

Pen Pals Around The World



Betty Sebaste
Sandpiper Elementary
3700 Hiatus Road
Sunrise, FL 33351
(754) 322-8450

betty.sebaste@browardschools.com

For information concerning IMPACT 11 opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

The Broward Education Foundation
600 SE Third Avenue, 1st floor
Fort Lauderdale, FL 33301
754-321-2032

www.BrowardEdFoundation.net

IMPACT 11 is a program of the Broward Education Foundation

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ABOUT THE PROJECT

The Goal

The goal is for students to learn about another state or country while developing their academic skills. This project raises global awareness as well as providing students with the opportunity to learn from other students their own age in the country/state they are studying.

The Project

This project embraces the interdisciplinary approach to learning. It provides differentiated instruction and hands-on approach using technology to teach reading, language arts, math, science, social studies, writing, art and music. Students improve skills in all subjects and connect with other students while learning about another state or country. It teaches academic skills in a fun, engaging and meaningful manner. The students began by researching the state or country selected. I created a page on my website where students can research the information in a safe and controlled manner. The students chose which topic they wanted to present in our video. This gives students ownership of the project and allows for differentiated instruction at each student's level. Reading lessons are expanded to include stories, fiction and nonfiction, about the state or country. During writing lessons, students write a report about an imaginary trip to the state or country. They make an entry for each day of their trip. The pages call for pictures from magazines, the Internet or drawings. Each student creates a book from his or her completed writing journal. In math, we create a bar and tally graph of the student's favorite animals and study the population and landmass of Australia vs. the population and the landmass of the United States. As part of our social studies unit, we study the geography of the continent, the history of the aborigines, and how Australia became settled by Europeans. In science, we learn about the animals, animal and human habitats, the Great Barrier Reef and deserts. We study aborigine art and created artwork in the aborigine style.

We make a video of the topics the students studied. I use a video camera and a computer with movie making software, so it appears that students reporting on the Great Barrier Reef are swimming in the reef. The students reporting on geographic locations appear to be a newsman "on site." A student gave an account of kangaroos that had found their way onto the beach (true news report). I used the software to insert the student into the scene, so they were able to give their commentary on this strange event and details about kangaroos as well.

One of my students used the online service that provides my classroom website to find a classroom in our country. The website provides service to teachers around the world. Our country was 12 hours ahead of us, so posting on our websites allowed for communication between classes. The Australian teacher posted the answers to questions that my students were researching. After we completed our video of the project, we posted it on our classroom website for our “pen pals” to view.

The next time my class takes part in this project we will engage in more two-way postings between the classes.

Next, we created a project board on our country and entered it in our school’s Academic Fair.

Finally, we showed our video to the school on morning announcements. Each student was given a DVD of the completed video.

The Students

The project is adaptable for all grades, subjects and student abilities. Students create their own scripts for the video, but younger students or students with different modality abilities could be helped with the script. Students are able to continue learning about Australia each time they view the video or show the video to friends and family.

How It Began

The idea developed through an annual “Multi-Cultural Parade” at my school. Each grade was assigned to study a different country. I developed this program over 5 years to teach an in-depth unit to students about our assigned country.

While researching our assigned country (Australia) one of my students, Lilly Moran, thought of the idea of using my website to contact a teacher in Australia. Pen Pals Around the World developed from there.

This idea has not been a previous grant.

Materials Needed

You can pick and choose sections of the project depending upon your school's technology resources.

Pen Pals

computer
internet access
paper for letter writing
pencils
stamps for mailing letters or older students can e-mail
printer & ink
printer paper
writing journals

Skype Pen Pals

skype application
computer
e-mail address

Movie Making

computer
camera
tripod
movie making software-(available for free on the Broward County Server)
kelly green bulletin board paper or fabric for a green screen
computer with optical disk drive (DVD/CD burner)
1 DVD+R Disk for each student
misc. props (I had students bring them in)

Project Board

project board
computer paper
construction paper
markers, crayons or colored pencils
glue or double-sided sticky tape
misc. decorations as desired

Promethean Lesson

Australia.flp available at Promethean Planet
LCD Projector
Promethean Software (available for free on the Broward County Server)
Promethean Board, Slate or iPad
(If you have an iPad, you will need the Promethean App available in the Apple Store.)

