

READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High- Interest Children's Literature

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READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

VISION

How to effectively use current high-interest children's literature for integrating literacy instruction across the curriculum, including teaching strategies and sample lesson plans aligned with SSS for integrating literacy with math, science and writing. Real lessons for real teachers!

READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

OBJECTIVES

Demonstrate the importance of literacy instruction across the curriculum. Demonstrate how to effectively use current high-interest children's literature to integrate literacy instruction across the curriculum. Provide teaching strategies and sample lesson plans aligned with SSS for integrating literacy instruction with math, science and writing.

READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

WHAT IS INTEGRATION?

Integration blends or combines instruction in one subject area with another subject area, correlated instruction shows the mutual relationships between those subjects.

More recently, the term interdisciplinary is used to connote combining or joining two or more disciplines or branches of learning. Interdisciplinary instruction can combine more than two areas of learning.

(Thomas M. Brewer)

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WHAT?

In other words, integration is not just using one subject to help teach another. It is a way of teaching students in one or more subject areas by helping them see the connections that exist between them and one or more other subject areas. Teaching students how to make connections is a good thing!

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BENEFITS OF INTEGRATION

- NAEP findings suggest that students who participate in integrated activities out-perform those who do not.

(Persky, Sandene & Askew)

- Similarly, the NCTM & NAEYC state that “increased time energy and wide scale commitment to [the integration of literacy in] the early years will generate significant progress in mathematics learning.”

(NCTM & NAEYC Joint Statement)

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WHAT IS HIGH-INTEREST CHILDREN'S LITERATURE?

Essentially, high-interest children's literature are current, popular children's books that are easily readable.

When selecting titles, concern should be that the books are interesting and relate to the subject(s) with which you desire students to make connections.

Do NOT be concerned if the book is "too young."

Remember, high-interest = NOT BORING!

(Lauren A. Liang)

READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

BARRIERS TO INTEGRATION

- **Fear Of Change**
- **Pervasive Attitude Of Departmentalization**
 - “I only teach Science”... “I only teach Math”
- **Lack Of Leadership In Support Of Curriculum Reform**
 - Leadership is not just administration... Subject Area Coaches/Grade-Level Chairs
- **Lack Of Support From Administration**
 - Resources (Time, Planning, Professional Development)
- **Lack Of Knowledge Of How To Integrate**

(Jerrilyn A. Brewer)

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WHAT CAN ADMINISTRATORS DO TO FOSTER INTEGRATION IN THEIR SCHOOLS?*

- **“Put The Horse Before The Cart”** (Barbara Bray)
 - Integration should serve the curriculum, not the other way around
- **Be Knowledgeable** (Linda Starr)
 - Attend conferences and model, model, model
- **Set The Climate** (Linda Starr)
 - Administrators should display a positive attitude by being excited about and involved in integration
- **Support And Encourage Teachers** (Linda Starr)
 - Staff development and conference/workshop attendance

* This list is culled from research regarding integrating technology, but is applicable for integration in general

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WHAT CAN ADMINISTRATORS DO TO FOSTER INTEGRATION IN THEIR SCHOOLS?*

(Continued)

- **Encourage Experimentation** (Barbara Bray)
 - Arrange for subs or take over a class to allow teachers time to observe you or peers using integration in the classroom
 - Applaud the failures as well as the successes of teachers who are willing to experiment with integration... lessons learned!
- **Create Networks Of Supportive Colleagues** (Barbara Bray)
 - Listen to and share ideas with other administrators and teachers
- **What Success Stories Would You Like To Share?**

* This list is culled from research regarding integrating technology, but is applicable for integration in general

**READING, 'Riting & 'Rithmetic: Integrating
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**Using High-Interest Literature to Establish
Mathematics Connections**

Susan Copeland

Using High-Interest Literature to Establish Mathematics Connections

Reasons for Integrating Math with Literacy

- Math texts contain more concepts per word, per sentence and paragraph than other texts.
- Students need to learn to use language to focus on and work through problems, use problem solving skills . They need to see math as a life skill , not just a school skill.
- Reading mathematics requires unique skills. In math you read not only left to right... but also, right to left, top to bottom, bottom to top and diagonally.

Using High-Interest Literature to Establish Mathematics Connections

Reasons for Integrating Math with Literacy (Continued)

- Authors of math texts write in terse compact style.
- It is ability to make sense of everything that is on a page (numbers, letters, symbols) whether the page is a worksheet, a spreadsheet or a computer screen.
- Students have to decode words and symbols that are unfamiliar, the text is usually written above the student's reading level and the passages are longer.

Using High-Interest Literature to Establish Mathematics Connections

Sample Lesson

Using Quilts to Explore Geometry

- **High-Interest Children's Book:** *Sam Johnson and the Blue Ribbon Quilt* by Lisa Campbell Ernst, 1983
- **Learning Goal:** Students Will Experience a Real World Application of Geometric Principles
- **Delivery Format:** Read Aloud and Hands-On Activities

Using High-Interest Literature to Establish Mathematics Connections

Using Quilts to Explore Geometry Applicable Sunshine State Standards

- Strand - Geometry and Spatial Sense
- Standard 1- The student describes draws, identifies and analyzes two and three dimensional shapes.
- **MA.C.1.2.1** - The student given a verbal description, draws and or models two and three dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.
- Standard 2 - The student visualizes and illustrates ways in which shapes can be combined subdivided and changed.
- **MA.C. 2.2.1** - The student understands the concepts of spatial relationships symmetry , reflections congruency and similarity.
- **MA.C.2.2.2** - The student predicts illustrates and verifies which figures could result from a flip, slide or turn of a given figure.

Using High-Interest Literature to Establish Science Connections

Using Quilts to Explore Geometry Additional Materials

(See following slides)

- **Lesson Plan**

THEME: Geometry and Spatial Reasoning

LESSON: Math

DEVELOPED BY: Susan Copeland

GRADE: 3-5

TIME: 90 minutes

LEARNING GOALS:

- Students will read the book *Sam Johnson and the Blue Ribbon Quilt*, by Lisa Campbell Ernst, 1983

- Students will experience a real world application of geometric principles

STUDENT LEARNER OUTCOMES:

- Students will read the book *Sam Johnson and the Blue Ribbon Quilt*, by Lisa Campbell Ernst, 1983 and be able to understand geometric concepts and vocabulary.

- Students will be able to define vocabulary related to geometric principles.

- Students will be able to draw or model two dimensional shapes to make a quilt pattern.

- Students will be able to write a description of a quilt pattern made up of geometric figures.

SUNSHINE STATE STANDARDS:

- MA.C.1.2.1 - *The student given a verbal description draws and or models two and three dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or picture composed of geometric figures.*

- MA.C.2.2.1 - *The student understands the concepts of spatial relationships symmetry reflections congruency and similarity.*

- MA.C.2.2.2 - *The student predicts illustrates and verifies which figures could result from a flip slide or turn of a given figure.*

MEDIA SELECTION:

- *Sam Johnson and the Blue Ribbon Quilt*, by Lisa Campbell Ernst, 1983

WEBSITES:

- www.eduplace.com

- www.mathshhttp://ali.apple.com/ali_sites/deli/exhibits/1000077/

- www.quiltalliance.org

INTRODUCTORY ACTIVITY:

WHOLE GROUP:

- **Activity:** Introduce math lesson from textbook on plane figures and read the book, *Sam Johnson and the Blue Ribbon Quilt*, by Lisa Campbell Ernst, 1983. Discuss geometric vocabulary, have students identify the shapes in the book.

- **Materials:** Math textbook and the book, *Sam Johnson and the Blue Ribbon Quilt*, by Lisa Campbell Ernst, 1983

- **Time to Complete:** 30 minutes

ASSESSMENT ACTIVITY:

- **Activity:** Have students create their own quilt of geometric shapes using pattern blocks. Have students trace their pattern block quilt onto paper using colored pencils. Students should be able to identify the different geometric shapes in their quilts.
- **Materials:** Pattern blocks, pencils, colored pencils, access to the book *Sam Johnson and the Blue Ribbon Quilt*, by Lisa Campbell Ernst, 1983.
- **Time to Complete:** 60 minutes

Using High-Interest Literature to Establish Mathematics Connections

Using Quilts to Explore Geometry Additional Lesson Ideas

- Watch Reading Rainbow video or DVD
- Use scrap material to make a class quilt. Each student can design their own square.
- Research various quilt patterns shown in the book. Present an oral report to the class about one of the patterns.

