A Day in the Life of a Dog or Cat

Subject: Technology

Grade: Upper Elementary-8

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Target

1. I can identify and use the varying tools in PowerPoint
2. I can explain how to create new slides, insert images, add text, transitions, animations and create a new background.
3. I can use technology to create a collaborative presentation.

Process:

1. Students conduct research and gather a variety of images for producing their digital photo diary.
2. Students will create a sequential (timeline) of a typical day in the life of a dog or a cat. The spirit of the challenge is to create a humorous, fictional diary entry of the activities throughout the day of a dog or cat.

Learning Strategy(s) Objectives:

Summarize

Group/Classify

Story Telling

Assessment:

Formative assessments include: PowerPoint Slides to include:

• Title Page - title page
• Minimum of 7 Slides :
Dog/Cat Waking up, eating, going shopping or school, gym…(all of them), Dinner, watching TV….you select the activities but make sure they are in sequential order.
• Slides need to have dialog, whether you do a 'call out' or text box communicating their feelings and activity.

Instructional Strategies:

Student Activities.

Your presentation will be a perfect mix of images and text. Go ahead and create a fun meme to add some spice! Student will have had a prerequisite lesson on PowerPoint.

Introduction: Digital Diary: You will be the voice of either a dog or cat and create a photo-digital journal that will give us an insight into their life once humans are not around. Your job is to turn their blah life of loafing around doing nothing into a life of interest sprinkled with humor. The platform will be PowerPoint

ISTE Standards Students:

1. **Creativity and innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression c. Use models and simulations to explore complex systems and issues d. Identify trends and forecast possibilities

2. **Communication and collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats c. Develop cultural understanding and global awareness by engaging with learners of other cultures d. Contribute to project teams to produce original works or solve problems

3. **Research and information** fluency Students apply digital tools to gather, evaluate, and use information. a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results

4. **Critical thinking, problem solving, and decision-making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. a. Identify and define authentic problems and significant questions for investigation b. Plan and manage activities to develop a solution or complete a project c. Collect and analyze data to identify solutions and/or make informed decisions d. Use multiple processes and diverse perspectives to explore alternative solutions