How to Find a Pen Pal Class

1. <http://teacherweb.com/>
2. Go to drop down menu "Parents and Students"
3. Click on "Find Your Teacher"
4. Go to "Choose a state, province or country"
5. From the drop down menu "please select a region" choose the area you would like to find a pen pal class.
6. A new item will appear "Select Your Teacher's School"
7. Next to it is a drop down menu " Please select a school"
8. From here you must look and see if you can tell if it is an elementary, middle or high school.
9. Select a school
10. A new item will appear "Please Select Your Teacher"
11. Select a teacher's name and you will be directed to his/her website.
12. From there you can see which grade the teacher teaches. I recommend being flexible. For a second grade class you can still be pen pals with 1st or 3rd grade class, etc.
13. If that grade isn't acceptable, just hit your back arrow and go to the next teacher and try again.
14. When you have found a class that is close in age/ability to your class, you go to the home page and somewhere will be a link titled "contact me" or a mailbox that provides e-mail access to the teacher.

It takes some searching, and I recommend sending several teachers an e-mail to see if they are interested in becoming pen pals. The first year I tried this I became pen pals with the only teacher I e-mailed. The second year I e-mailed about 8 teachers before I found one that responded.

Allow a few weeks before beginning the project to find a pen pal and be flexible. Some states/countries have lots of teachers on this website and some have very few.

There are other website providers with which you could try this. It could be part of your adaptation.

Miscellaneous Information

Curriculum Area(s)

Reading, Language Arts, Science, Social Studies, Math, Technology, Art, Music & Writing

The project can be adapted to teach other disciplines if the teacher so desired. A foreign language class could be pen pals with students in the language they are learning. Example: A Spanish class could Skype with students in a Spanish speaking country.

Grade Levels

K-12

When is the Project Implemented?

This idea can be used year round; however, it takes 6-9 weeks to complete so it must be planned well in advance. It is an interdisciplinary project that takes place during all classroom subjects.

Outcome

Students improve in all subjects and learn in a manner that engages them by using technology to enhance learning. This project gives students a finished product they can be proud of and share with their friends and family. It enables students to communicate with and learn from students in another country. It increases global awareness.

Facilities

The facilities needed are: the classroom, the computer lab and the library depending on the technology available at each school.

We used the school's laptop cart to research our country and the printer on the cart to print pictures for our journals. The entire project can be done in class or portions can be incorporated into daily homework. I used a school laptop with district licensed movie-making software to create the video and a DVD for each student.

This project can be adapted and modified according to the availability of technology in the classroom.

Pre-test & Post-tests

A pre-test and post-test were given to assess student improvement. All students, regardless of academic level, increased their knowledge.



Volunteers

Volunteers can be used as the teacher thinks it necessary. I used a volunteer while shooting video. It was helpful in keeping the class busy and quiet during the process.

I had the students study the aborigine art in class and then asked the art teacher to allow students to create their original art pieces during art class. This saved a great deal of class time. It took several art classes to complete.

Adaption Possibilities

- There are other website providers that could be used to find classrooms.
- This project could be adapted for use when studying any state, country or continent of the teacher's choosing.
- This project can be adapted and modified according to the availability of technology in the classroom. I chose English-speaking countries to make communication easier.
- Students created their own scripts for our video, but younger students or students with different modality abilities could be helped with the script.
- This could be adapted for students studying foreign languages. Having a pen pal that speaks the language being spoken would create a real world application for learning the language. This could possibly create a life long friend.
- Use an iPad to show the Promethean flipchart labeled Australia. The app is \$19.99 in the Apple App store. The flipchart is available on Prometheanplanet.com.

Course Outline

With the exception of the pre-test and post-test, these lessons can be used out of order.

Lesson: Language Arts

Introduce the project with a pretest on Australia.

Lesson: Language Arts

Read books about Australia. Here are a few suggested titles to be read over the next few weeks:

- Australia by Betsey Chesson and Pamela Chanko (Scholastic).
- Guide to Australia by Michael March (Highlights).
- Fairy Tales for Young Australians reimagined and illustrated by Jan Wade.

