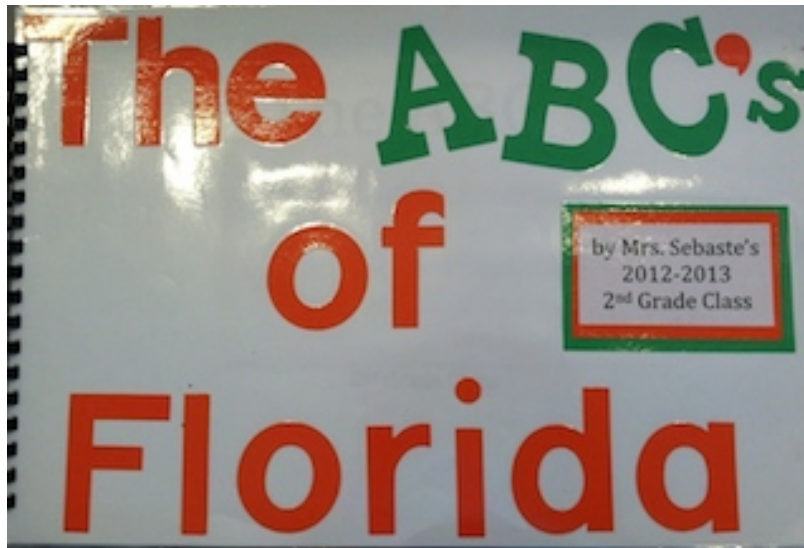


The ABC's of Florida Via the iPad



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

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OVERVIEW

The ABC's of Florida is a project-based learning activity. Students use laptops and iPads to research non-fiction topics that relate to the State of Florida. Students learn research skills using technology. When they have completed their research project, they learn to write and type in order to create a computer-based published work and a hardcover book. Students illustrate their topic. Each student has a different letter of the alphabet that represents one aspect about Florida. Some examples are “A”- A is for St. Augustine, “B”-B is for Mary McLeod Bethune, “C” is for Civil War, etc. Students research and write about the topic. Students that finish before other students should complete another letter/topic with a partner, until the book is complete. Once complete, our class creates a video of students presenting the book. We post the video on our classroom website, so that parents, family members, and our sister class may view it online. We create an iBook on the iPad to share with other classes and families. The students are excited to begin this project and are motivated throughout the project to do their best.

Goals and Objectives

Goals:

- (1) Teach and reinforce non-fiction reading, writing, science, and social studies concepts through project-based learning.
- (2) Improve students' cooperative learning skills.
- (3) Help students develop skills for the 21st Century workplace.
- (4) Improve student's non-fiction reading and writing skills through the use of science and social studies curriculum.
- (5) Students will understand the role non-fiction plays in seeking information about specific topics.

Anchor Standards

College and Career Readiness Anchor Standards for Reading:

- Students will learn to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Students will read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing:

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standards

Science Next Generation Sunshine State Standards (NGSSS)

Third Grade

The Nature of Science

SC.3.N.1.4

Recognize the importance of communication among scientists.

Fourth Grade

The Nature of Science

SC.4.L.17.4

Recognize ways that plants and animals, including humans, can impact the environment.

English Language Arts Florida State Standards (FLSS)

Third Grade

Informational Text

Key Ideas and Details

FLSS.ELA-RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

FLSS.ELA-RI.3.4 Determine the main idea of a text; recount the key details and explain how they support the main idea.

FLSS.ELA-RI.3.3 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.

Craft and Structure

FLSS.ELA-RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic and subject area.

FLSS.ELA-RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

FLSS.ELA-RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Range of Reading and Level of Text Complexity

FLSS.ELA-RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing

Text Types and Purposes

FLSS.ELA-W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

FLSS.ELA-W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

FLSS.ELA-W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

FLSS.ELA-W.3.6 With guidance and support from adults, use technology to produce and publish writing.

Research to Build and Present Knowledge

FLSS.ELA-W.3.7 Conduct short research projects that build knowledge about a topic.

FLSS.ELA-W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

FLSS.ELA-W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Comprehension and Collaboration

FLSS.ELA-.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

FLSS.ELA-.SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

FLSS.ELA-.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

FLSS.ELA-.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Presentation of Knowledge and Ideas

FLSS.ELA-.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

FLSS.ELA-.SL.3.6 Speak in complete sentences when appropriate to task and situations in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

Fourth Grade Informational Text

Key Ideas and Details

FLSS.ELA-RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

FLSS.ELA-RI.4.4 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

FLSS.ELA-RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

FLSS.ELA-RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic and subject area.

