

# Awesome Projects with Digital Cameras



Presented by Janet Caughlin

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# ManYee DeSandes - Union City, Calif.

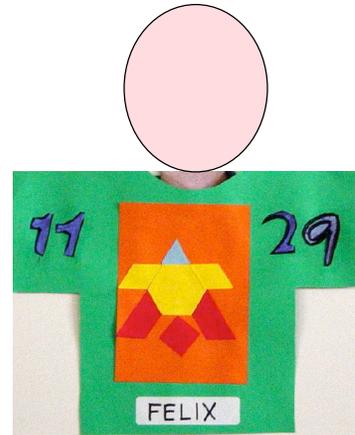


Last year, her students corresponded with pen pals in Italy. To make it more interesting, and to challenge the readers on both sides, ManYee and her students created glyph shirts to tell about their favorite things.



Birthday Month:  8  12  
 Birthday Day:  8  12  
 Place in Family:  
 Only child (purple)  
 Eldest (green)  
 Middle (blue)  
 Youngest (orange)  
 Favorite Color:

FAVORITES	Subjects	Recess	Activity	Books	Special Classes
Blue	Math	Playbox	K'nex	People	Science
Red	Reading Writing	Grass	Computer	Animals	Music
Yellow	Science	Basket Ball	Arts & Crafts	Sports	Media
Green	Social Studies	Tether Ball	Reading	Science	P.E.



Step 1



Step 2



### Step 3



## Pam Krambeck - Omaha Nebraska



After reading the book "Tomorrow's Alphabet" by George Shannon, 5<sup>th</sup> grade students work with 1<sup>st</sup> grade students to come up with a letter to make a page in the class alphabet book. Fifth grade students work as problem solvers and help "brainstorm" ideas on objects that are related to the word that first grade students come up with that starts with the letter. This activity puts a different slant on the traditional ABC book where "A" always stands for apple, etc. by making students think "outside the box" to come up with something a little different. Students take digital pictures of the object they select and also write and type the sentences on the page.

Aa

Is for Core



(the inside of an APPLE)



Bb

Is for Toast



(that is made from BREAD)



# Cc

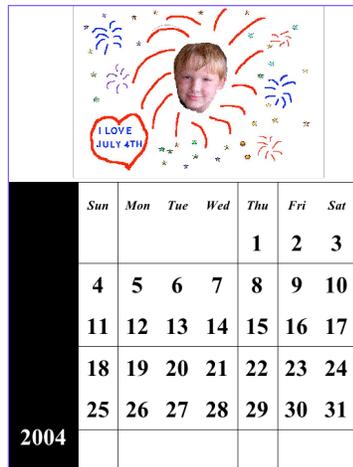
## Is for Water



(that we drink from a CUP)



Age: Primary for letters—used with 5<sup>th</sup> grade study buddies for coming up with an idea.  
Objective: Phonetical sounds and alphabet reinforcement



	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
2004							

Kindergarten and 1st grade students have created calendars that they give to parents as a holiday gift. Students at this grade level are learning to use the paint tools so this project evolved from a combination of two activities—something that teachers were already doing and using the computer to do things a little differently.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2004

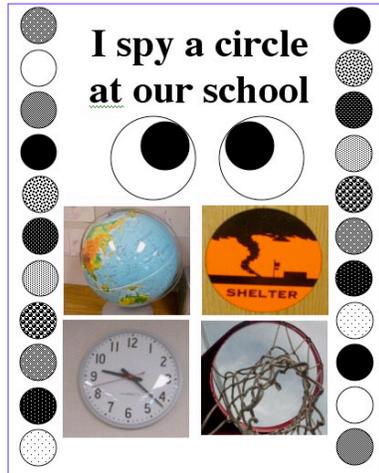
Matthew says: "June is my favorite month because June 9<sup>th</sup> is my birthday."

