

Lesson Plan

Jennifer Jensen

Coyote Creek Elementary – 5th Grade

Douglas County School District

Saturday Cohort V – Summer 2003

Title: “A Day in the Life”

Author: Jennifer Jensen

Grade Level/Discipline: 5th Grade Writing - Technology

Length of Lesson: This lesson will take 2-3 days.

Context: Over the last month, students have been maintaining their class garden. As part of their writing standards, students must be able to write in order to describe.

Instructional Goal: Students will:

- ?? Use a graphic organizer to create a writing plan.
- ?? Compose a descriptive short story.
- ?? Compose their story on the computer.

Standards Addressed: The following Douglas County (Colorado) Standards and Checkpoints will be addressed during this unit:

Language Arts		
	STANDARD	CHECKPOINT
Standard 3: Writing	The student writes to communicate for a variety of purposes and audiences.	<p>3.1 (Process) Generates topics, plans, composes, revises, and edits writing.</p> <p>3.2 (Purpose/Audience) Uses varied forms of writing (e.g., essay, story, poetry) to address different purposes (e.g., reflect, entertain, inform) and audiences (e.g., familiar/unfamiliar).</p> <p>3.3 (Organization) Organizes writing in a focused and logical manner (e.g., introduction, body, conclusion).</p> <p>3.4 (Content) Develops and supports main ideas with relevant details in single- and multi-paragraph writing.</p> <p>3.5 (Style/Voice) Uses stylistic elements (e.g., word choice, figurative language, sensory details, expression of feelings) to add clarity, interest, and variety to writing.</p> <p>3.6 (Conventions) Produces a legible product and recognizes and uses conventions for writing such as punctuation, capitalization, spelling, and grammar (e.g., noun/verb agreement, indentation, quotation marks) using appropriate resources (e.g., dictionary, thesaurus) when necessary.</p>
Technology (Foundation Skills)		
Basic Operations and Concepts	Students demonstrate an understanding of the terminology and basic operations of technology systems and are proficient in the use of technology and demonstrate an understanding of when to use it.	
Social and Ethical Issues	Students practice responsible use of technology and information systems and understand the ethical and legal issues related to technology.	
Productivity Tools	Students use productivity tools to gather and synthesize information and to produce technology enhanced models, publications, and other creative works while enhancing learning and increasing productivity and creativity.	

Roles of Teacher/Student:

Teacher: Provide students with the guidelines surrounding the assignment. Also provide students with the needed computers. Be available to answer any curriculum or technology related questions.

Student: Each student will be responsible for creating their own graphic organizer related to the plant of their choice using Inspiration software. They will also be responsible for composing their story also using their computer, as well as creating an illustration.

Integration of Technology: During this lesson, students will use iBook computers. They will create an idea web (graphic organizer) using the program *Inspiration*. They will then use their web to compose a short story in *Appleworks*. Finally students will use a paint program to create an illustration to accompany their story.

Learning Objectives:

- ❑ Students will create an organized plan for their short story.
- ❑ Students will compose a short story.
- ❑ Students will focus on the using the descriptive form of writing.
- ❑ Students will create an illustration to accompany their short story.
- ❑ Students will use the iBooks to complete all objectives.

Resources & Materials:

Teacher Materials:

- ❑ Digital camera
- ❑ Directions for assignment

Student Materials:

- ❑ iBooks
- ❑ Appropriate computer software
- ❑ Directions for assignment
- ❑ Printer
- ❑ Coloring utensils (colored pencils/markers)

Lesson Agenda & Procedure:

1. Prior to the activity, the teacher will need to decide what direction she wants to take the assignment. For my purposes, I had students focus on a plant from our class garden. (I will be writing this lesson plan for that specific purpose.) The students will be writing to the following prompt: “A day in the life of a _____.”
2. Prior to the lesson, the teacher will need to take photos of the specific writing focus. These photos will then need to be placed in the appropriate display program (e.g. *iMovie*). (Students may also take their own pictures.)
3. Give students their vegetable or flower choices. These will need to be based on the previously taken photos.
4. Students can then view the photos and make their final choice for the focus of their story.
5. Before beginning the planning stage of the project, you may want to review with students the focus and structure of descriptive writing. Discuss the use of the five senses.

6. Students will need to open the *Inspiration* program. If students are not familiar with this program, you may want to introduce it prior to this lesson. It will depend on how much time you have.
7. Once in *Inspiration*, students will create their graphic organizer, idea web, for their story. Circulate among the students to answer any questions.
8. After students have completed their idea web, they will then print a hard copy.
9. Students are now ready to begin composing in *Appleworks*. Using their idea web, students will compose their short story directly on the computer.
10. As students finish their stories, they can sign-up on the board for a peer conference. When students are paired up for the conference, they will swap desks and check the other person's story for spelling, grammar, and punctuation.
11. When a student feels her story is "perfect" she is ready to print.
12. Remind the students to do a final edit and revision after they have printed. I have found that students quickly find mistakes that they missed while reading the writing on the computer screen.
13. Once completed with the story portion of the project, students are ready to create their illustration. They can use the photos as inspiration, or simply go in their own direction.
14. Using *Appleworks Paint* or *KidsPix*, students draw their illustration in black and white. When done, they will print and color the drawing. Be sure that they do not use the fill feature. This approach will save money not printing in color, and allows students to have a "coloring book" type drawing that will be easier to color when printed.
15. You may want to have students share their story with the entire class, or you can place four to five students in a group and have them do round robin presentations. It's great for classmates to hear each other's writing. They always seem to learn something new.

Assessment:

- ❏ Student planning and stories can be graded with one of the following rubrics:
 - The Six + 1 Writing Rubric from NWREL's website:
<http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.pdf>
 - The CSAP Writing Assessment from CDE's website:
<http://www.cde.state.co.us/>
 - (Your district may have a 6 + 1 Trait Rubric that you could also use.)
- ❏ Teachers may create their own technology skills assessment if they would like to assess this portion of the student work.

Technology Evaluation:

At the completion of this project, the teacher should compare the quality of planning and story writing to previous assignments that were completed on paper only. You may also have a specific technology "skills" piece that you want to evaluate.

Variations/Differentiation:

I feel that this lesson meets the needs of all students with very little variation or differentiation. Students have some direction of where they need to go with the focus of their writing (garden vegetable), but they still have choice within that. The writing prompt is also general and can be adapted to a variety of situations.