** See Lesson Plans #1-3*

Lesson: Language Arts, Social Studies

Divide up your class into pairs and assign each pair a topic about Australia to research and present in front of the class, and/or on video.

** See Lesson Plan #4*

Lesson: Language Arts, Social Studies

If you have access to a Promethean Board/Slate or iPad, you can use a Promethean Flipchart available for download on Prometheanplanet.com. There are 3 pages of Australia flipcharts available. If you have an iPad, there is an app that is \$19.99 and you can use it with an LCD projector to teach with the Promethean software. This is another way you can adapt the grant. An adapter is needed to connect the iPad to the projector. The grant could pay for the adapter, which is \$32 at Best Buy or \$39 at an Apple store.

Lesson: Language Arts, Social Studies

ABC Teach website has many different academic worksheets about Australia. The worksheets are given during the appropriate subject time and the students practice their reading, math, social studies, and writing skills with the worksheets.

These worksheets are in the free area of ABC Teach:

makewords_canberra
report_food_australia
reportform_australia
reportform_sydney
tallygraph_australiananimals
unscramble_australia
wordsearch_australia
writingactivity_journal_australia_cover
australia map uncolored
kangaroo sketch

Lesson: Aboriginal Art

Create artwork in the Aborigine style. Discuss similarities between the Aborigines and Native Americans.

** See Lesson Plan #5*

Lesson: Art & Social Studies

Make an Australian Medal (necklace). The pattern is available at:<http://www.proteacher.com>

Materials Needed:

- printer
- paper
- crayons, paint or markers
- scissors
- glue
- ribbon or string

Lesson: Math

Create a picture and bar graph of Australian Animals.

** See Lesson Plan #6*

Lesson: Science

- Use the Kangaroo Sketch from ABC Teach.
- Have students label the body parts of the Kangaroo. The answers are at http://www.enchantedlearning.com/subjects/mammals/marsupial/Kangaroo_coloring.shtml

Lesson: Science

Students study animal habitats, the Great Barrier Reef and the deserts. A shoebox diorama of Australian Animal Habitats is created, and students write a 5 sentence paper about their project.

* See Lesson Plan #7

Lesson: Science

Show a video on Australia. Here are two suggestions:

- 1) Zoo Life with Jack Hanna “What’s Up Down Under” (by Time Life)
- 2) There are many available at Discovery Education, which is free for Broward County Classrooms.

Lesson: Science/Reading/Writing

I gave the “What I Learned About Kangaroos and Koalas” worksheets as homework over the course of a week. The worksheets are in this packet.

Common Core State Standards:

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- RI.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Lesson: Writing

During our writing lesson, the students wrote a report about an imaginary trip to the country. They made an entry for each day of their trip. The pages called for pictures from magazines, the Internet or drawings. Each student created a book from his or her completed writing journal.

Common Core State Standards

- W.2.3 Compose narrative pieces
- W.2.5 Focus on a topic & strengthen writing by revising & editing
- W.2.7 Participate in shared research and writing projects
- W.2.8 Recall information from experiences or gather info from sources

Lesson: Social Studies

I gave the “Australian Facts” worksheet for homework we discussed. The vocabulary involved in the worksheet should be taught before sending home:

Imports	Capital City	Landmass
Exports	Population	

The worksheet is included in this packet.

Next Generation Sunshine State Standards:

- SS.2.E.1.2: Recognize that people supply goods and services based on consumer demands.
- SS.2.E.1.3: Recognize that the United States trades with other nations to exchange goods and services.

Lesson: Math/Social Studies

The day that the “Australian Facts” worksheet was turned in we went over the answers on the worksheet. We looked up the answers to the questions for the US and compared them. Older students could research more on the subject and/or write a paper.

Lesson: Reading a Recipe

Students are assigned to research and write a recipe of a popular Australian food. Students write the recipe with the tools needed for measuring the correct quantities of the ingredients. Ex. 1 tsp of baking soda

I encouraged them to try to make it with their parents at home. The recipes were handed in as homework.

