Title  Mammal’s Around the World     Length  2 to 3 days for 30-45 minutes per day

Grade Level  5th grade

Academic Standard(s):  English Language Arts  5.4.6  Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

Performance Objectives:  Given instruction on Microsoft Word, the student will be asked to physically show how to use spell check with 100% accuracy.

Given instruction on Microsoft Word, the student will be asked to physically show how to use the thesaurus with 100% accuracy.

Advanced Preparation by Teacher:  The teacher will find a website to assist the students in making a mammal selection. S/he will also have to find music to play while the students are working on their writings. The teacher will also have to find websites that the students can use to expand on their writings. Finally the teacher will create a checklist of organizational features on the computer that the students must use.

Procedure

Introduction/Motivation:  How many of you have used a computer?  (Bloom’s Taxonomy- Knowledge)  What types of activities have you completed on the computer?  (Bloom’s Taxonomy-Knowledge)  Do you know what features the computer has to assist you, while you publish a word document?  (Bloom’s Taxonomy-Knowledge)  For the next few days we will be working with computers to publish our own mammal papers. We will be using different features from a computer, such as word searches, the thesaurus, and spell checks.

Step-by-Step Plan:
1.  The teacher will pass out a list of pre-selected mammals from countries other than the United States
2.  From that list, the students will choose their favorite mammal.
3.  After the mammals have been selected, the class will move to the computer lab. While they are at the computer lab, the teacher will make sure that the students understand how to log on to a computer and use pull down menus.
4. S/he will then make sure that the students are familiar with the spell check and thesaurus and know where to find them in the Word Document.

5. Once the children understand, they will be given time to research their mammal and country on the internet, encyclopedias, and other library books that are available. Music from a variety of countries will be played to help the students get in the mood to write.

6. Once they have found sufficient information, the students may begin typing their rough draft.

7. They will continue the writing process until they have polished their document. To assist their polishing of the document the students need to use the spell check and thesaurus.

8. Once their polished document is complete, the students will print it and turn it in to the teacher.

9. They will then share the information with their peers.

This lesson includes Gardener’s Multiple Intelligences of Visual/Spatial, Musical, and Intrapersonal. This lesson also fulfills our non-dominant culture and musical requirements.

Closure: Now that we have learned about many mammals from around the world using technology, we are now going to focus on mammals of the United States and their habitat.

Adaptations/Enrichment: A student that is learning disabled in written expression will have the opportunity to have an aide that gives assistance, when needed, to get their thoughts on paper. A child that is gifted and talented will be challenged by the teacher to compare and contrast two mammals from different countries.

Self-Reflection: The teacher will reflect on how well the students knew how to use the computers. S/he will also reflect on how engaged and focused the students were during the lesson.

Checklist for Mammal’s Around the World
_____ Use different pull down menus (Ex. Font, Paragraph, etc.)

_____ Use a thesaurus

_____ Use the spell check

_____ Use the following website www.animalinfo.org (Search Country and use the first link listed that is not an Advertisement)