FLSS.ELA-RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

FLSS.ELA-RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

FLSS.ELA-RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

FLSS.ELA-RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes

FLSS.ELA-W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

FLSS.ELA-W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

FLSS.ELA-W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

FLSS.ELA-W.4.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

FLSS.ELA-W.4.7 Conduct short research projects that build knowledge about through investigation of different aspects of a topic.

FLSS.ELA-W.4.8 Recall relevant information from experience or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.

FLSS.ELA-W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

FLSS.ELA-W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Comprehension and Collaboration

FLSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

FLSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

FLSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

FLSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

FLSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

FLSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Fifth Grade Informational Text

Key Ideas and Details

FLSS.ELA-RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

FLSS.ELA-RI.5.4 Determine two or more main ideas of a text and explain how it is supported by key details; summarize the text.

FLSS.ELA-RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

Craft and Structure

FLSS.ELA-RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic and subject area.

FLSS.ELA-RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

FLSS.ELA-RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

FLSS.ELA-RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

FLSS.ELA-RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

FLSS.ELA-RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently.

Writing

Text Types and Purposes

FLSS.ELA-W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

FLSS.ELA-W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

FLSS.ELA-W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting or trying a new approach.

FLSS.ELA-W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

FLSS.ELA-W.5.7 Conduct short research projects that build knowledge about through investigation of different aspects of a topic.

FLSS.ELA-W.5.8 Recall relevant information from experience or gather information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

FLSS.ELA-W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

FLSS.ELA-W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Comprehension and Collaboration

FLSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

FLSS.ELA-Literacy.SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

FLSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

FLSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

FLSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

FLSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

FLSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Social Studies Florida State Standards (FLSS)

Fourth Grade

American History

Historical Inquiry and Analysis

FLSS.4.A.1.1 Analyze primary and secondary sources to identify significant individuals and events throughout Florida history.

FLSS.4.A.2.1 Synthesize information related to Florida history through print and electronic media.

Exploration and Settlement of Florida

FLSS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

FLSS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

FLSS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.

FLSS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.

FLSS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

FLSS.4.A.3.10 Identify the causes and effects of the Seminole Wars.

Growth of Florida

FLSS.4.A.4.2 Describe pioneer life in Florida

Crisis of the Union: Civil War and Reconstruction in Florida

FLSS.4.A.5.1 Describe Florida's involvement in the Civil War.

Industrialization and Emergence of Modern Florida

FLSS.4.A.6.1 Describe the economic development of Florida's major industries.

FLSS.4.A.6.3 Describe the contribution of significant individuals to Florida.

Roaring 20's, the Great Depression, and WWII in Florida

FLSS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.

FLSS.4.A.7.3 Identify Florida's role in World War II.

Contemporary Florida into the 21st Century

FLSS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.

FLSS.4.A.8.2 Describe how and why immigration impacts Florida today.

FLSS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.

FLSS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

Geography

The World in Spatial Terms

FLSS.4.G.1.1 Identify physical features of Florida

FLSS.4.G.1.2 Locate and label cultural features on a Florida map.

FLSS.4.G.1.3 Explain how weather impacts Florida.

FLSS.4.G.1.4 Interpret political and physical maps using map elements

Economics

FLSS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Structure and Functions of Government

FLSS.4.C.3.1 Identify the three branches of government in Florida and the powers of each.

FLSS.4.C.3.2 Distinguish between state and local government.

Course Outline

1. For this project, students work in pairs or individually, depending upon their ability and how the teacher would like to differentiate instruction and tasks.
2. Each lesson begins with the teacher modeling the writing process.
3. Students create a 2-page report on the topic chosen. One page is the report; the second page is an illustration with text features.
4. Create a book using the student's work. Put the students' work in ABC order.
5. Use the iPad to create a video recording of each student presenting his or her project.
6. Use iBook Author to create an online ABC book.
7. Post the video recording on your classroom website, if desired.

Detailed Steps

Day 1: Students complete pretest, BAT 1, or whichever pretest you choose.

Day 2: The teacher either assigns or lets the students select their topic based upon the ABC List that is prepared ahead of time. Students go to Media Center to check out books on their topic.