My website has several links available for students to help them research foods and recipes of Australia.

http://en.wikipedia.org/wiki/Australian_cuisine

Lesson: Music

Teach students the Kookaburra Song. There are many versions on iTunes. The words are in this document. Try singing it as a round. We created simple hand motions to incorporate dance. There is a modern version of Kookaburra on iTunes by Paul Taylor. My students enjoy this version the most. My students created their own dance and presented it to the class. The boys especially enjoyed this.

Next Generation Sunshine State Standards:

MU.2.C.1.1: Identify appropriate listening skills for learning about musical examples selected by the teacher.

MU.2.C.1.2: Respond to a piece of music and discuss individual interpretations.

MU.2.H.1.1: Perform songs, musical games, dances and simple instrumental accompaniments from a variety of cultures.

MU.2.S.2.1: Sing or play songs, which may include changes in dynamics, lyrics and form, from memory.

Lesson: Social Studies

Students learn the continents and identify the shape of Australia and that it’s a continent and a country. Students identify map elements and label the oceans, equator, Prime Meridian, North and South Pole.

Next Generation Sunshine State Standards:

- SS.2.G.1.1: Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.3: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

Adapting For Younger Students:

Another year, my kindergarten class had pen pals in Alaska. I used read-a-louds to teach about the state. After assigning each student a pen pal in the other class, we used Skype so each student could meet their pen pal. We learned letter writing by writing letters back and forth. We learned the “ABC’s of Florida” and our pen pal class learned the ABC’s of Alaska and we presented to each other using Skype. It was an amazing experience for all the students involved. Each class not only learned about their own state but they learned about another state from students that live in that state.

Kindergarten Common Core State Standards:

Language Arts

K.RIT.1, K.RIT.2, K.RIT.3, K.RIT.4, K.RIT.5, K.RIT.6, K.RIT.7, K.RIT.8, K.RIT.9, K.RIT.10,
K.W.2, K.W.3, K.W.5, K.W. 6, K.W.7, K.W.8, K.SL.1, K.SL.2, K.SL.3, K.SL.5, K.SL.6, K.L.1,
K.L.2, K.L.4, K.L.6

Australia Pre/Post Test

1. Is Australia a _____?
 - a. country
 - b. continent
 - c. both a country and continent
 - d. a state in the USA
2. Which continent was Australia once a part of? _____
 - a. Africa
 - b. Europe
 - c. North America
 - d. Antarctica
3. Australia is _____.
 - a. larger than the United States
 - b. smaller than the United States
 - c. the same size as the United States
4. A boomerang is a _____.
 - a. toy
 - b. weapon
 - c. cartoon
5. Who settled in Australia first?
 - a. The Europeans
 - b. The Aborigines
6. Where did the Aborigines come from?
 - a. The United States
 - b. Antarctica
 - c. Africa
7. What type of animal is a Koala Bear?
 - a. bear
 - b. marsupial
 - c. feline
 - d. canine
8. The Great Barrier Reef is considered endangered?
 - a. True
 - b. False
9. Australia is north of the Equator?
 - a. True
 - b. False
10. If it is winter in the United States, which season is it in Australia?
 - a. winter
 - b. spring
 - c. summer
 - d. fall

Pre/Post Test
Key

1. c -both a country and continent
2. d.-Antarctica
3. b.-smaller than the United States
4. a.-toy
5. b.-The Aborigines
6. c.-Africa
7. b.-marsupials
8. a.-True
9. b.-False
10. c.-summer

Australian Facts

Population: _____

Capital City: _____

Largest City: _____

An export is something a country sells to other countries to earn money.

Australia Exports (name 2):

1. _____

2. _____

An import is something a country buys from other countries.

Australia Imports (name 2):

1. _____

2. _____

Official Language: _____

Write 1 **different fact** you learned about Australia, **NOT** about the Kangaroo or Koala Bear.

1. _____

Australian Facts Answer Key

Population: *19,913,144 (July 2004)*

Capital City: *Canberra*

Largest City: *Sydney*

An export is something a country sells to other countries to earn money.

Australia Exports (name 2):

Coal, Gold, Meat, Wool, Alumina, Iron Ore, Wheat, Machinery and Transportation Equipment.

An import is something a country buys from other countries.

Australia Imports (name 2):

Machinery and Transportation Equipment, Computers and Office Machines, Telecommunication Equipment and Parts, Crude Oil and Petroleum Products.

