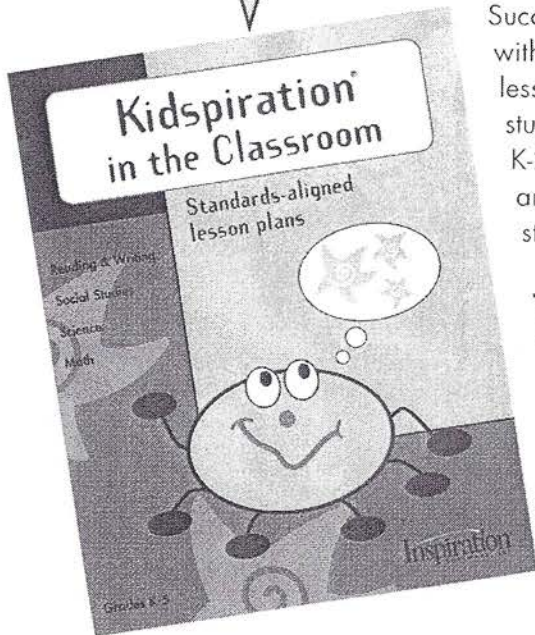


Excerpts from Kidspiration® in the Classroom



Successfully integrate Kidspiration 2 into the curriculum with *Kidspiration in the Classroom*. 32 standards-aligned lesson plans in reading and writing, science, social studies and math are specifically designed for grades K-2 and grades 3-5. Each easy-to-use lesson includes an overview, learning objectives, preparation and step-by-step lesson plan.

This preview of *Kidspiration in the Classroom* contains:

- Introduction to lesson plan book
- Actual table of contents
- Four complete standards-based lesson plans
- Ordering information

About Kidspiration® in the Classroom

★ Organization

The main sections of *Kidspiration® in The Classroom* reflect the four major curriculum areas: Reading and Writing, Social Studies, Science and Math. Within each section, lessons are designated grades K-2 or 3-5. You may find it helpful to review lessons from grade levels outside your area; many lessons can easily be modified for other content and classrooms. Additional sections at the end of the book offer further resources for curriculum development and enrichment.

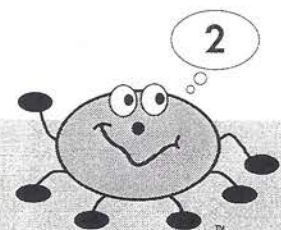
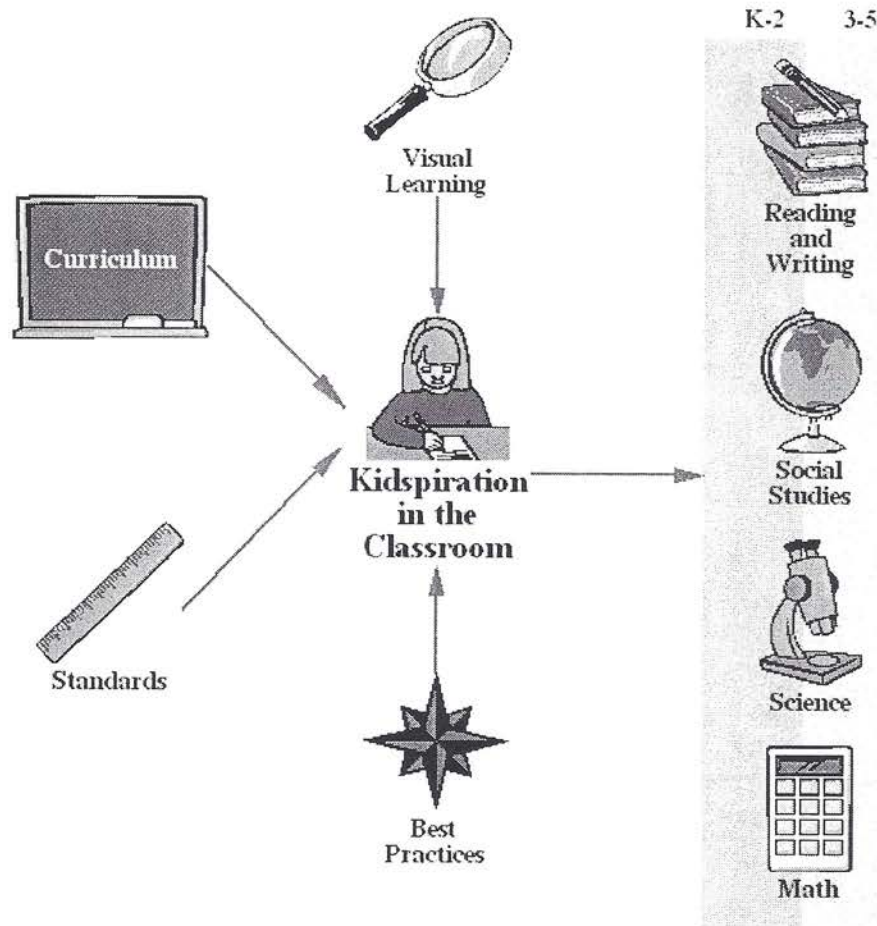


Table of Contents


The complete table of contents from *Kidspiration in the Classroom* is included below and on the following page. Lesson plans with stars are featured in this excerpt.

Reading and Writing

Grades K-2


Sight Word Rebus	10
Describe It!	12
Pattern Books	14
Using Story Cues	16

Grades 3-5

Creating a Glossary	18
Reading Reflection	20
 Writing for an Audience	22
Poetic Practice	24

Social Studies

Grades K-2

Our Resources	28
Tools, Talents and Trades	30
Seasons and Holidays	32
 Family Cultures	34

Grades 3-5


State Study	36
Past and Present	38
The Impact of Exploration	40
Historical Heroes	42

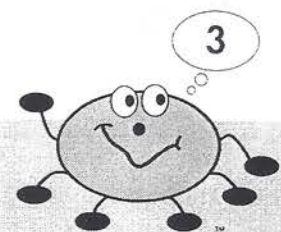
Science

Grades K-2

Monitoring the Weather	46
Plant Growth Experiment	48
Motion Study	50
Sink or Float	52


Grades 3-5

Advising on Energy	54
Birds of Our School	56
Insulation Study	60
 Healthy Food Facts	64



Math

Grades K-2

Number and Place	68
Counting Book	70
How Tall is Our Class?	72
 Visualizing Story Problems	74

Teaching Resources

Concept Mapping	90
Designing Rubrics	92

How to

How to Create Activities	102
How to Create New Symbol Libraries	104

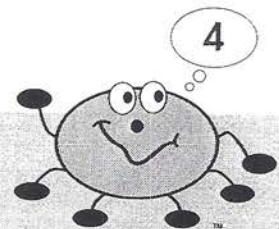
Grades 3-5

Equivalent Fractions	78
Progressions	80
Functions	84
Grouping Numbers	86

Symbol Maker Ideas	96
--------------------------	----

How to Use the Publish Tool	105
--------------------------------------	-----

How to Use the SuperGrouper [®] Tool	106
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Writing for an Audience

Overview

Students write at a level somewhat lower than their reading level, so younger children are a perfect audience for their compositions. In this lesson, students plan and write a report on a subject that interests younger students and share it with them.

Standards

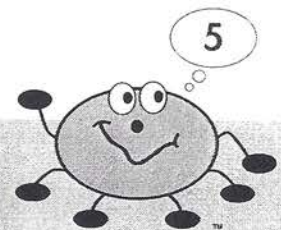
- Students use a variety of strategies to identify topics to investigate.
- Students use a variety of print and non-print sources to gather information.
- Students use strategies to gather and record research information.
- Students use strategies to write for different audiences.

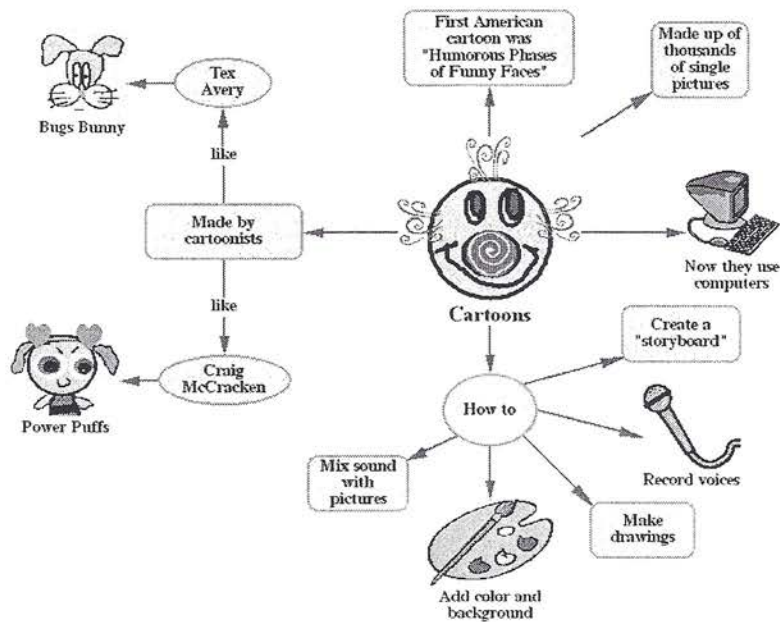
Preparation

1. Arrange for a primary class to partner with your students. Make sure there is sufficient age range between the groups. For example, partner a third grade class with kindergartners rather than a second grade class.
2. Ask the partner teacher to have his or her students brainstorm topics they want to know more about.