**READING, 'Riting & 'Rithmetic: Integrating
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**Using High-Interest Literature to Establish
Writing Connections**

Julie Etheridge

Using High-Interest Literature to Establish Writing Connections

Reasons for Integrating Writing with Literacy

- Writing and reading are two sides of the same coin! It is necessary to be a good reader in order to master the mechanics of good writing.
- “Writing is a complex process whereby the writer must negotiate the rules and mechanics of writing, but also focus on important aspects of writing such as organization, form and features, purposes and goals, audience needs and perspectives, and evaluation of the communication between author and reader.” (Harris, Graham & Mason)

Using High-Interest Literature to Establish Writing Connections

Reasons for Integrating Writing with Literacy (Continued)

- Like reading, “writing requires extensive self-regulation and attention control.” (Harris, Graham & Mason)
- Like reading, “writing is a flexible, goal-directed activity that is scaffolded by a rich knowledge of cognitive processes.” (Harris, Graham & Mason)
- Again, just as in reading, “skilled writers engage in purposeful and active self-direction of these [cognitive] processes and strategies.” (Harris, Graham & Mason)

Using High-Interest Literature to Establish Writing Connections

Sample Lesson Piggie Pie!

- **High-Interest Children's Book:** *Piggie Pie!*, by Margie Palatini. Illus. by Howard Fine. 1995.
- **Learning Goal:** Students Will Identify Character and Narrative Elements in a Story and Use “Voice” When Writing
- **Delivery Format:** Read-Aloud and Discussion

Using High-Interest Literature to Establish Science Connections

Piggie Pie!

Applicable Sunshine State Standards

- **LA.4.1.4** – The student uses a variety of strategies to comprehend grade level text.
- **LA.4.1.7.2** – Identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text; identify the purpose of text features.
- **LA.4.1.7.8** – Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing questioning, and clarifying by checking other sources.

Using High-Interest Literature to Establish Science Connections

Piggie Pie!

Applicable Sunshine State Standards (Continued)

- **LA.4.3.1** – The student will use prewriting strategies to generate ideas and formulate a plan.
- **LA.4.3.2.2** – Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.
- **LA.4.3.3.1** – Evaluating the draft for development of ideas and content logical organization, voice (e.g., formal or informal) point of view, word choice, and sentence variation.
- **LA.4.3.5** – The student will write a final product for the intended audience.

Using High-Interest Literature to Establish Science Connections

Piggie Pie!

Applicable Sunshine State Standards (Continued)

- **LA.4.4.1.1** – Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.
- **LA.4.4.2** – The student develops and demonstrates creative writing.
- **LA.4.5.1** – The student engages in the writing process and writes to communicate ideas and experiences.

Using High-Interest Literature to Establish Science Connections

Piggie Pie!

Additional Materials

(See following slides)

- **Lesson Plan**

THEME: Piggie Pie!

LESSON: Writing

DEVELOPED BY: Julie Etheridge

GRADE: 3-5

TIME: 90 minutes

LEARNING GOALS:

- To use “voice” when writing
- To identify narrative elements in a story
- To identify characters by their actions

STUDENT LEARNER OUTCOMES:

- Students will be able to identify “voice” in a writing piece.
- Students will be able to use “voice” when creating a writing piece.
- Students will be able to identify setting, plot, beginning, middle, and end in a story.
- Students will be able to identify and distinguish between characters through their actions.

SUNSHINE STATE STANDARDS:

- LA.4.1.4 – *The student uses a variety of strategies to comprehend grade level text.*
- LA.4.1.7.2 – *Identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text; identify the purpose of text features.*
- LA.4.1.7.8 – *Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing questioning, and clarifying by checking other sources.*
- LA.4.3.1 – *The student will use prewriting strategies to generate ideas and formulate a plan.*
- LA.4.3.2.2 – *Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.*
- LA.4.3.3.1 – *Evaluating the draft for development of ideas and content logical organization, voice (e.g., formal or informal) point of view, word choice, and sentence variation.*
- LA.4.3.5 – *The student will write a final product for the intended audience.*

Using High-Interest Literature to Establish Writing Connections

Sample Lesson

Miss Alaineus, A Vocabulary Disaster

- **High-Interest Children's Book:** *Miss Alaineus, A Vocabulary Disaster*, by Debra Frasier. 2000.
- **Learning Goals:**
 - Students Will Increase Their Spoken and Written Vocabulary
 - Students Will Develop "Word Choice" in Writing
 - Students Will Use Context Clues to Decipher Unfamiliar Words
 - Students Will Develop a Greater Sense of Phonemic Awareness
- **Delivery Format:** Read-Aloud and Discussion

Using High-Interest Literature to Establish Science Connections

Miss Alaineus, A Vocabulary Disaster

Applicable Sunshine State Standards

- **LA.4.1.4.3** – Use language structure to read multi-syllabic words in text.
- **LA.4.1.6.1** – Use new vocabulary that is introduced and taught directly.
- **LA.4.1.6.3** – Use context clues to determine meanings of unfamiliar words.
- **LA.4.1.6.5** – Relate new vocabulary to familiar words.
- **LA.4.1.6.8** – Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
- **LA.4.1.6.9** – Determine the correct meaning of words with multiple meanings in context.

Using High-Interest Literature to Establish Science Connections

Miss Alaineus, A Vocabulary Disaster Applicable Sunshine State Standards (Continued)

- **LA.4.1.7.8** – Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
- **LA.4.3.2.1** – Using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.
- **LA.4.3.2.2** – Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.
- **LA.4.3.5** – The student will write a final product for the intended audience.

Using High-Interest Literature to Establish Science Connections

Miss Alaineus, A Vocabulary Disaster Applicable Sunshine State Standards (Continued)

- **LA.4.4.2** – The student develops and demonstrates creative writing.
- **LA.4.5.1** – The student engages in the writing process and writes to communicate ideas and experiences.

Using High-Interest Literature to Establish Science Connections

Miss Alaineus, A Vocabulary Disaster

Additional Materials

(See following slides)

- **Lesson Plan**

THEME: Miss Alaineus, A Vocabulary Disaster

LESSON: Writing

DEVELOPED BY: Julie Etheridge

GRADE: 3-5

TIME: 90 minutes

LEARNING GOALS:

- To boost student vocabulary when speaking
- To enhance student vocabulary when writing
- To develop “word choice” when writing and creating, using “million dollar words”
- To use context clues when reading
- To enhance phonemic awareness when reading

STUDENT LEARNER OUTCOMES:

- Students will be able to strengthen vocabulary skills through reading and writing.
- Students will be able to use context clues to identify the meanings of new words.
- Students will be able to use phonemic awareness to sound out new words.

SUNSHINE STATE STANDARDS:

- LA.4.1.4.3 – *Use language structure to read multi-syllabic words in text.*
- LA.4.1.6.1 – *Use new vocabulary that is introduced and taught directly.*
- LA.4.1.6.3 – *Use context clues to determine meanings of unfamiliar words.*
- LA.4.1.6.5 – *Relate new vocabulary to familiar words.*
- LA.4.1.6.8 – *Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.*
- LA.4.1.6.9 – *Determine the correct meaning of words with multiple meanings in context.*
- LA.4.1.7.8 – *Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.*
- LA.4.3.2.1 – *Using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.*
- LA.4.3.2.2 – *Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.*
- LA.4.3.5 – *The student will write a final product for the intended audience.*

SUNSHINE STATE STANDARDS (CONTINUED):

- LA.4.4.2 – *The student develops and demonstrates creative writing.*
- LA.4.5.1 – *The student engages in the writing process and writes to communicate ideas and experiences.*

MEDIA SELECTION:

- *Miss Alaineus, A Vocabulary Disaster*, by Debra Frasier, 2000

INTRODUCTORY ACTIVITY:

WHOLE GROUP:

- **Activity:** Teacher reads *Miss Alaineus, A Vocabulary Disaster*, by Debra Frasier, 2000 to students, discussing “word choice” throughout the story.
- **Materials:** *Miss Alaineus, A Vocabulary Disaster*, by Debra Frasier, 2000
- **Time to Complete:** 20 minutes

ASSESSMENT ACTIVITIES:

• **Student Activities:**

- Create vocabulary cards using this story or one from basal reader.
- Complete the “extra credit” on the first page of story, shown in the margin of each page.
- Use context clues to identify vocabulary word meanings in the story, in AR, in social studies, or in science.
- Use word parts/phonemes to sound out new words.
- Use “million dollar words” in their writing and in speaking.
- Create a costume that displays a vocabulary word (vocabulary parade held on Friday).
- Make a 4th Grade Vocabulary Book for next year’s class.

