

# *iPublish*



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(to apply online for grants)

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# Goals and Objectives

Powerful Pop Ups and Brilliant Brochures incorporates authentic learning experiences and hands on activities to move students beyond boring worksheets and improve the reading and writing proficiency. Since many students have limited knowledge of Florida's history and culture, a thematic unit will be utilized to allow students to learn more about the great state they call home. Books, articles and the internet will be read at home and school. Students will then create travel brochures and interactive pop-up books related to Florida. Projects related to this idea packet can be utilized with many other thematic units that your class may be studying. The engaging lessons will encourage higher order thinking and serve as a way for your children to organize their thoughts and ideas; while demonstrating mastery of multiple state and national standards.



**Powerful Pop Ups and Brilliant Brochures will assist students in many ways. Students that participate in the project will:**

- ✓ Students will engage in authentic experiences and hands on learning tasks that will improve their reading and writing proficiency
- ✓ Students will accurately construct meaning about what they have been taught, as a result of the activities associated with this initiative
- ✓ Students will develop a love for their home state of Florida, share this knowledge with the community members and become advocates that aim to protect Florida's rich resources
- ✓ Students will construct several brochures and interactive popup books

# Next Generation Sunshine State Standards

## Grade 4

### **Reading/Language Arts**

**LA.4.1.6.2:** listen to, read and discuss familiar and conceptually challenging text

**LA.4.3.5.3:** share the writing with the intended audience

**LA.4.4.1.2:** write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format

**LA.4.4.2.1:** write in a variety of informational/expository forms (e.g., summaries, rubrics, how-to manuals)

**LA.4.4.3.1:** write persuasive text

**LA.4.5.2.5:** make formal and informal oral presentations for a variety of purposes

**LA.4.6.1.1:** read informational text to organize information for different purposes

### **Social Studies**

**SS.4.A.1.1:** analyze primary and secondary resources to identify significant individuals and events throughout Florida history

**SS.4.A.1.2:** synthesize information related to Florida history through print and electronic media

**SS.4.A.6.3:** describe the contributions of significant individuals to Florida

**SS.4.A.9.1:** utilize timelines to sequence key events in Florida history



# Common Core State Standards

## Reading Standards for Informational Text (Grade 4)

- ✓ Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ✓ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ✓ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- ✓ By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



## Writing Standards (Grade 4)

- ✓ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ✓ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- ✓ Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
- ✓ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

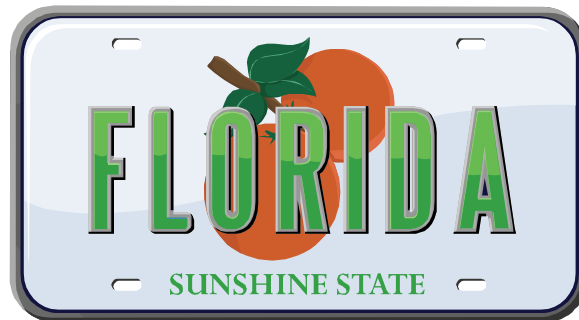
## Course Outline/Overview

Too many children struggle through traditional worksheets each day in classrooms across the country. The use of fun, authentic learning experiences and hands on learning tasks is the best way to reach even the most reluctant learner. By incorporating interactive, engaging, hands-on strategies in the classroom, all students can move beyond boring worksheets and become actively engaged in the instructional process. **Powerful Pop Ups and Brilliant Brochures** provides activities that require students to demonstrate understanding by performing complex tasks; usually more representative of more meaningful application. Such activities include students creating an assortment of popup books and brochures (jumbo brochures, travel brochures, etc.) related to a thematic unit on the state of Florida (or any other topic you choose).

The project begins by educating students about the rich history of the state of Florida. An assortment of books can be purchased at a local bookstore or checked out from your school library to help students understand the history of the state in which they live, Florida. Computers and other technology including digital books and iPad apps such Doodlecast and Bookabi can also be utilized as a part of this unit. At the beginning stage of the project students should be provided with a basic knowledge of Florida facts, people, and websites that they can explore to learn more about Florida at home. Initiate interest and discussion about Florida by viewing movies and reading aloud several books. Students also can create a project portfolio to keep worksheets and information in for evaluation.

