

MULTIMEDIA FIELD GUIDE TEACHER PLANNING

Hyperstudio and PowerPoint are authoring languages that allow students to combine text, pictures, graphs, sound, and animation into one document that is interactive. For the field guide project, students take notes from their identified research sources (electronic, text, personal communication) using the Cornell System. They summarize their notes in a variety of formats (basic summary, paraphrase, abstract, precis). They organize their sources using correct bibliographic form. The information is inputted to the appropriate areas in the stack.

The stack is a minimum of six cards per animal/plant: one title card, four information cards, and a bibliography card. The cards are designed with text boxes, graphics, and buttons for movement within the stack.

The cards of the stack follow a template (See file: Hyperstudio cards for aquatics) of information areas which students fill in as they find more main ideas, facts, and details. This is an on-going project--students continue to add to their animal information all year long. By the end of the year, the information-gathering culminates in a linked series of stacks on various common pond animals and plants in our area. In the process, students have learned an authoring language for the computer. They have learned a note-taking system that they can use for the rest of their student careers. They have learned about summarizing and several techniques for doing so. They have learned correct bibliographic form for a variety of sources. They have written non-fiction writing. They have learned 6-traits writing assessment.

An alternative model may be to assign several animals/plants to pairs or small groups of students, rather than one plant or animal to each child. The pair or small group is then responsible for the research and production work on that entire set of animals/plants. This model would encourage collaboration and provide support to students during a complex task. Also, rather than an on-going assignment, the fieldguide could be completed in the fall/winter using the same steps below. The advantage of completing the guide early is being able to use it in the spring. Recognizing that their classmates will be using their portions of the guide in the field is a powerful motivator to doing quality work, especially if students must sign their sections.

Also during this time the class is making visits to the pond and learning about biological diversity, classification, adaptation, water chemistry, and so on.

POSSIBLE LEARNING SEQUENCE

1. Assign pond animal/plant
2. Teach/model Cornell System of notetaking
3. Students conduct text research (assumes students know library)
4. Students take notes using Cornell System: main idea, supporting detail, question, generalization, pattern, connection, vocabulary

5. Teach and model summarizing (basic, abstract, paraphrase, precis)
6. Students practice summarizing under each type
7. Teach and model bibliographic form for print sources
8. Students create bibliographies of their print sources
9. Evaluate notes, summaries, and bibliographies
10. Students Revise
11. Students conduct electronic research: Repeat steps #4-10
12. Teach Hyperstudio or PowerPoint
13. Explain animal/plant *template of topics for fieldguide. This template works best if students contribute ideas toward the sections of the template.
14. Students input template to stack and information to template
15. Evaluate
16. Revise
17. Show biological diversity, pond, plant, invertebrate videos
18. Students summarize each video and apply information to their stacks
19. Teach 6-traits writing assessment model.
20. Model telling an animal/plant story (See file: Non-fiction picture books)
21. Students create an animal/plant story
22. Students share and revise their stories using 6-traits
23. Model writing an animal/plant poem
24. Students share and revise their poems using 6-traits
25. Create an animal/plant quick-time movie (part of authoring language)
26. Individuals, pairs, small groups present their stacks to class
27. Revision and editing of #26 based on class input
27. Combine stacks into electronic fieldguide
28. Present and use