

Web Unit Plan

Title: Multimedia Morning Mania

Description: A multimedia slideshow focuses young students' attention on academics as they arrive at school. The interactive presentation offers an engaging and entertaining way to introduce and reinforce important concepts and skills.

At a Glance

Grade Level: K-2

Subject sort (for Web site index): Language Arts, Math, Science

Subject(s): Reading, Addition and Subtraction, Science Inquiry

Topics: Reading Readiness, Mathematical Foundations, Science Inquiry

Higher-Order Thinking Skills: Prediction, Analysis

Key Learnings: Word Analysis, Vocabulary, Numeracy, Natural Phenomena, Social Skills

Time Needed: 10-15 minutes daily

Background: [Odyssey Story](#) from New York, United States

Unit Summary

Kindergarten students start school by interacting with a unique multimedia presentation of five to ten slides, displayed on a whiteboard. Each daily presentation covers state-mandated curricular topics including reading, math, and science, in an interactive and entertaining way. Students watch as animated words and patterns appear, and interact through reading, questioning, and supplying information by writing on the whiteboard with dry erase markers. Designed daily, these presentations introduce and reinforce skills and concepts for every learner. As the school year progresses, the presentations increase in difficulty and students play a larger role in multimedia design and implementation.

Curriculum-Framing Questions

- **Essential Question**
How do we make meaning with symbols?
- **Unit Questions**
How do letters make sounds and make words?
How does what I know help me figure out what I don't know?
- **Content Questions**
Who will we celebrate this week?
How can numbers tell a story?

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Multimedia Morning Mania Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Prior to Instruction

Create a slideshow template with one slide for each element you want to address in your daily presentation. As the school year progresses, the slides can remain the same in format, even as the complexity of vocabulary and concepts increases. (See each slide in context, or view complete [September slideshow](#) and [June slideshow](#).)

Design your show to introduce or reinforce concepts or skills you teach during other parts of the day. For example, if a lesson on New York state geography is planned for the afternoon, include a map of the United States in the morning slide show. You might remark, "Remember when I told you I was going to visit my family in Oklahoma? This state is Oklahoma, and this one—New York—is where we live. See if you can remember our state's shape later this afternoon." Consider the group as well as individual needs as you develop your show. Periodically throughout the unit, take anecdotal notes about students as they work and use these notes to monitor progress, provide feedback, and adjust instruction. If students need more practice to learn a skill or concept introduced one day, repeat the appropriate slide in subsequent morning slide shows. If an individual is struggling with a concept or skill, you might tailor a slide specifically for that student. For example, if a child is struggling with patterns, include an extra slide that shows a simpler pattern, and invite the student and a friend to work it out together. Consider these slide topics as you get started. Compare the September and June slides to see how concept and skill development advances through the year.

Morning Greeting—Slide One

September: Compose a morning greeting slide to welcome students as they enter the class. Focus on sight words (*we, and, the, red*) from your adopted curriculum. Leave blanks for students' names and have students write them in the spaces on the whiteboard. This reinforces name writing and motor skills. After the spaces in the greeting are filled, use the cursor to guide the students in choral reading. View the [September greeting slide](#).

June: By June, more students are reading, and you can highlight parts of speech in different colors. Ask students to identify words that are nouns, verbs, and modifiers (adjectives and adverbs). Include a sentence or two with blanks for sight words for children to supply. During chorale reading, have different students use the computer mouse and cursor to guide reading. View the [June greeting slide](#). As each student "teacher" guides the cursor, watch to see how he or she is developing left to right directionality, and one-to-one correspondence.

Math—Slide Two

September: Emphasize pattern skills. Start with color patterns, add shape patterns, and then combine the two. Once students can identify and create two- to five-part patterns, delete elements of a pattern and ask students to identify which element is missing. See [September math slide](#).

June: As the year progresses, change the focus of the math slide regularly, until by June you have included number sense, counting, writing numerals, coin value, time on the hour, horizontal and vertical addition without regrouping, horizontal and vertical subtraction without regrouping, and word problems. In the example slide for June, students circle the subtraction sentence depicted by the ducks in the picture. When the correct sentence is identified, have the group read the sentence in chorus, "Five minus four equals one." Example [June math slide](#).