Once students have a basic knowledge about Florida, it's time to let the projects begin. Refer to the project implementation time line to see the recommended progression of activities. Detailed lesson plans are also provided for several of the recommended activities. The student work created as a part of this project will provide them with instructionally-relevant activities, improve essential literacy skills, teach them about their home state of Florida and hold them accountable for their learning.

## Schedule of Events (Project Timeline)



### November

-Attend the **Powerful Pop Ups & Brilliant Brochures** presentation at the IMPACT Idea Expo

### December

-Apply for an Adapter Grant online at [www.educationfund.org](http://www.educationfund.org)

### January

- Purchase project materials
- Allow students to create their reading portfolios utilizing large brown paper grocery bags
- Introduce project to the students

### February

- Begin Florida history thematic unit
- Read aloud several books related to Florida's History
- Students create a Florida State Symbols Pop Up Book
- Students select a city in Florida and create a brochure encouraging people to visit the city

### March

- Continue learning about Florida
- Emphasize Florida's wonderful attractions
- Students create a travel brochure educating tourist about one of Florida's attractions (Disney World, Jungle Island, Capitol Building, etc.)
- Other brochures and pop ups can be made based on various topics that we discuss during the month

## April

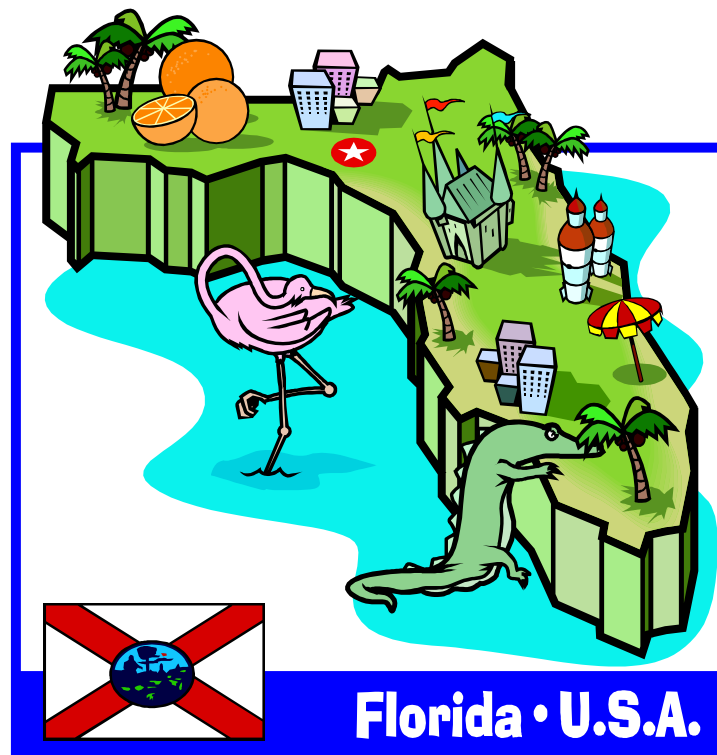
- Continue learning about Florida
- Emphasize Florida's native animal and plant species
- Students create a dazzling diorama about one of Florida's native species and its habitat
- Students create a Florida native species pop up informational book
- Other brochures and pop ups can be made based on various topics that we discuss during the month

## May

- Continue learning about Florida
- Emphasize citizens who made a difference in Florida
- Students create a timeline educating us about the life of someone (Henry Flagler, Zora Neale Hurston, etc.) who made a difference in Florida
- Other brochures and pop ups will be made based on various topics that we discuss during the month
- Powerful Pop Ups and Brilliant Brochures Student Showcase

## June

Students take completed portfolios home to share with their families.





# Why Make Books?

Article by Edward H. Hutchins

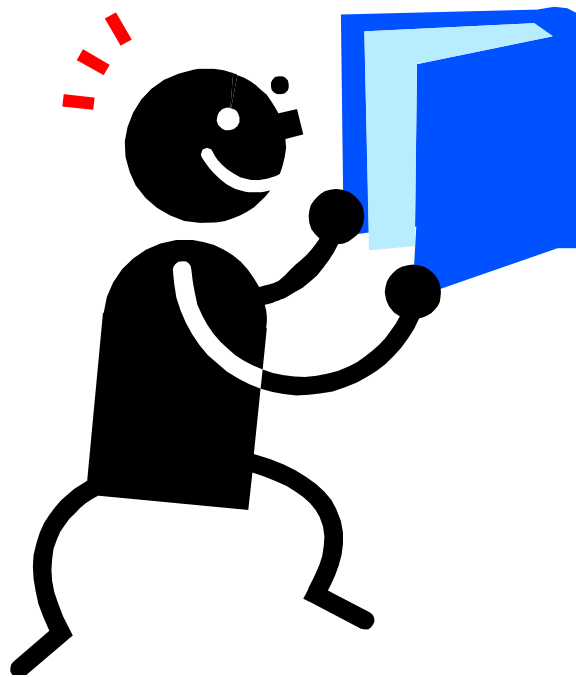
<http://www.artistbooks.com/editions/whybooks.htm>