*Marissa Kaluza*

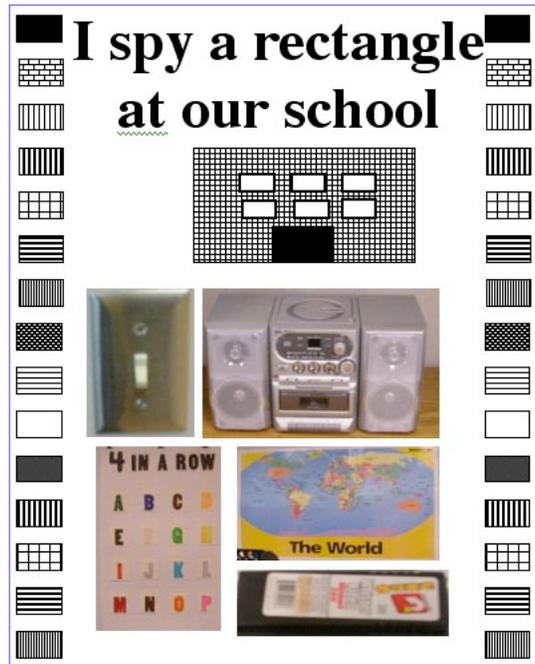
My name is Marissa Kaluza. My favorite color is purple. My favorite sport is gymnastics.

I have two brothers named Kortney and Leighton. My mom works at the Red Cross. My dad works at U.P.S.

Second and third grade teachers have used Publisher and Word for the students to create an "all about me" page for their portfolio. Student pictures are taken with a digital camera at the beginning of the school year and are saved on the server or imported into the clip gallery of Microsoft Office for students to use for their projects throughout the school year. This is a simple writing project that teachers in our district use for their "star of the week", "all about me" etc. bulletin boards and writings. The example is from Walnut Creek Elementary, Papillion-La Vista Schools.



Students take digital pictures of shapes—squares, rectangles, triangles, etc. as they are introduced in class and make a unique class shapes book. We have done this activity as a group where we work as a class and do a “walking tour” of the building and have the students try and “spot” all the shapes they can find and then the “spotter” gets to take the picture. We have also completed this activity as an individual center project where students stay in the classroom and each child/student gets a chance to use the camera and capture the “shape of the day” during their center time.



# Kathy Kreifels - Springfield, Nebraska



As part of a simulation, students are members of the fictional Endangered Species Protection Zoological Society, ESPZ, and are assigned the difficult job of protecting one of Mother Nature's special children. Mother Nature is not happy about what has happened to some of her favorites, like the Dodo bird. Students design an informational brochure of material describing the animal they have been assigned to protect.

Today there are many organizations that are trying to save the polar bear from becoming extinct. One is the IACPB (International Agreement for the Conservation of Polar Bears). The Marine Mammal Protection Act is a law that states that you must use the carcass in some way.



Today, scientists believe that there are between 22,000-27,000 polar bears alive. But, 15,000 live in Canada alone. Each year Indians kill hundreds for their fur and their meat.



Here at Danned Polar Bears™, we hope that this will interest you into saving the polar bear from becoming extinct. (No Polar Bears were harmed in the making of this brochure). All pictures were found from:  
<http://www.polarbearsalive.org/facts4>  
or  
<http://www.seaworld.org/infobooks/PolarBears/pbirth.html>

Bibliography  
Polar Bear International  
<http://www.polarbearsalive.org/facts4>  
October 28, 2003

Sea world Polar Bears  
<http://www.seaworld.org/infobooks/PolarBears/pbirth.html>  
October 28, 2003

Morgan Stoddard  
3rd period

## Polar Bears

*Ursus maritimus*  
Facts you should know that can help you understand polar bears and that can help you to save them from becoming endangered.



By: Morgan Stoddard  
7th grade  
Platteview Central Junior High School

## Ann Howe - North Polk, Iowa



Fourth grade students discussed beauty and what it meant to them. Students spent some time in technology class learning to use the digital camera and basic photography skills. Each student took pictures around the school campus that she/he felt defined "beautiful". Students imported their pictures into *AppleWorks* and then wrote a poem or paragraph describing what beauty is.



### Beauty is... by J.



Beauty is a playground. I think is beautiful because children like to play on it. In the winter kids try to go as fast as they can down the slide. On the swings they have contests to see who goes the highest. They play all kinds of games like tag, hide and seek, and games they make up. Kids of all ages play and have fun on a playground. That's why I think it is beautiful.



Beauty is...  
By A.



