

The Tooth Tally Project integrates a common event in the life of a first year student – losing a tooth – with reading, maths, writing, HSIE and technology.

Using "lost tooth" data collected in the classroom year one students will practice counting skills and collecting data. They will learn to make and interpret graphs, develop map skills, increase word processing ability, use a scanner and communicate online using a wiki site. It's a wonderful opportunity for children to realise that in spite of many differences children all around the world have many similarities, too.

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| <i>Key ICT Subject Area</i> | <i>Computer Operations & Concepts: CO.1, CO.3, CO.4, CO.8 Word Processing: WP.1, WP.2, WP6 Graphics & DTP: GD.13, GD.14, GD.16 Internet: IN.4, IN.11, IN.15</i> |
| <i>Technical Objective</i> | <i>To use a range of technology applications in research, communication and publication of data collected from around the world.</i> |
| <i>Related KLA Outcomes</i> | <i>English: TS1.1, TS1.2, WS1.12 Mathematics: NS1.1, WMS1.12, DS1.1, MS1.2, Science & Technology: INVS1.7, ICS1.12, UTS2.9 PDHPE: GDS1.9, HSIE: SSS2.7, ENS2.5</i> |
| <i>Software</i> | <i>Internet Explorer, Word, Excel, Google Earth, scanning</i> |
| <i>Timeframe</i> | <i>8-10 x 45 min. lessons, spread across Terms 1 & 2</i> |

PROCEDURE

Preparation & Background

- Register the teams from November previous year.
- Prepare tally boards and tooth fairy description.
- Prepare the tooth fairy typing template in Word.
- Prepare the tooth tally excel spreadsheet.

Contact the project coordinator (Cheryl Hill) at: info@toothtally.com to register.

Introduction

Explain to students that they will be working with other Year 1 students around the world to count the total number of teeth lost. Do children in other countries lose teeth like we do? Can we learn anything about children around the world? How will we count the teeth lost in our school?

Tally Board

When a student loses a tooth, they colour a tooth shape and glue it on the tally board for the correct month.

Wiki Collaboration

The Tooth Tally Wiki is used for communication with the other teams. A class photograph is uploaded and students introduce themselves and communicate with others in their group.

At the end of each month the total teeth lost are counted and the number is entered onto the wiki site.

Mapping

Using Google Earth/Google Maps visit the other schools in your team. Look at the country and locality. Have students identify similar and different things they see.

Excel Graph

At the end of each month students each enter the number of lost teeth in each class into the prepared spreadsheet. Saving and data entry skills are targeted. At the end of the three-month period, this data is graphed using a pictograph.

Word Processing

Students type a copy the tooth fairy description using a Word document. Saving and typing skills are targeted here.

Scanning

Using pencils and paper, students draw their interpretation of the tooth fairy from her description. Their picture is scanned into their typed document to illustrate their work.

Completion

The project formally finishes at the end of April. Show the class the final tally and discuss results. Have the class try and imagine how this project could have worked before the Internet was available. How has technology allowed us to communicate better?

RELATED KLA OUTCOMES

English:

TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Mathematics:

NS1.1 Counts, orders, reads and represents two- and three-digit numbers.

WMS1.2 Uses objects, diagrams, imagery and technology to explore mathematical problems.

DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results.

Science & Technology:

INVS1.7 Conducts guided investigations by observing, questioning, predicting, collecting and recording data, and suggesting possible explanations.

ICS1.2 Creates a range of information products and communicates using a variety of media.

UTS1.9 Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.

PDHPE:

GDS1.9 Describes the characteristics that make them both similar to others and unique.

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