What teachers DON'T need is something else to teach. But good teachers are always looking for ways to make their lessons more effective. This is why book arts programs are so successful: They make teaching easier and more effective by reinforcing and supporting what the educator is already teaching.

- **Making Books Promotes Better Retention.** When students write down their lessons, they are more apt to remember them. The book project provides an effective platform to record, preserve and then share what they have learned.
- **Making Books Encourages Exploration.** Once students start a book, they want to complete it. The bookmaking project encourages them to go out and find more information on the subject. Once started, they want to fill their books, add details and investigate related topics. Books are the best method of storing and sharing everything that the student has learned.
- **Making Books Fits Any Discipline.** Whether the subject is math, science, history, art, literature, foreign languages, or social studies, a book project can be incorporated into any curricula. Best of all, books allows for the combination of many areas of study. Making a book in a social studies class also incorporates writing, communication, spatial relationships and artistic skills.
- **Making Books Allows Students to Work on Their Own.** While making books is a group project, each book becomes an opportunity for the individual student to branch off in their own direction. It encourages them to find their own way of recording and expressing the information they select to put into their book. Everyone in the classroom may be working on the same subject, but the result is as many different and unique books as there are students.

- **Making Books Generates Excitement.** Books take many shapes and come in a variety of structures that fold and unfold to reveal their contents in unexpected ways. They are a good tool for creating interest in otherwise challenging material. Because each book is an expression of the individual, it results in high personal satisfaction.
- **Making Books Encourages Communication.** In addition to the obvious exercise in writing and visual presentation, books promote the sharing of ideas. Exchanging books is a great way for students to share what they have learned with other students. The books quickly find their way home where they create interest and appreciation for the classroom work.

**Put simply, the book arts are at the intersection where writing, illustration, discovery, creativity and sharing come together to support the classroom curriculum.**



# Project Guide

The projects in this project guide are some of the activities that I completed with my students as a part of the unit.

<b>Project</b>	<b>Project Description</b>
<b>Florida ABC Book</b>	Student create a Florida ABC book. Each page in the book depicts a different letter of the alphabet. Students write corresponding sentences and draw images about the item relating to Florida that they have chosen to represent that letter. For example, if a student chooses the Everglades to represent E because the Everglades is in Florida, they would research information about the Everglades and write a paragraph on the E page of their book. Beneath their paragraph would go a student drawn image depicting the Everglades.
<b>Florida Native Animal Riddle Book</b>	Riddles are always fun. This activity assigned each student with an animal that is native to Florida. Students then have to conduct research about their animal on the internet or using books about the animal from the library. Drafts of the riddle should be turned in for the teacher to review for accuracy. Students finally create a riddle pop-up book by writing the riddle on the outside of the book and drawing their animal and its habitat on the inside of the book.
<b>Florida State Symbols Interactive Pop-Up Book</b>	Florida was the 27 <sup>th</sup> state in the USA; it was admitted on March 3, 1845. This interactive popup book can be created to educate students about Florida's state symbols and emblems, while also providing them with the opportunity to make a fun interactive pop-up

	book .
<b>Florida Attractions Jumbo Brilliant Brochure</b>	Each student is assigned a different attraction from across the state of Florida. They then need to research the attraction and create an informational jumbo brochure persuading tourist to visit the attraction.
<b>Famous Floridians Timeline</b>	This tasks allows students to create a timeline about a Famous Floridian. The timeline will be a chronology of approximately 8 significant events in the assigned person's life. The timeline should list the major events in proper sequence, with dates given for each. It should provide a few essential details to clarify the event and illustrations for each event.
<b>Florida Cities Brochure</b>	Assign each student a city in Florida. The student then needs to research that city and create an informational brochure about the city, its history, population and what makes it unique.
<b>Native Species Diorama</b>	Students are assigned an animal that is native to Florida. They then need to create a diorama reflecting that animals natural habitat.
<b>Florida Flag Art Project</b>	Students use a variety of media to create a Florida Flag.
<b>Florida Branches of Government Flipbook</b>	Students create a flipbook about the branches of government and their duties.
<b>Florida Portfolio</b>	Students create a large portfolio from two paper grocery sacks. The completed portfolios