Lesson

1. Inform students they will be writing reports for children at the primary level. Have students select a topic to explore from among those brainstormed by the primary grade audience.
2. Tell students to identify at least eight facts about their topic and take notes on their findings. Assist students as they use the library or Internet to research.
3. Have students open the More—Five Facts activity. Discuss what makes one fact more important than another and what facts they will understand. Tell students to identify five good facts from their research notes and enter them into the appropriate symbols. Encourage them to add subtopics as necessary.



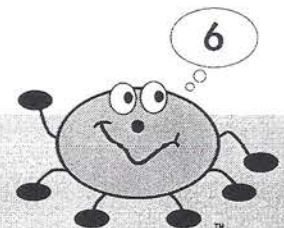


4. Have students switch to Writing View to add further detail.

- First American cartoon was "Humorous Phases of Funny Faces"
This was a black and white movie of a guy's hand drawing funny faces.

- Made up of thousands of single pictures
When they show all these pictures one after the other, it looks like the pictures are moving.
- Now they use computers
They use the computer to copy the same picture over and over so they don't have to draw it more than once. Now even kids can make cartoons on a computer.

- Discuss the reading level of the target audience with students. Ask students to make sure they are using clear, simple vocabulary, and suggest dividing longer sentences into shorter ones. Have students use the Listen tool to check for awkward construction or other problems they may have missed when reading silently.
- Before students publish their report, remind them the diagram in Picture View will serve as the illustration for their report. Encourage them to return to Picture View to add symbols. If necessary, have them rearrange their diagram for clarity.
- From Writing View, have students click the Publish button to finalize their report in a word processor.
- If possible, take your class to visit the partner classroom and share their reports with small groups interested in their topics. Encourage them to ask their audience for comments, questions and other feedback.



Family Cultures

Overview

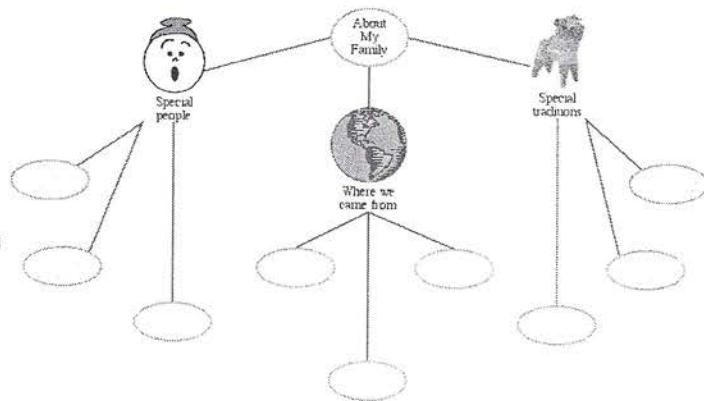
Defining similarities among people helps build a sense of community. It is equally important to identify the differences that make us individuals. In this activity, students diagram information about their families, then explore comparisons with other students' families.

Standards

- Students understand similarities and differences among people.
- Students explore family or cultural heritage through stories, songs and celebrations.
- Students know how people share family beliefs and values (for example, oral traditions, literature, songs, art, religion, community celebrations, mementos, food and language).

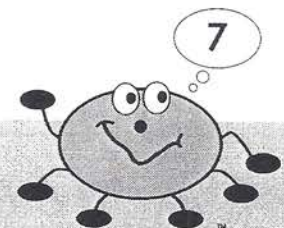
Preparation

1. Download the About My Family activity or refer to the How To section, page 102, to create your own version. Note: You may wish to adapt this lesson to accommodate children with non-traditional families or living situations.
2. Open the About My Family activity and switch to Writing View. Print the activity and provide copies to students. For homework, ask them to share the activity with their parents or caregivers and record answers to the listed questions.



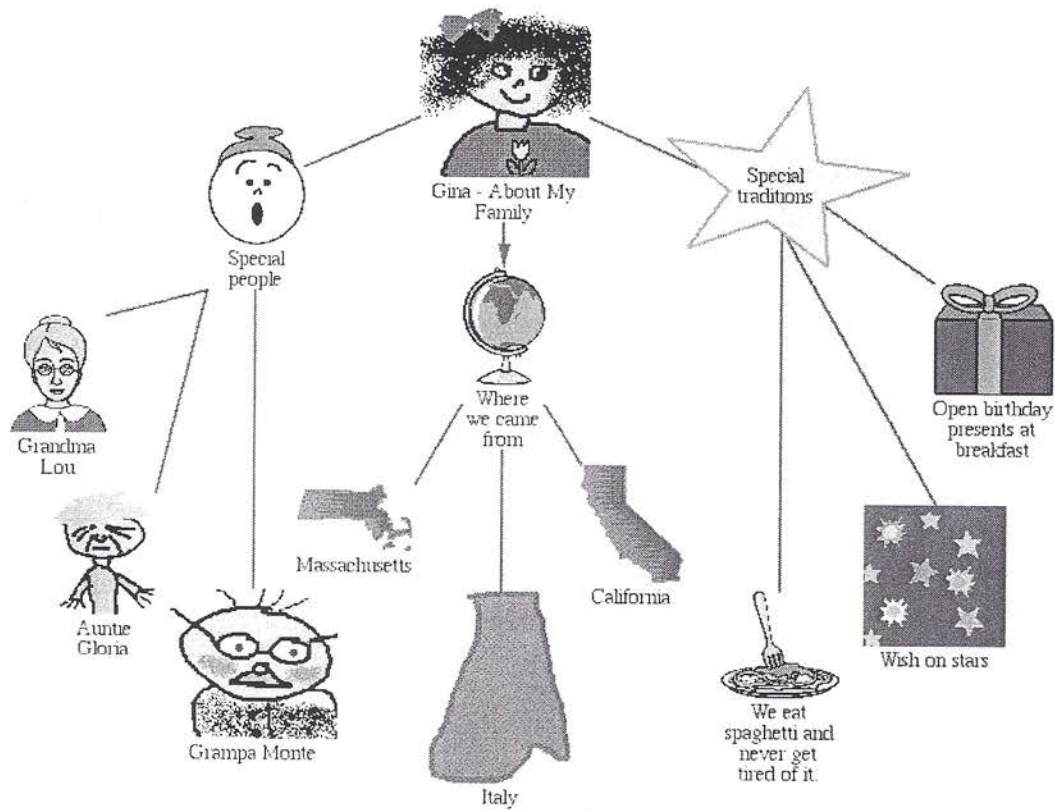
• About My Family
We are talking about families and what makes them special! Please help your child brainstorm some ideas here! You may wish to use pictures as well as words.

- Special people
Who are some special or memorable people in your family?
•
- Where we came from
What different states, regions or countries did your family come from?
•
- Special traditions
What are some special traditions in your family? (For example, food, celebrations or stories)
•



Lesson

1. Open the About My Family activity. Tell students about your family and demonstrate how to use the activity by entering your information into the appropriate symbols. Use the Symbol Maker tool at least once to create a symbol, and check for understanding. If your students are emerging writers, show them how to use the Record command to add information.
2. Have students open the About My Family activity. Ask them to consult their homework as they record information about their family. Circulate among students to check for understanding and offer suggestions.



3. Check student diagrams and look for a category that would offer a good opportunity for comparison. Use this category as the basis of a class discussion on similarities and differences.

Birds of Our School

Overview

Central to the study of ecology is the understanding that living things interact with each other and their habitat. In this lesson, students use Kidspiration® to create a web site on the common birds found in the habitats surrounding their school.

Standards

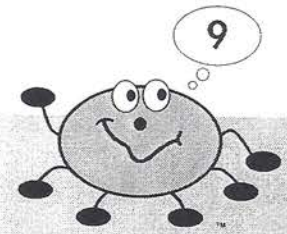
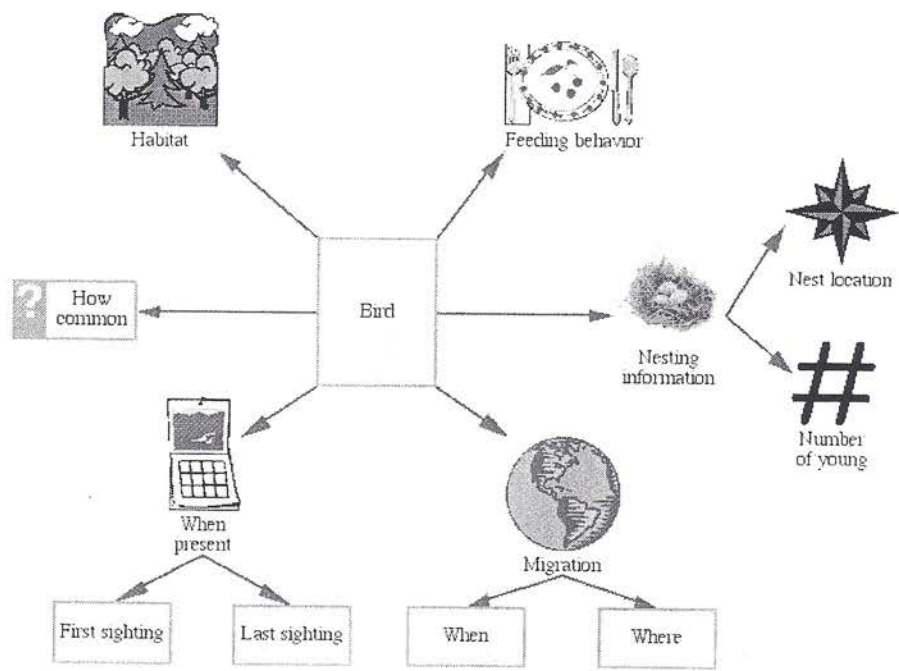
- Students understand that living organisms depend on one another and on their environment for survival.
- Students know that scientific investigations require careful and systematic observation.