- **Materials:** Access to the book *Miss Alaineus, A Vocabulary Disaster*, by Debra Frasier, 2000; markers, poster board, dictionaries.

- **Time to Complete:** 1 week

ASSESSMENTS:

- Shown through writing assignments and reading comprehension.

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**Using High-Interest Literature to Establish Science
Connections**

Russ Yocum

Using High-Interest Literature to Establish Science Connections

Reasons for Integrating Science with Literacy

- “Literacy is a critical component of science inquiry.”
(Worth, Moriarty & Winokur)
- “Reading, writing and oral discourse - important literacy skills - are critical to science inquiry.” (Worth, Moriarty & Winokur)
- Scientists read relevant literature before investigating.
(Worth, Moriarty & Winokur)

Using High-Interest Literature to Establish Science Connections

Reasons for Integrating Science with Literacy (Continued)

- Scientists document the steps of their experiments and record the results so others can replicate them. (Worth, Moriarty & Winokur)
- Scientists present their ideas orally and in writing for others to “read and critique.” (Worth, Moriarty & Winokur)

Using High-Interest Literature to Establish Science Connections

Sample Lesson:

Walter the Farting Dog and the Scientific Method

- **High-Interest Children's Book:** *Walter the Farting Dog*, by William Kotzwinkle and Glenn Murray. Illus. by Audrey Colman. 2001.
- **Learning Goal:** Students Will Understand the Scientific Method
- **Delivery Format:** Read-aloud and Group Discussion

Using High-Interest Literature to Establish Science Connections

Walter the Farting Dog and the Scientific Method

Applicable Sunshine State Standards

- **SC.H.1.2.1** - The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
- **SC.H.1.2.2** - The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
- **SC.H.1.2.4** - The student knows that to compare and contrast observations and results is an essential skill in science.

Using High-Interest Literature to Establish Science Connections

Walter the Farting Dog and the Scientific Method

Applicable Sunshine State Standards (Continued)

- **SC.H.3.2.2** - The student knows that data are collected and interpreted in order to explain an event or concept.
- **SC.H.3.2.4** - The student knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.

Using High-Interest Literature to Establish Science Connections

Walter the Farting Dog and the Scientific Method

Additional Materials

(See following slides)

- **Informational Handout**
 - Scientific Method Handout
- **Assessment and Practice Worksheets**
 - Teacher-generated “Fantastic ‘F’ Finder” worksheet
 - Teacher-generated multiple choice worksheet
- **Lesson Plan**

SCIENTIFIC METHOD HANDOUT

The scientific method is used by scientists and investigators to explore cause and effect relationships, conduct experiments and record observations.

- STEP 1 – State the Question/Identify the Problem:**
What question do you hope to answer or what problem do you wish to solve with your experiment.
- STEP 2 – Research Your Topic:**
Investigate what other people might have already learned about your question/problem by asking experts, or reading books and articles.
- STEP 3 – State Your Hypothesis:**
After you've finished researching your question/problem, make a prediction or educated guess about how you can solve it.
- STEP 4 – Test Your Hypothesis by Doing an Experiment:**
Come up with a test for proving whether or not your prediction is true or false. You will want to run your test (or trial) several times to make sure that you get the same answer each time.
- STEP 5 – Analyze Your Results:**
Organize the information you discovered into a summary.
- STEP 6 – Draw Your Conclusion:**
Was your prediction true or false? Did it answer the question or solve the problem that you first posed? If your prediction was false, or if it didn't really answer your question, you should conclude that you need to experiment again with a new hypothesis! In other words, what did you learn from your experiment?
- STEP 7 – Report Your Results:**
Scientists share what they learn! Remember STEP 2 where you researched what others had already learned about your problem? Now it's your chance to be the expert. Write down everything you learned so that it might be helpful to others who have the same problem!

Walter the Farting Dog/Scientific Method

Worksheet

Name: _____

Date: _____

Answer the following questions based on the book, *Walter the Farting Dog*, and the scientific method. You may use your Scientific Method Handout.

1. Step 1 of the scientific method is to ask a question or identify a problem. Walter's family had a problem, it was...

- (A) Getting Walter home from the pound.
- (B) Teaching Walter to get along with the cat.
- (C) Walter's non-stop flatulence.
- (D) Their burglar alarm was broken.

2. After Walter's family noticed that Walter cut the cheese all the time and took him to the vet, that most closely resembled which step of the scientific method?

- (A) Research your topic (investigate, read, ask experts).
- (B) Report your results.
- (C) State your question/identify the problem.
- (D) Test your hypothesis by conducting an experiment.

3. The vet prescribed a new diet and special food for Walter. He was making a guess about what caused Walter's gas. This is most like?

- (A) Report your results.
- (B) State your hypothesis (prediction).
- (C) State your question/identify the problem.
- (D) Test your hypothesis by conducting an experiment.

4. Imagine that this was a true story and that Walter's family wrote the book to share this story with everyone. This story would be most like...

- (A) Draw a conclusion.
- (B) Report your results.
- (C) State your hypothesis (prediction).
- (D) Test your hypothesis by conducting an experiment.

Walter the Farting Dog/Scientific Method

Worksheet Page 2

Name: _____ Date: _____

Answer the following questions based on the book, *Walter the Farting Dog*, and the scientific method. You may use your Scientific Method Handout.

5. Step 6 of the scientific method is to draw a conclusion based on what you learned. What part of the story is most like drawing a conclusion?

- (A) Walter's family learned he was a hero and lived with the farts. (B) Walter bit the burglars.
- (C) They fed Walter different foods. (D) Walter farted on the vet.

6. The vet prescribed a special diet biscuit for Walter. When it didn't work and they had trial after trial of different foods this was like what step?

- (A) Research your topic (investigate, read, ask experts). (B) Report your results.
- (C) State your question/identify the problem. (D) Test your hypothesis by conducting an experiment.

7. The burglars hypothesized that Walter was "a wimp" and they had nothing to fear. Was their prediction correct?

- (A) Yes, they had no reason to fear. (B) Farts don't always stink.
- (C) Their guess was wrong, Walter stunk them out of the house! (D) The burglars feared the policeman.

8. Which of these statements could be a hypothesis for what happened before Walter was adopted at the pound?

- (A) Walter's gas was caused by a venomous spider bite. (B) Walter was at the pound because his first family couldn't stand the farts.
- (C) Mr. Yocum ate a lot of beans and took Walter to the pound. (D) Walter was fired from his job as the Taco Smell mascot.

Walter the Farting Dog/Scientific Method

Worksheet Page 3

Name: _____ Date: _____

Answer the following questions based on the book, *Walter the Farting Dog*, and the scientific method. You may use your Scientific Method Handout.

9. Tell about a time you used something like the scientific method to solve a problem?

10. Describe a problem that you've had with a pet. How did you solve it? If you've never had a pet, you can make up a pet problem story!

THEME: Walter the Farting Dog and the Scientific Method

LESSON: Science

DEVELOPED BY: Russell Yocum

GRADE: 3-5

TIME: 90 minutes

LEARNING GOALS:

- Students will read the book *Walter the Farting Dog*, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001
- Students will understand the scientific method
- Students will understand how the scientific method can be applied to every day problem solving
- Students will establish life connections with times that they may have used something similar to scientific method to solve a problem in the past

STUDENT LEARNER OUTCOMES:

- Students will read the book *Walter the Farting Dog*, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001 and be able to recognize similarities between the problem in this book and the problem solving means posed by the scientific method.
- Students will be able to refer to a handout regarding the scientific method in order to answer questions.
- Students will be able to show sufficient comprehension of the story and the scientific method to score a passing grade on a reading comprehension quiz.
- Students will be able to verbalize problem-solving methodology they have used in the past.
- Students will practice phonemic awareness by recognizing and listing sounds with initial letter 'f'.

