Poster Report On Basically Everything

Lesson Planning Approach

Some learners perceive their "world" as a whole, where 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 that 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 that do not regard their world as a sum of parts but as a blend of all 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 or 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 was designed to facilitate report writing for students with special needs. Students will access information from the web and incorporate it into a simple visual poster. Students can then use the poster as a springboard for oral reporting to the class. This plan was developed as a culminating activity for a fourth grade social studies class studying Colorado State history. Each student is assigned a specific focus area from Colorado history. Upon completion, the reports are then "jig-sawed" together to get a complete picture of Colorado History. However, this process can be applied to all grade levels and all content area learning.

Lesson Objectives

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

❖ Create a PROBE Report (Poster Report on Basically Everything) using technology by completing the following subobjectives

- ❖ Conduct a limited Internet search on a specific subject assigned from the classroom teacher.
- ❖ Print information from websites pertinent to the topic
- ❖ Use critical thinking skills to read and locate topic sentences and supporting details.
- ❖ Write a concise summary of learned material to include on the poster using a word processing program
- ❖ Locate, create, and utilize graphics for visual support in the final presentation
- ❖ Present final product to classroom teacher and class.
- ❖ Access process independently for future applications.

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

Math: Create and interpret graphs and tables

Create and extend visual patterns
Interpret timelines

Reading: Read and comprehend a simple paragraph
                    Locate the main idea
                    Locate important details
                    Differentiate between fiction and non-fiction

Writing: Write a paragraph using a topic sentence
                    Add sufficient details within the topic
                    Add explanations of the details
                    Write an appropriate concluding sentence
                    Emphasize the conventions of writing

Speaking: Speak in an easily understood voice
                    Clearly explain main points of the PROBE

Technology: Use the Internet as a resource for learning
                    Use the word processor to write a paragraph

State/National 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 will write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- ❖ Standard 4: Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.

Note: Other content area standards are addressed. The primary focus in this lesson is the language arts standards.

Websites

www.ajkids.com
infoplease.com

Prerequisites

Prior to the teaching of this lesson students should be able to:
- ❖ Read the selected materials. Teachers may pre-select passages based on student's reading level
- ❖ Have a basic working knowledge of word processing programs
- ❖ Have completed the Colorado History Unit

Required Materials

- ❖ Large white poster paper
- ❖ Crayons, markers, or colored pencils. Colored pencils work best for neatness
- ❖ Ruler for measuring boarders
- ❖ Dutton, Dorothy and Humphries, Caryl. A Rendezvous with Colorado History. Sterling Ties Publications. 1999

Required Equipment/Technology

- ❖ Access to the internet
- ❖ Color printer
- ❖ Word processor

Handouts

- ❖ Handout 1: Checklist of steps for the project
- ❖ Handout 2: Sample PROBE
- ❖ Handout 3: Word web
- ❖ Handout 4: MS Word checklist
- ❖ Handout 5: Paragraph graphic organizer
- ❖ Handout 6: Features list for PROBE
- ❖ Handout 7: Rubric for assessment of PROBE

THE LESSON

Part 1: Gathering the Information

Preparation

Activity	Instructor Notes
Introduce the activity. Students choose one aspect of Colorado History that interests them.	Students do a "book walk" through the Colorado History book. A "book walk" is a systematic look through a text page by page. Students then select the topic that interests them the most. Use handout 5 as a guide. Review the text pertaining to the selected topic of study. Introduce handout one and explain the steps that will be completed.
Compile a list of vocabulary words to be used for the internet search.	Identify key words that may be used to search the topic from the article in the text. Make a list of these words. Limit list to a manageable number of words to search. Check for understanding of the vocabulary.

Presentation

Activity	Instructor Notes
Observe how to do an internet search using www.ajkids.com for the student's selected topic.	Show students how to use www.ajkids.comto locate information.

Performance and Practice

Activity	Instructor Notes
Students use www.ajkids.com to locate information about the selected topic.	Guide students through the process demonstrated above. Use verbal prompts to facilitate the search. Allow students to practice using www.ajkids.com to locate information related to the topic.
Students select and print pertinent information from the site that is the easiest for them to read and understand.	Guide students through the sites paying close attention to readability and comprehension. Check off vocabulary words from the list as search is completed.

Part 2: Writing the Paragraph
Preparation

Activity	Instructor Notes
Students read printed material and identify the main ideas of the text.	As the student reads frequently check for understanding of concepts and vocabulary. Have students highlight main ideas in green. Some

	students may need to partner read or to have material read to them.
Students read for details.	Have students highlight details in yellow.