Day 3: The teacher begins the project based learning activity by modeling how to research a topic and take notes. (I Do)

Day 4: On the fourth day, the teacher picks a student's topic that might need scaffolding and the class researches and takes notes together. (We Do) If you have enough technology for each topic to have an iPad or laptop, students may work on their topic vs. taking notes on the topic you are modeling, or students can use the books they checked out from the Media Center.

Days 5-7: Next, the students begin researching their topic. (You Do) Students enjoy researching and taking notes. It's important to model note taking. I have found they will take 3 pages of notes for a 1-paragraph essay, if left too long at their research.

Day 8: Give each student a rubric and go over in detail the rubric. The teacher will have to determine if students have had enough time to research their topics. If not you can give them additional time or assign the research as homework.

Day 9-19: From this day forward, model a different trait from the rubric.

Model the I Do, We Do, and You Do to scaffold students into the skills necessary to successfully complete their projects. I estimated 10 days. It depends on your class.

Day 20: Create a construction paper book using the student's work. Put the student's work in ABC order. Student's work should be on lined paper. See student work samples page 29.

Day 21-25: Use the iPad to video record student's presenting their work.

Day 26-29: Use iBook Author to create an online book of the project.

Day 30: Post the work on your classroom website.

Note: These are rough estimates of time needed to complete the project. The amount of days will vary according to how much time is given each day for students to work, as well as the grade and ability of your students.

Sample Worksheets

These topics can be changed for any set of standards/subject. I tried to pick topics for grades 2-3 that students would find interesting. Letters U-Z topics are for struggling readers/ESE students. Students can color and write a caption to go with their illustration for differentiated instruction.

ABC Project Ideas

ABCs of Florida Grades 2-3

A-Alligator _____ (Assigned Student's Name)_____

B-Banyan Tree _____

C-Coconuts _____

D-Dolphins _____

E-Everglades _____

F-Flamingos _____

G-Gulf of Mexico _____

H-Hurricanes _____

I-Islands _____

J-St. John's River _____

K-Key West _____

L-Lightning _____

M-Manatees _____

N-Naples, FL _____

O-Oranges _____

P-Ponce DeLeon _____

Q-Quincy, FL _____

R-Royal Palm Trees _____

S-Seminole Indians _____

T-Tallahassee _____

U-Underwater _____

Where you see fish eye to eye.

V-Vacationers _____

People come to have fun.

W-Warm Winter _____

X-Xanthosoma _____

A plant shaped like an elephant's ear.

Y-Fountain of Youth _____

Z-Zebra Butterfly _____

(Zebra Longwing)

ABCs of Florida
Grades 4-5

A-St. Augustine _____(Student's Name)_____

Identify the significance of St. Augustine as the oldest permanent European settlement in the US.

B-Mary McLeod Bethune _____

Describe the contributions of significant individuals to Florida:

Mary McLeod Bethune, James Weldon Johnson, Marjorie Kinnan Rawlings, Thomas Alva Edison, and Lue Gim Gong. 1 Paragraph Each

C-Civil War _____

Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

D-Disney _____

Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy. Walt Disney, Ed Ball, Alfred Dupont, and John Gorrie. One paragraph each.

E-Economic Development _____

Describe the economic development of Florida's major industries. One paragraph each: timber, citrus, cattle, phosphate, and cigars.

F-Famous Floridians _____

Describe the contributions of significant individuals to Florida (Henry Flagler, Henry Plant, Julia Tuttle, Mary McLeod Bethune). One paragraph each.

G-Gulf of Mexico _____

Identify physical features of Florida. Gulf of Mexico, Everglades, St. John's River, locations, and landforms. Choose 5 topics and write one paragraph each and include a detailed map.

H-Hurricanes _____

Explain how weather impacts Florida.

ex. hurricanes, thunderstorms, drought, mild climate

I-Immigration _____
Describe how and why immigration impacts Florida today.

J- Judicial Government _____
Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

K-Key West _____
Locate and label cultural features on a Florida map. Examples are the state capital, tourist attractions, and of course Key West. Write a 5-paragraph essay. Don't include cities!

L-Land Boom _____
Describe the causes and effects of the 1920's land boom and bust.

M-Ft. Mose _____
Identify the significance of Fort Mose as the first free African community in the US.

N-NASA _____
Describe the effect of the US space program on Florida's economy and growth.

O-Adams-Onis Treaty _____
Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

P-Pioneer _____
Describe pioneer life in Florida.