SUNSHINE STATE STANDARDS:

- Strand H - *The nature of science*
- Standard 1 - *The student uses the scientific processes and habits of mind to solve problems.*
- S.C.H.1.2.1 - *The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.*
- S.C.H.1.2.2 - *The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.*
- S.C.H.1.2.4 - *The student knows that to compare and contrast observations and results is an essential skill in science.*

SUNSHINE STATE STANDARDS (CONTINUED):

- Standard 3 - *The student understands that science, technology, and society are interwoven and interdependent.*
- S.C.H.3.2.2 - *The student knows that data are collected and interpreted in order to explain an event or concept.*
- S.C.H.3.2.4 - *The student knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.*

MEDIA SELECTION:

- ***Walter the Farting Dog***, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001

INTRODUCTORY ACTIVITY:**WHOLE GROUP:**

- **Activity:** Distribute Scientific Method Handout to students and read aloud the book, ***Walter the Farting Dog***, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001. Discuss how Walter's family utilized a form of scientific method in the story.
- **Materials:** Scientific Method Handout
- **Time to Complete:** 25 minutes

ASSESSMENT ACTIVITIES:

- **Activity:** Have students complete the phonemic awareness worksheet "Fantastic 'F' Finder."
- **Materials:** Pencil; access to the book ***Walter the Farting Dog***, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001.
- **Time to Complete:** 20 minutes

- **Activity:** Have students complete the reading comprehension quiz, "Walter the Farting Dog and the Scientific Method Worksheet."
- **Materials:** Pencil; access to the book ***Walter the Farting Dog***, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001; access to the Scientific Method Handout
- **Time to Complete:** 45 minutes

ASSESSMENTS:

- Students will show their ability to understand how the scientific method can be applied to everyday problem solving by scoring a passing grade of 60% or higher on a multiple choice and short written response reading comprehension quiz, "Walter the Farting Dog and the Scientific Method Worksheet."

ASSESSMENTS (CONTINUED):

- Students will exhibit the ability to identify and list words with an initial letter 'F' by successfully completing the "Fantastic 'F' Finder" worksheet by finding at least 20 different words that begin with 'F' in the book, *Walter the Farting Dog*, by William Kotzwinkle and Glenn Murray (Illus by Audrey Colman), 2001.
- Students will demonstrate their ability to write using acceptable grammar and mechanics of writing by penning a funny pet story using 10 words that begin with the letter 'F' on the "Fantastic 'F' Finder" worksheet.

Using High-Interest Literature to Establish Science Connections

Walter the Farting Dog and the Scientific Method

Additional Lesson Ideas

- Have students suggest other examples in life when the scientific method might be used to solve a problem.
- Watch a video about scientific method.
- Talk about manners.
- Discuss tolerating and appreciating those who are different (or smelly).
- Life connections: Lead students in a discussion of problems that their family has faced with pets and how they were solved.

READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

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- Brewer, J., (1999). Integration of academic and occupational education in community/technical colleges. *ERIC Digest*.
<http://www.ericdigests.org/1999-3/occupational.htm>. Data retrieved from internet on February 28th, 2007.
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READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

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- Liang, L., (2002). On the shelves of the local library: High-interest, easy reading trade books for struggling middle and high school readers. *Preventing School Failure*, 46 (4), 183-188.
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READING, 'Riting & 'Rithmetic: Integrating Literacy Throughout the Curriculum With High-Interest Children's Literature

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- Starr, L., (2001). The administrator's role in technology integration. *Education World*. http://www.education-world.com/a_tech/tech087.shtml. Data retrieved from internet on February 28th, 2007.
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HIDDEN BONUS TRACK ON YOUR CD

Please View Your CD For
An Interdisciplinary Thematic Unit

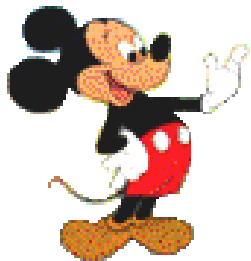
Disney Animation: Where Drawings Come To Life

Originally developed for EEX 5085, Integrating Curriculum and Instruction, The
University of West Florida, by Kenn Karr, Kirsten O'Neil & Russ Yocum
(used with permission)



DISNEY ANIMATION

Where Drawings Come to Life



Ken Karr Kirsten O'Neil Russell Yocum

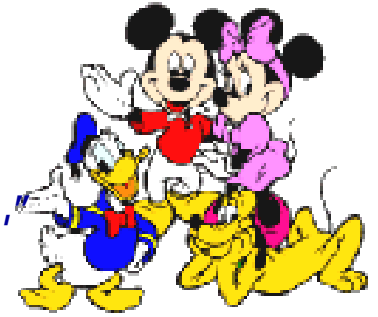
Dr. Davis, Integrated Curriculum, Summer 2005



Unit Summary



It has been said that “art imitates life and life imitates art,” in this unit students see just how true that is.



Children and adults of all ages are thrilled by Disney animation. This ITU seeks to capture students' interest in English, art, history, social studies, math and science by showing how Disney has impacted and reflected our culture in each of these areas. Linking learning with something that students naturally love produces results... It brings learning to life!

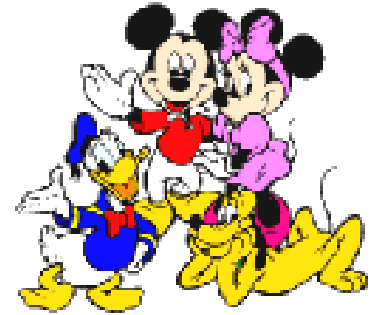
This unit explores the interactions between art, literature, history and culture while bridging a vast expanse of time from Ancient Greece, Rome and Egypt, to the United States Civil War and the Civil Rights movement, all the way up to the global War on Terrorism in the present. In math, students gain an appreciation of how much work goes into producing an animated film. And in science they discover just how a cartoon makes it onto the screen by studying the properties of light and film.

Students get a chance to shine as brightly as the Disney star they wish upon with a wide variety of assignments. Traditional homework and worksheets are supplemented with opportunities to conduct internet research and develop multimedia presentations as part of a group. In addition to class discussions, assessments, and culminating activities within each content area, students will also get a chance to show off what they've learned by incorporating portions from each area into a cohesive production that will be shown as a school-wide assembly program.





Major Concepts



Art

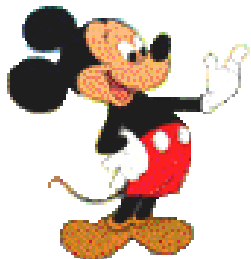
Students compare the artistic storytelling elements of Disney animation with those used in Ancient Greece, Rome and Egypt while studying art terms and art history. They also see how Disney animation both impacts and reflects trends in modern art culture.

English

Students explore Depression era literature and compare and contrast its translation into film. After using this comparison to deepen their understanding of story elements (such as character development, setting, and plot) they try their hand at creating their own Disney style characters and stories.

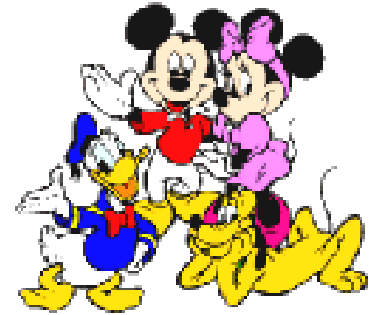
History

Students conduct internet and library research into the Civil War and Reconstruction era writings of John Chandler Harris and the Disney film based on his works, "The Song of the South." They develop an understanding of the controversy behind this film spurred by the Civil Rights movement and take a stand on their own position.





Major Concepts



Social Studies

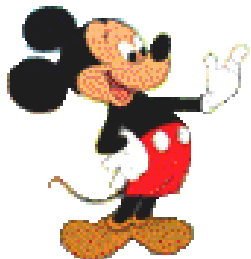
Students gain an understanding of how tourism and, by extension, Disney World impact Florida's economy. Additionally, students will grasp how events across the globe have far-reaching consequences here at home.

