

1st Grade

Lesson 4

TAG Strategy for this lesson: Six Thinking Hats

Unit Name

Where in the World

Lesson Name

Time Needed (Hours/Days)

Where in the World is Brazil?

1 Day

Grade

Subject

Course

K-2

Social Studies

TAG

GA Standards of Excellence & TAG Standards

Please include both GSE & TAG Standards

1st Grade

SS1G3 Locate major topographical features of the earth's surface.

- a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.
- c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

ELAGSE1RI1: Ask and answer questions about key details in a text.

ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

Higher Order Thinking Skills (HOTS)

2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

Advanced Communication Skills (ACS)

2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.
3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.

Essential Question(s)

What should students know when lesson is completed?

Why is Brazil's rain forest so important?

Teacher Lesson Preparation

Print all documents and make copies, Country Comparison Chart,

Construction Paper

Chart paper

Markers or Crayons

Pencils

Place the different hat questions around the room on chart paper, or at desks/tables

You may want to have the different colored hats around the room, on the board, at tables, etc.

Blue Hat: You may want to assist with students understanding the game of Jeopardy and create a list as a class of the different categories to use

Internet Access

iPad

Activating Strategy (for example: Hook/Mini-Lesson/Warm-Up/Connection to Prior Learning)

What plants and animals do you think live in the rainforest or you know live in the rainforest? Have students write on chart paper their responses.

Instructional Sequence and Activities including use of technology

Magic Carpet/Fly to the Capital: Sing "A Whole New World" from Aladdin then play the Name that Country game with students using the globe, and allow students to guess the country of the day.

Country Comparison Chart: Read background information and use the information to fill in data for Brazil on comparison chart.

Rain Forest Six Thinking Hats (instructions attached)

What is your point of view Synthesis Activity: Pair the students, giving each pair **one** of the following points of view (attached). After reading it, have them talk about it in their pairs and make a plan of how they will act out the situation. After acting out the situation for the class, have the students share their point of view. Discuss issues with the entire class.

Students will complete "Name That Country!" For Brazil

If there is time left in the day, there are 2 digital breakouts to use with the class (listed in materials)

Assessment Strategies

Assessment Mini Rubric:

Has 25 questions about the rain forest

There are 5 questions in five different categories

Answers are accurate

Textual evidence is cited for each answer

Game is played with other classmates (Jeopardy game for Blue Hat)

Differentiation

Scaffolds/ Interventions/Extensions/Enrichment

Students will be able to choose

Materials/Links/Text References/Resources

The Shaman's Apprentice: A Tale of the Amazon Rain Forest by Lynne Cherry (written in 1998, introduces another cause of the rain forest loss)

The Great Kapok Tree by Lynne Cherry

The Living Rain Forest: An Animal Alphabet by Paul Kratter (Only 4 available and for grades 3-5, but has great pictures for group viewing)

If I Ran the Rainforest, by Bonnie Worth (Only 2 copies, but a play on Dr. Seuss with an "umbrella-vator" ride...take a look!)

We're Roaming the Rainforest by Laurie Krebs

The Lorax by Dr. Seuss

Lake of the Big Snake: An African rain forest adventure by Isaac Olaleye

So Say the Little Monkeys by Nancy Van Laan (Brazilian rain forests)

"The Rainforest" from *CreativityX4* by Carolyn Coil pages 38-39

Country Comparison Chart for Countries to write Brazil facts

Chart paper

"What Is Your Point of View" document

"Name that Country!" worksheet

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

Breakouts:

<https://sites.google.com/prosper-isd.net/digitalbreakoutgames/trek-through-the-amazon-rainforest>

<https://games.breakoutedu.com/its-a-jungle-in-here>

Unit Name		Our Universe	
Comets		Astronauts	
Time Needed (Hours/Days)		Day Five	
Grade	K-1-2	Subject	Science, Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p><u>Science</u></p> <p>SKP3. Students will observe and communicate effects of gravity on objects.</p> <p>S1L1. Students will investigate the characteristics and basic needs of plants and animals.</p> <p><u>TAG Standards</u></p> <p><u>Advanced Communication Skills</u></p> <ol style="list-style-type: none"> 1. Uses written, spoken, and technological media to convey new learning or challenge existing ideas. 2. The student produces written and/or oral work that is complex, purposeful and organized. 7. The student responds to contributions of others, considering all available information. 8. The student participates in small group discussions to argue persuasively or reinforce others' good points. <p><u>Creative Thinking and Problem-Solving Skills</u></p> <ol style="list-style-type: none"> 2. The student uses a variety of innovative strategies to when problem solving, 8. The student tolerates ambiguity when solving problems. <p><u>Higher Order and Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 2. The student responds to questions with supporting information. 3. The student conducts comparisons using criteria. 4. The student makes and evaluates decisions using criteria. 5. The student predicts probable consequences of decisions. 			

