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**Picture This!!**

**Collaborative Lesson Plan by:**

Sheila Blocher, Krista Bowen, and Leah Doughman

**Grade Level:** Second Grade

**Subject:** Vocabulary

**Student Profile:** Though this lesson was designed for second grade students, I taught it to my fourteen year old daughter. Leah was chosen to teach it to the eight year old and Sheila and I used our middle school children.

**Special Needs:** My daughter is enrolled in the gifted program at the current school.

**Objectives:**

Students will:

• build a solid foundation of vocabulary words

• present words to the class through a digital presentation

**ISTE NETS\*S Curriculum and Content Area Standards – NETS for Students:**

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

b. select and use applications effectively and productively.

**Georgia Performance Standards:**

**ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student**

a. Reads words containing blends, digraphs, and diphthongs.

b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.

c. Reads compound words and contractions in grade appropriate texts.

d. Reads and spells words containing r-controlled vowels and silent letters.

e. Reads and spells words containing irregular vowel patterns.

f. Reads multisyllabic words.

g. Applies learned phonics skills when reading and writing words, sentences, and stories.

**ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student**

a. Reads a variety of texts and uses new words in oral and written language.

b. Recognizes grade appropriate words with multiple meanings.

c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.

d. Determines the meaning of unknown words on the basis of context.

**Assessment:** We will use the students’ glog to assess understanding of weekly vocabulary words. The glog will be assessed on accuracy of word meanings and pictures.

**Pretest**: Students will record their own definitions on their record sheets (see below). This will be completed prior to looking up the definitions.

**Post Test**: Using a rubric, the teacher will evaluate students on the accuracy and correlation of their words, definitions, and pictures that are on their glogs.

**Technology Connections:**

1. Instructional Video (<http://www.wonderhowto.com/how-to-teach-your-kids-use-their-first-digital-camera-376889/>): This is an instructional video narrated by a third grader of the proper steps in taking a digital picture.
2. Glog ([www.glogster.com](http://www.glogster.com)):

**Materials:**

* Digital Cameras
* Computer with internet connection
* Video Link on how to use a digital camera (see lesson plan below)
* Glogster account
* Vocabulary words
* Student Record Sheet (see below)
* Rubric (see below)

**Related URL’s:**

* [**http://www.wonderhowto.com/how-to-teach-your-kids-use-their-first-digital-camera-376889/**](http://www.wonderhowto.com/how-to-teach-your-kids-use-their-first-digital-camera-376889/)
* [**http://www.adobe.com/education/instruction/adsc/pdf/dolch\_word.pdf**](http://www.adobe.com/education/instruction/adsc/pdf/dolch_word.pdf)
* <http://www.teachkidshow.com/teach-your-child-how-to-take-good-pictures/>
* <http://www.educationworld.com/a_tech/tech/tech148.shtml>
* <http://www.surfnetparents.com/teaching_your_child_how_to_use_their_digital_camera-4759.html>
* <http://www.lessonplanspage.com/CIDigitalCameraUseActivityK2.htm>

**Procedures and Classroom Management**

**Activating Strategy:**

The teacher will show the students a digital camera and ask them what they know about it.

**Procedures:**

* If the students are knowledgeable about the camera, the teacher will have them use it to take a picture. This will allow the teacher to determine whether or not the students need further instruction on taking digital pictures.
* If the students are unaware of how to take digital pictures using the available camera, the teacher will demonstrate the process.
* Next the teacher will show the [video](http://www.wonderhowto.com/how-to-teach-your-kids-use-their-first-digital-camera-376889/) on how to properly use a digital camera. The teacher will allow the students to experiment with the camera and take pictures.
* Once the students show competency using the digital camera, the teacher will explain how the camera will be used for the vocabulary lesson.
* The teacher will introduce the vocabulary words for the week. Before discussing the definitions, the teacher will have the students complete the middle column of the Student Record Sheet to determine students’ prior knowledge of the words. This will serve as the Pretest.
* Next, the students will use reference materials to look up and record the actual definitions of their words.
* After students have looked up and recorded the definitions, the teacher will have the students share their definitions. This will lead into the discussion of the words. The teacher will help to build background knowledge for the students as needed. She will also point out that some words have multiple meanings.
* Once the students have clear understandings of the words, they will be asked to take pictures to illustrate each word. Ideally, this will be done by students at home and the pictures will be emailed to the teacher for use in the classroom. (This will allow for more personalization of pictures.) However, some students may not have access to a digital camera and/or a computer at home. For those students, classroom cameras will be provided. The teacher will pair with another teacher so that students who need to take pictures can do so while the others stay in the computer lab to work on their glogs.
* Once students have their pictures, the teacher will distribute and explain the rubric (which will be used to evaluate their Glogs). The teacher will then assist the students in importing the pictures onto the computer and using *Glogster* to create their glogs.