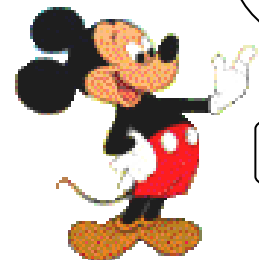
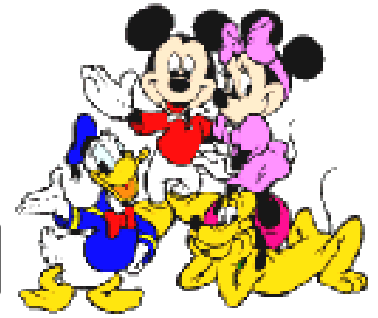
Math

Students conduct a series of complex mathematical calculations in order to quantify how much work goes into each animation cell before it can ever make it to the screen.

Science

Students will learn the basic physics behind the scientific principles governing light and its modes of travel through a medium. Students will explore the scientific relationships between light and film and understand how motion pictures work.





**Disney Animation –
Where Drawings
Come to Life**

Art

Media, Techniques and processes

Multi-Media

Art Critique

Art Disciplines

History and Culture

Disney World Impact on Florida

Social Studies

Effect of War on Terrorism

Economic Impact

Key Events

John Chandler Harris Works

History

Student Position

Events Leading to Civil Rights

Historical Timeline

Science

Reflection and Filtering

Properties of Light

Primary and Secondary Colors

Photochemical Process

Math

Time, Speed and Distance

Level of Effort

Whole Numbers

Fractions

English

Impact of Culture

Story Telling

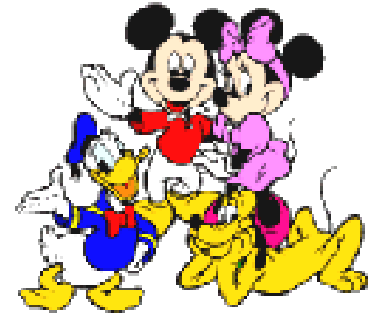
Elements of Writing

Fiction, Nonfiction, Poetry and Drama

American Literature



Learning Goals

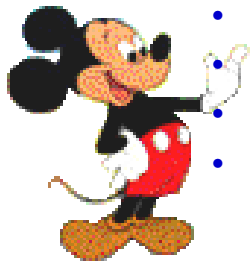


Art

- To Look at Disney from 1930-1940
- To Gain a Global Perspective of Art History in that Era
- To Understand How Technology and Innovation Effect Art
- To Identify, Understand, and Use Art Terms
- To Understand that Art Tells A Story
- To Learn and Use the Creation Process
- To Understand How Culture Effects Art
- To Study the Impact of The Depression on Art
- To Understand the Creative Process as a Collaborative Effort

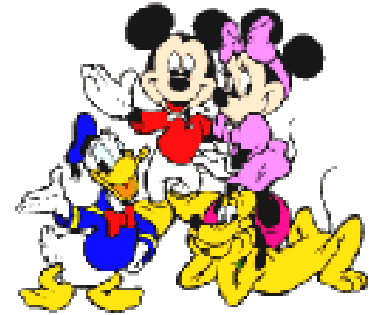
English

- To Look at Disney Animation from 1930-1940
- To Gain a Perspective of American Literature from 1930-1940
- To Identify, Understand, and Use Literary, Drama, & Film Terms
- To Understand How Stories Translate into Film
- To Understand How Innovations and Technology Effect Communication
- To Learn and Utilize the Storytelling Process
- To Understand How Culture Impacts English
- To Understand the Impact of the Depression on American Lit
- To Understand the Creative Process as a Collaborative Effort





Learning Goals

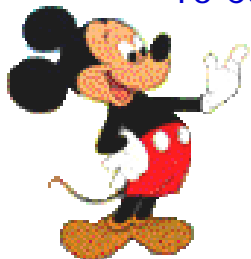


History

- To Recognize the Historical Context of Disney's "The Song of The South" (1946)
- To Identify the Author John Chandler Harris and His Contributions to Modern Life
- To Identify the Causes of the Civil War
- To see the Reconstruction and How it Influenced the Writings of John Harris
- To Understand the Civil Rights Movement
- To Gain a Perspective of the Controversy Surrounding Disney's "Song of the South"
- To Intelligently defend a position either for or against Disney's "The Song of the South"
- To Develop Research Skills, Multi-Media Presentation Skills, and Oral Debate

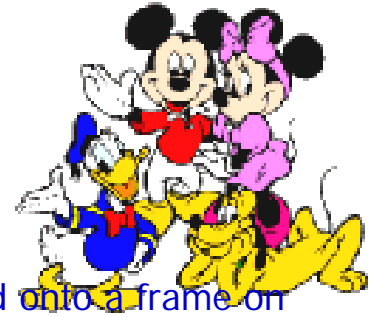
Social Studies

- To recognize the impact of tourism in general and Disney World in particular on Florida's economy
- To Understand How the War on Terrorism Effected Disney World
- To Develop Research Skills and Multi-Media Presentation Skills
- To Correlate Terrorisms Effects on Disney to Impacts on Florida's Economy





Learning Goals



Math

- To recognize that an animated film is made of individual art cells photographed onto a frame on the strip of film
- To understand the number of frames per foot of film
- To understand the number of frames shown per second
- To identify the length of time an individual frame or frames is shown on the movie screen
- To understand that total number of frames = length of film
- To understand that film speed = time of show (running time)
- To identify length of film from the running time
- To understand how long it takes to draw an individual art cell
- To identify the that the creation of all art cells used in an animated film is a collaborative effort

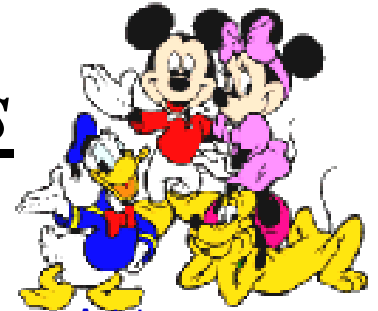
Science

- To understand that light is energy
- To understand the process of photochemistry
- To understand that white light contains all colors
- To understand that color is light that is reflected off or filtered through an object
- To understand that there are three primary colors and three secondary colors which are the basis for all colors
- To understand that chemical coatings on film block one or more of the colors contained in white light



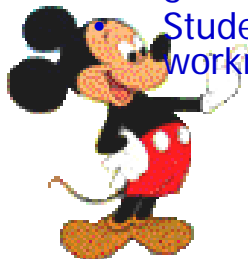


Student Learning Outcomes



Art

- Students will compare contrast Egyptian hieroglyphics, Early Greek and Roman Art to "Steamboat Willie", identifying key elements using side-by-side slides with 80% accuracy
- Students will research and create an Art History Timeline from 1930-1940 utilizing checklists
- Students will create thumbnails, sketches, simple line drawings, judged for technique and workmanship
- Students will learn the meaning of value, shading, and positive and negative space, achieving 80% accuracy on a fill-in-the blank and drawing examples on a quiz
- Students will utilize blocking and graphing techniques, judged for technique and workmanship
- Students will compare and contrast the phenakistoscope, the zoetrope, and Disney's multi-plane camera, identifying each in side-by-side slides and writing a brief essay accurately identifying key elements
- Students will study and compare/contrast claymation and puppetry to Disney's "Steamboat Willie", with 80% being graded for accurately identifying key elements discussed in class and overall content, 20% for context
- Students will write a brief summary of The Depression Era's Impact and Initiatives on Art, using a checklist
- Students will create and present group storyboards mimicking the multi-plane camera, graded for effort
- Students will create either a working flip-book or a zoetrope, graded for quality, workmanship, technique, creativity, and effort. 20% disbursement among all elements.