Beauty is red, white, and blue on the American Flag. Because it stands for America's freedom and liberty, and it flies high in the sky when the wind is blowing. I like the way some of the artists paint the flag because it inspires me. I also like the way it is designed with 13 strips and 50 stars that stand for the 50 states.

## Annette Justice, Linda Algier - Lexington, Kentucky



As part of their religion class, students dressed up as a Saint and gave an oral report. To share the experience with parents, they took digital photographs of each student and put them into a photo slideshow with the song *When the Saints Come Marching In*.



# Anna Stevens - Showhegan, Maine

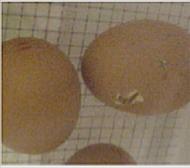


Anna's students wanted to track chick growth over time and decided on digital photography. They created a class web page and include the documentation of the chicks growth. This allowed friends and family to log on and see our class pets. They also incorporated a poetry unit and when during the haikus section, students wrote about chicken or eggs and posted them with the digital photos.



Class Pets	
Hatching Chickens 2004	
	Chickens are Furry! Chickens look like fuzzy balls! Chickens are so cute!  One,two,three chickens. They are good to eat four,five. I wish I had six.
It's a chicken. The little egg is oval. The egg is cloudy.  I eat fat chickens. Chickens are very yummy. I eat the hens eggs.	



<p>It's a chicken. The little egg is oval. The egg is cloudy.</p> <p>I eat fat chickens. Chickens are very yummy. I eat the hens eggs.</p>	
	<p>The egg is oval. It's gonna hatch pretty soon! Look it's a chicken!</p> <p>Chickens are so cool. Chickens lay white or brown eggs. Good ridance chickens.</p>




## Karen Vitek - Poughkeepsie, New York



Participating in citizen science projects in partnership with the Cornell Lab of Ornithology is an integral part of Karen's fourth and fifth grade science curriculum. Using their handheld computers, students collect data along the birdhouse trail at the school and submit it to the Cornell Lab via the Internet. They record the size and shape of the box, location, nesting materials, etc. in a handheld database twice a week. Digital photos are taken with their handhelds as a visual record of the birdhouse. At the end of the nesting season each student writes a summary of the activity in one of the birdhouses.