11. The student draws logical conclusions based upon relevant information while discarding irrelevant information.

14. The student identified basic principles that are central to understanding a field of study.

Teacher Preparation

Make a simple glovebox <https://www.giftofcuriosity.com/diy-astronaut-glove-box/> (Based on the number of students, you may wish to build several gloveboxes.) Put a cookie sheet on the inside bottom of the box.

Enduring Understanding

Living in space is different than on Earth because of the environment (what is and is not there).

Essential Question(s)

How is living on Earth similar/different from living in the environment of space?

Activating Strategy: Observing Astronauts in Microgravity Environments

Ask students to brainstorm what they know about how astronauts live in space.

Show several of the short videos of astronauts living and working in the environment of space (listed in lesson folder).

Instructional Sequence and Activities Including Use of Technology

Activity One: Creative Problem-Solving

As a group, with the students go through the steps of creative problem-solving activity located in the lesson folder. After the activity is complete, share NASA's solution for the same problem: Glove Box

Activity Two: Learning About the Glovebox

Show students one or more of these short movies about the ISS glovebox:

https://www.youtube.com/watch?v=aj_J8tnZw3k

https://www.youtube.com/watch?v=JhkyhhyQo_I

<https://science.nasa.gov/science-news/news-articles/thinking-inside-the-box>

<https://www.youtube.com/watch?v=NDrAnbYODNE>

Show students the photo of an astronaut working in a glovebox. Make sure that students understand:

- A glovebox is a sealed container with built-in gloves.
- Astronauts perform small experiments and test hardware inside of them.
- There are good reasons for doing an experiment in a glovebox on orbit.
- The sealed glovebox keeps flames, particles, fumes, and spilt liquids away from crew members and out of the cabin air.
- Fumes or particles can irritate crew members' skin and eyes or make the crew sick.
- Spills could damage electrical equipment.
- A glovebox is a valuable research tool.
- Any work with flames requires precautions, especially on a spacecraft.
- For some studies, it is important to protect experiment samples from the cabin air and crew.

Tell students that they will now have the opportunity to work in a glovebox.

Activity Three: Working in a Glovebox

Allow students to perform some or all of the following tasks in the glovebox:

- Build something simple out of Legos
- Pour water from one cup to another
- Tie shoelaces on a small shoe in the glovebox
- Pick up skittles or marbles

Activity Four: Six Hats Thinking

Now that students understand what it is like to live and work in space, have them complete a Six Hats Thinking activity.

Assessment: Color-Symbol-Image (CSI)

Regarding the topic of living and working in space on the International Space Station, students will choose a color, symbol and image that they feel best represents the essence of it.

Differentiation

Extension:

Design an experiment that you would like to do if you were on the International Space Station

Extension:

Design and build your own Space Station.

Materials/Links/Text References/Resources

Simple Glove Box <https://www.giftofcuriosity.com/diy-astronaut-glove-box/>
<https://science.nasa.gov/science-news/news-articles/thinking-inside-the-box>

Unit Name		Where is the Dodo Bird? (Lesson 5)	
Lesson Name		Mysteries and Dilemmas	
Time Needed (Hours/Days)			1
Grade	3	Subject	Science
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Science GSE S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment</p> <p>Creative Thinking & Problem Solving Skills (CPS) Elements</p> <p>2. The student designs, applies, evaluates, and adapts a variety of innovative strategies to when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).</p> <p>4. The student demonstrates skills in fluency and flexibility to solve problems or create new products.</p> <p>5. The student develops original ideas, presentations, or products through synthesis and evaluation.</p> <p>10. The student monitors and reflects on the creative process of problem solving for future applications.</p> <p>Advanced Communication Skills (ACS) Elements</p> <p>1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.</p> <p>2. The student produces written and / or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.</p> <p>6. Anticipate and address potential misunderstandings, biases, and expectations in communication with others.</p> <p>7. Respond to contributions of others, considering all available information.</p> <p>8. Participate in small group discussions to argue persuasively or reinforce others' good points.</p> <p>9. Maintain a journal or log for self-reflection and/or self-evaluation.</p> <p>10. Support and defend one's own opinions while respecting the opinions of others.</p>			
Enduring Understanding			
<p>The Student Should Know:</p> <p>1. The Eagle's needs and reasons for its endangerment. The students need to have developed group work skills.</p> <p>The Student Should Understand:</p> <p>1. Animals, humans, and the environment depend upon one another for survival.</p> <p>The Student Should Be Able to Do:</p> <p>1. Evaluate information derived from popular and technical sources to determine its scientific validity in making evidenced-based decisions.</p> <p>2. Explain how living things interact with the living and non-living components of the environment</p>			
Essential Question(s)			
What effect does animal endangerment and extinction have on our world and what can we do to stop it?			
Vocabulary			
dilemma, mystery, decision			
Teacher Lesson Preparation			