Official Language: *English*

Write 1 **different fact** you learned about Australia, **NOT** about the Kangaroo or Koala Bear.

1. *This will vary among students.*

Flags of Australia

Aborigine Flag of Australia



Australian Flag



Kookaburra Song

by Marion Sinclair

Kookaburra sits in the old gum tree
Merry, merry king of the bush is he
Laugh, Kookaburra! Laugh,
Kookaburra!
Gay your life must be

Kookaburra sits in the old gum tree
Eating all the gum drops he can see
Stop, Kookaburra! Stop, Kookaburra!
Leave some there for me

Kookaburra sits in the old gum tree
Counting all the monkeys he can see
Stop, Kookaburra! Stop, Kookaburra!
That's not a monkey that's me

Kookaburra sits on a rusty nail
Gets a boo-boo in his tail
Cry, Kookaburra! Cry, kookaburra!
Oh how life can be

Project Board



Items on Board

- Australian Aborigine headbands were used for the trim (purchased at Oriental Trading).
- A laminated Paper boomerang (purchased at Oriental Trading).
- A handmade Australian Flag with wooden ruler as the handle.
- A felt puzzle in the shape of the continent (purchased at Oriental Trading).
- On the right are answers to the questions we asked our pen pals in Australia.
- The rest of the board had the completed worksheets that are included in this packet.

Resources

<http://teacherweb.com>

http://www.abcteach.com/search.php?q=australia&search_type=1&match_words=2&limit_search=1&search_form1_form_visited=1

<http://www.orientaltrading.com>

http://en.wikipedia.org/wiki/Australian_cuisine

<http://www.prometheanplanet.com>

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

<http://www.proteacher.com/cgi-bin/outside.cgi?id=17355&external=http://www.dltk-kids.com/world/australia/index.htm&original=http://www.proteacher.com/090070.shtml&title=Australia%20Day>

<https://www.cia.gov/library/publications/the-world-factbook/geos/as.html>

<http://www.ga.gov.au/education/geoscience-basics.html>

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/koala/>

http://wiki.answers.com/Q/What_are_the_main_foods_grown_in_Australia

<http://en.wikipedia.org/wiki/Kangaroo>

http://www.enchantedlearning.com/subjects/mammals/marsupial/Kangaroo_coloring.shtml

http://en.wikipedia.org/wiki/Languages_of_Australia

http://animals.com/search/apachesolr_search/australian%20animals

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

<http://www.mapsofworld.com/world-continent-map.htm>

<http://www.bing.com/images/search?q=Australian+Animals&FORM=R5FD20&adlt=strict>

http://www.google.com/search?q=australian+aboriginal+art&hl=en&client=firefox-a&hs=LyH&rls=org.mozilla:en-US:official&prmd=imvnsb&tbm=isch&tbo=u&source=univ&sa=X&ei=Ys_5T_m5EJSr2AXx_bXUBg&ved=0CIsBELAE&biw=713&bih=402

Project Expenses

You can pick and choose one or all of these parts of the project depending on your funding. Many items, such as a computer, should be provided by your school and are not included in the expenses. I listed vendors on expensive or harder to find items.

Approx. Cost

\$ 40.00

\$ 1.00

\$ 3.00

\$ 20.00

\$100.00

\$ 5.00

\$ 20.00

\$189.00 Approx. Total

Free at www.skype.com

Pen Pals

Website

Computer

Internet Access

Paper for letter writing

Pencils

Stamps for mailing letters or older students can e-mail

Printer & Ink (Wal-Mart HP KJ2545)

Printer Paper

Writing Journals

Skype Pen Pals

Skype Application

Computer

E-Mail Address

Movie Making

Computer

Camera (Wal-Mart JVC Everio GR DA 30 Camcorder

Tripod (Wal-Mart Dolica STC-100 Floor Standing Tripod)

Movie making software-(available for free on the Broward County Server)

Kelly green bulletin board paper (ACE)

Computer with optical disk drive (DVD/CD burner)

1 DVD+R Disk for each student (Best Buy)

Misc. Props (I had students bring them in.)