Materials needed

- One pair of binoculars for each team
- One copy of a bird identification book for each team

Preparation

1. Download the Bird Observation Record activity and Bird Facts activity or refer to the How To section, page 102, to create your own versions.



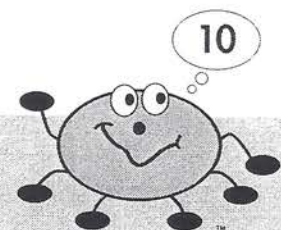
	Bird Observation Record
	Date
	Time
	Weather
	Location
	Habitat type
	Behavior
	Field marks
	Names

2. Gather informational material on local birds, such as species check lists, and compile a list of Internet sites on bird biology and identification such as the USGS Patuxent Bird Identification InfoCenter found at www.usgs.gov.
3. Contact local organizations interested in bird conservation, such as the Audubon Society, and arrange for a volunteer to give a presentation to your students.

Lesson

1. Tell students they will be creating a guide to the birds that frequent the habitats of their school.
2. Have the volunteer give a presentation to your students on the common local birds, bird watching techniques and the use of bird identification books. Ask the presenter to survey the campus with students and help them identify good locations for bird observation.
3. Instruct students to form teams and familiarize themselves with common local birds by consulting the identification manuals and informational material you gathered.









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Birds of Our School

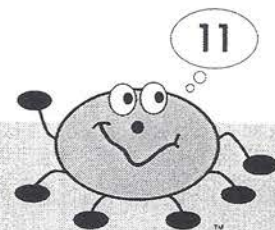
continued

- Assign each team one of the observation locations on campus. Instruct them to open the Bird Observation Record and print a copy for use in the field.
- Direct teams to observe birds at their assigned location once a week for twenty minutes and record the results of their observations in the Bird Observation Record activity.

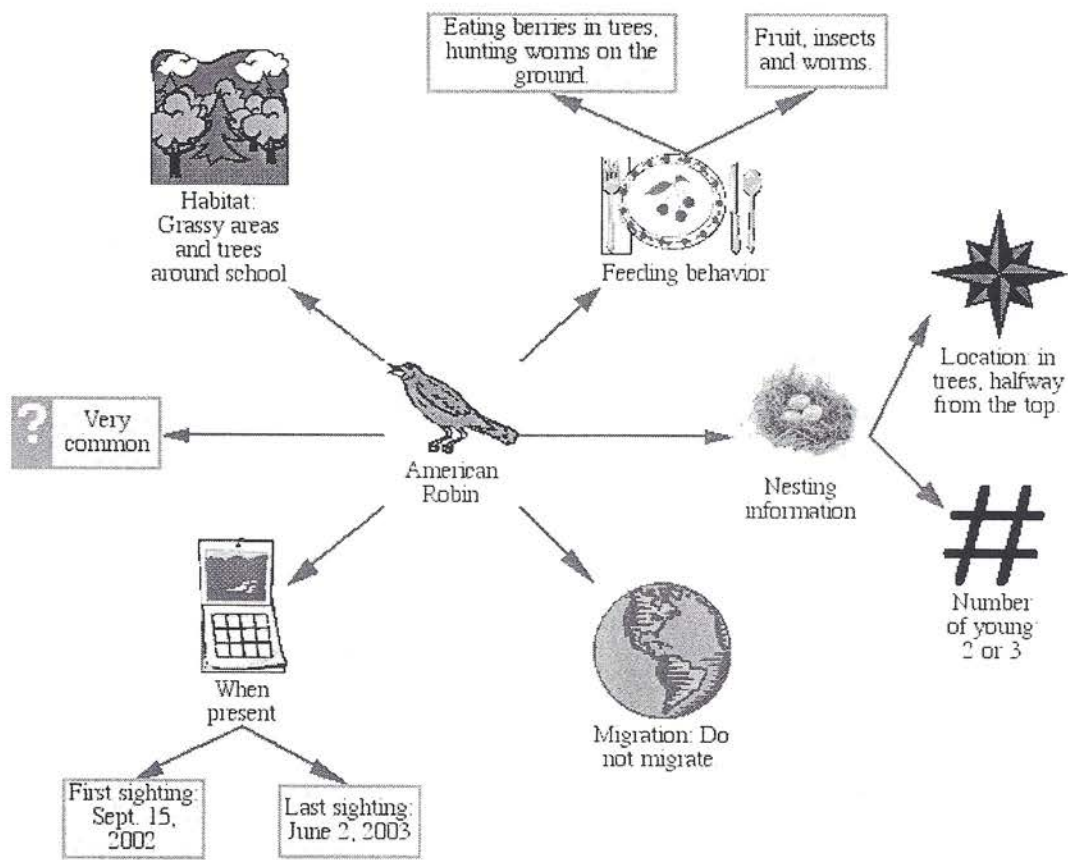
	Bird Observation Record
	Date September 25, 2003
	Time 10:00 am
	Weather Sunny, 80 degrees F. No wind
	Location Northwest corner of playground
	Habitat type Open lawn, trees
	Behavior On ground, feeding. Saw one pull a worm out of the ground
	Field marks Dark head, broken eye ring, rust colored breast and belly
Names	Names American robin

- Have teams conduct observations for the entire school year, switching locations every two weeks.
- Towards the end of the school year, instruct teams to use print and Internet materials to further research one of the species they observed. Tell them to open the Bird Facts activity and use it to record their findings. Remind teams to include an image of their bird in the diagram.

Continued next page



8. Have teams share their diagrams with the class. Invite students to offer constructive suggestions for improvement.
9. Tell teams to revise their diagrams based on feedback.
10. Ask teams to use the Export command to export their diagrams as HTML files to serve as the basis for a Birds of Our School web site. Use an HTML authoring program to create a home page to link student diagrams and finalize the web site.



Visualizing Story Problems

Overview

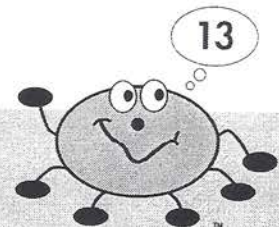
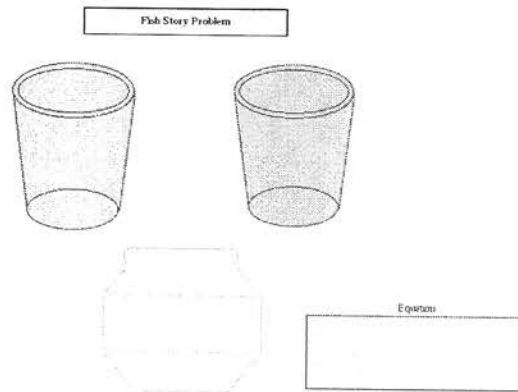
Understanding the relationships between variables in story problems is a crucial step to mathematical understanding. In this lesson, students use Kidspiration® to visualize these relationships and develop computational strategies.

Standards

- Students solve problems that arise in mathematics and in other contexts.
- Students understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.
- Students develop and use strategies for whole number computations with a focus on addition and subtraction.

Preparation

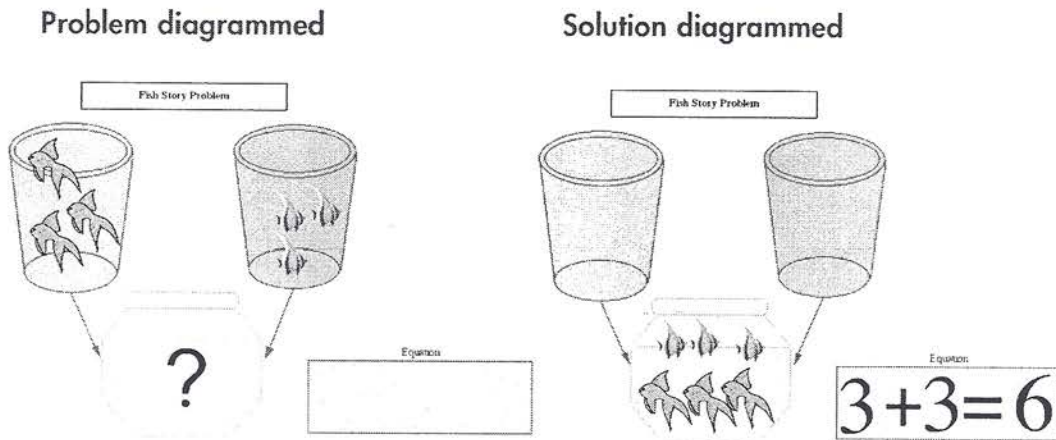
1. Download the Fish Story Problem activity or refer to the How To section, page 102, to create your own version.
2. Create several story problems ranging in difficulty from easy to challenging using similar creatures. For example, using tropical fish, you might craft the following problems:
 - Jason purchased three gold fish and three striped fish. He pours each group of fish into his fish bowl. How many fish does he have in the bowl?
 - Wendy has five gold fish in her fish bowl and puts two into a cup to give to her friend. How many fish are left?
 - Tameeka has two gold fish in her fish bowl. If each fish has five fins, what is the total number of fins in the bowl?