	can be used to store all of the projects related to this unit.
<b>Florida Then and Now Class Book</b>	The class analyzes various Florida places Then and Now and create illustrations depicting the changes. Facts are also recorded about life then and now. The pictures and facts can be compiled into a fun class book.
<b>Florida Everglades Facts Book</b>	Students create an informational book about the Florida Everglades National Park.

## Lesson Plans

The following lesson plans are ideas provided to assist you in completing some of my projects with your students. I have written up plans for my favorite *Powerful Pop Ups* and *Brilliant Brochures*

activities. If you have any questions or need additional assistance please do not hesitate to contact me at [eugenio.gant@dadeschools.net](mailto:eugenio.gant@dadeschools.net)





# Lesson Plan #1: Florida ABC Book

## Overview:

Students will create an ABC alphabet book depicting the wonderful things that make Florida special.

## Materials:

- Construction Paper
- Long Reach Stapler
- Crayons & Markers
- ABC Book or Internet Access

## Lesson Overview:

Begin by providing students with a book containing 13 white sheets of paper and a piece of construction paper on the outside. Book can be stapled using a long reach stapler. Open the lesson by informing students that over the next few weeks they will be creating an alphabet book on their home state, Florida. You may want to share pictures of different things related to Florida to engage the students.

Each day, beginning with the letter "A," allow students to complete one page of their book. Each page in the book depicts a different letter of the alphabet. Students have to write corresponding sentences and draw images about the item relating to Florida that they have chosen to represent that letter. For example, if a student chooses the Everglades to represent E because the Everglades is in Florida, they would research information about the Everglades and write a paragraph on the E page of their book. Beneath their paragraph would go a student drawn image depicting the Everglades. One letter in our book each day should be completed requiring only about 5 to ten minutes per day. If time is limited you may have the students color their images at home. Initially, I utilized one of the many Florida alphabet books, such as **S is for Sunshine** by Carol Crane, to help students generate ideas for each letter. Eventually though, I encouraged them to think of their own things that could correlate with the letter we were working on that day.

Once we completed all the letters of the alphabet in our book students went back and added some popup features to make their vivid illustrations come to life. This included adding real sand to the "B is for Beaches" page, and tourist that popped

out at you when you opened the "V is for Vacationers" page. This alphabet book provided the opportunity for engaging multiple intelligences through writing, music and art. Once complete this authentic assessment gave students a wealth of knowledge about what makes Florida so special.

**Evaluation:**

A rubric can be utilized to assess this booklet.

## **Lesson Plan #2:**

# **Florida State Symbols Interactive Pop Up Books**

### **Overview:**

Florida is the southeastern most state of the United States, comprising a peninsula and adjoining mainland areas protruding southeastward from the North American continent. This lesson educates students about Florida's state symbols. They then use the knowledge that they have learned to create an interactive popup book.

### **Materials:**

- Construction Paper
- Crayons & Markers
- Social Studies Textbooks
- Computers with Internet Access

### **Engage:**

Show the PowerPoint on Florida's state symbols from the following website.

[pawstolearn.wikispaces.com/file/view/Florida.ppt](http://pawstolearn.wikispaces.com/file/view/Florida.ppt)

### **Explore:**

Allow students to work in groups to research each symbols. Ideally they would be able to use their social studies books or the internet. They are then going to create a fact sheet for each symbol.

### **Explain:**

Bring the whole group back together to discuss the information that was learned. Guide students though the process of creating their fact books. It may be best to work on one symbol each session over a period of weeks.

### **Evaluate:**

Evaluate the project utilizing a rubric.

## Lesson Plan #3: Famous Floridians Timeline

### Overview:

This task allows students to create a timeline about a Famous Floridian. The timeline will be a chronology of approximately 8 significant events in the assigned person's life. The timeline should list the major events in proper sequence, with dates given for each. It should provide a few essential details to clarify the event and illustrations for each event. It is strongly suggested that the teacher models making a timeline with students prior to this assignment being assigned. Students should then feel more comfortable making the same kind of timeline for the Famous Floridian assigned to them.