Adopt a Sea Turtle <https://conserveturtles.org/support-stc-join-stc-and-adopt-a-turtle/>

If able, use school money or have parents send in money to adopt a sea turtle. Students can vote on which turtle they want to support. The company will send info about the turtle along with some other things.

Activating Strategy

1. **Complete** political cartoons from week 4 and share with the class.
2. **See, Think, Wonder:** This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. Students will complete the routine in their journals volunteers will share their ideas. Students will look at an image of a hawk with an arrow. Students will read and view the original news article on the hawk: <http://nbc4i.com/2016/04/07/officials-trying-to-catch-help-hawk-with-arrow-stuck-in-chest/>
Read *Arrowhawk* by Lola M. Schaefer
3. Start lesson with a discussion of what a dilemma is and how to use the problem solving worksheet.
All your friends are going to the movies Sunday night. It is Sunday afternoon and you have a Science worksheet to finish for first period Monday and you know that it will take you more than just the afternoon to finish the worksheet. You also know that you will not want to do your assignment after the movies. What do you do?
 - Go to the movies forget about the assignment.
 - Do your assignment and not go to the movies.
 - Do as much of the assignment you can finish before the movies.
 - Copy someone else's paper

Instructional Sequence and Activities Including Use of Technology

4. **Build Interest:** Begin these activities by reading Getting Ready with your class. Then discuss with your class if humans are a part of, or apart from, nature. As your students explain their answers, record their responses on the board.
5. **Activity 1:** Students will participate in a Carousel Brainstorming Activity. Candidates will inspect the dilemma posed at each station, the first group will be the detective, the second group will be the explorer, the third group will be the navigator, and the fourth group will share the results.
As a whole group, go through the answers to the four dilemma questions.
6. **Activity 2:** Directions: Students are to work in groups of 3 or 4. Pass out a Mystery and the Environment and Problem Solving Worksheet. Have each group read the Mystery and answer the first two questions on the worksheet: What is the problem? Why is there a problem? Then have the groups try to solve the problem and discuss with the class each team's conclusion. Some teams may say they do not have enough information to solve the mystery. Then show the whole class the correct clues one at a time and have the students discuss in their groups the clues and how they can be used to solving the mystery. When the students have received all the clues they should be able to write a solution to the mystery. After all the students have written a solution discuss each group's solution with the whole class. Then show the students the answer in the packet and let them discuss how close they came to write the correct solution.

Assessment Strategies

7. **Summarize:** The students will journal their response the chosen answers to mysteries and dilemma's.
 1. What patterns can be seen among the cause of the problems? For example: all human caused, naturally related, or both
 2. What patterns do you see in the correct answers? For example: Did each correct answer require contact to a wild life agency as an authority.
 3. Pro's and Con's to this means of problem solving?

Differentiation

- Student groupings will vary throughout the lesson (whole group, small group, individual) and will be based on data (test scores or learning inventory) or student choice.
- Personalized Learning Opportunities will be available for students that finish ahead of the others.

Materials/Links/Text References/Resources

Mystery and Dilemma Problem Solving worksheets, Eagle Mysteries and Dilemmas worksheets, Key for Eagle Mystery and Eagle Dilemma worksheet

https://worldwildlife.org/species/directory?direction=desc&sort=extinction_status