Lesson

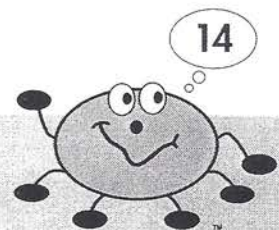
1. Open the Fish Story Problem activity and present a sample story problem to students. Ask them how they could use the activity to show the information given in the problem. Model their suggestions as a diagram. Have students suggest how they might visualize possible solutions and modify the diagram accordingly.

Jason purchased three gold fish and three striped fish. He pours each group of fish into his fish bowl. How many fish does he have in the bowl?



2. Have students form teams of two, and ask them to open the Fish Story Problem activity. Read teams the least difficult story problem, and instruct them to use the activity to picture the information in the story problem by dragging symbols into appropriate SuperGrouper® categories. Have teams print a copy of their diagram.
3. Instruct teams to modify the diagram to represent a visual solution to the problem and an arithmetic expression of the solution by dragging symbols into appropriate SuperGrouper categories. Have them print a copy of their solution.
4. Ask teams to share their printed diagrams with at least two other teams. Different teams will have different ways of representing the problem and its solution. Encourage students to discuss the reasons for their representations.

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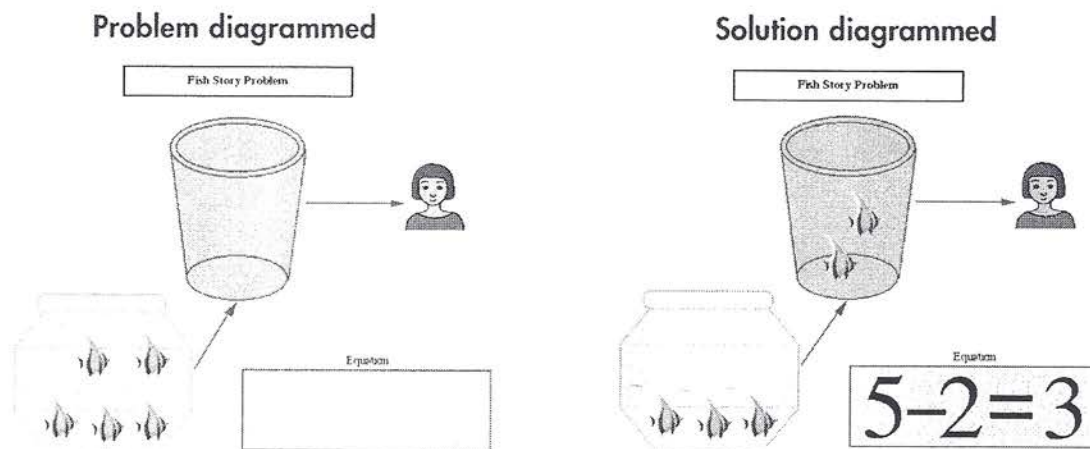


Visualizing Story Problems

continued

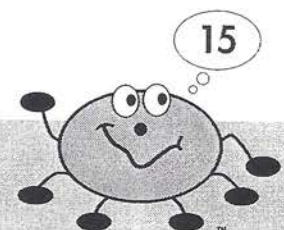
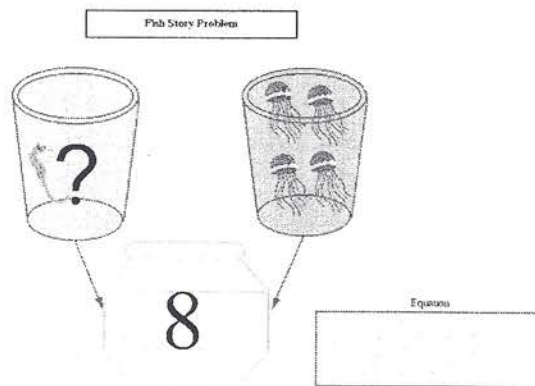
5. Continue this process with the rest of the problems you created. Encourage students to modify the diagram by adding and deleting symbols and SuperGrouper categories as needed.

*Wendy has five gold fish in her fish bowl and puts two into a cup to give to her friend.
How many fish are left?*



6. Have each team use the Fish Story Problem activity to create a problem to share with the class.
7. Tell teams to drag symbols or numbers into the appropriate SuperGrouper categories to represent the information in their problem.

Jaden can have eight sea creatures in his fish bowl. If he adds four jellyfish, what is the most number of sea horses he can add to the fish bowl?



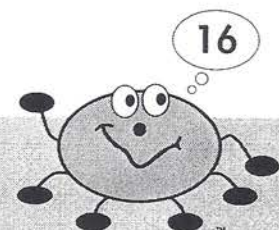
8. Ask students to print a copy of their story problem for you to review. Allow teams to revise their diagrams as needed.
9. Have teams present their problems to the class. Encourage students to ask questions about the problems.
10. Select several student-created problems and ask teams to diagram solutions using the Fish Story Problem activity.
11. Ask teams to share their solutions with the rest of the class.



Extension

Create story problem sets using other creatures. For example:

- *Emily sees six robins sitting on her front fence. If two of them fly away, how many are left?*
- *Bill's pet guinea pig, Louie, eats three carrots a day. If Bill puts nine carrots in Louie's cage, how many days will they last?*
- *There are five squirrel families living in the park. If each mother squirrel has three babies in the spring, how many baby squirrels are in the park?*



inspiration
Version 7.6

In the Classroom

Visual Learning

Quick Tour

30-Day Trial

The premier tool to develop ideas & organize thinking

Presented by
Marcia Tyrrell, Ed.S
January 24, 2006

Inspiration

Visual Learning

Concept maps provide a way for students to graphically illustrate relationships between ideas.

Concept Mapping

Brainstorming

Organizing

Webbing

Diagramming

Outlining

Planning

Inspiration

Visual Learning

Concept maps provide a way for students to graphically illustrate relationships between ideas.

Concept Mapping

Brainstorming

Organizing

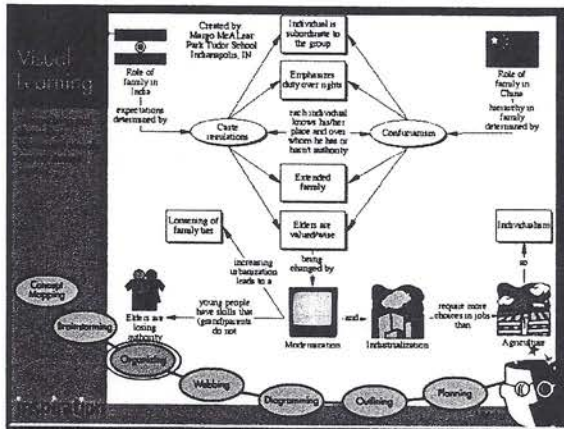
Webbing

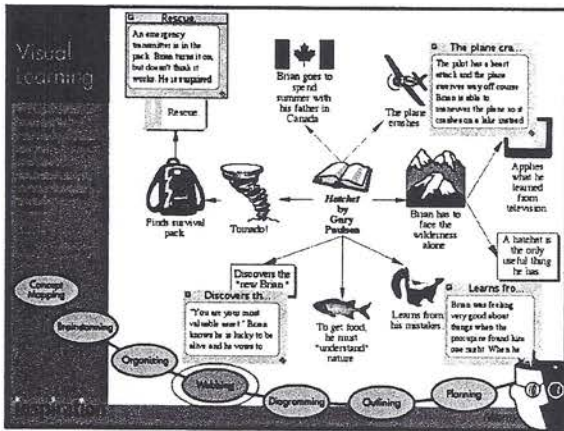
Diagramming

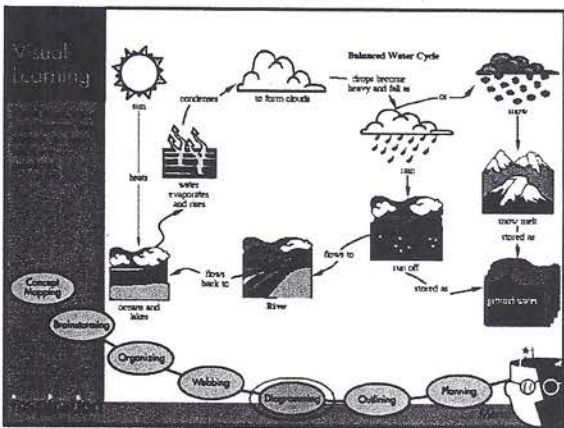
Outlining

Planning

Inspiration







Visual Learning

Outlines help structure and organize information in a convenient hierarchy.

