexander became a teacher of the deaf too.
All Green Dot students: What famous person did Alexander teach? Why?	Buzz in and answer: He taught Helen Keller.

All Red Dot students: How did people send messages in the 1800's?	Buzz in and answer: People sent messages through telegraphs.
All Yellow Dot students: What were the signals?	Buzz in and answer: The signals were a code that spelled out a message.
All Blue Dot students: What is a patent?	Buzz in and answer: A patent is a set of rights allowing an inventor to be the only person to make or sell the invention for a period of time.
All Green Dot students: What did people believe about Alexander Bell?	Buzz in and answer: Bell created a device that could send and receive speech clearly.
All Red Dot students: Why did Bell travel to different countries?	Buzz in and answer: He was trying to get people to use his telephone.
All Yellow Dot students: What else did Thomas Edison invent?	Buzz in and answer: He invented the phonograph.
All Blue Dot students: What happened on July 2, 1881?	Buzz in and answer: President James Garfield was shot.
All Green Dot students: What other device did Alexander Graham Bell invent? Why?	Buzz in and answer: He invented a metal detector to help find bullets.

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Lesson 10 Dr. George Washington Carver

Use the Wireless Eggspert Game to answer the questions below:

All Red Dot students: Did George Washington Carver invent 300 uses for peanuts?	Buzz in and answer: Yes, he invented 300 uses for peanuts.
All Yellow Dot students: What year was George Washington Carver born?	Buzz in and answer: He was born around 1864.
All Blue Dot students: What happened to his mother?	Buzz in and answer: She was kidnapped and killed by slave robbers.
All Green Dot students: Why did they call Dr. Carver the "Plant Doctor?"	Buzz in and answer: He loved to collect and grow and help sick plants.
All Red Dot students: Did George like school?	Buzz in and answer: He put himself through different schools.
All Yellow Dot students: What is agriculture?	Buzz in and answer: Agriculture is the study of plants and farming.
All Blue Dot students: Why couldn't George go to any college?	Buzz in and answer: Slavery had ended, but blacks were not accepted into all schools.
All Green Dot students: What college did Dr. Carver attend? Why?	Buzz in and answer: He became the first African American to go to Iowa State University.

All Red Dot students: Where did George Washington teach?	Buzz in and answer: He taught at Iowa and Tuskegee Institute.
All Yellow Dot students: What crops are good for the soil to get nutrients?	Buzz in and answer: Crops like sweet potatoes, soybeans, and peanuts are good for the soil.
All Blue Dot students: What helped farmers save their soil and produce better plants?	Buzz in and answer: Crop rotation did. It put nutrients back into the soil.
All Green Dot students: What did Carver make with peanuts?	Buzz in and answer: He used peanuts to make paint, laundry soap, shaving cream, lotion, ink, paper, and mayonnaise. He even made punch out of peanuts.
All Red Dot students: What did Carver make with sweet potatoes?	Buzz in and answer: He made flour, sugar, glue, silk, vinegar, and coffee.
All Yellow Dot students: What President did Carver meet with?	Buzz in and answer: He met with President Theodore Roosevelt and gave advice about agriculture.
All Blue Dot students: What was left in Carver's honor?	Buzz in and answer: There are museums and memorials that teach about his life and work.
All Green Dot students: Why were stamps made with Carver's picture on them?	Buzz in and answer: He was famous and he did a lot to help agriculture and farmers.

Blank Lesson Plan Template
Make your own Brainpopjr.com Lesson

All Red Dot students:	Buzz in and answer:
All Yellow Dot students:	Buzz in and answer:
All Blue students:	Buzz in and answer:
All Green Dot students:	Buzz in and answer:
All Red Dot students:	Buzz in and answer:
All Yellow Dot students:	Buzz in and answer:
All Blue Dot students:	Buzz in and answer:
All Green Dot students:	Buzz in and answer:

All Red Dot students:	Buzz in and answer:
All Yellow Dot students:	Buzz in and answer:
All Blue Dot students:	Buzz in and answer:
All Green Dot students:	Buzz in and answer:
All Red Dot students:	Buzz in and answer:
All Yellow Dot students:	Buzz in and answer:
All Blue Dot students:	Buzz in and answer:
All Green Dot students:	Buzz in and answer:

Brainpop Jr. Game Show Point Sheet to Record Tallies for each Team's Correct Answer

<u>TEAM 1</u>	<u>TEAM 2</u>	<u>TEAM 3</u>	<u>TEAM 4</u>	<u>TEAM 5</u>

Resource List

You have \$400.00 to purchase items.

The materials needed for this project include a web site license to:

Brain Pop Jr. (K-3) free username: broward password: broward

BrainPOP (3-5) free username: broward password: broward

Classroom Jeopardy EI8000 Price: \$469.00

Wireless Eggspert Game Price: \$93.99
<http://www.aceeducational.com>

Light Sound Buzzers Price: \$19.99
<http://www.aceeducational.com>

Razkids.com Price: \$99.95 site license 1 year

First in Math Price: \$8.00 per student site license 1 year

Talk Boards Recording Devices Price: \$8.09 per board
www.reallygoodstuff

Colorful Popsicle Sticks Price: \$8.49
www.reallygoodstuff

Colorful Sticky Dots Price: \$1.00
Dollar Store

Posters Price: 2 @ \$1.00
Dollar Store

Fine Line Markers Price: \$0.99
<http://www.aceeducational.com>

30 Elmer Glue Sticks Price: \$15.03
<http://www.aceeducational.com>

Construction Paper
12 x 18 Price: \$2.81
<http://www.aceeducational.com>

Children's Informational Books Prices will vary
<http://www.scholastic.com/>

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Ammons, Andria. Depth of Knowledge Levels 1 and 2 Posters for the Classroom.

Ammons, Andria. Lesson Plans 1 -10 from Brainpopjr.com Using a Wireless Eggspert.

Lesson Plans

Language Arts Florida Standards, Mathematics Florida Standards, and Next Generation Sunshine State Standards for Social Studies. <http://www.cpalms.org/>