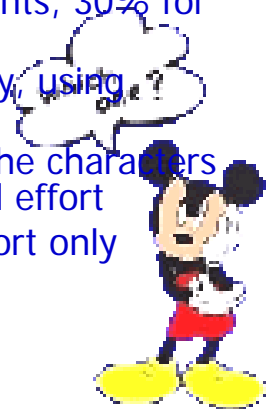
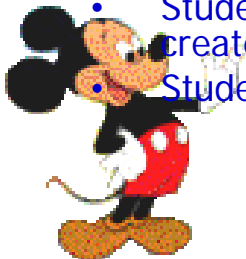


Student Learning Outcomes



English

- Students will read *Bambi*, by Felix Salten, achieving 80% on fill-in-the blank comprehension quiz
- Students will research and create an American Literature Timeline from 1930-1940, utilizing checklists
- Students will study, understand, and utilize character development, plots, and storylines, utilizing checklists, charts, and worksheets
- Students will write short stories that Disney may have considered for film using a checklist, with 80% accuracy for grammar, punctuation, and capitalization
- Students will research the development of Daisy Duck, Donald Duck, Minnie Mouse, and *Bambi*, using a checklist for the internet, library, and reference books
- Students will watch and compare Disney's "*Steamboat Willie*", and *Bright Eyes* (Shirley Temple), writing brief essays achieving 40% accuracy for grammar, spelling, and punctuation, and 60% accuracy for identifying key contrasts and similarities as discussed in class
- Students will write an essay on the impact and the importance of film in the 30's-40, with 70% weighted for content and correct identification of key elements, 30% for context
- Students will compare and contrast film advertising of the 1930's-1940 to today, using worksheets and viewing slideshows to make visual comparisons
- Students will create and present either group stories or advertisements using the characters created, up to 5 bonus points can be earned for the extent of cooperation and effort
- Students will create personal "Disney" characters, judged for creativity and effort only





Student Learning Outcomes

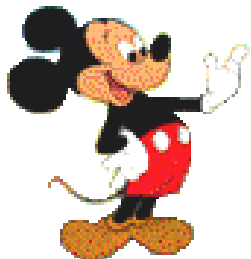


History

- Students will view Disney's "The Song of the South (1946)" and be able to recognize the story's historical setting and significance in light of the proximity of its release date to the Civil Rights movement using a checklist and student worksheets
- Students will be able to use the computer and the internet for research, demonstrating 95% accuracy logging on, browsing, and finding relevant material
- Students will be able to publish a multimedia presentation, using a checklist and being evaluated 80% for quality and content of presentation, 20% for grammar, punctuation, and spelling
- Students will be able to take and support a position either for or against Disney's "The Song of the South (1946).", assessed for clearly communicating ideas.

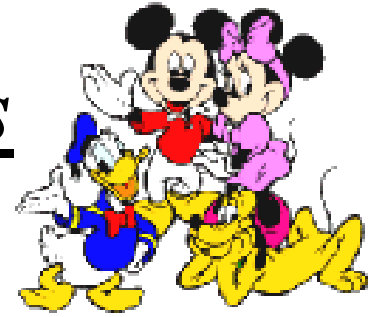
Social Studies

- Students will be able to use the computer and the internet for research, using a checklist.
- Students will be able to publish a multimedia presentation, being graded on 80% for quality and content of presentation, and 20% for grammar and punctuation.



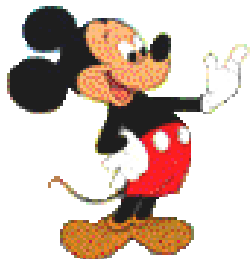


Student Learning Outcomes



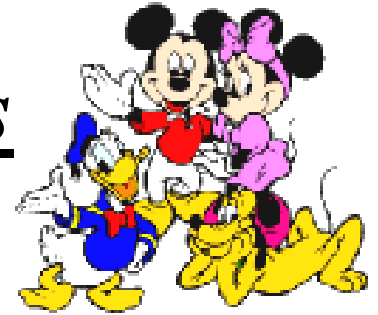
Math

- Students will be able to express as a fraction the length of time a single frame and series of frames are shown.
 - Students will be able to express in whole numbers the measured length of an animated film in feet from the number frames on the film
 - Students will be able to express the film running time of an animated film in minutes and seconds based on the number of frames on the film
 - Students will be able to determine the number of individual art cell frames an animator can produce in one work day.
 - Students will be able to determine the number of animators it takes to produce a given number of art cells in one 8 hour day.
- * All outcomes will be tested for 75% accuracy on final problem-solving test. Homework graded on a 1-10 scale for completion.



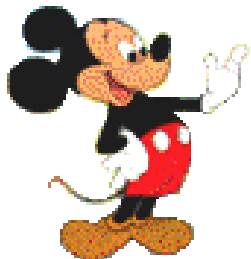


Student Learning Outcomes



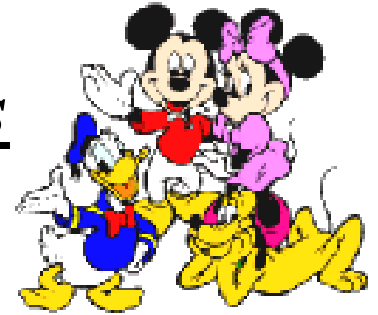
Science

- Students will be able to explain the basic properties of light energy in essay format, correctly identifying properties with 80% accuracy
- Students will be able to explain that sun tanning is a photochemical process, achieving 8 out of 10 points on multiple choice and matching quiz
- Students will be able to explain how the colors contained in white light can be demonstrated, using a prism with 100% accuracy and orally explaining refraction with 75% accuracy
- Students will be able to name the 3 primary and 3 secondary colors and explain how other colors can be made with 100% accuracy
- Students will be able to explain the how reflection and filtering produce color, achieving 85% accuracy on fill-in-the blank worksheets
- Students will be able to explain how chemical coatings on film filter white light to produce color, in brief short-answer format with 85% accuracy



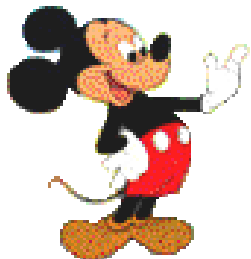


Florida Sunshine State Standards



ART

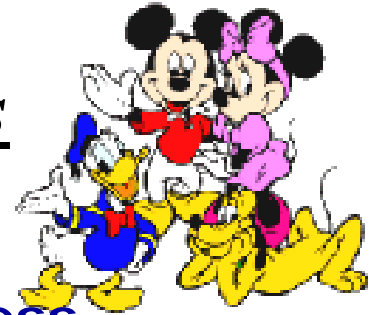
- VA.A.1.2: Students understand and apply media, techniques, and processes**
- VA.B.1.2: Students create art using multi-media, emphasizing form, function, and terminology**
- VA.C.1.2: Students understand art in relation to history and culture**
- VA.D.1.2: Students critique pieces of art**
- VA.E.1.2: Students connect art across disciplines and to the real world**





Florida Sunshine State Standards

ENGLISH



LA.A.1.2: The Student uses the reading process effectively

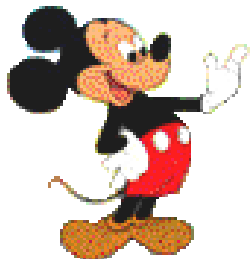
LA.A.2.2: The Student constructs meaning from a wide range of texts

LA.B.1.2: The Student uses the writing process effectively

LA.C.2.2: The Student uses viewing strategies effectively

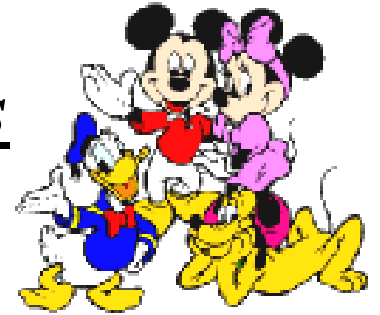
LA.E.1.2: The Student understands the common features of a variety of literary forms

LA.E.2.2: The Student responds critically to fiction, nonfiction, poetry, and drama





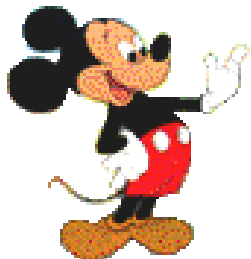
Florida Sunshine State Standards



HISTORY

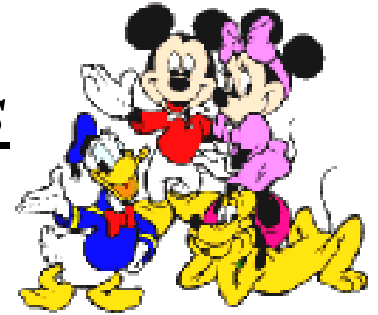
SS.A.4.2.6: The student knows the causes, key events, and effects of the Civil War and Reconstruction.