\$150.00

\$ 35.00

\$ 20.00

\$ 20.00

\$225.00 Approx. Total

\$ 10.00
\$ 5.00
\$ 7.00
\$ 25.00
\$ 5.00

\$ 52.00 **Approx. Total**

Project Board

Project Board
Computer paper
Construction Paper
Markers, Crayons or Colored Pencils
Glue or Double-Sided Sticky Tape
Misc. decorations as desired

\$305.00

\$335.00

\$ 20.00

\$ 32.00
\$680.00 **Approx. Total**

Promethean Lesson

Australia.flp available at Promethean Planet
LCD Projector (Amazon Epson VS210 Projector)
Promethean Software (available for free on the Broward County Server)
Promethean Slate (Promethean.com)
(If you have an iPad, you will need the Promethean App available in the Apple Store.)
iPad Adapter for LCD Projector(Best Buy)

Project Item Pictures

LCD PROJECTOR



DVD PLUS R



PROJECT BOARD



TRIPOD FOR CAMERA



Lesson Plan 1

Lesson: Language Arts

Objectives: Students will be able, with scaffolding, to understand what the author is explaining and describing in the informational text while being exposed to the history, geography and culture of Australia.

Materials: The book “*Australia*” by Betsey Chessen and Pamela Chanko (Scholastic).

Technology: A Document Camera/LCD Projector could be used to display the book for students to see easily. (optional)

Vocabulary: ranches, marshes, plains, koalas, kangaroos

Procedure:

- 1) Create a KWL Chart. What the students already know, what they would like to know and what they learned.
- 2) Have students share what they already know about Australia and fill in the appropriate section of the KWL Chart.
- 3) Picture walk the book before reading to students.
- 4) Read aloud the entire book *Australia* to students. You can substitute any informational book about Australia if needed.
- 5) Have students answer questions about the text to demonstrate understanding of the vocabulary.
- 6) Use a Venn Diagram to compare/contrast what the students learned about Australia to what they know about America.

Common Core State Standards:

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain or describe.

Lesson Plan 2

Lesson: Language Arts

Objectives: Students will be able to ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Materials: The book *Guide to Australia* by Michael March (Highlights).

Technology: A Document Camera/LCD Projector could be used to display the book for students to see easily. (optional)

Vocabulary: Aborigine, island, harbor, skyscraper, ferry, moleskins, souvenirs, hydroelectric, convict, settlement, climate, minerals

Procedure:

- 1) Reread the book *Australia* from previous lesson to students.
- 2) Picture walk the book *Guide to Australia* before reading to students discussing text features.
- 3) Read Aloud the book *Guide to Australia* to students. You can substitute any informational book about Australia if needed. (It can be read over several days or in parts.) Students can comprehend text 2 years above their grade level.
- 4) Have students answer questions about the text to demonstrate understanding of the standards listed below.
- 5) Use a Venn Diagram to compare/contrast the book *Australia* to the book *Guide to Australia*.
- 6) Fill in the “what they learned” section of the KWL chart.

Common Core State Standards:

- RL.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Lesson Plan 3

Lesson: Language Arts

Objectives: Students will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Materials: *Fairy Tales for Young Australians* reimaged and illustrated by Jan Wade and *Puss in Boots* by Charles Perrault.

Technology: A Document Camera/LCD Projector could be used to display the book for students to see easily. (optional)

Vocabulary: amazement, possum, speechless, miserable, wealthy, clever, compliments, amused, delighted, invitation, aware, cruel, flattered, cunning

Procedures:

- 1) Discuss Vocabulary
- 2) Day 1: Read Aloud *Puss in Boots* from the book *Fairy Tales for Young Australians & Puss in Boots* (I read one in the morning and one in the afternoon. Speak in different voices for the different characters in the story.)
- 3) Day 2: Retell both stories with the class participating in the retelling. Discuss the illustrations and print to discuss understanding of characters, setting and/or plot.
- 4) Day 3: Create a Venn Diagram of the two stories, discuss, with class participation, how characters respond to events and challenges and determine the central message or lesson in the story.
- 5) Discuss the beginning and how it introduces the story and the ending concludes the action.