Q-Quincy, FL _____
Locate and label cultural features on a Florida Map. Write a 5-paragraph essay on 5 **cities** in Florida (be sure to include Quincy). **Don't include Key West.**

R-Civil Rights _____
Identify Florida's role in the Civil Rights Movement. Two examples are Tallahassee Bus Boycotts and civil disobedience.

S-Seminole Indians _____
Explain how the Seminole tribe formed and the purpose for their migration.

T-Tallahassee _____
Distinguish between state (government, state representative, or senator) and local government (mayor, city commissioner).

U-U-Boats _____
Identify Florida's role in World War II. Examples: warfare near Florida shores and training bases in Florida.

V-Vacationers _____
Explain how tourism affects Florida's economy and growth.

W-Wars _____
Identify the causes and effects of the Seminole Wars.

X-Explorers _____
Identify explorers who came to Florida and the motivations for their expeditions. One paragraph on each; Esteban Dorantes, Ponce DeLeon, John Garrido, Panfilo de Narvaez, Alvar Nunez Cabeza de Vaca, and Hernando de Soto.

Y-Ybor , Yulee & Young _____
Describe the contribution of significant individuals to Florida.
Vicente Martinez Ybor, John W Young & David Levy Yulee

Z-Zebra Butterfly _____
(Zebra Longwing) Recognize ways that plants and animals, including humans, can impact the environment. Answer the following question. How do organisms and people affect their environment?

BIBLIOGRAPHY

For a book:

Author (last name first). Title of the book. City: Publisher, Date of publication.

For an encyclopedia:

Encyclopedia Title, Edition Date. Volume Number, "Article Title," page numbers.

For a magazine:

Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.

Internet:

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address

World Wide Web:

URL (Uniform Resource Locator or WWW address). author (or item's name, if mentioned), date.

When **citing a website**: List these items:

- URL, or the address at which someone else can find the website.
- Author (might not always be listed).
- Title of the website.
- Title of the article (if applicable).
- Date published.
- The date on which you retrieved the information.

Note

- It's better to create it as you go, so that nothing is left out or returned to the Media Center by mistake before completion.

Lesson Plans

Day 3 (Day 1 is pretest and Day 2 is Media Center) I Do

LESSON 1: Research

Grade Level: 2nd – 5th grade

Objective: Students will recall relevant information from experience or gather information from print and digital sources; summarize or paraphrase information in notes and finished work.

Standard: FLSS.ELA-W.5.8

Time: Approximately 30 minutes

Begin with a discussion about what research is, why we do it, and how we do it.

The teacher begins the project based learning activity by **modeling** how to research a topic and take notes. (I Do) This lesson isn't for teaching the writing process for the sake of writing. This lesson is teaching how to research and paraphrase and provide sources. The writing process is taught as the project progresses.

Steps:

1. **Plan**-What information are we looking for and what sources are we going to use?
2. **Search**-Search for the information. Weed out anything that doesn't relate to your topic.
3. **Evaluate**-Is the information accurate? Is the source reliable?
4. **Take Notes**-Take notes on information that relates to the topic and is reliable.
5. **Organize the Information in Your Own Words**-Discuss plagiarism, what it means and model how to rewrite the information in your own words.
6. **Report**-Use the writing process to create a short paragraph.
7. **Evaluate**-Does the paragraph present the information we were looking to present?

Day 4-5

We Do

Lesson 2-Research

Grade Level: 2nd – 5th grade

Objective: Students will recall relevant information from experience or gather information from print and digital sources; summarize or paraphrase information in notes and finished work.

Standard: FLSS.ELA-W.5.8

Time: Approximately 30 minutes

Repeat Lesson from Day 1

Have students research **with you** using the LCD projector and either an iPad connected to it or a laptop. You can choose something that isn't part of the ABC's of Florida, or if you have a special needs student or a student that receives pullouts use their topic so they have additional scaffolding. Teach the "we do" in whole group. Guide students through the steps in lesson 1.

Steps:

1. **Plan**-What information are we looking for and what sources are we going to use?
2. **Search**-Search for the information. Weed out anything that doesn't relate to your topic.
3. **Evaluate**-Is the information accurate? Is the source reliable?
4. **Take Notes**-Take notes on information that relates to the topic and is reliable.
5. **Organize the Information in Your Own Words**-Discuss plagiarism, what it means and model how to rewrite the information in your own words.
6. **Report**-Use the writing process to create a short paragraph.
7. **Evaluate**-Does the paragraph present the information we were looking to present?

Following this lesson students begin the "You Do" part of the research.