**Summarizing Strategy:**

* To wrap up the lesson, the teacher will have the students share their glog creations with the class.

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**Grading Rubric**

|  |  |
| --- | --- |
| |  | | --- | | **Making A Poster : Vocabulary Glog**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Grammar** | There are no grammatical mistakes on the poster. | There is 1 grammatical mistake on the poster. | There are 2 grammatical mistakes on the poster. | There are more than 2 grammatical mistakes on the poster. |
| **Knowledge Gained** | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| **Content - Accuracy** | At least 5 accurate definitions are displayed on the poster. | 3-4 accurate definitions are displayed on the poster. | 2 accurate definitions are displayed on the poster. | Less than 2 accurate definitions are displayed on the poster. |
| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| **Graphics - Originality** | Several of the pictures used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the pictures used on the poster reflect student creativity in their creation and/or display. | The pictures are made by the student, but are based on the designs or ideas of others. | No pictures made by the student are included. |
| **Graphics -Clarity** | All five pictures are clearly focused. | 3 to 4 pictures are in focus. | At least two pictures are in focus. | Fewer than two pictures are in focus. |

Date Created: **Jul 02, 2010 04:14 pm (UTC)**

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**Student Record Sheet**

|  |  |  |
| --- | --- | --- |
| **Word** | **Your Definition**  (What do you *think* this word means?) | **Actual Definition** |
| foliage |  |  |
| trunk |  |  |
| branch |  |  |
| soil |  |  |
| mulch |  |  |

**Analysis of Pretest and Post Test Data:**

The pretest was an effective method of assessing students’ prior knowledge of the vocabulary words. This lesson was designed for second grade students. Since Leah had previously taught my son in the second grade, I let her use him for the lesson. This left me with my fourteen year old daughter for the lesson. We developed five words that dealt with trees. We listed these words on a record sheet and I asked my daughter to write down what she thought the definition of the words might be. Then she had to look up the words in the dictionary to record the proper definition. She did not get all of them correct. She missed two out of five words.

The post test was an efficient tool for assessing students’ knowledge of the vocabulary words after instruction was delivered. It also required students to use their higher order thinking skills. The students used their definitions to find and take pictures that they felt defined the vocabulary word. They then used *Glogster* to create a glog using their pictures and definitions. My daughter created this [glog](http://kritterbug.glogster.com/kenzies-vocabulary-blog-/) for the lesson. My daughter had a better understanding of the words she missed because of this process.

**Impact of Student Learning:**

When we first started this project, my daughter did not want to participate. She thought this was an assignment for little children. However, after completing the pretest exercise and looking up the correct definitions she changed her mind. She was very intrigued with the thought of taking pictures with the camera. She also enjoyed using the *Glogster* and her pictures to create her glog. She worked on the *Glogster* assignment for more than an hour trying to make it look cute and perfect. When she was done she had correctly identified all five words with the correct pictures and definitions. This lesson turned out to be better than she thought it was going to be.

**Reflection:**

This lesson was designed for second grade students. We originally changed our lesson plan through discussions on the discussion boards. Someone suggested the addition of *Glogster*. We decided to amend our lesson plan and add *Glogster* to the lesson. Well after the implementation of the lesson, we decided that a second grader might not be able to do *Glogster* in a timely manner.

*Glogster* is definitely a program that needs to be taught before planning for implementation. In fact, Sheila’s sons needed help to get started with *Glogster*. My daughter had previous experience with it and loves technology so she was able to do it without help. However, my eight year old that Leah was working with had a lot of difficulties. Leah had to work with him one on one for almost an hour. She practically had to do everything, but she let him make the decisions of where things should go on the glog. It was very time consuming and at one point very frustrating.

We would definitely use *MovieMaker* or *Snagit* to create the final product the next time. The class could vote on the best pictures or create a collage of pictures with the definition in the center. We will definitely rethink this part of the lesson plan before implementing it in the future. However, I think that this lesson definitely addressed higher order thinking skills and student creativity. It is a lesson definitely worth implementing after some small changes are made.