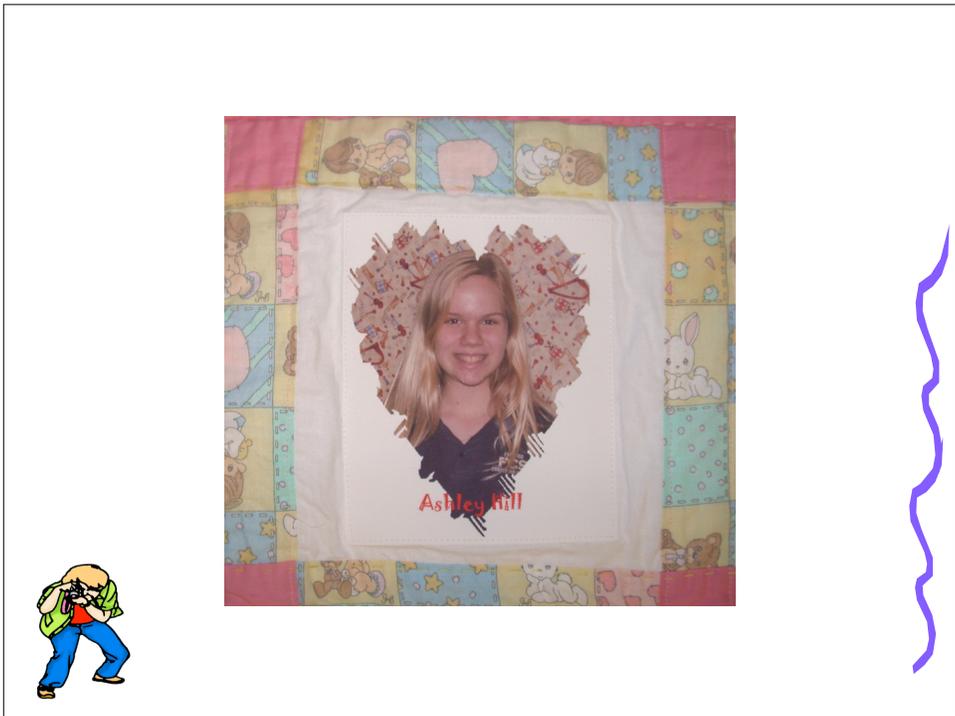
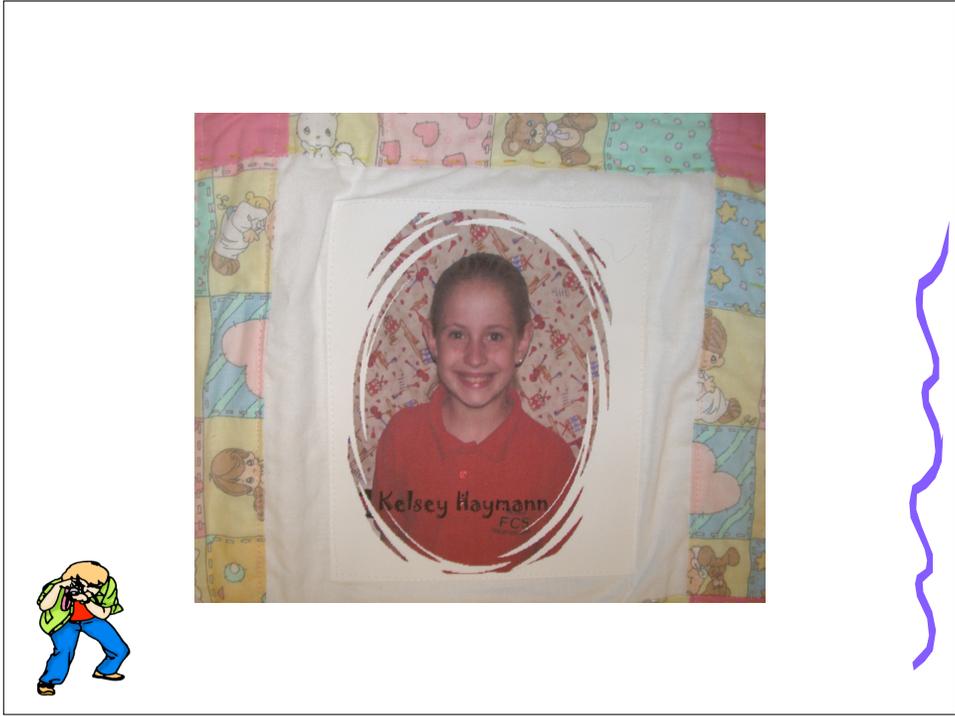





## James Kosako - Yorba Linda, California

As a thank-you gift for a retiring teacher, James created a photo-quilt with digital pictures. He used *ImageBlender* and a word processor. Students created Cool Edges and names were typed on the pictures with different cool fonts. A least two of the pictures were inserted into the word processor. The pages are printed on **Avery 3384: Personal Creations Printable Fabric** or **June Tailor Washable Quick Fuse Inkjet Fabric Sheets** which can be ironed or sewn on the 8 1/2 by 8 1/2 inch fabric squares of the quilt.





## Cyndi Berve - Papillion, Nebraska



Studying the culture of Spanish-speaking countries is an integral part of Cyndi's Spanish 4 class. Students learn about Pablo Picasso when they're learning about Spain. Cyndi takes a digital picture of each student's face. She prints them in color in a small size on plain paper using her color ink-jet printer. She gives each student their picture and students draw themselves in a cubist style as Picasso might have. Cyndi matts and posts the finished art in the classroom. The original picture is taped onto the back. Students try to guess who each self-portrait is.



AUTO  
RETRATOS  
EN EL  
ESTILO DE  
PABLO  
PICASSO



## Cindy Robertson - Fouke, Arkansas



Working in pairs, students take pictures of each other posing with the objects. Using a PowerPoint template created by the teacher, students insert their name, object's name, and photo into their slide. Example: Billy found a desk. Desk begins with the letter D. The slides are printed (in color if possible) and bound into a class book. Students design a cover. The teacher combines the slides into a slide show for class viewing and sharing.