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

<http://www.kidsplanet.org/factsheets/map.html>

<http://www.enchantedlearning.com/coloring/endangered.shtml>

<http://www.fws.gov/endangered/>

http://www.konicaminolta.com/kids/endangered_animals/

<http://www.arkive.org/endangered-species/>

www.kidszoo.org

www.endangeredcreatures.net

www.redlist.org

www.nesarc.org

<https://conserveturtles.org/support-stc-join-stc-and-adopt-a-turtle/>

iPad apps: WWF Together, ABC Mouse Zoo Sets 1-2

Unit Name		Money Matters (Lessons 5)	
Lesson Name		Choosing A Career (Decision Making)	
Time Needed (Hours/Days)		2	
Grade	4	Subject	Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Social Studies GSE</p> <p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>Advanced Communication Skills (ACS) Elements</p> <ol style="list-style-type: none"> 1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. 2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language. 9. The student maintains a journal or log for self-reflection and/or self-evaluation. <p>Higher Order Critical Thinking Skills (HO/CTS) Elements</p> <ol style="list-style-type: none"> 1. The student asks probing, insightful, and relevant questions. 2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic. 3. The student conducts comparisons using criteria. 4. The student makes and evaluates decisions using criteria. 5. The student predicts probable consequences of decisions. 11. The student draws conclusions based upon relevant information while discarding irrelevant information. 			
Enduring Understanding			
<p>The student will:</p> <ul style="list-style-type: none"> • Know opportunity cost is the best alternative not chosen • Examine personal human capital and how to build it • Examine and graph how level of education affects income and unemployment • Research and analyze careers • Develop criteria to decide 			
Essential Question(s)			
How does human capital affect income potential? Why is it important to consider			
Teacher Lesson Preparation			

Vocabulary
Human capital
Complete Lesson 4.2
<ol style="list-style-type: none"> 1. Explain the task to students. Tell them that they will be making, marketing, and selling an airplane product. Explain that they will be given \$125.00 to start their business and they will be given \$100.00 to purchase planes from the other TAG class. Explain that the goal is to make the most profit in the class. 2. Students will count their money and a winning team will be determined. Students will write in their journal a reflection to the activity.
Activating Strategy
<ol style="list-style-type: none"> 3. See, Think, Wonder: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. Students will look at the "Human Capitol Poster" and use the routine begin thinking about human capitol. http://www.npr.org/sections/money/2014/10/16/356176018/the-most-popular-jobs-for-the-rich-middle-class-and-poor
Instructional Sequence and Activities Including Use of Technology
<ol style="list-style-type: none"> 4. Human Capital Assessment: Use the PowerPoint Choosing a Career and the Handouts 1 and 2 to begin to examine human capitol. Students will examine their current and future human capital. Then students will estimate median salaries for different levels of education. Students will then use Microsoft Excel to graph how long it would take to earn \$1 million. 5. Research and Decision Making: Students will use the Bureau of Labor and Statistics Occupational Outlook Handbook http://www.bls.gov/ooh/home.htm to research various career options and analyze the positives and negatives of each career and use criteria to select the best career for them. 6. Career Action Plan: Students will create an action complete with timeline and an imagined day in the life.
Assessment Strategies
<ol style="list-style-type: none"> 7. Reflection: Students will reflect on their learning for the day using the reflection slide.
Differentiation
<p>Student groupings will vary throughout the lesson. Students can choose a career that is appropriate for them.</p>
Materials/Links/Text References/Resources
Attached and Listed above.

Unit Name	Stock Market-Day 5		
Lesson Name	How do you lose or make money in the market? (SCAMPER)		
Time Needed (Hours/Days)	1 Day		
Grade	5th	Subject	Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Social Studies GSE</p> <p>SSSE1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford’s use of the assembly line reduced the price of automobiles).</p> <p>SSSE4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>TAG</p> <p>Higher Order Critical Thinking Skills Standard: Gifted students will develop and practice higher order and critical thinking skills in an area of study.</p> <p>Higher Order Critical Thinking Skills (HO/CTS) Elements</p> <p>2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.</p> <p>7. The student examines an issue from more than one point of view.</p> <p>11. The student draws conclusions based upon relevant information while discarding irrelevant information.</p> <p>12. The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.</p> <p>13. The student traces the source of any large disparity between estimates and calculated solutions to problems and resolves the disparity.</p> <p>Advanced Communication Skills Standard: Gifted students will develop advanced communication skills that incorporate new techniques, materials, and formats in the development of products that will be shared with real audiences.</p> <p>Advanced Communication Skills (ACS) Elements</p> <p>1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.</p> <p>4. The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.</p> <p>9. The student maintains a journal or log for self-reflection and/or self-evaluation.</p>			
Enduring Understanding			
<p>The Student Should Know:</p> <ul style="list-style-type: none"> • Buyers of stock may gain or lose through stock market transactions. • Buyers of stock gain when the money received from the sale of a stock is greater than their original purchase price. • Buyers of stock lose when the money received from the sale of stock is less than their original purchase price. • Buyers of stock recognize that there is a risk—a chance of losing money. <p>The Student Should Be Able to Do:</p> <ul style="list-style-type: none"> • Explain how buy and sell transactions determine gain or loss. • Calculate <i>The Stock Market Game</i> transactions to determine gain or loss. • Calculate percentage change in buy and sell prices. 			