Concept Mapping
Brainstorming
Organizing
Webbing
Diagramming
Outlining
Planning

Eleanor Roosevelt 1884-1962

A. Unhappy childhood
 Anna Eleanor Roosevelt was born in New York City on October 11, 1884. Her father, Elliott Roosevelt, was President Theodore Roosevelt's younger brother. Eleanor's mother, Anna Hall, was a descendant of the Livingstons, a distinguished New York family.

- 1. Orphaned at an early age**
 By the time Eleanor was eight years old, both of her parents had died. She went to live with her grandmother, Hall, who was a very strict disciplinarian.
- 2. Very shy and awkward**

B. Interest in social work
 Eleanor returned to New York at age 16. She rejected her "high society" background and became active in social reforms.

- 1. Visited needy children**
 I visited a web site that talked about how Eleanor helped the children of New York. I can use this as a reference.
- 2. Taught dancing and literature at community centers**
- 3. Worked with the Red Cross**
 Franklin served in Washington as assistant secretary of the navy during World War I, while Eleanor worked with the Red Cross. She did things like visit wounded soldiers.

inspiration

Visual Learning

Outlining and organizing ideas in a clear format provides a clear framework for the reader.

Concept Mapping
Brainstorming
Organizing
Webbing
Diagramming
Outlining
Planning

State science fair categories
Writing your abstract
Important dates and deadlines
Getting started

Your application
What to expect
Getting help with your science fair project
Science resources
On-line science demonstrations

Judges electronic mail directory
Student Participants
Judges
Science Fair Web Site
Reporters & Media
Press releases
Fact sheet for previous year
Participants

How to be a good science fair judge
Important dates and deadlines
Housing information
Parents & Advisors
Communicating with the fair

inspiration

In the Classroom

Language Arts
Social Studies
Science
Planning

Inspiration is a powerful tool that can be integrated into all areas of the curriculum.

inspiration Menu

In the Classroom

Language Arts
Social Studies
Science
Planning

Inspiration is a powerful reading tool. Students who are struggling readers can process their information more easily by using Inspiration to create a flow chart of their ideas. They can make a visual and spatial connection between the words and ideas as they are reading. This helps them internalize thoughts and move the information more easily from short term to long term memory.

Sharon Hurwitz
English Teacher, Technology Facilitator
Bellevue High School, Hampton City Schools
Hampton, VA

Menu

In the Classroom

Language Arts
Social Studies
Science
Planning

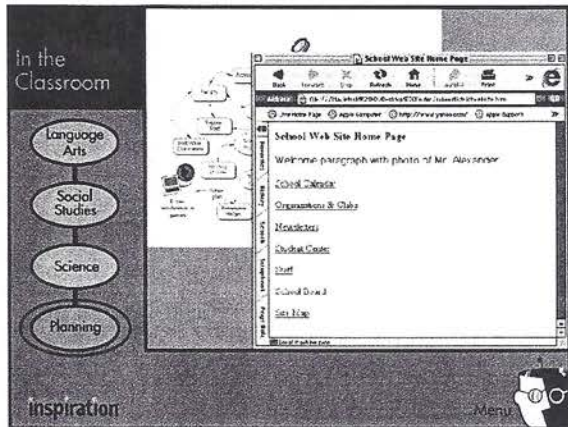
Menu

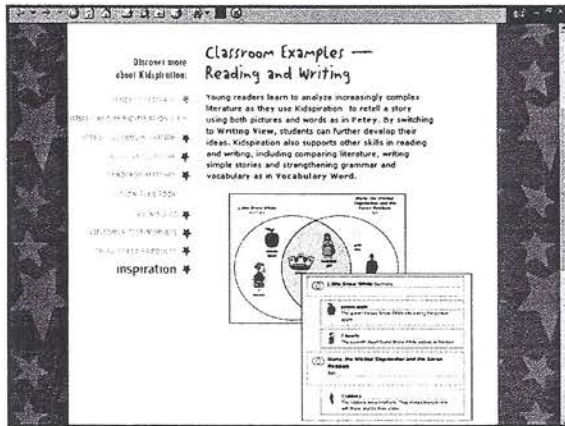
Visual Learning

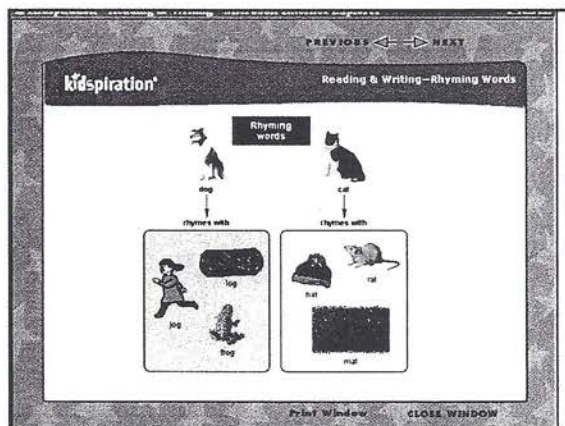
Inspiration builds on the proven principles of visual learning to inspire students to develop and organize their ideas.

Concept Mapping
Brainstorming
Organizing
Webbing
Diagramming
Outlining
Planning

Menu







PREVIOUS ← → NEXT

Kidspiration® Reading & Writing—The Raft

The Raft
by Ann Lawrence

CRS #1123307
Pat Burroughes, Lizzy Webb, Deborah
Borwin, School District of Seattle, WA

Beginning	Middle	End

ZOOM Print Window CLOSE WINDOW

PREVIOUS ← → NEXT

Kidspiration® Reading & Writing—Oobleck

Create your own story about Oobleck

ZOOM Print Window CLOSE WINDOW

Discover more about Kidspiration:

Classroom Examples — Science

Kidspiration gives children a natural, intuitive way to record what they see, to interpret what occurred and to explain their conditions, as in *Science*. With graphic organizers, such as Phases of the moon, students are able to easily organize their research and illustrate basic scientific processes.

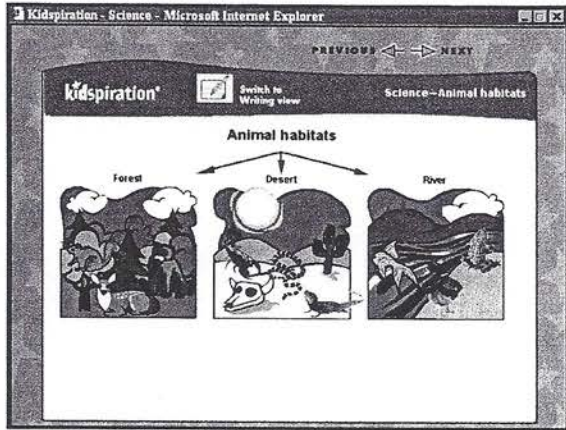
Check out other great ways to use Kidspiration in science:

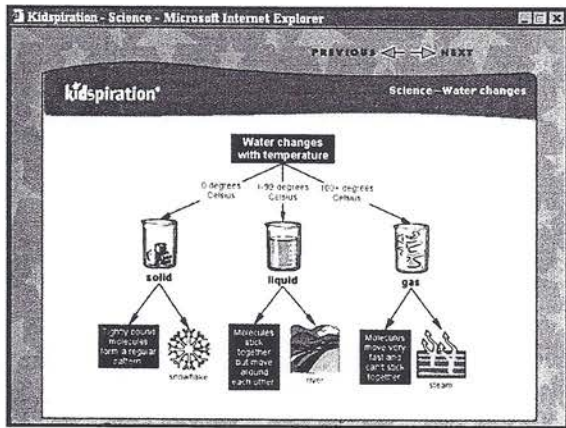
- Animal habitats
- Water changes
- Camouflage
- Birds that fly

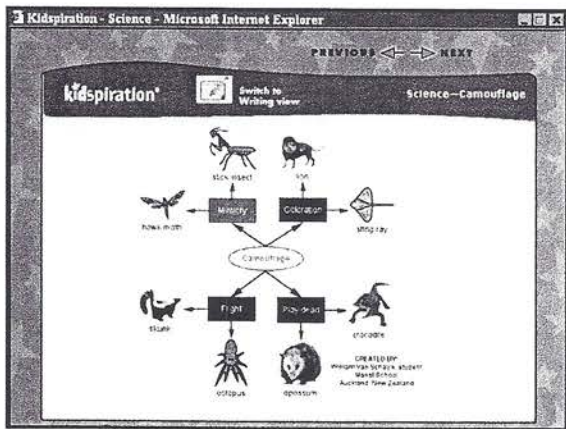
Kidspiration is cross-curricular:

