

3-5 Summer Tech

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A few ideas Summer themed ideas for grade 3-5 students follow.

Project Ideas:



Making a Schedule

Learning.com Project:

[Making a Schedule](#)

NOTE: This is a great lesson to use in conjunction with other projects listed below to teach time management of the projects.

Grade Band: 3-5

Time Needed: 20-80 min

Core Subject Focus: ELA

Description: Students create a calendar page to monitor a project with a schedule. This project will aid students in creating a time management tool for future use.

Tech Skills: Spreadsheets

Pre-requisite Lessons:

- [Spreadsheets: Parts](#)
- [Spreadsheets: Cell Formatting](#)
- [Spreadsheets: Columns and Rows](#)

Sample Project Timeline:

- Complete Warm-up and first two steps of Activity in the Lesson Plan. (20 min)
- [Spreadsheets: Parts](#) (9 min)
- [Spreadsheets: Cell Formatting](#) (12 min)
- [Spreadsheets: Columns and Rows](#) (10 min)
- Students launch district-adopted spreadsheet tool and apply skills learned. (20 min)
- Students complete project. (30 min)

SUMMER ONLINE SAFETY BROCHURE



Learning.com Project: [Summer Online Safety Brochure](#)

Grade Band: 3-6

Time Needed: 90 - 180 min

Core Subject Focus: ELA

Description: Students will create an online safety brochure to remind others how to stay safe online during the Summer.

Tech Skills: Online Research, Word Processing, Web-based poster creation tool

Pre-requisite Lessons:

- [Netiquette in Online Communication](#)
- [Online Safety: Texting Safety Discussion Reflection](#)
- [Online Safety: Safe Site Strategies Discussion Reflection](#)
- [Is it Cyberbullying?- Student Video](#)
- [Private and Personal Information - Student Video](#)
- [Word Processing: Introduction to Desktop Publishing](#)

Sample Project Timeline:

- Introduce project. (5 min)
- [Netiquette in Online Communication](#) (7 min)
- [Online Safety: Texting Safety Discussion Reflection](#) (35 min)
- [Online Safety: Safe Site Strategies Discussion Reflection](#) (35 min)
- [Is it Cyberbullying?- Student Video](#) (2 min)
- [Private and Personal Information - Student Video](#) (2 min)
- Guide students through project lesson plan Activity section through creating a brochure prototype. (20 min)
- [Word Processing: Introduction to Desktop Publishing](#) (12 min)
- Students launch district-adopted Word Processing environment and practice applying skills. (15 min)
- Students complete project online. (45 min)



Learning.com Project: [Tourism Guide](#)

Grade Band: 3-5

Time Needed: 60-150 min

Core Subject Focus: Social Studies, ELA

Description: Students form a group and create a slideshow presentation about geographical locations of their choice.

Tech Skills: Online searches, Presentation Software

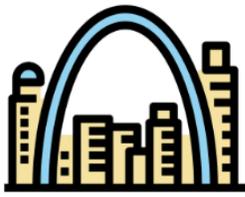
Pre-requisite Lessons:

- [Presentations: Audience and Organization](#)
- [Internet Usage: Safe and Effective Online Searches](#)
- [Presentations: Composing Slides](#)
- [Presentations: Enhancing Slides](#)
- [Presentations: Evaluating and Presenting](#)

Sample Project Timeline:

- Introduce project. (20 min)
 - Students separate into groups.
 - Students pretend they are part of a tourism business and create a business name for their group.
 - Each group picks a travel destination.
- [Presentations: Audience and Organization](#) (12 min)
- [Internet Usage: Safe and Effective Online Searches](#) (15 min)
- Each student in the group researches a different subtopic about the destination, such as cultural activities, local customs, or weather patterns, and describes what he or she found.
- [Presentations: Composing Slides](#) (10 min)
- [Presentations: Enhancing Slides](#) (8 min)
- Students work together to create a presentation describing their chosen destination; each student creates one slide about his or her chosen subtopic.
- [Presentations: Evaluating and Presenting](#) (9 min)
- Students re-evaluate their project in preparation to present.
- Students present projects.

Stand-alone Ideas:



Where in the United States



Learning.com Project: [Where in the United States? Scavenger Hunt](#)

Grade Band: 3-5

Time Needed: 35-115 min

Core Subject Focus: Social Studies, ELA

Description: Students use geographical tools, such as Google Earth and maps to find mystery cities in the United States using a given latitude and longitude. They then record the city and state name, and its latitude and longitude. Next, they choose a famous landmark in or near that city and describe its important physical characteristics. Students put the information into a PowerPoint presentation and have peers evaluate their work as well as conduct a self-review.

Pre-requisite Lessons:

- [Internet Usage: Safe and Effective Online Searches](#)
- [Presentations: Audience and Organization](#)
- [Internet Usage: Safe and Effective Online Searches](#)
- [Presentations: Composing Slides](#)
- [Presentations: Enhancing Slides](#)

Sample Project Timeline:

- Guide students through optional Warm-Up from lesson plan.
 - Have students brainstorm a list of famous cities and locations in the United States. List them on the board.
 - Define *absolute and relative location*. An absolute location is the latitude and longitude of a specific location, while a relative location is where the location is in relation to other landmarks in the area. Give examples of each.
 - Show students how to find the latitude and longitude on a map, globe, and using Google Earth. Model the correct way to write latitude and longitude.
 - Allow students time to explore finding the latitude and longitude of different locations using different geographical tools. Have students practice recording the location, writing latitude and longitude, and explaining relative location.
- Student Activity
 - Students can work independently or in small groups, to find each mystery state and city location listed on the [Where in the United States? Scavenger Hunt](#) [PDF] resource and

record their answers in the **Where in the United States? Locations** area in the application exercise.

- Students will then complete the **Where in the United States? Location Facts Sheet** [DOC], to record each state and city name, latitude and longitude, relative location, a famous landmark in or near the city, and three facts about the physical characteristics of the landmark.
- [Internet Usage: Safe and Effective Online Searches](#) (15 min)
- Students will use the Internet to research and find a picture of each of the landmarks.
- [Presentations: Audience and Organization](#) (12 min)
- [Internet Usage: Safe and Effective Online Searches](#) (15 min)
- [Presentations: Composing Slides](#) (10 min)
- [Presentations: Enhancing Slides](#) (8 min)
- Once the **Where in the United States? Location Facts Sheet** is complete, students will use the information to create a five-slide PowerPoint presentation (See **Where in the United States? Locations Facts Sheet Student Sample** [PDF]). Have students use the **Where in the United States? PowerPoint Planning Sheet** and the **Where in the United States? Locations Project Checklist** in their application exercise to ensure they include all the necessary information in their PowerPoint presentation.
- Students can use the [Where in the United States? Peer-Review](#) [DOC] sheet to evaluate and revise work and assess classmates.
- Students use the **Where in the United States? Self-Review** in their application exercise to assess their own work.
- Students present their presentations.