Lesson Plans

Day 6

LESSON 3: Bibliography

Grade Level: 2nd – 5th grade

Objective: Students will provide a list of sources used.

- Note only 4th-5th grades have providing a list of sources as a standard. You may skip that step for grades second through third.

Standard: FLSS.ELA-W.5.8

Time: Approximately 30 minutes

This should give enough time for students to begin work on their bibliography.

Materials:

- iPad/Laptop
- LCD Projector
- Paper/pencils for note taking
- Student Materials should include books checked out from the Media Center
- Bibliography worksheet

STEPS:

Step 1: Model how to create a bibliography. Examples are listed below. **I Do**

Step 2: Students practice citing a resource with assistance. You can use a share and show method. Students practice with a book you provide and when everyone is done you model how it should have been done. Students correct their mistakes. **We Do**

Step 3: Students begin a bibliography of the materials they have used since they began their topic. **You Do**

8. Note-Make sure you explain to them that keeping a bibliography is an on-going task. It's better to create it as you go, so that nothing is left out or returned to the Media Center before completion.

Example of how to create a Bibliography:

For a book:

Author (last name first). Title of the book. City: Publisher, Date of publication.

For an encyclopedia:

Encyclopedia Title, Edition Date. Volume Number, "Article Title," page numbers.

For a magazine:

Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.

Internet:

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address

World Wide Web:

URL (Uniform Resource Locator or WWW address). author (or item's name, if mentioned), date.

When **citing a website**: List these items:

- URL, or the address at which someone else can find the website.
- Author (might not always be listed).
- Title of the website.
- Title of the article (if applicable).
- Date published.
- The date on which you retrieved the information.

Evaluation & Student Assessment

Pre/Post Test

This is an integrated unit of study however the goal is to improve students understanding and application of nonfiction reading skills. Therefore, I use the BAT 1 nonfiction student class results for the pretest and the Bat 2 as the posttest. In order to accomplish this the project must be completed by January. Any nonfiction standardized reading test that shows growth within a specified length of time will work.

Sample Evaluation Tool

4th – 5th Grade Rubric

ABC's of Florida Rubric

4-Amazing 3-On Level 2-Below Level 1-Unacceptable

Score	Traits
_____ 4 _____ 3 _____ 2 _____ 1	Conventions, Sentence Fluency Command of grammar, spelling, capitalization, and punctuation. Complete, sentences, subject/verb agreement, verb tense usage and indentions are used correctly.
_____ 4 _____ 3 _____ 2 _____ 1	Organization, Focus, Support Main Idea or introductory paragraph is clearly written. Details support the main idea. Concluding sentence or paragraph summarizes facts. Logical sequence of ideas, transition words/phrases, stays on topic. Includes the most important facts/details that relate to Florida. The essay is interesting, and has a sense of completeness.
_____ 4 _____ 3 _____ 2 _____ 1	Word Choice, Voice The writer uses vivid, lively verbs, unusual adjectives, and specific nouns. Vague, overused, repetitive language is avoided, and ideas are linked.
_____ 4 _____ 3 _____ 2 _____ 1	Figurative Language-Mental Picture Metaphor (He didn't like St. Augustine, and it broke my heart.) Simile (The Florida panther was as cute as a button.) Personification (The wind howled across the Everglades.)
_____ 4 _____ 3 _____ 2 _____ 1	Sentence Structure and Variation <u>Introductory participial phrase</u> (Roaring through the night, the hurricane wiped out Homestead.) <u>Compound Sentences</u> <u>Appositive phrase</u> (The Civil War, the war between the states, began in 1861.) <u>2 independent clauses separated by a semicolon</u> (The North won; the South lost.) <u>Introductory prepositional phrase</u> (In the subtropical refuge, the alligator rested quietly.) <u>Introductory adverb clause</u> (Although the alligator rested, he was scouting for prey.)
_____ 4 _____ 3 _____ 2 _____ 1	Text Features The student successfully identifies multiple types of text features throughout the text. Illustrations, pictures, captions, labels, text boxes, etc. are used. 5 different types of text features required, in addition to the title and author.