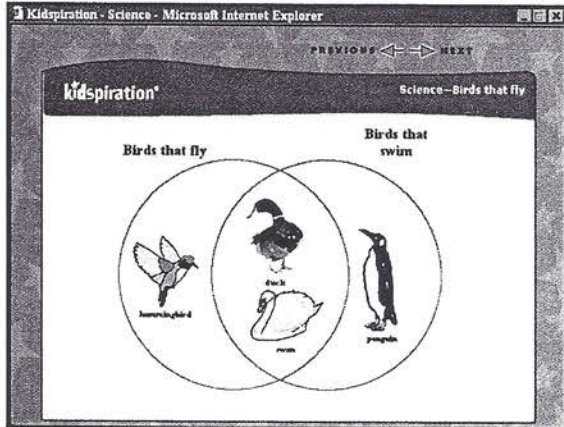
- Reading & Writing Examples
- Social Studies Examples
- Math Examples
- Additional Activities

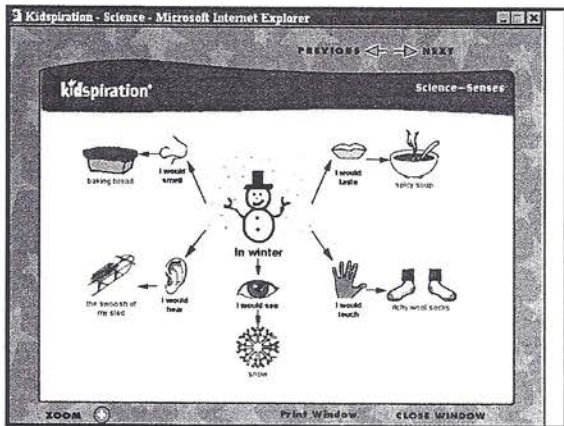
The more you know, the more you can do with Kidspiration.

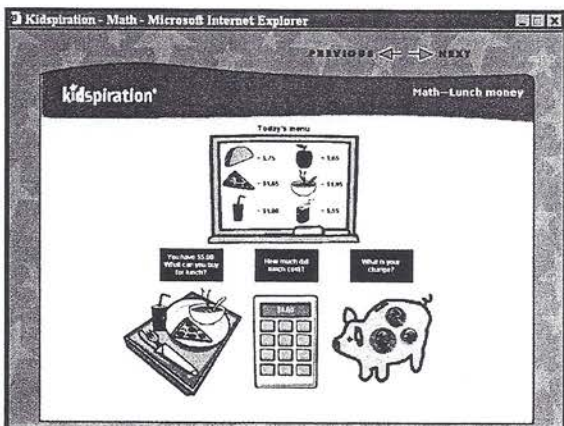












Kidspiration - Math - Microsoft Internet Explorer

PREVIOUS ← → NEXT

Kidspiration Math—Measure with hands

How many hands above the fence are the birds?

Put each hand above the fence.

© 2001 Kidspiration, Inc. All rights reserved. This is a sample of the software. For more information, please contact Kidspiration, Inc. at 1-800-451-1234.

Zoom Print Window Close Window

Kidspiration - Math - Microsoft Internet Explorer

PREVIOUS ← → NEXT

Kidspiration Math—Fraction action

Move these fractions to the correct category.

$\frac{7}{21}$ $\frac{2}{4}$ $\frac{4}{16}$ $\frac{3}{12}$

one half $\frac{3}{6}$ one third $\frac{2}{6}$ one fourth $\frac{8}{32}$

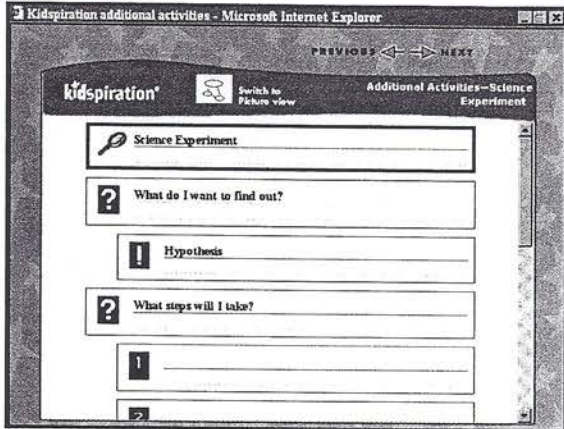
Kidspiration additional activities - Microsoft Internet Explorer

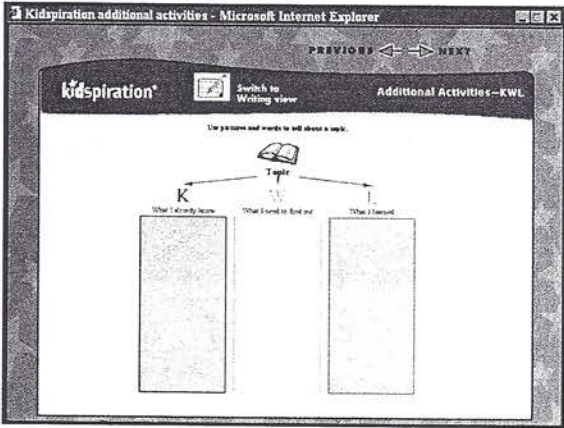
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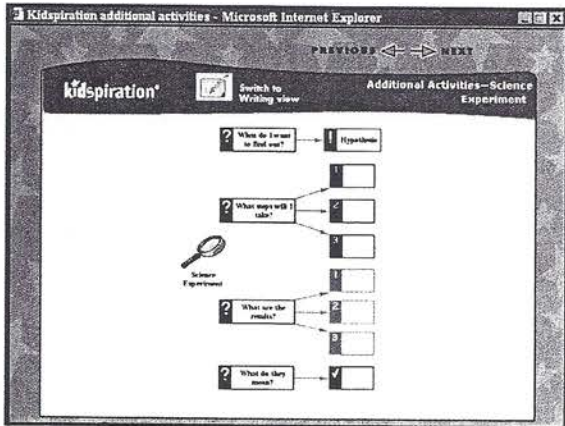
Kidspiration Switch to Writing view Additional Activities—The Story of My Life

What I write My family School days My favorite activities Other places

1. Write words that tell about your life. 2. Use a Writing Tool and add details.



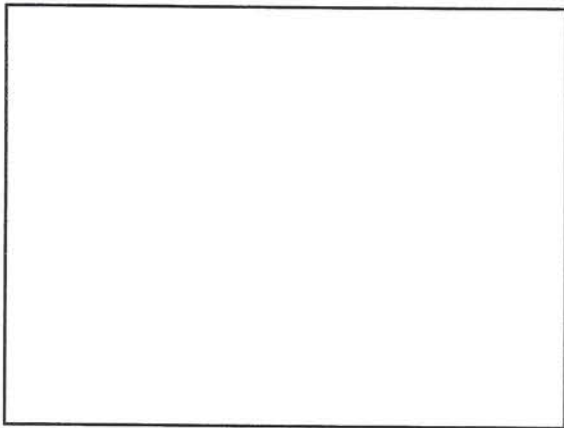




Kidspiration additional activities - Microsoft Internet Explorer

PREVIOUS ← → NEXT

Kidspiration Additional Activities - Estimation



Inspiration Language Arts - Diagrams - Microsoft Internet Explorer

inspiration Language Arts - Comparing Journeys

Comparing the Journeys in *The Giver* and *Walk Two Moons*

Similarities

- Both are young people who are searching for the truth.
- The reader does not know what is at the journey's end.
- Both characters have internal conflict.
- Both characters must decide to leave the comforts of home to pursue the quest.
- Both have strong convictions.

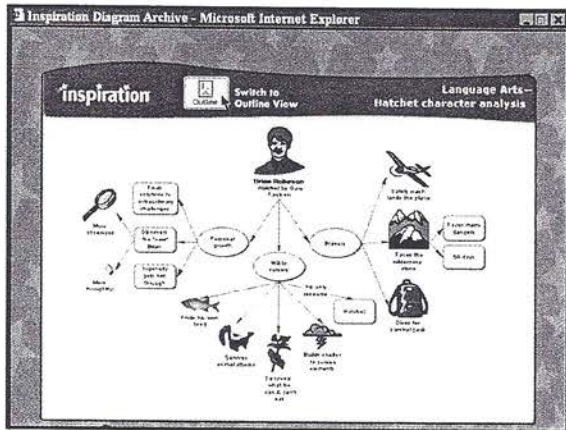
Differences

- The setting is set during the 1950s.
- Jonas does not know what his quest is at the end of the journey.
- Jonas must take his journey alone without the support of his family.
- Jonas has the conviction that he has family and friends.

Differences

- The setting is present day.
- Sal knows what is at the end of her journey.
- Sal has the support of her grandfathers and her mother.
- Sal has strong conviction that she has family and friends.

