Class Book
Grade: Third

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

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 students how to save their work onto a disk where existing work is already stored. The purpose of this lesson is to compile several students' work on one disk, which can be used to publish the work in book form. All the work is written, proofread and spell checked by the students with the final editing being done by the teacher. The work is categorized by subject so the students who write more that one piece will have work throughout the book. After students type their story into the document they will run the spell check and proofread the piece for errors.

Lesson Objectives

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

- ❖ Save work onto a disk
- ❖ Scroll through the document
- ❖ Categorize subjects
- ❖ Use Spell Check

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

Reading: Apply thinking skills to their reading and viewing
                     Students will proofread their own text

Technology: Use spell check
                     Save work onto an existing document

Writing: Organize the text into the document by subject
                     Write a complete paragraph with detail, organization and word choice

Listening: Follow teacher directions
                     Apply vocabulary from topic for discussion

State/National Standards (Complete as Appropriate)

Colorado Model Content Language Arts Standards

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

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

Colorado Model Content Technology Standards

   Standard 5: Students will use technology to advance and enrich learning.

Websites

Required: None

Pre-requisites

- ❖ Third grade reading level
- ❖ Third grade writing skills
- ❖ Basic proofreading skills

Required Materials

- ❖ Student written paragraphs for publication

Handouts

- ❖ Step by step direction page
- ❖ Lesson Rubric

Required Equipment/Technology

- ❖ At least on word processor
- ❖ One floppy disk

THE LESSON

Preparation

Activity	Instructor Notes
Discuss the topic	Ask several students how they save their work that is finished. Question students about how it can be difficult to keep track of more than one, two or more papers. Introduce a floppy disk to the class. Tell students what the disk is used for.
Pass some disks around for examination.	Have several for students to look at.
Examine and discuss handouts	Go through lesson rubric for clarification and questions

Presentation

Demonstrate how to proofread the work after typing it in the word processor.	Have a sample prepared ahead of time. Proofread the writing out loud to model the process. Have students listen for mistakes. Notice any green or red underlining of text. Identify the subject of the paragraph and which heading it would go under.
Show students the Menu Bar at the top if the screen. Locate the Spell Check icon. (ABC check)	Identify the bar of words and icons at the top of the screen as the Menu Bar. Guide students to find the Spell Check icon.
Look at the Menu Bar to find the disk icon.	This is a fast way.
Click on the word File and scroll down to Save.	This is another method of saving work to a disk.
Demonstrate how to save work onto the disk.	Show both ways. Notice how you must wait for the process to finish before attempting to go on.

Performance and Practice

Instructions for students	Teacher notes
Provide students with samples of type written work to be proofread from the word processor screen.	Have students work in groups of three to proofread and practice using the spell check feature.
Talk in your group about what the green and red underlining means.	You may want to let your students try to figure this out on their own without giving the group and instruction on it.

Make any corrections you can.	Encourage students to find recognizable errors and correct them on their own first.
Look at the Menu Bar to find the Spell Check icon. Use it to correct errors.	Check to see if they are able to do this. Have group members take turns at the keyboard for experience.
Ask every member in your group if they think all of the corrections have been made.	Discourage one student from making all of the decisions.
Save all the work onto one disk.	Group members can assist other group members. Again, students should be sharing time at the keyboard.
Pass the disk onto the next group.	Teacher may want to make rotation list for the students to follow.
Discuss how the process went for students and answer questions.	Allow time for clarification and discussion.

Part II
Independent application

Individually type paragraphs under the correct heading	Once the students have hand written their paragraphs broad subject headings need to be determined. For example my students will be writing about our town. Some of the headings will be Search and Rescue Dogs, Fire Station and Our Town History. I will have these headings listed on the disk before the students begin. They must first locate the correct heading before typing their story.
Individual practice of the 'Spell Check' and 'Save' techniques.	This can take several days to get through all the students. Since all of the work is to be saved onto one disk, providing students with opportunities to complete their assignment throughout the day would speed things up.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectation for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students "connecting" to lesson objectives? How?
6. How is this lesson "integrated?"

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology and what so I need to remember when I teach this lesson again?
3. How are students applying or wanting to apply their technical skills in other areas?

Step-by-step Handout 1

Follow this step-by-step guide for your group work and then again for your own independent work.

1. Give your group a name. (When you do this on your own you will name your work with your first name.)

2. (You) Your group needs to read the paragraph out loud to proofread it. Listen and look for errors.

3. Talk in your group (Think) about what the green and red underlining means.

4. Make any corrections you can.

5. Look at the Menu Bar to find the Spell Check icon. Use it to correct errors.

6. Ask every member in your group (yourself) if they think all of the corrections have been made.

7. Look to the Menu Bar again to find the Save icon. Save the paragraph with your group's name onto the class disk.

8. Pass the disk onto the next (person) group.

Lesson Rubric for Independent Assignment Handout 1

Item Score	0	1	2	3
Proofreading	Had more than three mistakes	Had two mistakes	Had one mistake	Had no mistakes
Navigated Menu Bar	Could not find icons or words for Spell Check and Saving work.	Could do either Spell Check or Save but not the other.	Needed a small amount of assistance to do either Spell Check or Save.	Navigated both the Spell Check and the Save techniques without assistance.
Work shows effort (Grading the best of all completed paragraphs.)	No paragraphs were done.	Paragraph was three sentences in length.	Paragraph has detail and four sentences.	Paragraph has great detail, word choice and at least four sentences long.
Organize paragraphs within class project (Students may publish as many stories as they want.)	Stories were not organized under the correct topic.	One third of the stories were organized correctly.	At least half of the stories were organized correctly.	Stories were organized by topic correctly.
Vocabulary comprehension	Student doesn't understand the meaning of Spell Check or Save.	Student understands one of the two terms and gives an explanation.	Student understands the meanings of the terms but cannot explain them.	Student understands and can explain the meaning of the terms Spell Check and Save.

Activity Checklist

Discuss the topic.	
Pass some disks around for examination.	
Examine and discuss handouts.	
Demonstrate how to proofread the work after typing it in the word processor	
Show students the Menu Bar at the top if the screen. Locate the Spell Check icon. (ABC check)	
Look at the Menu Bar to find the disk icon.	
Click on the word 'File' and scroll down to 'Save'.	
Demonstrate how to save work onto the disk.	

Technology Checklist

Pass some disks around for examination.	
Show students the Menu Bar at the top if the screen. Locate the Spell Check icon. (ABC check)	
Look at the Menu Bar to find the disk icon.	
Click on the word File and scroll down to Save.	
Demonstrate how to save work onto the disk.	