



Greeting Cards

Grade: 4

An integrated lesson plan covering 2-3 sessions of approximately 45 minutes each.

Judy Geisinger



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 a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp 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 (checklists, 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 designed to have the students design and print their own greeting cards using technology. The students will be shown a variety of greeting cards to show them how voice is used in different occasions, birthday, get well, sympathy, etc... As a class we will discuss the importance of what voice one hears, when reading various cards. In a computer lab environment, the students will choose a particular type of card that they want to create, and using, “Franklin’s Activity Center,” they will create cards. After the cards have been made, the class will share their creations.

Lesson Objectives

Lesson Project: Greeting Cards

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

- Create a variety of greeting cards, using the CD-Rom program, Franklin's Activity Center.
- Apply the trait of voice in their cards.
- Explain what they did, to reinforce the process skills.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

- Language Arts – Students will use the Six Trait of Writing, Voice, in their greeting cards.

State/National Standards (Complete as Appropriate)

- Language Arts Standard 2 – Students will write and speak for a variety of purposes and audiences.
- Language Arts Standard 3 – Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Language Arts Standard 6 – Students read and recognize literature as a record of human experience.
- Technology Standard 2 - Students will use appropriate technology to accomplish personal production and to develop lifelong learning skills.
- Technology Standard 5 – Students will use technology to advance and enrich learning.

Websites

Support: Franklin's Activity Center CD-Rom

Pre-requisites

- Third grade and up (age appropriate)
- Students will have been introduced to the Six Trait of Writing” Voice”, prior to creating their own greeting cards. (see reference for materials)

Required Materials

- Xerox Paper
- Colored Pencils or Markers

Equipment

- Franklin’s Activity Center CD-Rom
- Computer Lab
- Printers (color if available)

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Time Estimate	Instructor Notes
Have a variety of cards to show the students.	5 minutes	Birthday, Get Well, Sympathy, Miss You, etc...
Show the students one of each card and discuss the differences. Show them another card and have them identify which “kind” it is.	15 minutes	Discuss how they can tell. Talk about the need for different voices for different occasions.
Ask why different types of cards are appropriate for different occasions or different people?	15 minutes	How would a card be different for a friend’s birthday then your grandmother’s?

Presentation

Activity	Time Estimate	Instructor Notes
Model to the students the steps to create a greeting card using, Franklin's Activity Center. Then go through the steps together as a class. (Handout 1)	20 minutes	Provide a Handout for the students to follow. Explain to the students that they are going to create the following cards: <ul style="list-style-type: none">• Birthday card for your dad• Get Well Soon for your Aunt• Holiday (Christmas, Easter, etc...)

Practice and Performance

(Students help you perform the project steps. You help them perform project steps. They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
Students will create their greeting cards.	45 minutes	Observe and help students when needed. Evaluate students with Rubric.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- Am I addressing the instructions on each activity to meet the needs of the students?
- Am I allowing enough time for each lesson?
- Was I knowledgeable with lesson to make everything clear to the students?

Performance and Practice (Student)

- Did the lesson provide a high enough interest to the students?
- Were the students feeling overwhelmed?

Technology

- Were the students comfortable using the technology from the lesson?

- What is the “Real World” connection using this type of technology?

Handouts

Handout I

Franklin’s Activity Center

Card Maker

Step-by-Step Instructions:

- Click on to the cards on Franklin’s bulletin board. This will take you to Card Maker.
- Click on a mini-graphic in the frames across the bottom of the screen.
- To view other mini-graphics, click the right or left arrows.
- Click on one of the pictures on the bulletin board to sort the mini-graphics by occasion or seasons.
- Click on the middle of the card or on the scissors, then on a mini-graphic to place a picture on the front.
- Click above the picture or on the pile of headlines on the table, then on a mini graphic to place a title.
- Click on the edge of the card or the roll of ribbon, then on a mini-graphic to place a border.
- To open the card, click the arrow in the upper right hand corner.
- Click on the middle of the card or on the pile of headlines on the table, then on a mini-graphic to place a message inside the card. Click in each corner of the card or on the roll of stickers, then on a mini-graphic to place pictures inside.
- To save a card or load a card, click on the blue disk.
- To print a card, click on the printer icon.
- To start a new card, click on New.

Activity Checklist

Have a variety of greeting cards for the students to look at.	
Handout 1- Card Maker	
Students will color their cards.	
Students will be evaluated on their cards using a rubric.	

Technology Checklist

- Schedule time for the Computer Lab.
- Check that all computers are downloaded with Franklin's Activity Center.

Lesson Rubric

Name: _____ Date: _____

Project Title: _____ Teacher(s): Mrs. Geisinger

Greeting Cards



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1	2	3
2. Properly organized to complete project	1	2	3
3. Managed time wisely	1	2	3
4. Acquired needed knowledge base	1	2	3
5. Communicated efforts with teacher	1	2	3
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1	2	3
2. Mechanics of speaking/writing	1	2	3
3. Organization and structure	1	2	3
4. Creativity	1	2	3
5. Demonstrates knowledge	1	2	3
6. Other:	1	2	3

Total Score: _____

The following references were used to develop this curriculum:

References for Lesson

- ❑ Colorado Department of Education. (1995). Colorado Model Content Standards for Language Arts. Denver, CO.
- ❑ Colorado Department of Education. (1995). Colorado Model Content Standards for Technology. Denver, CO.
- ❑ Northwest Regional Educational Laboratory. ().Six-traits Writing. Portland, OR.
- ❑ Franklin's Activity Center. (1996). Sanctuary Woods Multimedia.

Bibliography/Internet Resources

- ❑ Colorado Department of Education. (1995). Colorado Model Content Standards for Language Arts. Denver, CO.
- ❑ Colorado Department of Education. (1995). Colorado Model Content Standards for Technology. Denver, CO.