SS.A.5.2.7: The student knows the economic, political, and social transformations that have taken place in the United States since World War II [civil rights movement].





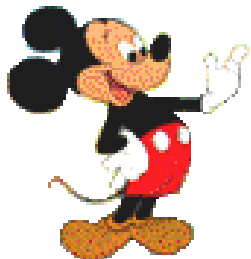
Florida Sunshine State Standards



SOCIAL STUDIES

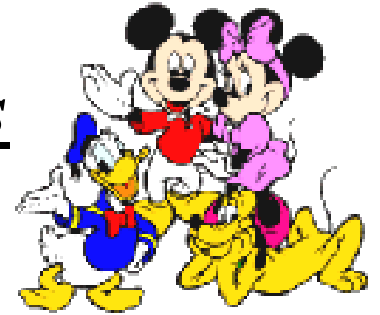
SS.A.6.2.3: The student knows the significant individuals, events and social, political, and economic characteristics of different periods in Florida's history.

SS.D.2.2.2: The student understands the roles that money plays in a market economy.





Florida Sunshine State Standards

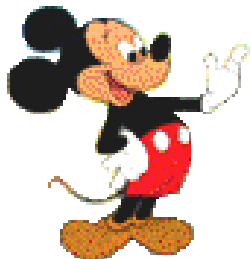


MATH

MA.A.1.2: The student understands the different ways numbers are represented and used in the real world.

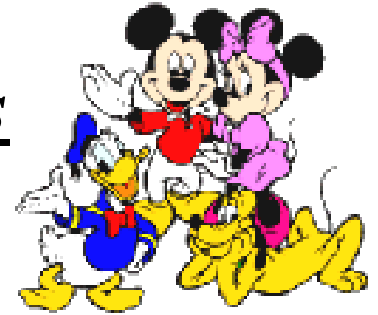
MA.A.3.2: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

MA.B.1.2: The student measures quantities in world the real and uses the measures to solve problems.



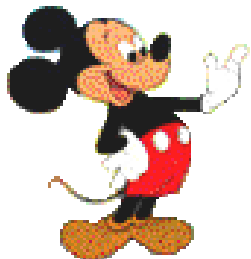


Florida Sunshine State Standards



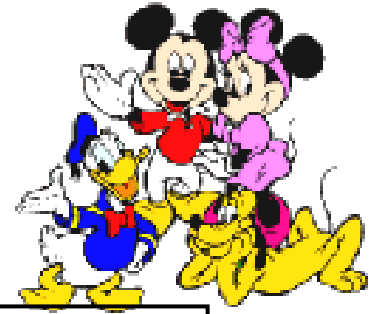
SCIENCE

- SC.C.1.2: The student understands that all matter has observable, measurable properties.**
- SC.B.1.2: The student recognizes that energy may be changed in form without varying efficiency.**
- SC.H.1.2: The Student uses the scientific processes and habits of mind to solve problems.**





Grade Level Expectations



Fifth Grade

Art - Visual Arts

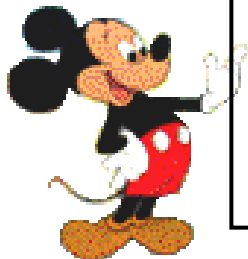
- Skills and Techniques
- Creation and Communication
- Cultural and Historical Connections
- Aesthetic and Critical Analysis
- Applications to Life

Mathematics

- Algebraic Thinking
- Data Analysis and Probability
- Geometry and Spatial Sense
- Number Sense, Concepts, and Operations Measurement

Social Studies

- Time, Continuity, and Change [History]
- People, Places, and Environments [Geography]
- Government and the Citizen [Civics and Government]
- Production, Distribution, and Consumption [Economics]



Science

- The Nature of Matter
- Energy
- Force and Motion
- Processes that Shape the Earth
- Earth and Space
- Processes of Life
- How Living Things Interact with Their Environment
- The Nature of Science

Language Arts

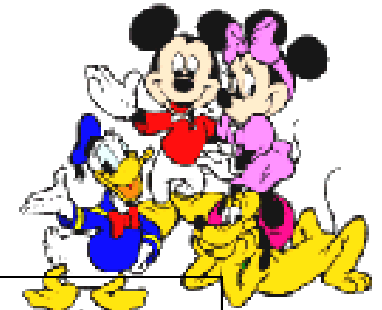
- Reading
- Writing
- Listening, Viewing, and Speaking
- Language
- Literature



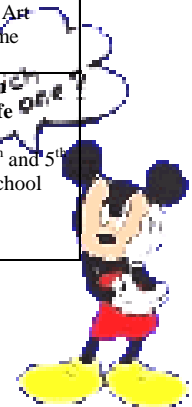
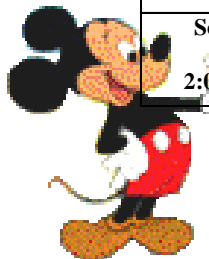
(Note: Only content areas are shown, full text of Florida GLE is available at <http://www.firn.edu/doe/menu/sss.htm>)



Weekly Schedule

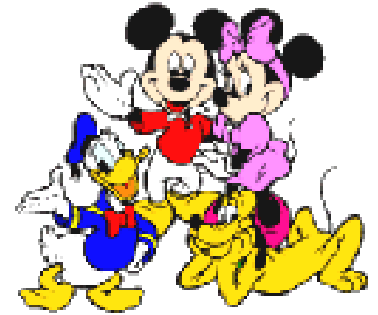


	Monday	Tuesday	Wednesday	Thursday	Friday
Class Organization 8:00-8:30	-Turn-in homework -Prior week review -Q&A	Computer Lab: Social Studies Class formed into groups to research: FL economy, Disney World and War on Terrorism -Software use: Analysis using Pie Charts	-Physical Education	-Turn-in homework -Physical Education	-Physical Education
Social Studies 8:30-9:30	-Introductory Activities -Class Discussion of Tourism in Florida -Introduction to Web Research	-View ½ of “Song of the South” -Research author “J.C. Harris	-Group use research to discuss FL economy, Disney World and War on Terrorism. Groups use results of research to form a group position.	-Group presentations -Open discussion: Did the War on Terrorism affect Disney World attendance and Florida tourism?	-Total Work Effort -Relate to Real World -Quiz (Soc. Studies Stations 4&5 complete next week)
History 9: 30-10: 30	-Teacher Focused Lecture -Literary Terms Handout -Watch “Steamboat Willie: -Assign Homework	View ½ of “Song of the South” -J. C. Harris, the Civil War, Reconstruction	-The film in relation to the Civil Rights Movement	-Create Historical Timeline including the Civil Rights Movement, Civil War, Reconstruction and J. C. Harris writings.	-Film Chemical Coatings -Journal Notes Graded (History Stations 4&5 complete next week)
English 10:30-11:30	-Review Homework -Story Development -Read “Bambi” -Storyboard Concept	-Review Homework -Student Q&A -Progress Review -Study for Quiz	-Review Homework -Student Sharing -Terminology Review -Review Storyboard Concepts	-Review Homework -Student Q&A -Progress Review -Study for Quiz	-Quiz -Project Presentation -Watch Cartoon -Play Disney Bio Game
Lunch 11:30-11:30					
Art 12:00-1:00	-View Slide Show -Teacher Focused Lecture -Begin Timeline Homework Assigned	-Review Homework -Discussion -Types of Drawing -Student Drawing	-Review Homework -Sketching -Transparencies	-Homework Review - Student Q&A	-Quiz -Students Display Art -Art Guessing Game
Math 1:00-2:00	-View “Tugboat Mickey” -Projector Theory -Film Specifications	-Fractions and Decimals	-Measurement Calculations -Multiplication and Division	-Time Calculations -Multiplication and Division	Disney Animation ITU Comes to Life
Science 2:00-2:55	Read “Light & Energy” -Photo Chemical Process -Journal Notes	-Newton’s Prism Experiment -Journal Notes	-Color Experiments -Color Prediction	-Black Box Experiment -Journal Notes	Presented to all 4 th and 5 th grade classes in School Cafeteria

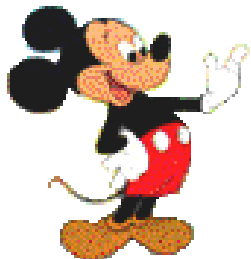




Media List



- Library
- Encyclopedia Set
- Slide Projector and Slides
- Movie or Video Projector
- Disney Cartoons and Movie
 - *Steamboat Willie*
 - *Tugboat Mickey*
 - *Mr. Duck Steps Out*
 - *Song of the South*
- Computers with Internet Access
 - MS Office Suite Installed
- Art Supplies
 - Paper
 - Drawing Pencils
 - Colored Wide-felt Tipped Pens
 - Paper Plates
 - Graphing Paper
 - Clear Acetate Film
- Easel
- Index Cards
- Color Wheel Poster
- Prisms
- Large Cardboard Box
- Cloth Light Blocking Hood





Culminating Activities

Disney Animation ITU Comes to Life



ITU Students are divided into seven groups of appropriate size to do a live presentation for other classes of the ITU week activities:

Social Studies: "Sell" tickets to event, pretending the student body are tourists coming to see a show.

