



# Using a Digital Camera in the Kindergarten Classroom

## OVERVIEW

In this lesson students will learn how to use digital media to reflect their knowledge of science concepts.

## GRADE LEVELS

Kindergarten

## TIME ALLOTMENT

2-4 days for each Science TEK

## SUBJECT MATTER

This lesson includes instructional goals in language arts and science.

## LEARNING OBJECTIVES

The students will be able to:

- Use a digital camera
- Take a picture of important items
- Know that systems have parts
- Parts are composed of organisms and objects

## STANDARDS

Texas Essential Knowledge and Skills (TEKS)  
(<http://www.state.tx.us/teks>)

### §112.2. Science, Grade K.

K.6 The student knows that systems have parts and are composed of organisms and objects. The student is expected to:

(A) Sort organisms and objects into groups according to their parts and describe how the groups are formed

K.8 The student knows the difference between living organisms and nonliving objects. The student is expected to:

(A) Identify a particular organism or object as living or nonliving.

(B) Group organisms and objects as living or nonliving.

K.9 The student knows that living organisms have basic needs. The student is expected to:

(A) Identify basic needs of living organisms.



(C) Identify ways that the Earth can provide resources for life.

K.10 The student knows that the natural world includes rocks, soil, and water. The student is expected to:

(A) Observe and describe properties of rocks, soil, and water.

(B) Give examples of ways that rocks, soil, and water are useful.

## MEDIA COMPONENTS

### WEBSITES

Microsoft Office

<http://www.microsoft.com/downloads/details.aspx?FamilyID=55d24b47-c828-4141-a8de-9a459c63db1a&displaylang=en>

### VIDEOS

[KLRN STREAMING VIDEOS](#)

### SOFTWARE

Microsoft PowerPoint 2000 or XP

## MATERIALS

You will need the following to complete these activities:

### PER CLASS

Computer with PowerPoint 2000 or XP  
Appropriate Fire wire or USB cable for computer/camera connection

### PER COOPERATIVE GROUP

1 Digital Camera/ 3-5 students

## VOCABULARY

Related to: Different uses of Soil and Different uses of Rock

## PREP FOR TEACHERS

If using PowerPoint 2000, download Photo Album plug-in

Practice with moving picture from camera to computer

Introduce camera to students

## INTRODUCTORY ACTIVITY: SETTING THE STAGE

Watch KLRN Connects Streaming Video – *Getting to Know Soil*- Reduce/Reuse/Recycle are meaningless words to students who do not have a clear understanding of the importance of natural resources. In this engaging production students first learn about the three types of natural resources: inexhaustible, renewable, and nonrenewable. Next, identify the earth's wide variety of natural resources—air, water, oil, coal, gas, forests/trees, soil, rocks, plants, and minerals.

## LEARNING ACTIVITIES

### 1. Exploring the School Grounds with Cameras

Begin by dividing the children up into groups of 3-5 children with 1 digital camera for each group.

Discuss that everyone is going outside to investigate the soil, water and rocks around the school.

As they explore, have them take pictures of examples of rocks, soil, and water being used in real objects and events.



Have each child take at least one picture.

## 2. Create a Class or Group Book on Rocks, Soil and Water

After returning to the classroom, upload all of the pictures to a folder all children have access to.

Next, if using XP Model for students:

- 1) Open PowerPoint and go to Insert/Picture/Start New Photo Album
- 2) Follow the onscreen instructions for creating your photo album.
- 3) Once the album is created, have your students dictate what they see in each picture.
- 4) Once you have used at least one picture from each resource, print your results using the Printing options in PowerPoint.
- 5) For a mini book to send home- use Handouts/6 per page.  
For a half book- use Handouts/2 per page.  
For a big book- print in Slides mode

## CULMINATING ACTIVITY

### Student Creation of Personal Book

After modeling the above activity several times, create a rebus for the activity and place it in the computer center so each child will be able to create their own book.

## CROSS-CURRICULAR & EXTENSION ACTIVITIES

### SOCIAL STUDIES

- Take pictures of events and then organize them in chronological order.

Example: Lunch count, math, time, recess, etc.

- Take pictures of differences  
Example: Each picture has 2 children with differences—Brown hair, blonde hair. Short, tall. Glasses, no glasses.

### LANGUAGE ARTS

- Have the students take pictures of something that begins with each letter of the alphabet.
- Have students take pictures of their favorite books

### MATH

- Take pictures of two sets of objects side by side. Label the pictures using descriptions which include more than, same as, or less than.
- Example: picture of 2 balls and 3 pencils “There are more pencils than balls.”
- Take pictures of 1 of something, then 2 of something through nine to create a counting book of concrete representations for the number.

## COMMUNITY CONNECTIONS

Have parents and students create a digital scrapbook of their favorite toys, favorite past times, or favorite animals or trips they take throughout the year so it can be shared with others.

## LITERATURE CONNECTIONS

Morris, Neil, 1946-

Title *Rocks and soil* / Neil Morris ; [artwork, Chris Forsey].

Publication info [Mankato, Minn.] :

Thameside Press ; North Mankato, MN :

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