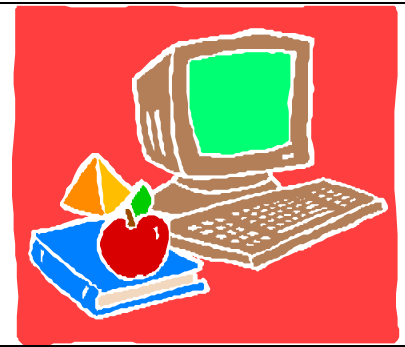


You Can Find My Writing on the Web

(Not at the bottom of my backpack!)



First Grade Level

Time Required: Daily for 30 minutes period for Two Weeks. Additional time needed for final presentation.

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Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in ways that do not match their experience. Among large populations of at risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklist, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics

- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is to introduce beginning writers to Power Point. The Power Point slides will be used to help the students write a story that has a beginning, middle, and end. Each part of the story will be put on a separate slide. The rather dramatic effect of changing the computer screen should help students with the concept that a good story is several distinct parts.

The presentation portion of this lesson will occur away from the school grounds. The Power Point presentations will be posted on the school's web site. The class will visit the local library and find their Power Point presentations on the computers there. Families will be invited to attend. It will be an opportunity for families to find out about the many aspects of the local library.

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Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ Create a Power Point slide presentation.
- ❖ Type on a Power Point slide with necessary assistance from the teacher.
- ❖ Import their artwork onto the Power Point slide.
- ❖ Use the appropriate keys and/or mouse operations to show their Power Point slides.

Integration of Other Functional/Academic Skills: Students will be able to...

Reading: Use graphic organizers to help write their presentation.
Apply decoding skills to read their writings.

Critical Thinking: Distinguish between fiction and nonfiction.

Writing: Use the writing process consisting of prewriting, drafting, revising, proofreading, and publishing/sharing.

Use the Six Trait writing process emphasizing voice, word choice, and conventions.

Colorado State Standards

Colorado Model Content Standards for Language Arts

Standard 1: Students will read and understand a variety of material.

Standard 2: Students will write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Web Sites

None

Pre-requisites

Students should be able to compose one to two sentences on their own. Phonetic spelling is acceptable during the prewriting and drafting stages of the project. Students should have experience operating a mouse.

Required Equipment/Technology

- ❖ Computer with Internet access.
- ❖ School website
- ❖ Scanner

Handouts

- ❖ Appendix A Example of Power Point presentation
- ❖ Appendix B Pages for Writing beginning, middle, and end of story.
- ❖ Appendix C Rubric for final Power Point presentation

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The Lesson

Activity	Instructor Notes
<p>Read the class a favorite big book. Help students place the sticky notes in the appropriate places.</p> <p>With a new big book tell the students you will read it to them, but will leave out a section, the beginning, middle or end. Have a student select which.</p> <p>As students if it were very satisfying to listen to an incomplete story.</p> <p>Reread the story in its entirety.</p>	<p>Need a big book with a simple story line.</p> <p>Have sticky notes with the words beginning, middle, and end written on them.</p> <p>Bring out another story where the three parts have already been marked.</p>

Presentation

Activity	Instructor Notes
<p>Have class decide on a theme to write a story. Decide on characters and a setting.</p> <p>Have class dictate the story guiding students to have a beginning, middle, and end.</p>	<p>Have chart paper ready with headings beginning, middle, and end.</p>

Students read copies of the class story and make illustrations.	Type story and print for each student.
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Practice

Activity	Instructor
<p>Conference with each student before writing begins.</p> <p>Have students use pages from Appendix B</p> <p>Have students complete their illustrations on the pages with a black felt tip pen for ease of scanning.</p> <p>Edit stories with students.</p>	<p>Have three papers ready for each student labeled with beginning, middle and end. See Appendix B</p>

	<p>The next portion is labor intensive for the teacher. However, students from an older classroom may be able to help.</p> <p>Crop the pictures from each of the students' stories and scan to files. Convert to Jpeg</p> <p>Place on Power Point slides, having students assist with picture placement and typing from their edited stories.</p>
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<p>Have students practice their Power Point stories using the computer.</p>	
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Presentation

Activity	Instructor
<p>Invite parents to come with the class to the local public library to find the students' work posted on the school's web site.</p>	<p>The Power Point presentation will be used to show students that their work can be posted on the web. It will also be an opportunity to expose students and families to the resources as the local library.</p> <p>Teacher should have the Power Point presentations on disk incase web servers are down.</p>

Lesson Assessment Strategy (Formative as the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Did I practice with the scanner before trying to scan the students' work?
2. Is the school's web site set up to link with the Power Point presentation?
3. Are the instructions and expectations for the class clear from the beginning?
4. Is there enough variety in the lesson to appeal to most learning preferences?
5. Do the students understand what part technology plays in the lesson?

Performance and Practice (Student)

1. Do all the students have the skills to follow the instructions?
2. Are all students contributing to the class project in some measure?
3. Do students understand the concepts of the beginning, middle, and end of the story?

Technology

1. Does the scanner work properly?
2. Are files set up for the student's work?
3. Can the students' work be posted on a web site?
4. Is it possible to go to a site off campus to access the web?

Activities Checklist

Read a familiar big book to find beginning, middle, and end of story	
Repeat with a new big book.	
Write a class story concentrating on beginning, middle, and end.	
Students illustrate final copy of class story	
Students write their own three-part story and illustrate with black felt tip markers.	
Students edit their stories with teacher's help.	
Each student's pictures are scanned on to three Power Point slides. Students help type in their edited sentences.	
Work is placed on the school's web site.	
Arrange for a location off campus where the students' work may be viewed on the web site.	

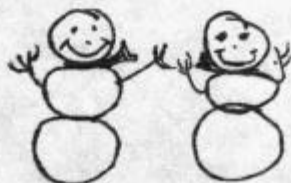
I made a snowman.



My snowman was sad.



I made him a friend.



Rubric for 1st Grade Power Point

	Not Evident 0	Emergent <u>1</u>	<u>Satisfactory</u> <u>2</u>	<u>Proficient</u> <u>3</u>
Organization of the story	Story has no discernable organization	There is a beginning to the story, but no supporting middle portion and no conclusive ending	There is a distinct beginning and ending to the story, but no supporting middle details.	Story contains easily recognizable beginning, middle and ending portions.
Illustrations	Attempt at illustrating is not easily recognizable as being part of the story.	One of the three illustrations supports the story.	Two of the three illustrations support the story.	All three illustrations support the story.
Power Point Presentation	Student needs assistance with all areas	Student needs assistance reading the story or operating the computer once the Power Point presentation is brought to the screen.	Student can open the file, operate the computer for the presentation, and read the story with several verbal clues.	Student can independently open the file, operate the computer for the presentation, and read the story independently.

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