### Materials:

- White drawing paper (for timeline)
- Access to the internet or library (for books)
- Paper
- Pencils
- Timeline Assignment Sheet
- Assessment Rubric

### Lesson Steps:

1. Assign each student a different Famous Floridian
2. Review the Timeline Assignment Sheet with students
3. Allow students to check out a book on their person or conduct research on the internet about their assigned person
4. Allow students to write a draft of their timeline
5. Collect draft timelines and provide feedback back to the students
6. Allow students to complete final drafts of timeline once feedback is provided on the initial draft (including illustrations for each event)

### Evaluate:

Evaluate the timeline utilizing the rubric provided in this packet.

# TIMELINE ASSIGNMENT SHEET

**Directions:** A timeline list the major events in proper sequence, with dates given for each. You will be required to create a timeline for the Famous Floridian that you were assigned.



1. Research your assigned person utilizing the internet or books from the library. Your assigned Famous Floridian is \_\_\_\_\_.
2. Take notes on the important events that occurred in the Famous Floridians life in your own words. Decide on **eight main events** to include in your timeline. Number them in the order you think they should appear on your timeline.
3. Create a draft timeline to be turned in on \_\_\_\_\_ for you teacher to review. To do this you need to draw or print an illustration for each event and write a caption to describe it.
4. Review the Timeline Rubric to ensure that your content, dates, and resources are appropriate.
5. When you get your work back from the teacher, make all necessary corrections.
6. Create your final draft on the provided time line sheet.
7. In each square, write the year, event, illustration, and caption very neatly.
8. Turn in final draft to your teacher by \_\_\_\_\_.

## TIMELINE RUBRIC

NAME \_\_\_\_\_

DATE \_\_\_\_\_

CRITERIA					points
	4	3	2	1	
<b>Contents/facts</b>	Facts were accurate for all events reported on the timeline	Facts were accurate for at least 80% of all events reported on the timeline	Facts were accurate for at least 60% of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline	_____
<b>Dates</b>	All dates indicated on timeline are correct and are sequenced in the proper order	At least 1 of the dates or sequences is not in the proper order	At least 2 of the dates or sequences are not in the proper order	At least 3 of the dates or sequences are not in the proper order	_____
<b>Learning of content</b>	The student can accurately describe 75% or more of the events on the timeline without referring to it and quickly determine which of two events came first	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of the two events occurred first	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first	The student cannot use the timeline effectively to describe events or to compare events.	_____
<b>Resources</b>	The timeline contained at least 8 events related to the topic	The timeline contained at least 6 events related to the topic	The timeline contained at least 4 events related to the topic	The timeline contained less than 3 events related to the topic	_____
				<b>total</b>	_____

**Teacher comments :**

## Famous Floridians List

1. Andrew Jackson
2. Henry Flagler
3. William Dunn Moseley
4. William Pope DuVal
5. Richard Keith Call
6. Madison Starke Perry
7. Zora Neale Hurston
8. Wallace Amos
9. Fernando Bujones
10. Steve "Lefty" Carlton
11. Jacqueline Cochran
12. Gloria Estefan
13. Dwight Gooden
14. Harry T. Moore
15. Jim Morrison
16. Osceola
17. Philip Randolph
18. Janet Reno
19. Burt Reynolds
20. Charles Ringling
21. John Ringling
22. David Robinson
23. Julian Cannonball Adderley
24. Pat Boone
25. Fay Dunaway
26. Stepin Fetchit
27. James Weldon Johnson
28. Butterfly McQueen
29. Joseph W. Stilwell
30. Don Sutton
31. Sidney Poitier



## Lesson Plan #4: Florida Attractions Jumbo Travel Brochure

### Overview:

Florida has many attractions beyond the South Florida area. This activity requires students to create a jumbo travel brochure that persuades people to visit their assigned attraction. Each student is assigned a different popular Florida attraction, such as the Lion Country Safari Amusement Park in Loxahatchee or the Florida Caverns State Park in Marianna. The student is then provided with a jumbo brochure made out of 12x18 white construction paper. Next students research their assigned Florida attraction and create a jumbo brochure that extended the reader's knowledge on the specific attraction that the brochure centers around. Students are challenged with the task of providing as much information about the attraction as possible in order to inform tourists about the city/place and advertise the place to people so they would want to come and visit.