Essential Question(s)

What is the value of understanding systems of finance?

Question of the Day: How do you lose or make money in the market?

Teacher Lesson Preparation

- In advance to the lesson, create an EXCEL spreadsheet with formulas that will calculate loss or gain.
- See Materials/Text References/Resources

Vocabulary:

Commission, Gain, Price (of a stock), Risk

Activating Strategy

1. Ask students if they are familiar with the age-old advice for buyers of stock, “Buy low, sell high.” Have students discuss this saying as a group.

Tell them that in this lesson they will learn what that advice has to do with making money (a gain) or losing money (a loss).

Instructional Sequence and Activities Including Use of Technology

2. Display *The High and Low of It*. Ask students if a buyer of this stock would have had a gain or a loss. (They need to realize that it depends on when the buyer bought the stock and when it was sold. They need information about both transactions to determine gain or loss. As the students work together to answer the questions, help them to see that prices are usually either higher or lower than the purchase price.)

Answers to *The High and Low of it*:

- 1) (Points B, D, F, H. Because the price at each of these points is higher than at point A.)
- 2) (Point F only, as it is the only point higher than B.)
- 3) (Points G and I, as the price at each of these points is the same as the purchase price.)
- 4) (Gain, as all other points are higher than E.)
- 5) (Loss, because there are no points higher than F.)
- 6) (Point B.)
- 7) (C or E.)

S- How would the answers to the questions differ if you change the position of “B”?

3. Tell students that calculating investors’ gains and losses is a little more complicated than looking at a graph, but not much. Display *Calculations for Gain and Loss*. Explain the formulas; then display *Example—Calculations for Gain and Loss*, and work through the example. Before viewing the answer for “gain or loss?” ask students to determine whether Maynard Schweeb made a gain or took a loss. Then review the answer. Distribute *Gain or Loss Activity Sheet*.

C- Combine all of the steps and complete *Gain or Loss Activity Sheet*.

4. Tell students that there is another way they can judge gain or loss in stock market transactions. They can use percentages. Ask students if it is better for a stock to increase in price from \$42 to \$48, an increase of \$6, or from \$3 to \$5, an increase of \$2. In order to answer this question, you need to calculate the percentage change in each example.

Display *Percentage Change in Stock Prices*. Explain that in order to find the percentage difference you divide the amount of change by the original price. To convert that to a percentage, you must multiply by 100. Together, work the example for Case 1, using the formula given.

Distribute *Percentage Change in Stock Price*. Before viewing Case 2, ask students to try to work this on their own. Then use Visual 4, Case 2, to confirm or correct their answers. Ask them to compare the two cases. Although the first stock, in Case 1, increased a greater number of dollars per share, the second stock, in Case 2, increased more in true value. Case 3 will demonstrate a decrease and offer another opportunity to practice figuring percentage changes. Ask students to complete the chart. Review and discuss the answers.

A-How could you adapt or readjust judging gain or loss in stock market transactions.

5. Teach students how to create an EXCEL spreadsheet with formulas that will do the calculations for them.

M-Modify how you can determine gains and losses in the stock market by creating an EXCEL Spreadsheet with formulas.

6. Have students complete the SCAMPER activity. Have students share their responses.

P-Can you use this EXCEL spreadsheet somewhere else, perhaps in another market or industry?

E- How could you streamline or simplify this EXCEL spreadsheet?

R- What components could you substitute to change the order of this EXCEL spreadsheet?

Assessment Strategies

Journal Response: Is the age-old advice to buyers of stock to “buy low, sell high” still true in today’s market? Explain. (*Yes. A gain can be made if the price of the stock is higher when the stock is sold than when the stock was purchased. However, if the price is only slightly higher, the broker’s commission could eliminate any gain from the sale.*)

Differentiation

- Students that are struggling with completing *Gain or Loss Activity Sheet* due to math skills, will be pulled into a small group and tutored.
- Students that struggle in creating their spreadsheet will have access to a spreadsheet with formulas
- Students will have a choice of brainteaser activities if they complete their work ahead of others.

Materials/Text References/Resources

- The High and Low of It
- Calculations for Gain and Loss
- Example-Calculations for Gain and Loss
- Gain or Loss Activity Sheet
- Answers to Gain or Loss Activity Sheet
- Percentage Change in Stock Price
- Answers to Percentage Change in Stock Price
- SCAMPER
- Technology
- Spreadsheet with formulas