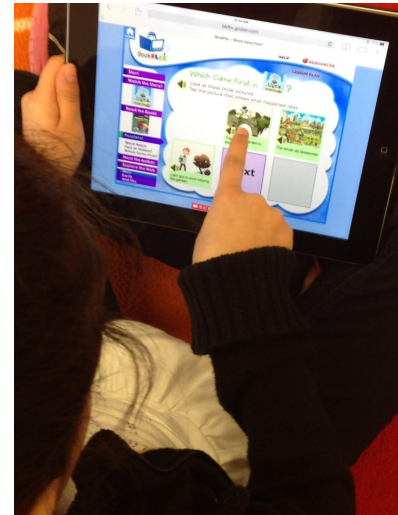




The SAMR Model: Integrating BookFlix



<p>Ministry Licensed Resource Title:</p>	<p>Bookflix  <a href="http://bkflix.grolier.com">http://bkflix.grolier.com</a></p>
<p>Description of resource</p>	<p>Bookflix is a library of texts for students in grades K-3. The database pairs fiction stories and non-fiction ebooks of the same topic, covering all curriculum subject areas. Students can select from 9 themes and over 100 paired texts. Students and staff members are able to access this resource from both school and home.</p> <p>For each fiction selection is a video of the book, with the option to view captions for students to read along with the story. The non-fiction ebooks allow students to read by themselves, or listen to the text while following along with the words. On each page of the nonfiction texts, keywords are highlighted for students to click and hear or read the definition. All areas of the website have recorded prompts, making it easy for our youngest learners who have not yet learned to read.</p> <p>Along with each pair of texts, students can complete activities</p>

	<p>for each book, learn about the author and find online resources for more information. Each pair also comes with a lesson plan, including curriculum connections for teachers.</p> <p>How-to Video: <a href="http://goo.gl/d7xVFE">http://goo.gl/d7xVFE</a></p>
Curriculum Connections	<p>Grade 2 Science, <i>Understanding Earth and Space Systems: Air and Water in the Environment</i></p> <p><b>Overall Expectations</b> 2. Investigate the properties of air and water and the visible/invisible effects of and changes to air and/or water in the environment</p> <p><b>Specific Expectations</b> 2.4 Investigate the stages of the water cycle, including evaporation, condensation, precipitation, and collection 2.5 Investigate water in the natural environment 2.6 Use appropriate science and technology vocabulary, including <i>solid, liquid, vapour, evaporation, condensation and precipitation</i>, in oral and written communication 2.7 Use a variety of forms to communicate with different audiences and for a variety of purposes</p>
The “traditional” classroom practice and approach to the learning goals	<p>After reading the texts and learning key words, students will identify and label the four stages of the water cycle (evaporation, condensation, precipitation and collection) on paper.</p>
SAMR: Substitution	<p>Using a notetaking or drawing app, students will draw and label the stages of the water cycle. Students can then save their work as an image to print or share with the class.</p> <p>Example: <a href="http://goo.gl/tsMCQS">http://goo.gl/tsMCQS</a></p>
SAMR: Augmentation	<p>Students will take photos of real life examples of the water cycle stages (e.g., condensation on the outside of a cold water bottle). The photos will be inserted into a slideshow. Students can add writing to label and describe each stage.</p> <p>Example: <a href="http://goo.gl/0gM4a4">http://goo.gl/0gM4a4</a></p>
SAMR: Modification	<p>Students will take photos of real life examples of the water cycle stages (e.g., steam to demonstrate evaporation). The photos will be inserted into a book creator app. Students can then use the drawing tool to label the parts of their photos, add text to include the title of the stage, and record their voice to explain</p>

	<p>how the stage works.</p> <p>Example: <a href="http://goo.gl/UIZPsd">http://goo.gl/UIZPsd</a></p>
<p>SAMR: Redefinition</p>	<p>Students will film a video as they discover and explain each stage of the water cycle (e.g., a puddle to demonstrate collection). Using video editing software, students can insert labels and/or diagrams to further explain their thinking. Students can then upload the video to a blog or website, and encourage questions and comments. This will enable them to connect with others around the world. Students could also ask others to create a video response to share different ideas about the water cycle.</p>
<p>Considerations for Digital Citizenship:</p>	<p>Students could be involved in learning about creative commons licenses for appropriately using and citing the work of others and in licensing their own photographs as they take them.</p> <p>With the guidance of their teacher, students will explore appropriate ways to share their work beyond the classroom in digital spaces and will develop awareness of how to give appropriate feedback to others in the form of comments on student-created uploaded content.</p>

**Materials and Additional Resources:**

Bookflix Texts (Theme: Earth and Sky):  
*Come on, Rain!* by Karen Hesse  
*Rainy Weather Days* by Pam Rosenberg

[Bookflix Program Information](#)

"Ebooks for Youth Encourage Reading For Fun | The Digital Shift" 2013.  
<http://www.thedigitalshift.com/2013/10/ebooks/ebooks-youth-encourage-reading-fun-digital-shift-2013/>

Moody, AK. "Using Electronic Books in the Classroom to Enhance Emergent Literacy Skills in Young Children." 2010.  
[http://www.literacyandtechnology.org/volume\\_11\\_4/JLT\\_V11\\_4\\_2\\_Moody.pdf](http://www.literacyandtechnology.org/volume_11_4/JLT_V11_4_2_Moody.pdf)

"Technology in Education: Bookflix by Haley Summers on Prezi." 2013.  
<http://prezi.com/kzkwbfs4u7r0/technology-in-education-bookflix/>

"Using Ebooks In The Classroom - YouTube." 2011.  
<http://www.youtube.com/watch?v=3YUJc3l6yvM>

## **The Water Cycle**

[Environment Canada: The Water Cycle](#)

[Interactive Water Cycle](#)

[NASA: Water Cycle Game](#)

[South East Water: Water Cycle Game](#)