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Inspiration Diagram Archive - Outline view - Microsoft Internet Explorer

inspiration Switch to Diagram View Language Arts - Hatchet character analysis

Brian Robeson
Hatchet by Gary Paulsen

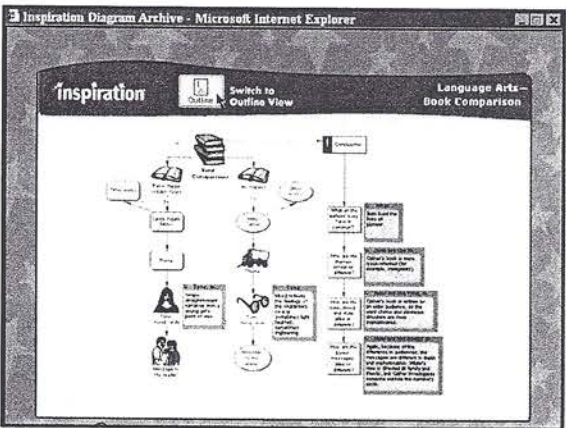
I. Personal growth

A. Discovers the "new" Brian
 The old Brian is gone—gone with a plane that flies overhead and doesn't see him. Brian becomes a different person. His mind and body make a connection that allows him to really experience his surroundings and his situation fully. He sees more clearly; he hears and understands sounds. He becomes a patient person.

1. More thoughtful
 Brian feels connections with the world around him. He learns that if he is careful and thinks his actions through he makes fewer mistakes.

2. More observant
 Brian learns to see things more clearly. As he searches for food, Brian makes many discoveries that help him understand the wilderness and become a part of it.

B. Finds solutions to extraordinary challenges
 A moose charges him and injures him. That night a tornado hits and Brian is again left with nothing but his hatchet. But Brian is a different person. He



Inspiration Diagram Archive - Online view - Microsoft Internet Explorer

inspiration Switch to Diagram View Language Arts - Book Comparison

Book Comparison **Golden Years**

A. Laura Ingalls Wilder

Born Laura Elizabeth Ingalls, on February 7, 1867, in Lake Park, Wisconsin. Ingalls attended school in various states as her family of pioneers moved around the West. She taught in the Dakota Territory from 1882 to 1885, when she married Almanzo Wilder. After their marriage, the Wilders lived on a farm in De Smet, South Dakota until they moved to Mansfield, Missouri in 1894. Laura Ingalls Wilder served as the editor of the Missouri Ruralist for 12 years. When she was in her 60's, Wilder drew on her own and her husband's experiences to write books about pioneer days.

1. Other works

- Little House in the Big Woods (1932)
- Farmer Boy (1933)
- Little House on the Prairie (1935)
- On the Banks

B. Theme
Life may change, but it just gets better

C. Tone, mood, style

Inspiration Science - Diagrams - Microsoft Internet Explorer

PREVIOUS ← → NEXT

inspiration Science - Newton's laws of motion

Newton's three laws of motion

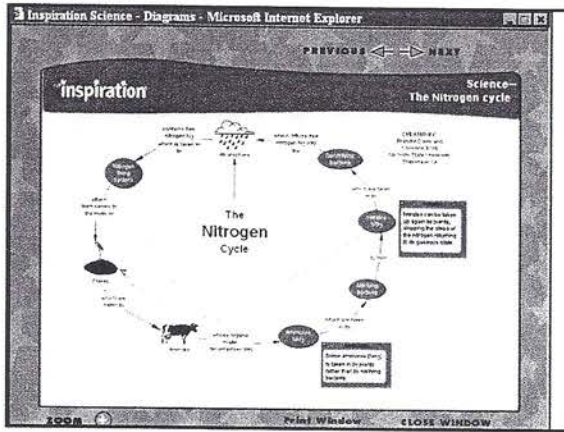
Zoom Print Window Close Window

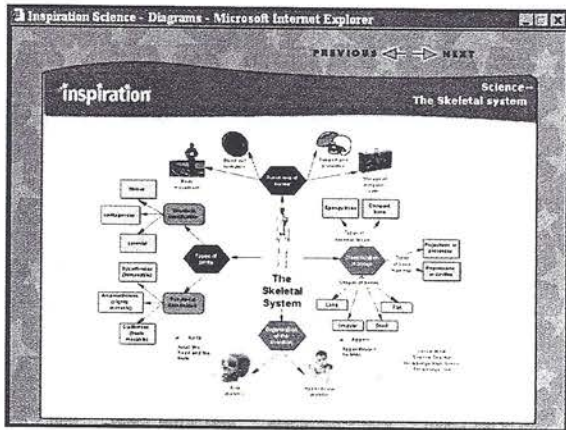
Inspiration Science - Diagrams - Microsoft Internet Explorer

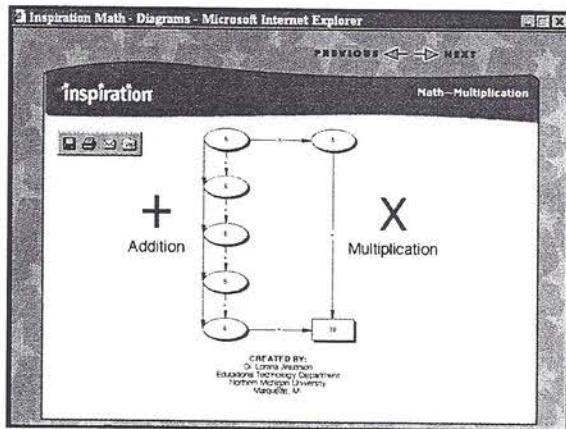
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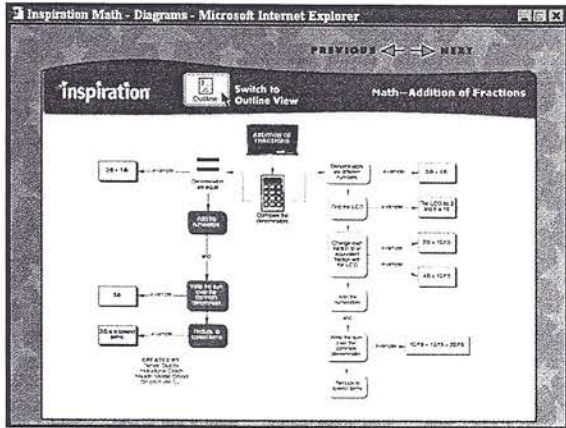
inspiration Science - The Scientific process

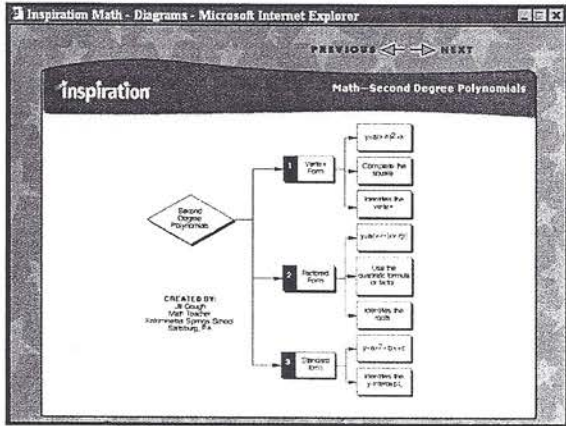
The Scientific Process

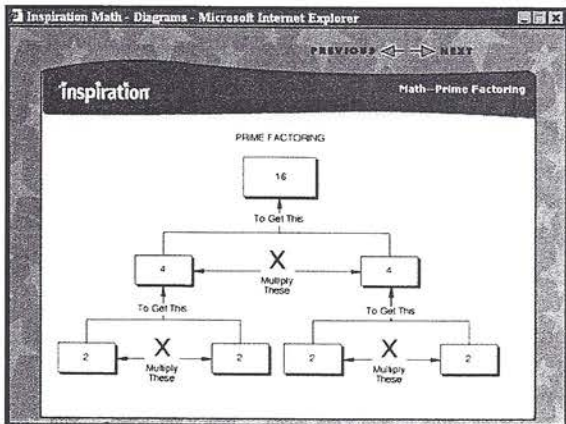












Inspiration Math - Diagrams - Microsoft Internet Explorer

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inspiration Math-Addition

CREATED BY:
Dr. Lorena Johnson
Educational Technology Department
Northern Michigan University
Marquette, MI

+

Addition

Inspiration Social Studies - Diagrams - Microsoft Internet Explorer

PREVIOUS ← → NEXT

inspiration Social Studies - Rivalry in American Democracy

Switch to Outline View

Inspiration Social Studies - Diagrams - Microsoft Internet Explorer

PREVIOUS ← → NEXT

inspiration Social Studies - Rivalry in American Democracy

Switch to Diagram View

RIVALRY IN AMERICAN DEMOCRACY
Thomas Jefferson

A. REPUBLICAN

B. JEFFERSONIAN VISION
Jefferson valued small farmers and agriculture rather than cities and industry.

1. "PURE REPUBLICANISM" Central idea of America was individual liberty
Jefferson lended towards a broader, freer democracy. He held the belief that "every man and every body of men on Earth possess the right of self-government."

a. Viewed the American Revolution as successful and complete
The American Revolution was a necessary and decisive means to freedom from British rule and politics.