Common Core State Standards:

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Lesson Plan 4

Lesson: Writing-Research & Publish

Objectives: With guidance and support from adults, students use a variety of digital tools to produce and publish writing about Australia, including collaboration with peers.

Materials: Encyclopedias, books on Australia, writing supplies, green bulletin board paper

Technology: laptops, digital camera, tripod, movie making software, a DVD plus R for each student, website to display video (optional- the DVD can be mailed to pen pal class), a laptop with a DVD burner

Vocabulary: The vocabulary of each student's project will vary depending upon their topic.

Procedures:

1) Divide up your class into pairs and assign each pair a topic about Australia that to research and present in front of the class, and/or on video. Suggestions are:

Ayers Rock	Interesting Facts
Koala Bears	The Flag
The Great Barrier Reef	The Blue Mountain Butterfly
Deserts	The Aborigines
The Sydney Opera House	The Coat of Arms
The geography of Australia	The Kangaroo
The native animals of Australia	
Australia's surrounding oceans and seas	
Where Australia is compared to the equator	

2) Have students begin researching their topics. I had books available from the Media Center, and I arranged ahead of time to have the laptop cart so that students could research online. How long it takes your class to research will depend on the age/academic level of your students. A volunteer could be used during this process. Older students could research as homework. On my website I provided links to information about Australia. This gave the students a place to start and kept them focused. This project allows for the purchase of a website. I use Teacherweb, it's \$39 for a year and a great place to keep the links for use year after year. My website is available for any class that wishes to study Australia. Scroll down to find the Australia links.

<http://teacherweb.com/FL/SandpiperElementary/MrsSebaste/sd3l6.aspx>

- 4) Students write a one-page paper on their topic.
- 5) Revise and Edit-Meet with students to discuss their writing. After writing their paper students create a note card to use in the video that summarizes their paper.
- 5) Use a camera with video capability to shoot a video of the students presenting their projects against a Kelly Green background.
- 6) Use movie making software to insert pictures and video footage of the items the students researched. iMovie '09 has green screen capability.
- 7) Use a laptop with a DVD burner to create a copy of the video for each student.
- 8) Post the finished video on a website for “pen pals,” parents and students to view. Another option is to mail the DVD to the pen pal class.

Common Core State Standards:

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson Plan 5

Lesson: Art

Objectives: Students explore, reflect and discuss art techniques from the Aborigines of Australia. Students will also reflect on the similarities between the Aborigines of Australia and the Native Americans.

Materials: Black or brown construction paper, damp cloth to wet paper, dry white powder paint, markers

Technology: Laptop, LCD Projector

Vocabulary: Aborigines, Native Americans

Procedures:

- 1) Discuss Aborigines in Australia. Aborigines left their handprints on the walls of caves. Students brainstorm why the Aborigines might have done so.
- 2) Look up online the different art work that has been created by the Aborigines.

Here are two links:

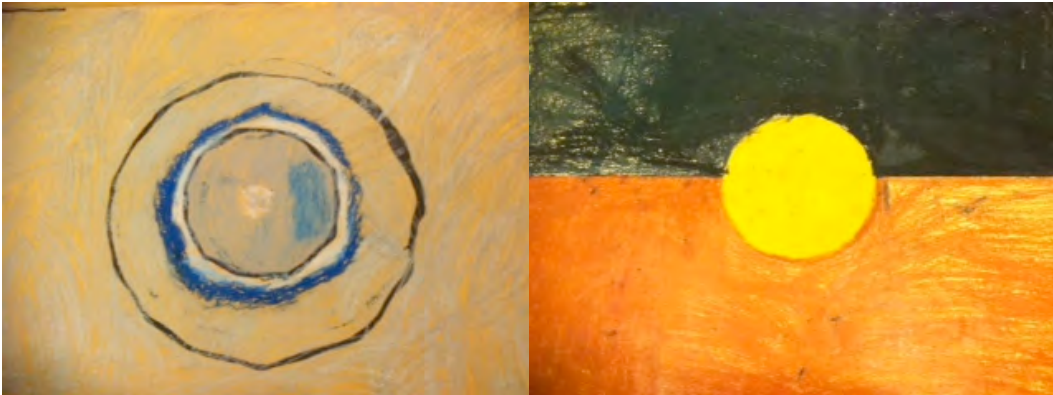
http://www.google.com/search?q=australian+aboriginal+art&hl=en&client=firefox-a&hs=LyH&rls=org.mozilla:en-US:official&prmd=imvnsb&tbm=isch&tbo=u&source=univ&sa=X&ei=Ys_5T_m5EJSr2AXx_bXUBg&ved=0CIsBELAE&biw=713&bih=402

