



Dear Laura Ingalls Wilder

Grade: 4

An integrated lesson plan covering 3-4 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 teach the students how to send and receive an E-mail. The students are reading, Little House on the Prairie, by Laura Ingalls Wilder. The students will write friendly letters, asking Laura about herself, her family, and the Little House Books. The students will E-mail their friendly letters to a site, where in turn, the site will answer their letters. The students will also, put these friendly letters on the PC Writers and import them onto Microsoft Word Document. The students will print their stories and bound them together, to create a book of letters to Laura.

Lesson Objectives

Lesson Project: Dear Laura Ingalls Wilder (Bounded letters to create a book of letters to Laura.

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

- Send and receive an Email.
- Construct a friendly letter to Laura Ingalls Wilder on their PC Writers, and then import them onto a word document using infrared to read their letters.
- Their letters will use a script font, to depict the style of writing of the time.
- Print their letters and compile together to produce a booklet.
- 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 The students will read and apply the directions of their Email Assignments.
- Technology The students will understand and explain the process of sending and receiving an Email.
- Language Arts The students will compose friendly letters.

State/National Standards (Complete as Appropriate)

Colorado State Standards

- Language Arts Standard 1 – Students will read and understand a variety of material.
- 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 4 – Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Language Arts Standard 5 - Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological resources.

- Technology Standard 2 - Students will use appropriate technology to accomplish personal production and to develop lifelong learning skills.
- Technology Standard 3 - Students will access and retrieve electronic information.

Websites

Required: www.hoover.nara.gov/kids/dearlaura.html

Pre-requisites

- Third grade and up.
- Students will have read, *Little House on the Prairie*, by Laura Ingalls Wilder.
- Students will have had prior knowledge on how to use the PC Writer

Required Materials

- Class set of *Little House on the Prairie* books.

Handouts

- Handout on Friendly Letters.
- Handout on sending and receiving and E-mail.

Required Equipment/Technology

- Access to the Internet
- PC Writers

Lesson 1 Friendly Letters to Laura Ingalls Wilder

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

Preparation

Activity	Time Estimate	Instructor Notes
Introduce the lesson with Power Point Presentation on Laura Ingalls Wilder. (See Handout- PPLaura)	15 minutes	This presentation is an overview of the thematic unit on, <i>Little House on the Prairie</i> .
Brainstorm with the students about questions they would like to inquire about Laura Ingalls Wilder.	15 minutes	Record their ideas on the chalkboard for further use.

Presentation

Activity	Time Estimate	Instructor Notes
Model to the student's example questions they could possibly ask Laura.	5-10 minutes	These models can be done and saved on the board for future reference.
Review correct format when writing a Friendly Letter.	10 minutes	

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
The students will compose a Friendly Letter. They will type them on the PC Writers, and then import them onto a Word Document. The students will choose a script font.	20-30 minutes	Observe and help students when needed. Evaluate student's Friendly Letter with a rubric.
The students will print their Friendly Letters to produce a class booklet.	10 minutes	

Lesson II Sending & Receiving an E-mail

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

Preparation

Activity	Time Estimate	Instructor Notes
Discuss how Laura Ingalls Wilder would or corresponded with family and friends.	10 minutes	This activity will take about 5-10 minutes. It will lead into their Emails.
Discuss how Technology has changed the way we communicate today.	10 minutes	Telephone, computers, fax, etc...

Presentation

Activity	Time Estimate	Instructor Notes
Model the steps of sending and receiving an E-mail. (Handout 2)	10-15 minutes	Note the steps on the board as we go through the handout.
Choose students to demonstrate the procedures on the computer.	10 minutes	Put the required information on the board that the students will need to type: School name, city, state, and E-mail address.

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 take their Friendly Letters that they composed from Lesson I, and send them to Dear Laura.	20-30 minutes	Observe and help students when needed.
Have the students check Outlook Express to see if there are any new messages.		It usually takes a few days for the response to come the Dear Laura site.

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?

Activity Checklist

Lesson I Friendly Letters to Laura

Students will compose a friendly letter using the correct format.	
Students will type their letters to Laura, on the PC Writers.	
Students will import their letters onto a Word Document.	
Students will edit their letters before printing them.	

Students and teacher go over the step-by-step procedures of sending and receiving an E-mail.	
Students check for any new messages.	
Rubrics are completed.	

Technology Checklist

- Check access to the Internet.
- Check that PC Writers are charged.

Handouts

Handout I Send & Receive E-mail

Ask Laura A Question

Step 1 - Fill out the information below. Items marked with an Asterisk (*) are required.

*First Name	*E-Mail address
*School Name	*Grade in School
*City	*State

Step 2 – Compose your question

Dear Laura,

Step 3 – Send your question

Send Question Reset

Handout 2 Sending & Receiving an E-mail

Receiving E-mail

Step 1 – on the desktop menu, click onto the **Outlook Express Icon**.

Step 2- click onto the **Inbox**.

Step 3- if your name is listed in the box, click on to it, and read your message

Rubric

Letter-Writing: **Friendly Letters**

Teacher name: Mrs. Geisinger

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the

			letter was about.	letter was about.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is typed and is crumpled or slightly stained It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

The following references were used to develop this curriculum:

References for this 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.

Bibliography of Internet Resources

- <http://www.hoover.nara.gov/kids/dearlaura.html>
- <http://www.rubistar.4teachers.org/>
- 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.

Laura Ingalls Wilder



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About the Author

- ❖ She was born on February 7, 1867
- ❖ Born in Pepin, Wisconsin
- ❖ She started teaching at the age of 15.
- ❖ Her first "little house" book was called, *Little House in the Woods*.
- ❖ All her books are about her own life experiences.

Little House on the Prairie



This book that we will be reading, follows the Ingalls travels to Kansas, where they build a log house with glass windows in Indian Territory.

Dear Laura,

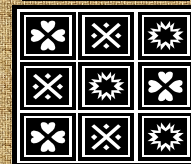
- While reading, *Little House on the Prairie*, we will construct questions about Laura's life, family, and her travels.
- We will then send them to an on-line resource to have the questions answered.
- <http://hoover.nara.gov/kids/dearlaura.html>

A Pioneer Town

- You will be constructing your own pioneer community with cut-fold patterns from an on-line resource.
- <http://hoover.nara.gov/kids/pionertown.html>



Nine-Patch Quilt



- We will use paper grids to design our own nine-patch quilt.
- http://hoover.nara.gov/kids/activities_9patchquilt.html