



GRADE 2 INFORMATIONAL

Ideas for using technology with text

Have You Ever?

Research and Inquiry

Use Key Words

consult electronic sources to find information

- Children formulate a question inspired by the text (e.g. Are cicadas dangerous?)
- As a group, they brainstorm possible keywords to search on.
- Children conduct the searches, with a teacher assistant, using an appropriate search engine. They write a fact sheet to present the information.

They can use the following format for the fact sheets:

My Question:

My Key Words:

Facts I Learned:

- 1.
- 2.
- 3.

Computer

Produce a Have You Ever? Page

produce documents at the computer

Using a word-processing program, children write the question they formulated on Day 3 at the top of a page. They now design and write their own Have you ever? page, incorporating the facts they wrote on their fact sheet. They can illustrate their page. Pages can be collated into a class *Have you ever?* book.

American Icons

Research and Inquiry

Find a State Symbol

use the internet

- Children work in groups of three to find something that symbolizes their state. They draw a picture of the icon and label it.
- They can use an online encyclopedia to find their state flag or look at other symbols. Car license plates often have a state symbol, or state colors, too.

Computer

Make a Smiley Poster

create a presentation using drawing software

- In pairs or small groups, children reread page 9 of the text and discuss the meaning of Smiley and what it symbolizes.
- They use drawing software to draw a large smiley face and insert the background color. Around the face, they type sayings that could go with it (e.g. “Have a nice day.” “Smile.” “Be happy.”) They print out their poster.

Mom’s New Cell Phone

Computer

listen to a text and gather information

Children work in pairs or groups of three to listen to, or read the text. They note in list form all the possible functions of a cell phone. They can trade lists with another pair to see if they missed any functions.

record information using drawing tools

Children play the animations about phone chargers, and listen to the information on the parts of a phone. On a photograph of a phone, they identify the key parts and label them.

Find Out About Communications Inventions

search for information: on the computer by pre-selected bookmarks to access web pages

- Children use bookmarked search engines on the internet to find out more about communications inventions. A teacher assistant can model how to choose effective search terms (phone inventions, how the phone works, inventions) and how to enter them into the search engine.
- Have children work in pairs to choose an invention, research it and record information about their discoveries on a fact sheet.

Zooming In

Visual Literacy

View Satellite Weather Photos

identify main ideas in visual representations

Children examine satellite weather photos on the internet and make notes about what the photos tell about the upcoming weather

Zoom In and Out

use cameras to collect data

Children use a digital camera to photograph an object from a distance and then close up. They print the photographs for others to view and match.

Computer

Take Close-up Photos

use the printer function

Children take three close-up photos of things around them. They print them and stick them on cards. They write “What is this?” underneath the photo, and the answer on the back of the card. They can challenge classmates to tell what is in the photo.

Go West

Computer

Create a Mural

record information using drawing tools

Children choose an event from the book and record it on the computer using drawing software. The documents will be collated into a class mural of the westward movement, beginning at one end of the mural with Native American peoples and continuing through history, depicting the various groups, events and discoveries.

Computer

identify computer graphics and animations and explain how they contribute to meaning

Working in pairs, children click on illustrations to watch the animations and hear additional information. They choose their favorite animation and write a report on what it did, what they learned, and what they thought of it. They also report on how the animation helped them understand the information.

Hot Dogs

Letters and Words

Translate Words

consult a dictionary appropriate to grade and level

With the help of a teacher’s assistant, children use a search engine to find a Spanish/English dictionary or one of another language. They type in a word related to hot dogs and use the dictionary to find a translation. They find translations for five words and write them in a list.

Work on the CD-ROM

organize information in lists

sort/record information using simple databases

Children find out about toppings, and what they are made of. They make a list of all the possible toppings. They can use this list to take a poll of the favorite toppings in the class. This information can be collated in a graph using database software.

Oral Language

Make a Commercial

use audio and video recorders to record information

Children work in small groups to create a radio or television commercial for hot dogs. They make an audio or video recording of their commercial.

Work on the CD-ROM

record information using drawing tools

Children use pages 6–7 of the book to find a map of some of the places around the world where hot dogs are eaten. They can use drawing software to draw and color the flag of a country, and write the name of the hot dog underneath.

Look at me Close-Up!

Visual Literacy

Make a “Close-Up” Book

use cameras to collect data

Children use the macro setting on a digital camera to take close-up photographs of everyday things or themselves. They present the photos in a similar layout to the book to create a “close-up” book.

Create a Close-Up Snappy Slide Show

use software programs to enhance learning experiences

Children find close-up images using a search engine. A teacher’s assistant saves the images from the website into the G2 folder and imports them into the Snappy Slide Show activity. Children create a Snappy Slide Show using microscopic images that require the viewer to guess what each is before the next slide reveals the answer.

Visual Literacy

Take Close-up Photos

use cameras to collect data

Children use a digital camera to take further close-up photographs. They display them for classmates to guess the subject. Or, they download close-up images, and write clues and add some facts.

Computer

Research Currency

acquire graphics information

Children find pictures of currency from different countries on the internet. They print out the pictures and glue them onto poster paper, or copy and paste them into a slide show. They label each type of currency with its value and country of origin.

use prewriting strategies to contribute ideas: make lists

In pairs, children explore the text. They read the fact box about hook-and-loop strip. Together they brainstorm situations in which hook-and-loop strip would be helpful, and create a list explaining how hook-and-loop strip would help in each situation. They can illustrate their list with a “close-up” drawing of the inventor’s dog with seeds caught in its hair to show where the inventor got inspiration.

Let's Look at Waves

Visit a Surfing Website

search for information on the computer by key word and subject

With a teacher's assistant, children access a surfing site using a search engine. They explore the site and the information provided. If available, they watch video sequences of big surf waves.

appreciate the impact of visuals

Children explore the animations that accompany the facts in the fact box on page 12. Using these as inspiration, they draw an illustration to go with each fact about hurricanes that they wrote in today's Shared Writing lesson. They write about how they would animate each illustration. They share their ideas with a partner.

create expository texts

In pairs, children use the Table of Contents or Index to find information on hurricanes. They click on the arrows to hear the extra commentary. After listening to the news report on Hurricane Katrina, they write their own news report explaining the damage that Katrina caused.

What is a Llama?

use pictorial/other menu prompts

In pairs, children go to pages 4–5. They investigate the Altiplano by clicking on the arrow next to the globe and watch the video. They find the Altiplano in an atlas, using the index to find South America. They discuss exactly where the Altiplano is and, together, draw a map and label its position.

record information in diagrams

Children explore page 11 and watch the interactive sequence about chewing the cud. They draw a diagram similar to the one on the animation and label it to explain how llamas eat their food. Discuss with children to confirm their understanding.

Label Animal Products

record information using drawing tools

Using drawing software children draw and label products that come from cows or another familiar animal. They label their drawings using arrows, using page 23 of the text as a model.