

Standards Link:

[CCSS.ELA-Literacy.RI.4.7](#) Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[CCSS.ELA-Literacy.RI.4.6](#) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

[CCSS.ELA-Literacy.SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[CCSS.ELA-Literacy.W.4.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[CCSS.ELA-Literacy.W.4.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Big Idea:	Enduring Understanding(s):
Technology Integration	<ul style="list-style-type: none"> • Presentations have multiple forms of information • Information needs to be examined before using it • Technology aids work that can be accomplished

Essential Questions

1. What technology would help make your presentation better?
2. Where can you find information?
3. How can working together aid a presentation?

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Knowledge:	Skill(s):
<ul style="list-style-type: none"> • Presentations are important in many aspects of work • Technology aides in presentations • Certain pieces of technology aide presentations better than others <p>Vocabulary: presentation, embedded video, sources, research</p>	<ul style="list-style-type: none"> • Compare information from various websites • Create presentation from research obtained • Incorporate various forms of technology into presentation

Assessment/Evidence of Learning:
<ul style="list-style-type: none"> • Class Discussions • See attached rubric

Learning Activities:	Resources:
<ul style="list-style-type: none"> • Survey the entire class about their favorite toy • Discuss results of survey and introduce book • Discussion on toys • Assign toys to individuals/ groups • Review websites and sources available • Review the information sheet • Students will begin collecting information from at least 2 sources • Final project with information will be displayed in a presentation format 	<ul style="list-style-type: none"> • <u>Toys! Amazing Stories Behind Some Great Inventions</u> by Don Wulffson • Website: www.factmonster.com • Website (be careful of news content associated on this page. content and links not always filtered): http://content.time.com/time/specials/packages/completelist/0,29569,2049243,00.html • Website(watch content): http://www.bigredtoybox.com/articles/ • Information collection sheet • Spreadsheet with toys list and group assignments: https://docs.google.com/a/bensalemsd.org/spreadsheet/ccc?key=0AhSJtb1IlamndGphSkVoZVV0N0FaLUVOcG91Z2Nsd1E#gid=0 •

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4th Grade Informational Project Rubric

Name _____ Date _____

Class _____

Requirements:	Yes	No
1. Title slide with image		
2. Slide with when toy was invented		
3. Slide with who invented the toy		
4. Slide with how the toy was invented		
5. Slide with at least two interesting facts		
6. Slide with embedded video		
7. All text has correct conventions (spelling, grammar and punctuation)		
8. Slide with sources listed		

4th Grade Informational Project

Name _____ Date _____

Class _____

1. What is your toy? _____

2. When was the toy invented? _____

3. Who invented the toy? _____

4. How was the toy invented? _____

5. Interesting facts about your toy:

6. Sources used:

**HyperStudio/Powerpoint Appearance and Content : Toys Project 4th
Grade**

Teacher Name: **Computer Teacher**

Student Name: _____

CATEGORY	4	3	2	1
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.