OUR CLASS  
ABC BOOKS



Mrs. Watkins 1<sup>st</sup> Grade  
April 2003





BOOK ABCS CLASS



**Jade found a bus.**  
**Bus starts with the letter B.**



BOOK ABCS CLASS



**Kaitlyn found a box.**  
**Box ends with the letter X.**



The teacher brings an unusual stuffed animal to school. The teacher sets up a scenario of how the toy came to be at school. The class brainstorms about what the creature/toy would do at school for a day. Students write at least a paragraph for their page of the book and publish the final draft using a word processing program. Partners take photos of each other posing with the toy in various school settings that support their paragraphs.



The Adventures of Lurky  
By Adam



Lurky was flying around the galaxy one day in his custom-made spaceship. In the distance, he saw a beautiful blue and white planet. He checked his interstellar map and discovered the planet was called Earth. Lurky decided to drop in for a visit with the Earthlings. He soon landed his spaceship on the playground of Fouke Elementary School. Lurky stepped out of his spaceship, and he walked around. Then he went into the school. Some of the kids screamed. He walked to the fourth grade. He climbed on the teacher's desk and started jumping up and down while eating her apple saying, "Mmmmm." Then he went to her computer and started printing things.

He got stuck in the printer, and we had to pull him out. He was as flat as a pancake. Everyone was laughing. Then he went back to normal. He walked to the whiteboard and drew a picture of his family. Next he vanished.

We found him in a swing on the playground. He jumped out of the swing and ran to his spaceship. The kids followed him. Lurky got in the spaceship and took off. The kids went in the building and got back to work.

## Kara Dare - Alleman, Iowa



Second graders team up in pairs to create a collage of related items. They set up a background of bulletin board paper and place their collage on the background in a balanced composition. Kara says, "I suggest that students set their collage up in a couple different ways and take a picture of each set up. After the pictures are taken we download the pictures to the computer server. In the next session, students take their pictures out of a shared folder and copy it into *Kidpix*, although you could also use a *Word* document. They add a sentence similar to those found in the *I Spy* books to their picture to complete their page in the class *I Spy* book.

Third grade students take two pictures that relate to each other. For example if they take a picture of the playground, their next picture could be an up close picture of a swing. Kara prints two 5x7 pictures per page. Students draw straight lines at one inch intervals on the back of each picture and label the pictures as A and B. They number each space from right to left. Students cut the pictures on the lines and lay the strips on a 12x18 paper. The strips are glued to the paper in the order of the diagram below. To finish the project, students fan fold the paper in between each strip of picture, let it loose and glue on the folds to a flat piece of tag board. When artwork is viewed from one side they see picture A. When viewed from the other side, they see picture B.



## Christine Shively - Omaha, Nebraska



Christine takes digital pictures of her kindergarten students, especially when they go on field trips. She imports them from the camera into *iPhoto* and makes story books. The students practice their language skills by remembering what they saw and did. "The students really relate to the pictures," says Christine. "They love to talk about their experiences. This is so important to their language advancement, especially for the ESL students."



Children's Museum



## Denise Sadberry & Patty Moayedí - Houston, Texas



Patti reads the books *Pancakes! Pancakes!* by Eric Carle and *Perfect Pancakes* by Richard Egileski to her students. They discuss and gather the supplies they need to make pancakes. While the students are out of the room, Patti creates a *PowerPoint* presentation of the pictures. When students return, Patti projects the *PowerPoint* presentation, and students, as a group, create text for each picture. Patti prints one slide per page and binds this into a book.





As part of their first grade science curriculum on organisms, Denise's first graders planted four types of seeds in plastic cups. They estimated and then graphed their responses on how long it would take for the seeds to grow. Denise took pictures throughout the activity. She inserted these pictures into a PowerPoint presentation and, as a group, students created text to explain the pictures. When the activity was finished, she printed one slide per page and bound it into a book. She also printed the slides, two per page, and bound into books for the students to take home.

## Sanda Smits & Julie Myrmel - Hudsonville, Michigan



3rd grade students work in pairs to find adjectives to describe nouns, create the object in clay and make a movie. Students create a clay image of their noun, make paper signs for each adjective, and create a title sign. Then they take a picture of the title with a digital camera. Next, the noun is photographed several times, adding an adjectives each time until all of the adjectives are shown. These images are imported into *VideoBlender 2* and saved as a *QuickTime* movie.