Name:

Grade:

Resource List

Websites

<http://www.dep.state.fl.us/ern/kids/default.htm>
<http://www.flheritage.com/kids/>
<http://www.dep.state.fl.us/secretary/kids/>
<http://nationalzoo.si.edu/animals/reptilesamphibians/facts/factsheets/americanalligator.cfm>
<http://www.pitara.com/discover/earth/online.asp?story=2&page=2>
http://www.ehow.com/about_6330511_coconut-tree-plant.html
<http://www.pitara.com/animals/bottlenose-dolphin.html>
<http://www.dep.state.fl.us/evergladesforever/>
<http://www.ducksters.com/animals/flamingo.php>
<http://www.thefreeresource.com/facts-about-the-gulf-of-mexico-for-kids>
<http://kids.nationalgeographic.com/videos.html>
<http://www.sciencekids.co.nz/sciencefacts/weather/hurricane.html>
<http://geography.about.com/od/unitedstatesofamerica/a/florida-keys.htm>
<http://kids.britannica.com/comptons/article-9275100/island>
http://www.dep.state.fl.us/secretary/kids/postcards/st_johns.htm
<http://www.weatherwizkids.com/weather-lightning.htm>
<http://www.flheritage.com/facts/symbols/symbol.cfm?id=4>
<http://vimeo.com/9057836>
<http://voices.yahoo.com/facts-kids-manatees-6882056.html>
<http://www.naples-florida.com/hiscul.htm>
<http://www.sunkist.com/kids/facts/oranges.asp>
<http://www.socialstudiesforkids.com/articles/worldhistory/juanponcedeleon1.htm>
<http://www.florida-backroads-travel.com/quincy-florida.html>
http://www.ehow.com/facts_4963325_royal-palm-tree-facts.html
http://www.bigorin.org/seminole_kids.htm
<http://www.thefreeresource.com/facts-about-tallahassee-florida-for-kids>
<http://www.flheritage.com/archaeology/underwater/>
<http://travelwithkids.about.com/od/floridafamilyvacations/a/Florida-Hurricane-Season.htm>
http://en.wikipedia.org/wiki/Climate_of_Florida
http://en.wikipedia.org/wiki/Xanthosoma_sagittifolium
http://www.evi.com/q/facts_about_xanthosoma
<http://kids.britannica.com/comptons/article-9274398/Fountain-of-Youth>
http://www.ehow.com/info_8445054_zebra-longwings-kids.html

Bibliography

- Harcourt Brace (2002). *Social Studies, Florida Edition*. Harcourt, Inc.
- McGraw Hill Companies, Inc. (2013). *Florida Studies*. New York, NY
- Houghton Mifflin Harcourt (2012). *Florida Science Fusion*. Houghton Mifflin Harcourt Publishing Company, Orlando, FL
- Patricia Lauber (2014). *Hurricanes- Earth's Mightiest Storms*. Houghton Mifflin Harcourt

Treasure's Leveled Reading Books (A Florida Adoption Series)

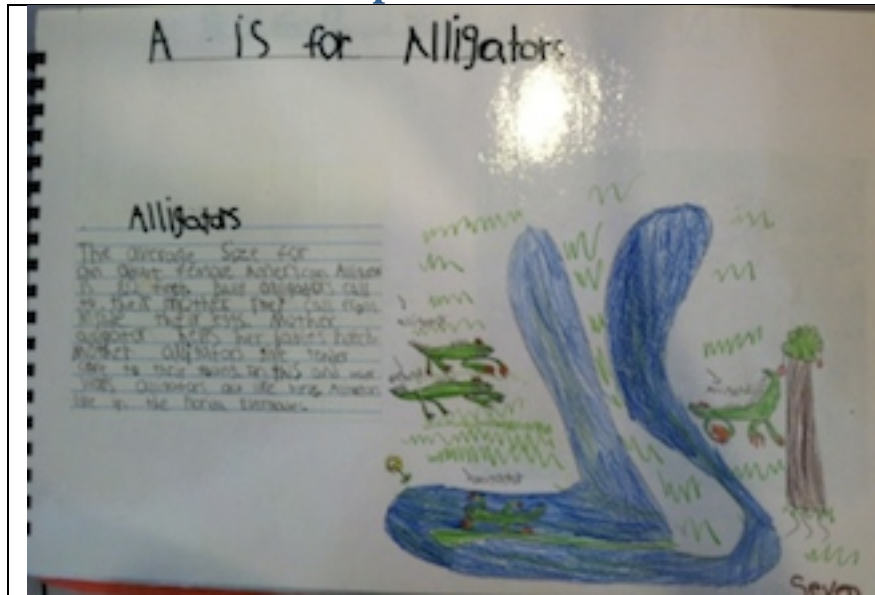
- Moran, Lisa (2008). *Saving Florida*. Macmillan/McGraw-Hill, New York, NY
- Rossi, Ann (2008). *Florida, Yesterday and Today*, Macmillan/McGraw-Hill, New York, NY
- Rosen, Daniel (2008). *Florida Explorers*, Macmillan/McGraw-Hill, New York, NY