- 3) Discuss how the Aborigines of Australia compare/contrast to the Native Americans.
- 4) Discuss with the art teacher at your school if your students can create an original piece of art in the aborigine style. I printed a few in black and white for the students to take to art class. This helped them remember and create their own art work. It can be done in class.
- 5) We look at many different styles and read the history behind the art from various websites.

Next Generation Sunshine State Standards:

- SS.2.A.2.1: Recognize that Native Americans were the first inhabitants in North America.
- VA.2.C.1.2: Reflect on and discuss various possible meanings in works of art.
- VA.2.C.2.1: Use appropriate decision-making skills to meet intended artistic objectives.
- VA.2.C.2.2: Identify skillful techniques used in works by peers and others.
- VA.2.F.3.2: Work with peers to complete a task in art.
- VA.2.H.1.1: Identify examples in which artists have created works based on cultural and life experiences.
- VA.2.O.3.1: Create personally meaningful works of art to document and explain ideas about local and global communities.
- VA.2.S.1.1: Experiment with tools and techniques as part of art-making processes.
- VA.2.S.1.3: Explore art from different time periods and cultures as sources for inspiration.
- VA.2.S.3.3: Follow directions for safety procedures and explain their importance in the art room.

Student Art Samples





This Australian Flag was made from construction paper by the students.



The handle is a ruler glued to the back.



The boomerang is a plastic piece from a binder.
Don't allow students to throw it.

Lesson Plan 6

Lesson: Math

Objectives: Students generate a picture and bar graph with their favorite Australian Animals.

Materials: Australian Animal Book or Online Resources, paper, markers

Technology: LCD Projector (optional if the teacher wishes to project the graph or create the graph on the computer)

Vocabulary: Kangaroo, Koala, Wallaby, Platypus, Dingo, Kookaburra

Procedures:

1. Show a picture of the Australian Animals on the bar graph and their names. Many students will be familiar with the sight of these animals.
2. If your students aren't familiar with the animals, you can visit the websites I have provided in this packet to help your students become familiar, or you can read a book of Australian animals.
3. Create a picture and bar graph of favorite Australian animals.
4. Create and solve simple put-together, take-apart and compare problems.

Common Core State Standards:

- 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart and compare problems using information presented in a bar graph.

Favorite Australian Animal Graph



Kangaroo											
Koala											
Platypuses											
Dingo											
Kookaburra											

Create a bar graph in class of students' favorite Australian Animals.

Lesson Plan 7

Lesson: Science

Objectives: Students learn about animal habitats and create a shoebox diorama of a habitat in Australia. They write a short essay about the habitat they created.

Materials: Research books and materials or laptops, shoeboxes, misc. arts and craft supplies, paper, pencils

Technology: Laptop, LCD Projector if researching as a class

Vocabulary: Great Barrier Reef, Deserts, Habitats, Arid Region, Tree Tops, Forest Floor, Wetlands, Rain Forest

Procedures:

1. Students pick a habitat to study.
2. Discuss the vocabulary words.
3. Use the links on my website to study the habitats.
<http://cstl-cla.semo.edu/zeller/myweb/home.htm>
4. Use a Venn Diagram to compare/contrast the basic needs that all living things have for survival.
5. Second grade students are assigned to create a shoebox diorama of the different animal habitats in Australia. Most students had a minimum of 5 sentences on the habitat. However, this is an area that can be adapted to the needs of the student allowing for differentiated instruction. We studied habitats in class, and I gave the diorama as homework. The best dioramas were entered into the Science Fair. One of them won!

Next Generation Sunshine State Standards:

- SC.2.L.17 A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.
- SC.2.L.17. B. Both human activities and natural events can have major impacts on the environment.
- SC.2.L.17.1: Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2: Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.