As a combined language arts and technology activity, third grade students create a Cool Word as part of a review of nouns. Students chose or were given a noun that had been studied. They explored the school until they found an item that illustrated that word. They took a digital picture of that noun, and imported it into *ImageBlender* where they made a Cool Word of the noun. "It was a great activity!" said Sandra. "The students learned to use both the digital camera and *ImageBlender* while they studied nouns. Because the words looked so cool, they read them over and over, so they really knew the nouns."



## JoAnne Hansen - Ames, Iowa



To help an autistic student communicate, Joann and classroom teachers take photos of people he sees, things he does, food he eats, and items he uses. She inserts the pictures into Word so she can add a simple sentence below the picture. She prints them on a color laser printer and uses them to teach him comprehension of questions. This helps him to expand his language skills. He is also learning to match pictures to text.





Hi, Mrs. Richey



## Michelle Davenport - Winterset, Iowa



Michelle uses digital pictures to help her students independently prepare for class. She takes pictures of the materials her students use and mounts them on index cards. She uses velcro to attach the pictures to her whiteboard and writes the assignment on the board below them. Students know they are to look at the board as soon as they come into the room. They gather their materials as begin working on the assignment. "I've found this to be very helpful," says Michelle. "We usually have two classes going on at the same time. This helps to eliminate confusion at the same time it teaches students independence."

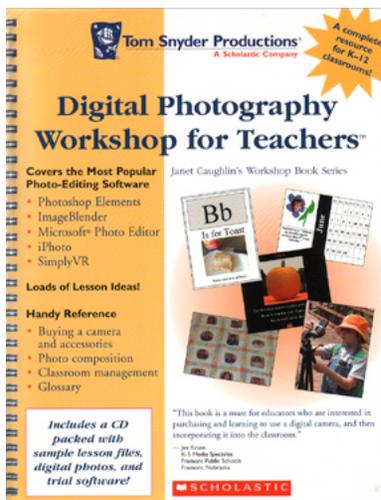
## Rick Bartosh - Nevada, Iowa



To introduce a unit on "geometry around us" Rick connects his computer to a projector or TV and shows students the *QuickTime* movie he made using *iPhoto*. Rick and the students brainstorm geometric shapes that can be found in the classroom and school. Rick challenges the students to create an *QuickTime* movie from an *iPhoto* book just as he did. Using the school's digital cameras, students look for geometric shapes (triangles, pentagons, pyramids, etc.) and take photos of them. Using *iPhoto*, students create *iBooks* and export them to *QuickTime* movies.



## Good Book



## Good Web Sites

### Lesson Plans and Activities

**Nikon Web Magazine -**

[http://www.nikon.co.jp/main/eng/photo\\_world/cbp/index.htm](http://www.nikon.co.jp/main/eng/photo_world/cbp/index.htm)

Photography Information

**Learn: Digital Photography Review -**

<http://www.dpreview.com/learn/>

Photography Information



**PhotoTips -** <http://www.reed.edu/~cosmo/pt/>

Links to digital photography sites.



**Graphics  
Picts4Learning**

<http://www.pics4learning.com/>



## Good Web Sites

### Glossaries

**A Short Course in Choosing a Digital Cameras -**

<http://www.shortcourses.com/choosing/glossary/19.htm>

**Digital Photography Glossary -**

[http://support.radioshack.com/support\\_tutorials/audio\\_video/diavid-glossary.htm](http://support.radioshack.com/support_tutorials/audio_video/diavid-glossary.htm)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [Main Page](#)

**Digital Imaging Glossary of Terms from Signature Color -**

<http://www.signaturecolor.com/cgi-bin/SoftCart.exe/services/glossdp.htm?L+scstore1+czfb4213>



## Good Web Sites

**Digital Camera Glossary -**

<http://www.quiknet.com/~frcn/definitions.html>

**Nikonians Photography Glossary -**

<http://www.nikonians.org/html/resources/photography-glossary.html>



**Digital Photography 101 -**

<http://www.fotofinish.com/resources/centers/photo/101.htm>



## Good Web Sites

**Dear Dr. Photography -**

<http://www.highton.com/pages/humor/drp.digitalglossary.html>

**Dear Dr. Photography**

**Glossary for Digital Cameras -**

<http://www.pcphotoreview.com/Learn%5Edigitalglossarycrx.aspx>