### Materials:

- Jumbo Brochure (12x18 white construction paper)
- Computers with Internet Access
- Brochure template
- Crayons, markers

### Lesson Steps:

1. Review the travel brochure outline with students
2. Provide each student with a copy of the outline
3. Provide students with a blank jumbo travel brochure (12x18) and travel brochure template
4. Provide students with a time span (2-4 weeks) to complete their project
5. Encourage students to be creative and emphasize the importance of the accuracy of the information contained in the brochure

### Evaluate:

Collect completed brochures and assign a grade based on the rubric provided on the next page. It provided a scoring scale used to assess student performance along a task-specific set of criteria.





# Travel Brochure Outline

## Introduction

Congratulations! You have been chosen to create a new **JUMBO TRAVEL BROCHURE** for one of Florida's hottest attractions. A brochure is designed to inform the readers about the topic and persuade them to visit the attraction.

\_\_\_\_\_ would like you to entice tourist and Florida residents to visit their facility with your unique travel brochure. Remember, first impressions are always the most lasting impressions, so you'll want to create an utterly polished and professional brochure. Hopefully this advertising will yield smooth sailing ahead for \_\_\_\_\_.

## Your Mission

Create a travel brochure for your assigned Florida attraction. You will have 3 weeks to accomplish this goal (Deadline: \_\_\_\_\_) Include the following information:

- ❖ Facts about your assigned attraction
- ❖ General information about your assigned attraction
- ❖ Student drawn pictures on the front and back panels (**required**)
- ❖ Pictures and images that appeal to the eyes of your consumers
- ❖ All information as to "why," "when," "where," "what," and "how much."
- ❖ Map of the attraction's features or its location

## Materials Needed

Jumbo Brochure (provided by the teacher), colored pencils, markers, computer (for researching you attraction)

## The Process

**Step 1:** Decide on the purpose of your brochure. The purpose of your brochure is to inform the reader about your assigned attraction and persuade them to visit it.

**Step 2:** Utilize the internet to conduct research about your assigned Florida attraction. Learn as much as you can in order to help you complete your brochure. You need to convey the information you have collected in a persuasive fashion. After all, you do want to rally some interest in potential customers.

Persuasive language includes lots of detailed descriptions, action verbs, and imaginative phrases.

**Step 3:** Plan your brochure by making a draft of the six panels. There are three panels on each side of your Jumbo Brochure. Plan out your six panels on a sheet of paper **prior to** completing any work on your Jumbo Brochure. It is at this stage that you must decide on the main information that you want to display to inform the reader about your attraction.

### **Suggested Template**

**Front Panel:** This *must have* the attractions name and an *original drawing related to the attraction* filling up the entire cover.

**Back Panel:** The back panel *must include* the student's name (at the bottom), a summary of the best things about the attraction (can be a bulleted list), *an originally drawn picture*, as well as the website, address and phone number of the attraction.

**Other Four Panels:** Display relevant information with subtitles, pictures, clip art and a map of the attraction. **Creativity is encouraged.** *I have provided students with a Zoo Miami and Dolphin Harbor brochure so they can see what a real brochure looks like.*

**Step 4:** Now that you have planned your project, you may begin constructing your Jumbo Brochure. All information on your final brochure should be neatly organized and easy to read. Besides being informative, the brochure needs to look professional and attractive!

### **Evaluation**

**This project is worth 5 GRADES**....The brochure will be assessed utilizing a rubric. The rubric will analyze the accuracy of information, neatness, creativity and visual appeal (colorfulness) of the brochure. See rubric on the next page for specific information.