Supplemental Materials

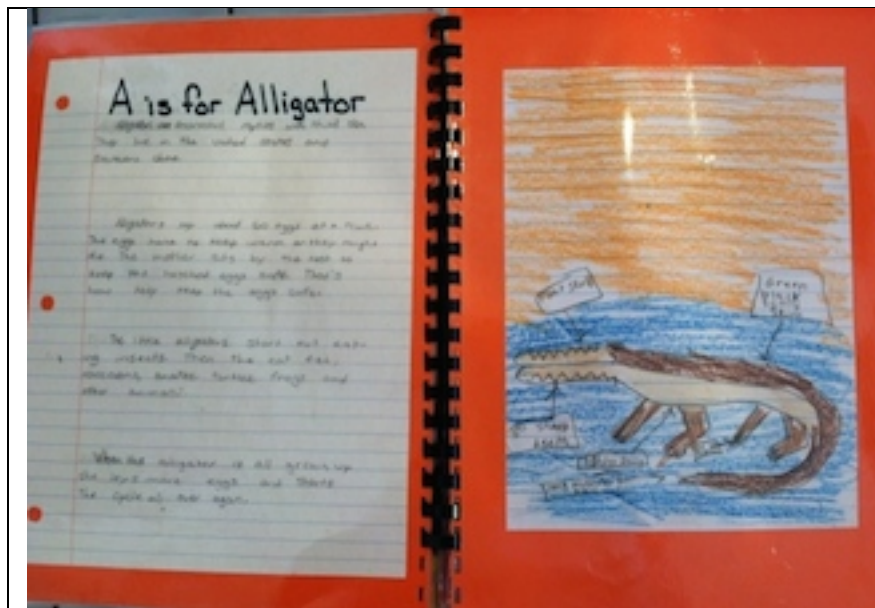
- Humphrey, Paul (1997). *Weather*. Danbury, CT: Children's Press, A Division of Grolier Publishing
- Wolff, Jean (2007). *A State Theme Unit, Florida, The Sunshine State*. Instructional Fair, Inc. Grand Rapids, MI

*In addition to these materials, the students check out materials from the Media Center that are specific to their topic.