Art: Student will draw a cartoon cell on easel mounted butcher paper.

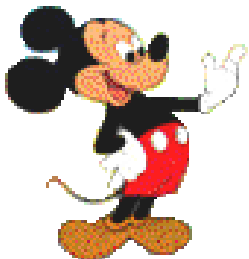
Math: Time the cell drawing and calculate the total time it would take to complete all drawings for a 7 minute cartoon shown @ 20 frames per second.

English: Display cartoon storyboards.

Science: Discuss film photochemical process and relate to sun tanning

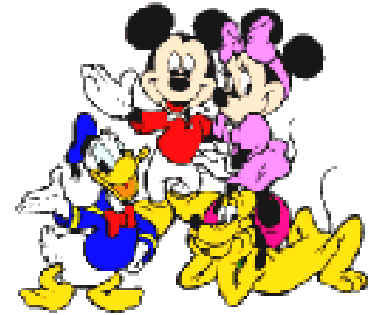
History: Students will sing "Zip-A-Dee-Doo-Da", from Song of the South

Group Seven: Present short play created in class based on "Disney" characters.





Assessments

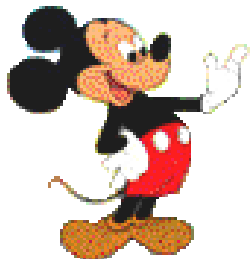


ART

Quizzes will be given covering the art terms and art history which will account for 10% of the student's art grade for the unit. Students must correctly answer 7 out of 10 questions to pass. Students' satisfactory completion of a research report and time line will comprise 20% of their art grade for the unit. Art projects will equal 65% of overall art unit grade. Index cards and homework assignments constitute the remaining 5%.

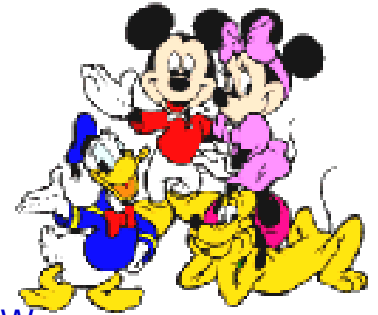
ENGLISH

A quiz will be administered to evaluate student comprehension of "Bambi," students must correctly answer 7 out of 10 questions to pass. Students will take a test on story elements and terminology, story development and items for comparison and contrast between written and film versions of stories emphasized in class; passing score will be 73%. Students will create a checklist of key story elements and deliver a group presentation; 80% of rubric criteria must be met to pass. Homework assignments will comprise the remainder of the English unit grade.





Assessments



History

Students will construct a historical timeline which includes the dates of the Civil War, Reconstruction, John Chandler Harris' writing, the Civil Rights movement and the release of Disney's "The Song of the South (1946). 20 points will be awarded for each of the 5 events correctly placed and labeled on the timeline for a total possible of 100 points. A score of 60% or higher must be achieved in order to pass. Students will correctly answer at least 60% of the web-quest worksheet questions. Students will publish a multimedia presentation which must contain a historical timeline and outline of data gathered during internet research. Presentations must meet at least 60% of the rubric criteria to receive a passing score. Students may earn 10 bonus points for participation in class discussion and up to 20 bonus points for logically defending a position for or against Disney's "The Song of the South (1946)."

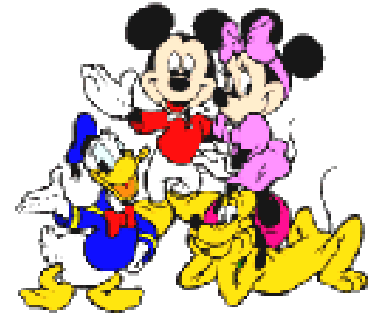
Social Studies

Students will demonstrate mastery in using the computer and the internet for research by correctly answering at least 60% of the questions on a web-quest worksheet for Station 1. Students will display their ability to publish a multimedia presentation graded against a rubric which must contain, as a minimum, a pie or bar graph of economic data and an outline of other pertinent information found during their internet research. The presentation must meet at least 60% of the rubric criteria in order to receive a passing grade.





Assessments

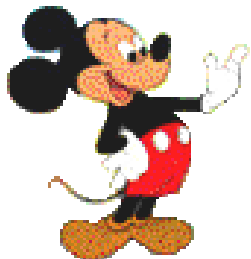


Math

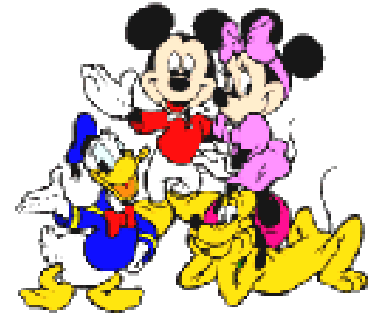
Students will perform math calculations including fractions, fraction to decimal conversion, multiplication and division. Students will use math concepts to interpret given film specifications based on the terms "art cell", "frames" and "film speed" in frames per second, frames per foot of film and total drawing time for all of the art in the film. Calculations will be used to determine: the time a single art cell is shown on the screen, the time it takes to show a given number of art cells and the entire animated film, the estimated number of art cells in the animated film, the estimated number of feet of film required for the animated cartoon. Individual student numerical answers will be peer graded with the correct math operation and accuracy of the at least 85%.

Science

Students will demonstrate understanding of teacher focused instruction and their of the experiments through review of their journal notes summary submitted on the last day of the ITU. Grades will be based on number of key points the student lists from the teacher focused instruction and the key points from each of the three experiments. The minimum acceptable standard is to list at least two key points from each teacher focused instruction lecture and from each experiments to achieve a grade of 85%.



References

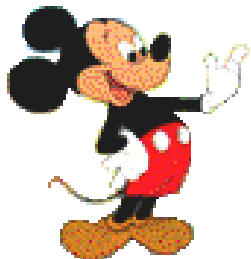


Art

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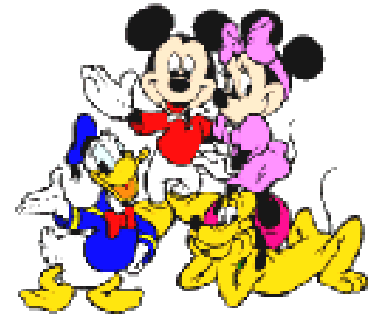
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- <http://disney.go.com/vault/archives/characters/bambi/bambi.html>
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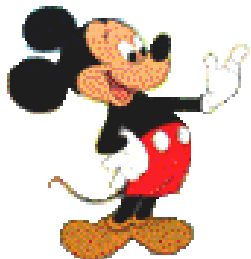


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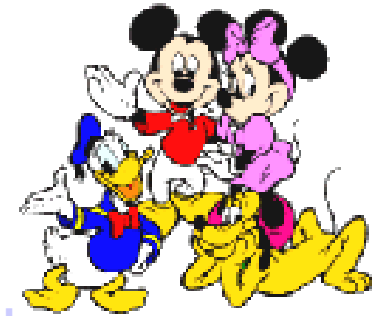


Master Slide Layout note: Disney character clip art obtained from public domain website for non-commercial purposes via link from <http://www.disney.com>





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