**Additional WEB 2.0 Activities for Natural Disasters Unit:**

*Materials and Duration included with a brief synthesis of objectives. Pros and cons are also included for each to help teachers decided which to choose for adaptability.*

* **Music Video Project:** (Using the [FLIP CAM](http://www.theflip.com/en-us/)!) *(Or- Commercial
advertisement!)*
	+ **Materials:** Brainstorming tools, papers to guide drafts of scripts, computers for finalizing scripts, the Flip Camera, and computer editing programs to enhance video with captions.
	+ **Duration:** Undetermined.
	+ Students will be grouped by disasters to create an original music video that incorporates all the concepts learned about their disaster. This will be written, produced, and performed all by students. They will be encouraged to use originality, but may use their hidden talents in creating their video! Props are encouraged but not mandatory!
		- Pro: High interest and great skill builder
		- Con: Duration may be a time issue
* [**Eyejot.com**](http://www.eyejot.com)**:**
	+ Materials: Computer with web camera.
	+ Duration: Minutes!
	+ To help guide viewers of student web pages for future classes, students will add a short eye jot video to introduce why they decided to choose the natural disaster they researched. Many may have personal significance. This is the personalized touch to student web pages!
		- Pro: Easy to fit in to schedule and minimal preparations
		- Con: ?
* **Individual Student Blogs:** (At [weebly.com](http://www.weebly.com))
	+ Materials: Computer
	+ Duration: Continuous project
	+ Now that students have demonstrated mastery of their natural disaster, they will enhance their webpage and create their own blog to answer questions about their natural disaster they have researched.
		- Pro: Great responsibility skill builder
		- Con: May be discarded unless enforced in class
* **Writing and Publishing Poetry on** [**weebly**](http://www.weebly.com/) **sites:**
	+ Materials: Computer
	+ Duration: ~ 3 days (Day 1: Brainstorm, Day:2 Writing workshop for draft, Day 3: Revision and finalizing final draft)
	+ Using their natural disasters, students can choose a poem to create. The choices are not limited to the following:
		- Acrostic poem, ABC poem, Haiku, Limerick, Ballad, Etc….
	+ Pro: Great for cross curriculum integration into the ELA unit on poetry
	+ Con: ???
* [**ZOOBURST.COM**](http://www.zooburst.com): Kindergarten Mentor Activity:
	+ Materials: Paper, pencil, and computer!
	+ Durations: 5-8 days (40min blocks)
	+ Students will create a pop-up picture book to explain their natural disaster in a sensitive way for children to understand. They will follow specific guidelines provided by the 6 + 1 Writing Traits modeled by their teacher and create their own multimedia book. All writing must be original. Students may have a choice how they wish to organize it. The teacher will need to model the presentation aspect of the 6+1 Writing Traits so that students are prepared to work with Kindergarteners. Rubrics will also help gear revisions and provide expectations for creating original work.
		- Pro: Great opportunity for mentoring and socializing students
		- Con: May be a time consumer

**Additional Ideas that do not have to involve WEB 2.0 tools: (However, you still may need a computer! ☺)**

* Comic strips
* Paper posters
* Scrapbook pages
* Project mobiles
* Bumper stickers
* Games