Student Work Samples



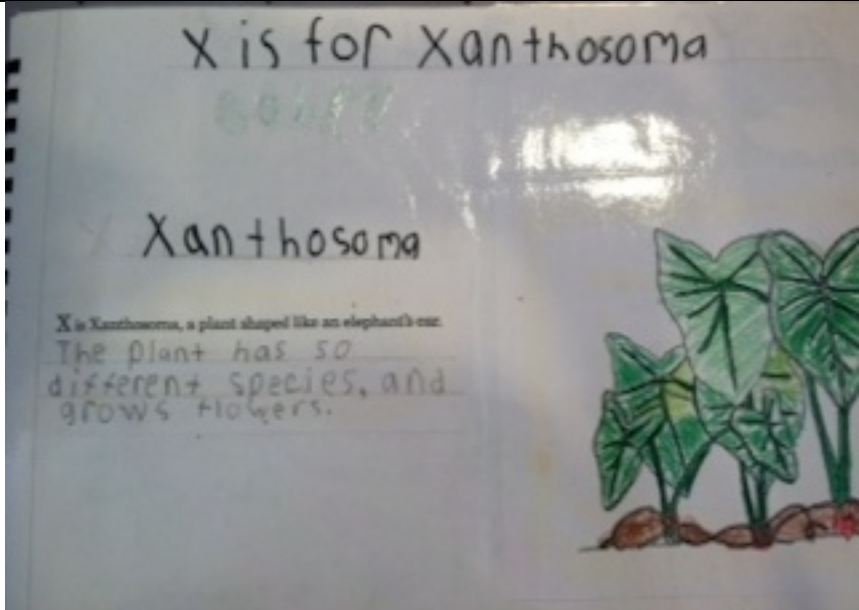
Example of 2nd Grade Work



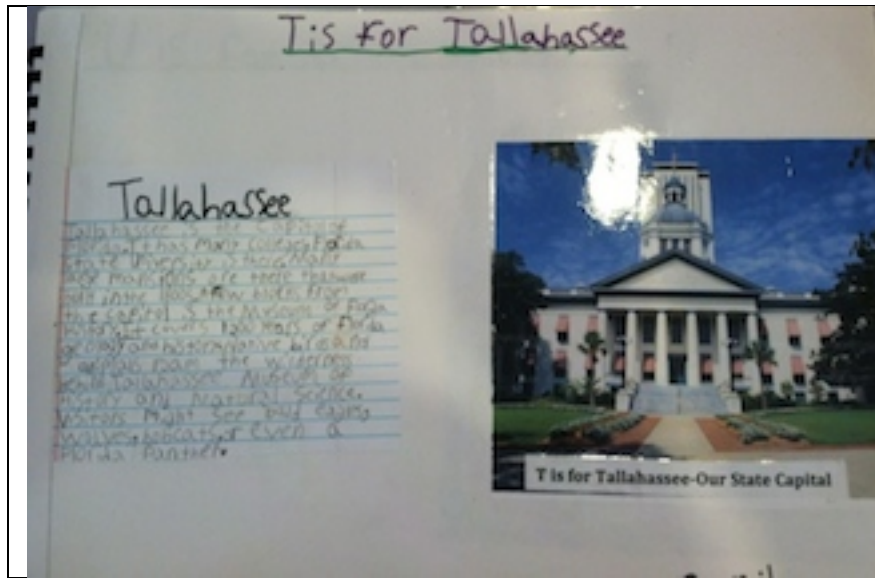
Example of the same topic done by a 3rd Grader.

Student Work Samples

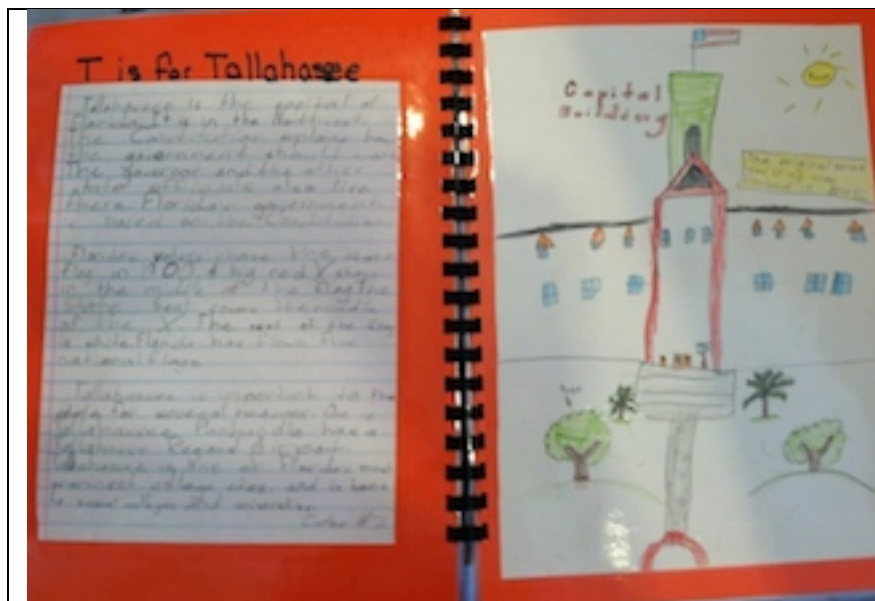
	<p>Example of work done by a student with learning disabilities. This student colored, pasted, and traced the letters and picture.</p>
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	<p>Example of work done by a student with Autism.</p>
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Student Work Samples



Example of 2nd Grade Work



Example of the same topic done by a 3rd Grader.

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. Apple products can be purchased at an Apple Retailer, Walmart, Best Buy, or Target.

Free Items

- iBook Author App
- writing journals from student supply list
- construction paper (from your school)
- binder clip for “publishing” book (from your school)
- writing paper from student supply list
- markers from student supply list

Expenses

<u>Item</u>	<u>Cost</u>	<u>Vendor</u>
ipad mini	\$299	
ipad mini with Retina	\$399	
iPad	\$499 and up	
Teacherweb	\$39 per year	Teacherweb.com

For Connecting Your iPad to a LCD Projector

30-pin to VGA Adapter	\$29 (older models of iPads)	Apple Store
Lightning to VGA Adapter	\$49 (new models and iPad mini)	Apple Store

*Often Target, Walmart, and Best Buy will have specials on the iPads. Check the Sunday advertisements.