# Brochure Evaluation Rubric

*This assignment is worth 5 grades. No late projects will be accepted.*

## Grade: A

- **Accuracy:** All information is correct and all of the sources are listed
- **Neatness:** All writing is tidy, photos and artwork are precisely placed, and all sections are orderly
- **Creativity:** The brochure as a whole is interesting, engaging, imaginative, and original
- **Visual Appeal:** The brochure is eye catching and vibrant and/or coordinated colors are used

## Grade: B

- **Accuracy:** Most of the information is correct and most of the sources are listed
- **Neatness:** Most of the writing is tidy, photos and artwork are mostly placed carefully, and most of the sections are orderly
- **Creativity:** Most of the brochure is interesting, engaging, imaginative, and original
- **Visual Appeal:** Most of the brochure is eye catching and bright colors and/or mostly coordinated colors are used

## Grade: C

- **Accuracy:** Some of the information is correct and some of the sources are listed
- **Neatness:** Some of the writing is tidy, photos and artwork are somewhat placed carefully, and some of the sections are orderly
- **Creativity:** Some of the brochure is interesting, engaging, imaginative, and original
- **Visual Appeal:** Some of the brochure is eye catching and average and/or some mismatched colors are used

## Grade: D

- **Accuracy:** Very little of the information is correct and none of the sources are listed
- **Neatness:** Very little of the writing is tidy, photos and artwork are placed poorly, and the sections are disorderly
- **Creativity:** Very little of the brochure is interesting, engaging, imaginative, and original
- **Visual Appeal:** Very little of the brochure is eye catching and dull and/or mismatched colors are used

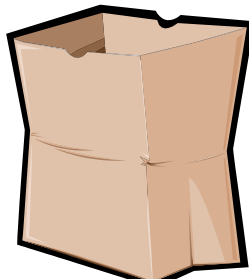
## Grade: F *No project is turned in by the DEADLINE OF \_\_\_\_\_*

# Resources

## Supplies & Materials

The essential materials needed to complete the activities associated with **Powerful Pop Ups** and **Brilliant Brochures** are listed below. An Adapter Grant can be written to help supply the funds needed to purchase most of the materials.

Item Description	Recommended Supplier	Projected Cost
Florida Book Collection	Barnes and Nobles	Varies (Books can also be checked out for free at your school library)
White Cardstock (250 sheets)	Sams Club	\$7.50 per ream
Colored Copy Paper	Sam's Club	\$8.00 per ream
Art Supplies	Target or Walmart	Varies
Scotch Glue Sticks	Sam's Club or BJ's	\$6.50
Construction Paper Variety Pack	Sam's Club or BJ's	\$9.99
Scotch Laminator	Walmart or BJ's	\$25.00
Laminating Pouches 50pk	BJ's	\$6.99
Grocery Paper Bags Size 1/6 BBL 57# - 500 ct. (for making student portfolios)	www.samsclub.com	\$36.73
Scotch Packaging Tape	Costco or BJ's	Varies
White Drawing Paper	BJ's	\$6.49
Case of Copy Paper	Office Max	Varies
Baskets and Bins	Dollar Tree	\$1.00 each
Glue and Scissors	Walmart	Varies
Brown Lunch Bags	Walmart	Varies



# Useful Websites

## **Ordering Supplies and Materials**

[www.samsclubonline.com](http://www.samsclubonline.com)

<http://www.discountschoolsupply.com>



## **Internet Sites to Improve Literacy**

[www.tickettoread.com](http://www.tickettoread.com) (Intermediate)

[www.starfall.com](http://www.starfall.com) (Primary)

[www.readingrockets.org](http://www.readingrockets.org)



## **Kid Friendly Websites About Florida**

Website that teaches about State Symbols, Florida History, Seminole History and FL Quick Facts

<http://dhr.dos.state.fl.us/kids/>

State of Florida Index

<http://www.theus50.com/florida/>

Learning About The Everglades

<http://www.nps.gov/ever/forkids/learning-about-the-everglades.htm>

# Incorporating Technology

Technology can be incorporated into this unit by allowing students to create digital books . iPad apps such as the ones listed below can take the students work to the next level.

iPad App	Description
Doodlecast	Doodle cast allows students to make a video that animates their artwork as they narrate a story.
Bookabi	This app allows students to be the star of their own book as they write and digitally illustrate their own stories using templates, backgrounds, text bubbles. You can also take photos of your students and put those face photos on the Bookabi characters that you create.
My Story - Book Maker for Kids	This app is a clever story book creator! It allows students to create ebooks with tools for drawing, photography, voice recording, writing, and sharing!
COLLINS BIG CAT: THE FARMER'S LUNCH STORY CREATOR	One of a series of Big Cat apps from book publisher Collins Education, this offers a story about a hungry farmer, then enables kids to create their own tales using its pictures, characters and key vocabulary.
Scribble Press	Scribble Press for iPad is a book creation platform that allows kids to imagine, create and share their own stories with great drawing and writing tools.