Letters and Sign Language—Slide Three

September: Each week, introduce a new letter and teach students its finger spelling. (See this useful site for [finger spelling in American Sign Language](#)*) As shown on the [September letter slide](#), include a picture of the letter and its corresponding American Sign Language finger spelling. Introduce the initial sound each particular letter makes. ("This is how you make a letter B in sign language. B makes the sound buh. Let's make the letter B and say the sound together.")

June: As you complete the alphabet in ASL, add a letter slide with digraphs and blends (*sh, th, ch, bl, cl*). Teach each digraph and blend as a letter sequence ("s" then "h" for sh). See the [June letter slide](#).

Phonics, Spelling and Vocabulary—Slides Four through Six

September: Present a series of three or more letter slides that illustrate examples of objects that begin with the letter of the week. (See these [September letter slides](#).) Ask students to identify each image, and then click on the mouse to reveal the beginning letter in red and the rest of the word in yellow. Train the cursor under each letter as you model each sound in the word and then say the word as a whole. You might want to embed sound and video clips in these slides.

In an alternate approach, offer the class a sound clue before proceeding to these slides. Encourage students to listen, repeat the letter sound, and then predict what images might appear on the slides. This draws on their own vocabulary and creative thinking. Ideally, the slide you show is a composite picture with many targeted vocabulary words. For example, for B week, show a photo of a baseball scene that includes not only a baseball, but a base, a ball, and a bat.

June: Continue the same procedures for this slide set throughout the year (see [June letter slides](#)), but change one to a [descriptive writing slide](#). Show an image on a slide and prompt students to describe it by color, emotion, or other terms. For example, the turtle in the June slide might be described as being happy, smiling, purple, brown, funny, or silly. Ask students to write the words they supplied on the whiteboard on the lines provided.

Science Slides—Slides Seven and Eight

September and June: On this slide, make the small moon image a link to a [moon phase site](#)*. Have students record the moon phase on a chart or on the classroom calendar. Ask students to predict how many days will pass before the moon reaches different primary phases (new moon, first quarter, full moon, last quarter). See [moon science slide](#).

On the weather slide, link the word "Weather" to your local weather report on the [Weather Underground Web site](#)*. Ask students to identify symbols representing the current weather and the forecast for the week. Establish vocabulary such as degrees, precipitation, miles per hour, prediction, forecast, north, south, east, and west. See [weather science slide](#).

Social Skills—Slide Nine

September and June: Ask parents to send in baby pictures of your students at the start of the year. Scan these, and insert one into each presentation. See [social skills slide](#). Encourage a game show atmosphere as you introduce this slide, saying, "It's time to play..." and the children chorus: "...who's that BABY?" After students take a few moments to look at the photo and think about their peers, take three guesses from the class. After you reveal the child's identity, lead the class in a round of applause.

While this might seem like a nonsensical activity, it focuses positive attention on

each child. To make it even more fun, include scanned baby pictures of yourself and other adults in the school community.