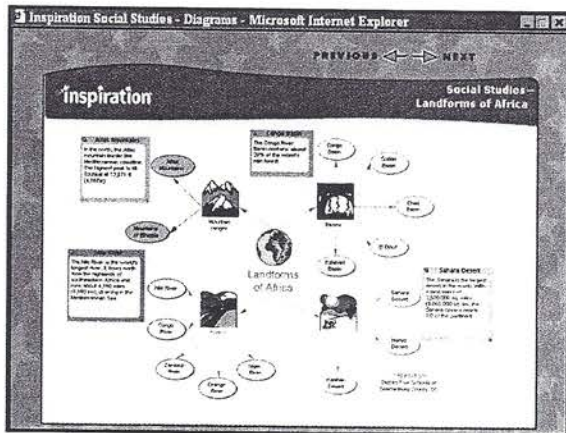
C. BACKGROUND AND PERSONALITY

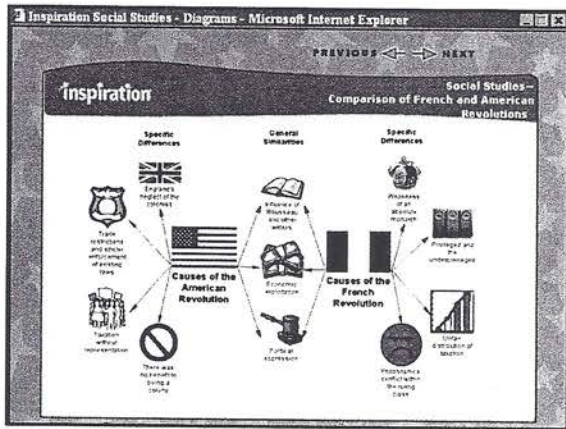
1. Aristocratic and shy peacelist, a humble and reserved intellectual

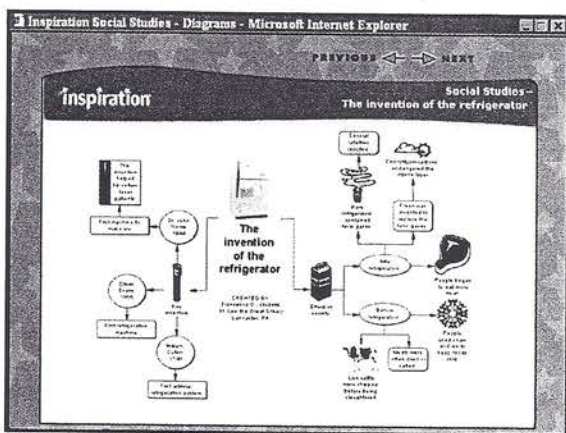
2. Favored farming and quiet, rural life of independent small landowners

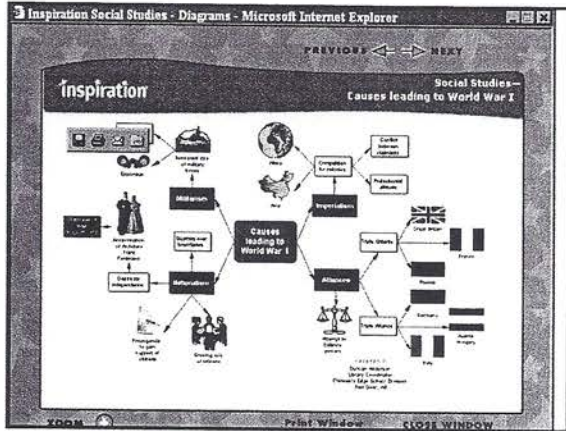
3. Member of one of Virginia's oldest and most established families
Jefferson was also a plantation owner and slaveholder.

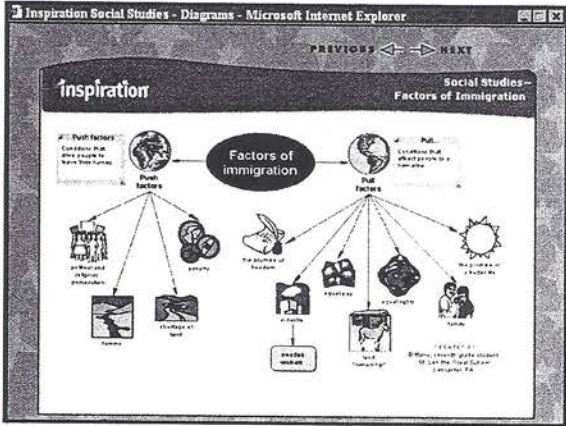
D. VIEW OF THE CONSTITUTION AND PROPER ROLE OF GOVERNMENT

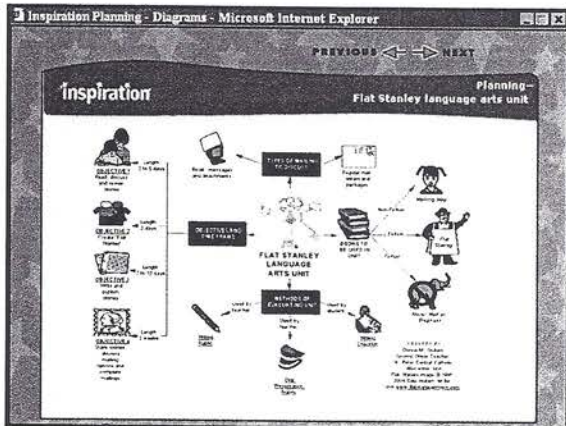


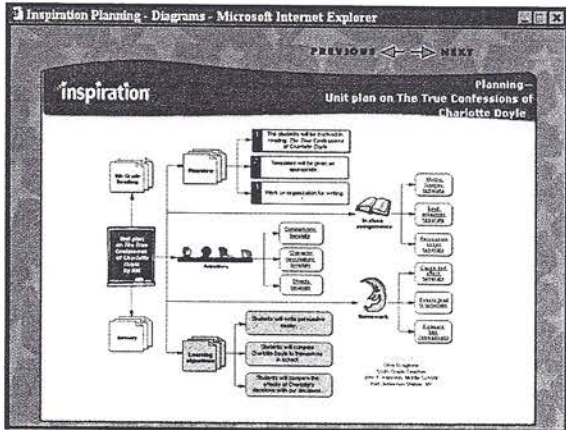


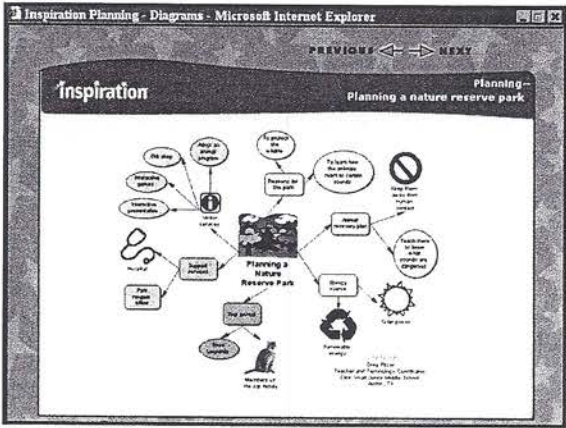


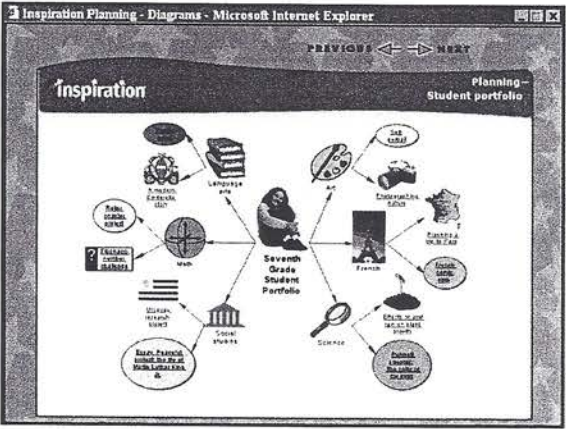


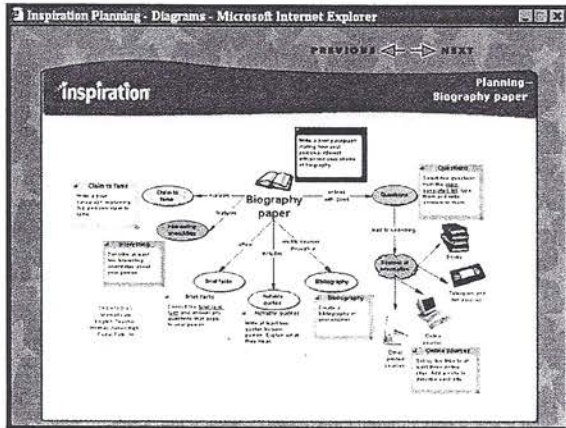


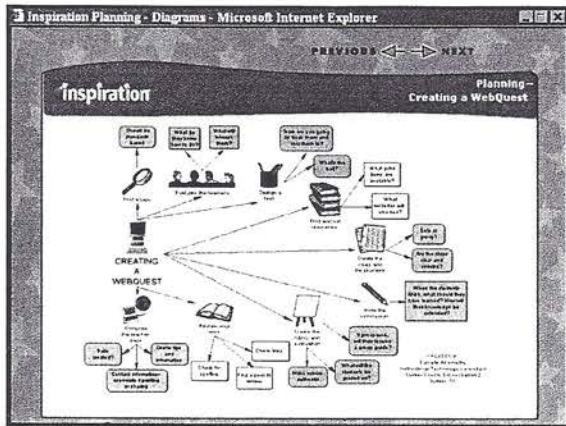












Let's get started!
