

Learning Experience

LE Title: Behold the Wonders of Creation

Author: Sister Rosaire Anne De Mare

Grade Level: 5th Grade

School: St. Peter's School

Topic/Subject: Social Studies/ELA

School Address: 400 Floyd Ave.

Email: rdemare@Mohawk.moric.org

School Phone/Fax: 336-2360/336-5112

LEARNING CONTEXT

Purpose and Focus of Experience

This project is for Grade 5 to explore and become familiar with the National Parks of the United States, to understand the magnificence of their natural features (origins), to locate them geographically, to explore their unique features, habitats and inhabitants, to describe their attractions for the visitor of today.

CONNECTION TO STANDARDS

New York Standards addressed in assessment:

ENGLISH/LANGUAGE ARTS STANDARD 1:

Students will read, write, listen and speak for information understanding.

SPEAKING AND WRITING STANDARD 2:

Students will read, write, listen and speak for social interaction.

MATH/SCIENCE/TECHNOLOGY STANDARD 2:

Students will use a variety of intellectual skill to demonstrate their understanding of major themes, developments in the United States.

AASL Learning Standards/Library & Information Skills Learner outcomes addressed in assessment:

Standard 1: Accesses information efficiently and effectively.

#21 Identify and use electronic resources in school and from remote locations, such as home

Standard 8: Practices ethical behavior in regard to information and information technology.

#22 Comply with the district's Acceptable Use Policy for the Internet and the school computer network.

Standard 7: Recognizes the importance of information to a democratic society.

#24 Know the interlibrary loan is available and to follow the appropriate procedures.

Standard 3: Uses information effectively and creatively.

#29: Paraphrase information to avoid plagiarism.

ESSENTIAL QUESTIONS

What is a National Park?

Where are they located?

What is the History of the Park?

How is this park described to a person who may want to visit there?

What is needs to be done to keep the parks in our country?

CONTENT KNOWLEDGE

Declarative

1. Identify the 5 parks
2. Students will know how to collect the information for the spreadsheet
3. Know how to use Print Shop to create cover page

Procedural

1. Students will use research techniques
2. Students will take notes from text and Online sources
3. Students will use Print Shop and Word

PROCEDURE

Students will be introduced to the National Parks by viewing a video:

[A Guide to America's Great National Parks.](#)

Students will write an essay of about 100 words about their impression of the Parks viewed on the videos and any other information available.

Names of the National Parks will be printed on cards. Students will draw 5 cards by turns for their assignment.

On a map of the US, they will locate their parks and pinpoint the spot where it is located.

Gather information and use class time in Areas Library assigned and free to work on the project.

The project requires the students to:

TAKE NOTES from the following sources:

World Book Encyclopedia

One library book, either from our library or

Order from the Cider Press

Use the Internet sites available on SLS

Use some on site encyclopedia....Grolier, Encarta, etc.

Type information gathered on the Data Base Template from Clairisworks on the Macs

Type the statistics gathered on the spreadsheet to create a chart.

Create a cover page using Print Shop and a colored printer.

Prepare the Bibliography of at least five resources, record citations.

Use the outline to gather the information:

What is a National Park?

Where is the Park located?
Give the history of the Park.
How would you describe this park to a person who wants to visit there?

What animals live in this park?
What natural physical feature is important to this park?
Name three kinds of trees that grow there.
Name three kinds of flowers found there.
What is the size of the park?
How many people live in the park?
What do the Park Rangers do?
Are there threats to this National Park continuing?

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Time for the project will be coordinated with the teachers of Language Arts, Math, Homeroom, Resource, Library Media Specialist and Technology.

Students will be paired with a partner to help each other but they will prepare 2 separate projects. Each student will be assessed for their own work. The partners will be determined by the teachers.

Students have access to computers in the classrooms, computer lab and the Library Media Center.

The Macs are networked, so that when work is started it may be saved and accessed at most of the workstations. Most of the computers also have access to the INTERNET. Students and families have signed the AUP. A Scanner and Digital cameras are available if students need them.

TIME REQUIRED

To prepare the project the teachers and students need about five hours of collaborative planning and instruction. The students will be given instruction during two computer classes to set up the Database and Spreadsheets. The Library Media Specialist will use two class times to instruct the students on how to use the tools available. One class will be devoted to explain the use of the Internet. The other class to learn how to use the computer Reference tools. Students will need 2 or 3 other class periods of 45 minutes, coordinated with the ELA and Math teachers for hands-on experiences. Students may work at home; before and after school and during lunch hour. The Library Media Center is open at those times. Individual assistance is available during other periods of time during the day.

TECHNOLOGY

The computers are networked and available for any student to use. The printers are supplied with paper and the CHOOSER is available to a printer to print a colored cover page.

ASSESSMENT PLAN

The teacher will use a checklist for progress each week.

Reminders about what should be finished by certain days will be posted.
Teachers will help individuals as needed and monitor the partners.
The enclosed RUBRIC will be used for final mark.

CULMINATING ACTIVITY/STUDENT WORK

Students will complete the project by collecting all materials in a booklet form with a cover page, essay, data base print out in chart form, spreadsheet and two graphs, bibliography and extra materials and information.

REFLECTION

The finished products are in the form of a booklet that will be shared with other classes and parents. Some students will be willing to take the information and prepare a Power Point for their classmates.

I would like the students to experience this project because I have visited several of the National Parks (Grand Canyon, Yellowstone, Bryce Canyon, Zion, etc.

I will share my experiences with the teachers and students as they work on the project.

This Learning Experience can lead to many more Technology skills. It can continue to be used in Language Arts, Art, Math and Social Studies.