Second Grade Technology Course
Lessons P-2-8, A-2-8
Online Research and Report Writing

2013/14 Pilot: Weather Events: tornado, hurricane, flood, thunderstorm, winter storm/blizzard

ELA Common Core Standards
RI.2.10; RF.2.4a; W.2.2; W.2.5; W.2.6; W.2.7; W.2.8
2014 Science Standards
Earth and Space Science
Content Statement: The atmosphere is made up of air.

> *Air has properties that can be observed and measured. The transfer of energy in the atmosphere causes air movement, which is felt as wind. Wind speed and direction can be measured.*

Content Statement: Water is present in the air.

> *Water is present in the air as clouds, steam, fog, rain, ice, snow, sleet or hail. When water in the air cools (change of energy), it forms small droplets of water that can be seen as clouds. Water can change from liquid to vapor in the air and from vapor to liquid. The water droplets can form into raindrops. Water droplets can change to solid by freezing into snow, sleet or hail. Clouds are moved by flowing air.*

Content Statement: Long- and short-term weather changes occur due to changes in energy.

> *Changes in energy affect all aspects of weather, including temperature, precipitation amount and wind.*

Classroom Introduction

1. Advise the students that they will be doing a research report. They will use pre-selected websites including the KidRex search engine to find information on their topics. They will use a graphic organizer to record the required information. Then they'll type the report in Word using information from the graphic organizer.
2. Show the students a sample graphic organizer and final report. If weather is the chosen topic, there are samples in the Second Grade Resources section on the Technology Course Resources page of the Mayfield website.

Computer/Mobile Lab

1. Explore websites with the students. Show them how to search for the information they need on each site. If assistance is needed to locate child-friendly, safe websites for a different topic, contact one of the Tech Integration team members.
   Recommended sites for weather research report:
   World Book Kids: http://www.worldbookonline.com/kids/home
   Weather Wiz Kids: http://www.weatherwizkids.com/index.htm
   Tree House Weather Kids: http://urbanext.illinois.edu/treehouse/index.cfm
   Scholastic Weather Watch: http://teacher.scholastic.com/activities/wwatch/index.htm
   FEMA Know the Facts: http://www.ready.gov/kids/know-the-facts
   Kids' Crossing Dangerous Weather: http://www.eo.ucar.edu/kids/dangerwx/index.htm

   Note: There's a Weather Research Symbaloo in the Second Grade Links section on the Student Technology Courses page of the Mayfield website.

2. Assist the students in choosing their topic and pair up for research portion. Each will complete his/her own graphic organizer.
3. Direct the students in their searching and recording of information. May be helpful to have all students use the same website to start.
    Note: Students can also use books on their topics.
4. As students finish their graphic organizers, direct them to type their reports in Word. Students should save to and retrieve from their H: drives.
5. Direct the students to edit and format the document, including adding text features, insert pictures, and perform a final review.
6. Direct the student to save their final reports.

Classroom Station(s)

Exploring the websites – this may take three or more weeks
1. In order to save time, log into computer(s) with generic classroom login.
2. Demonstrate how to find Symbaloo with weather websites.
3. Visit website(s) and demonstrate how to navigate through site(s)
4. Direct students to rotate through computer station(s) exploring the demonstrated sites. Student should close Symbaloo and Internet Explorer when he is done.

Researching and writing
1. Assist the students in choosing their topic.
    Note: Pair up students for the research portion. Review the graphic organizer the students need to complete making sure they understand the terminology.
2. Remind the students where the websites are located.
3. Demonstrate how to find information on a website then add it to the graphic organizer.
4. Direct the students to rotate through the computer station(s), locating the information for their graphic organizers.
5. Upon completion of graphic organizers, remind students how to open Word and begin a document. Also, demonstrate how to save to the H: drive. As students progress through typing reports, demonstrate how to retrieve from H: drive and how to edit, format, and insert image.
6. Direct the students to rotate through the computer stations, typing their reports in Word.

Home

1. Email Symbaloo with animal websites to parents and encourage them to explore these websites with their children.
2. Assign graphic organizer as homework giving the students sufficient amount of time to complete.