Building an Image Page
Grade: Third

An integrated lesson plan covering two sessions of
approximately 30 minutes each.

Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

Students will add a variety of clipart pictures to their paragraphs on the history of Dolores. Each year third graders go on a series of field trips to learn about the history of their town and write paragraphs about the experience. The paragraphs will be typed up by the students who will then add Clip Art pictures to their work. Finally, students will save their work onto a common floppy disk.   When all of the paragraphs are completed they will be compiled into a book and distributed to all of the third grade students.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ Navigate the menu bar
- ❖ Import clip art onto a document
- ❖ Save work to a floppy disk
- ❖ Understand and be able to explain technological vocabulary Clip Art and File

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading: apply thinking skills to their reading and viewing

Listening: follow teacher directions

Technology: use clip art to enhance article and save work to a floppy disk

State/National Standards (Complete as Appropriate)

Colorado State Standards for <u>Language Arts</u>

    Standard 1: Students will read and write for a variety of purposes and audiences.

    Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.

    Standard 5: Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources.

Colorado State Standards for <u>Technology</u>

    Standard 5: Students will use technology to advance and enrich learning.

    Standard 6: Students will use technology to enhance all areas of the fine arts.

Websites

Required: www.absolutelyfreeclipart.com/main5.html

Pre-requisites

Basic knowledge of keyboarding skills

Required Materials

- ❖ Student handwritten, prepared paragraphs

Handouts

- ❖ Step-by-Step with icons
- ❖ Lesson rubric

Required Equipment/Technology

- ❖ Word processor with clip art
- ❖ Additional clip art disk or program

THE LESSON

Preparation

Activity	Instructor Notes
Introduce the objective	Tell students what the end product will be and why we will be doing this activity. Discuss the term clip art.
Show examples of clip art	Have some student examples of writing prepared with clip art pictures.
Examine and discuss handouts.	Go through grading rubric and allow questions and clarifications.

Presentation

Observe how to find graphics and navigate menu bar.	Show students the menu bar and define terms of some of the icons and the key words at top. Especially teach 'Insert'.
Demonstrate how to narrow the search for a graphic by naming the topic.	Choose a topic like plants, and go to that category. Show students how to search through that topic to find the best picture.
Teach right and left side of the mouse.	Click on the left mouse to insert clip art onto document.
Demonstrate how to alter the size of the graphic by using the arrows on the borders.	Left click on graphic to define the border, move the curser on of the spots on the border to make the picture bigger, smaller or to relocate it.
Go to the menu bar again and click on the icon of the floppy disk to save work.	Also teach students how to go to the word 'File' at the front of the menu bar and scroll down to the 'Save' option.

Performance and Practice

Instructions for students	Teacher notes
Learn to identify the term 'Insert'.	Take time to teach other terms or icons students may be interested in, but be sure to teach 'Insert'.
Add a picture to your written article.	Too many pictures in a publication can be too many. If students write more that one article allow only one graphic per student
Save your work.	Check as often as possible to see that student's work is being saved.

Part II

Practice the steps taught while following the step-by-step handout to create a finished product.	The amount of practice time will vary. Each student will need to create at least one graphic to go with their writing.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectation for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students "connecting" to lesson objectives? How?
6. How is this lesson "integrated?"

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology and what so I need to remember when I teach this lesson again?
3. Too many pictures in a publication can be too many. If students write more that one article allow only one graphic per student

Step-by-Step Clip Art Handout 1

File   Edit   View   Insert   Format   Tools
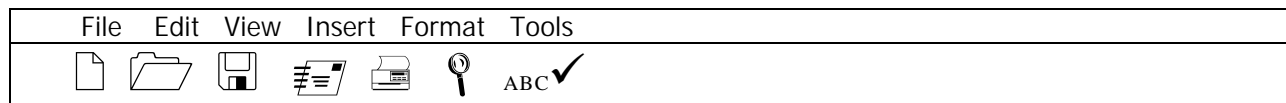
1. Look at the menu bar at the top of your screen. Find the term 'Insert'.

2. Click on the word Insert. Scroll down to 'Picture' then to the right to Clip Art.

3. Choose a topic like plants, and click on that category. Search for the picture that you want to use for your article by using the scroll bar on the right side of your pictures.

4. Click on the picture of your choice by using the left mouse. This will insert your clip art onto the document.

5. Click on the graphic to define the border. Now, place the curser on top of one of the spots on the border. When your curser turns into an arrow you can stretch your picture to make it bigger, smaller or to move it.

6. When you're done go up to the menu bar and click on 'File'. Scroll down to 'Save' and click again. Or just click on the third icon showing the floppy disk. ☺ You did it!

Lesson Rubric Clip Art Handout 2

Item Score	0	1	2	3
Work shows effort	Directions were not followed and assignment was not completed	Had difficulty completing assignment with repeated help	Needed some help but work shows thought	Work looks good and directions were followed
Participation in activities	Did not participate	Participated some but had poor group work	Had some participation and had some group skills	Participated fully with good group work.
Clip art is appropriate to article	Graphic chosen doesn't suit the text and isn't sized for the page	Graphic doesn't suit text but is sized to page	Graphic suits text but is not sized to page	Graphic suits text and is an appropriate size
Navigated the Menu Bar	Could not find the icons or words for importing Clip Art and Saving work.	Could do either Clip Art or Save but not the other.	Needed a small amount of assistance to do either Clip Art or Save.	Navigated both the Clip Art and the Save techniques without assistance.
Vocabulary comprehension	Student doesn't understand the meaning of Insert or File.	Student understands one of the two terms and gives an explanation.	Student understands the meanings of the terms but cannot explain them.	Student understands and can explain the meaning of the terms Insert and File.

Activity Checklist

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Show examples of clip art	
Examine and discuss handouts.	
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Go to the menu bar again and click on the icon of the floppy disk to save work.	
Learn to identify the term 'Insert'.	
Add a picture to your written article.	
Save your work.	

Technology Checklist

Show examples of clip art	
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