Differentiated Instruction

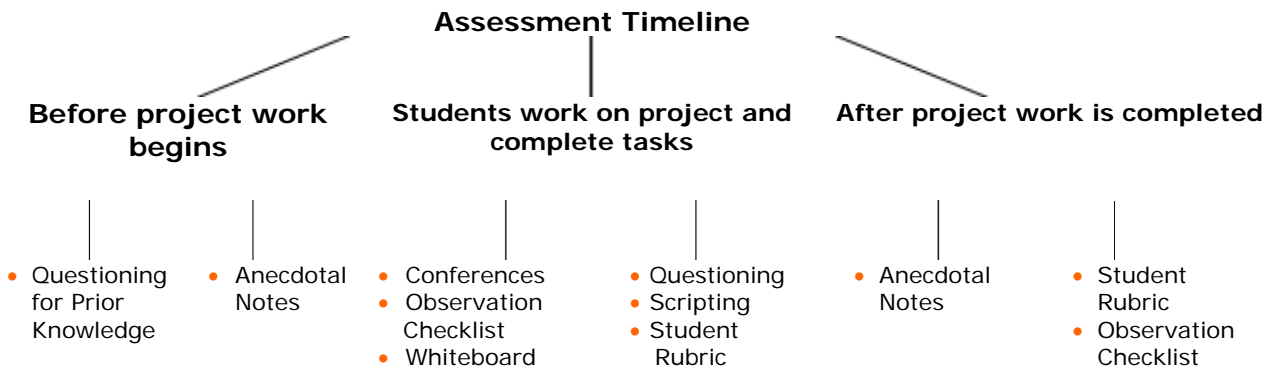
- **Resource Student** For each topic, include multiple slides at different skill levels so all students can participate and benefit. Since you create new slides each day, it is easy to address immediate individual needs through remediation or extension activities. If a concept needs more work, repeat the associated slide in each slideshow until students reach mastery.
- **Gifted Student** For each topic, include multiple slides at different skill levels so all students can participate and benefit. Since you create new slides each day, it is easy to address immediate individual needs through remediation or extension activities. If a concept needs more work, repeat the associated slide in each slideshow until students reach mastery.
- **English Language Learner** The slideshow meets the needs of emerging English speakers in many ways. Add conversation phases in the reading slides that particularly benefit these children (Examples: My name is [Joachim]. May I go to the bathroom? I do not understand.)

Credits

Susan Ronan is a special education kindergarten teacher in Alden, New York, USA. Visit her classroom Web site at [KinderWebSite](#)*. Ronan's classroom was featured in *An Innovation Odyssey*, a collection of stories of technology in the classroom, Story 131: ["T" is for Technology](#).

THINGS YOU NEED highlight box

Assessment Plan



Use questioning to assess students' prior knowledge and to monitor their understanding of concepts. Take anecdotal notes about students as they work and use these notes to monitor progress, provide feedback, and adjust instruction. If you note that a child is unable to master a skill (such as writing individual letters while writing on the whiteboard), make note of this and provide individual instruction later in the day. During group discussions, script exactly what students say in order to assess their speaking, listening, and ability to describe the concepts being taught. Schedule conferences with each student to make sure they are learning what they

need to, answer any questions they may have, and assess individual progress at the time. Use an [observation checklist](#) to assess each child's progress during observations throughout the year.

Towards the middle of the year, distribute the [student rubric](#) and help students to self-assess their skills (this can be read to nonreading students). At the end of the year, ask students to assess themselves again and then celebrate the improvement they have made over the course of the year.

Content Standards and Objectives

Targeted Content Standards and Benchmarks

New York State English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

New York State Math, Science and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

New York State Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication

Student Objectives

Content Learning

Students will be able to:

- Recognize letters
- Read basic site words

- Write their names
- Identify and complete three-to-five part patterns
- Complete single-digit addition and subtraction
- Match equations to math stories
- Finger-spell letters in American Sign Language
- Reproduce letter/sound associations
- Use phonic skills to predict spelling
- Record and predict moon phases
- Record and predict weather
- Make complimentary peer statements
- Actively participate in a lesson

Process and Technology Skills

Students will be able to:

- Use basic technological vocabulary, such as monitor, mouse, slides, Internet, cursor
- Manipulate a mouse and cursor
- Recognize the Internet as an information and communication resource

Materials and Resources

Supplies

- Dry erase markers and whiteboard

Internet Resources

- The Weather Underground
www.wunderground.com*
Weather in your locale
- Weather Wiz
www.weatherwizkids.com*
Child-friendly weather site
- Web Weather for Kids
www.ucar.edu/educ_outreach/webweather*
Award-winning site about weather
- Microsoft Design Gallery Live
<http://dgl.microsoft.com>*
Clip art, photographs, sound files, and animations
- U.S. Naval Observatory—Astronomical Applications Department
http://aa.usno.navy.mil/idltemp/current_moon.html*
Large image of today's moon phase

- Weather Channel
www.weather.com*
Local weather and forecasts

Technology—Hardware

- Multimedia-ready computer with speakers to view and create slideshow presentations
- High-speed Internet access to view Web sites
- LCD Projector to project slides
- [SMART Board](#)* or regular whiteboard for student practice
- Digital camera to take pictures of students

Technology—Software

- Multimedia presentation software