Presentation

Activity	Instructor Notes
Students create a word web for their topic of study.	Guide students through the creation of a word web of the assigned topic. They will use the information gathered from the articles printed from the web. Attention is paid to ideas and concepts. Mechanics are not a concern at this time. It is not necessary to write in complete sentences. The topic should be the center focus. The details are the spokes and the explanations are under the details. For those students who find word webs difficult to understand, have them go directly to the paragraph graphic organizer.
Using the word web for ideas, students will complete the paragraph graphic organizer.	Have students restate the ideas from the word web in their own words. Mechanics are not an issue, however, thoughts should be expressed as complete sentences

Performance and Practice

Activity	Instructor Notes
Students will open MS Word by using the word icon on the desktop.	Using the MS Word checklist, show students how to open up MS Word. Explain about the fonts and the print size. Because the written information will be included on a poster, either 18 or 20 as the print size would be best for visibility. Likewise, simpler fonts tend to work better for special needs students for increased readability.
Students will use the word processor to write their paragraph.	Assist students with word processing and editing skills and questions as they arise.
Students will print their paragraph.	Assist students in identifying the print icon and the print procedures.
Students will save their material.	Assist students in naming and saving their material.

Part 3: Preparing the PROBE

Preparation

Activity	Instructor Notes
Students decide what features they might want on their PROBE to further explain their topic.	Students select features from the features list to add to their PROBE. Limit features to ones that truly enhance the learning. For the Colorado State probe: Limit to four

Presentation

Activity	Instructor Notes
Students return to www.ajkids.com to gather features to include in their PROBE.	Review the web search procedure. Have students focus on their topic area as they search.
Students print features to be included on their PROBE.	Assist students in printing procedures.
Optional: Students make a graph from a table of information if necessary for topic.	Assist students in using excel for the creation of a table and the conversion to a graph.

Performance and Practice

Activity	Instructor Notes
Students locate and print a map of Colorado and locate places specific to their topic on the map.	Assist students with mapping skills.
Students use the MS Word program to type, revise and print a caption for the features chosen for the PROBE.	Assist students in locating and opening MS Word. Assist them with the editing procedures for MS Word.
Optional: Students will make graphs to illustrate concepts from topic.	Assist students with the completion of the table and subsequent graph.
Students create a 1 ½ boarder around the PROBE paper. Within the boarder students create a pattern using icons from their topic.	Boarders are typically made up of tangible icons pertaining to the topic. For the Colorado history probe, the boarder may be made of flags, gold pans, mountains etc. For students with motor needs stamps or clip art can be used.
Students cut out, arrange, and paste features and the paragraph on the PROBE	Assist the students in developing their layout. Captions are placed under the features. Rubber cement works best for pasting the features.

paper.	
Students further decorate the PROBE.	Allow for personal choice in decorating. Try to steer students away from too much busyness in their PROBE.

Part 4: Oral Presentation of the PROBE
Preparation

Activity	Instructor Notes
Students brainstorm what makes a good speaker.	Write down ideas as they develop.
Students self evaluate their speaking style using the ideas from the brainstorming session.	Keep track of the areas students feel are in need of support.

Presentation

Activity	Instructor Notes
Students practice explaining their PROBE without directly reading the captions.	Allow students many chances to practice their oral report. Start with practicing to one other student, then to a small group and then to a class. Practicing on a first grade or kindergarten class can be helpful.

Performance and Practice

Activity	Instructor Notes
Students give their report to the class and complete the performance assessment for the oral report.	Students are evaluated on the oral performance and the PROBE poster.

Lesson Assessment Strategy (Formative- as the lesson progresses)

Preparation, Presentation, and Overall Implementation (Instructor)

1. How can I address the particular learning needs of my students?
2. Am I familiar with what the final product will look like?
3. Did I practice doing a web search using www.ajkids.com?

4. Do I have some sites in mind prior to searching with my students?
5. Where can I find material at my students reading and comprehending level?
6. Are the students clear on their learning objectives?

Performance and Practice (Student)
1. What are the interests of my students within the framework of the required topic?
2. What are the reading and comprehension levels of my students?
3. How comfortable are the students with using the web and the word processor?
4. How well do the students understand the paragraph writing process?

Technology
1. Is the technology working?
2. What is the students' comfort level when working with technology?
3. What is your comfort level with technology?
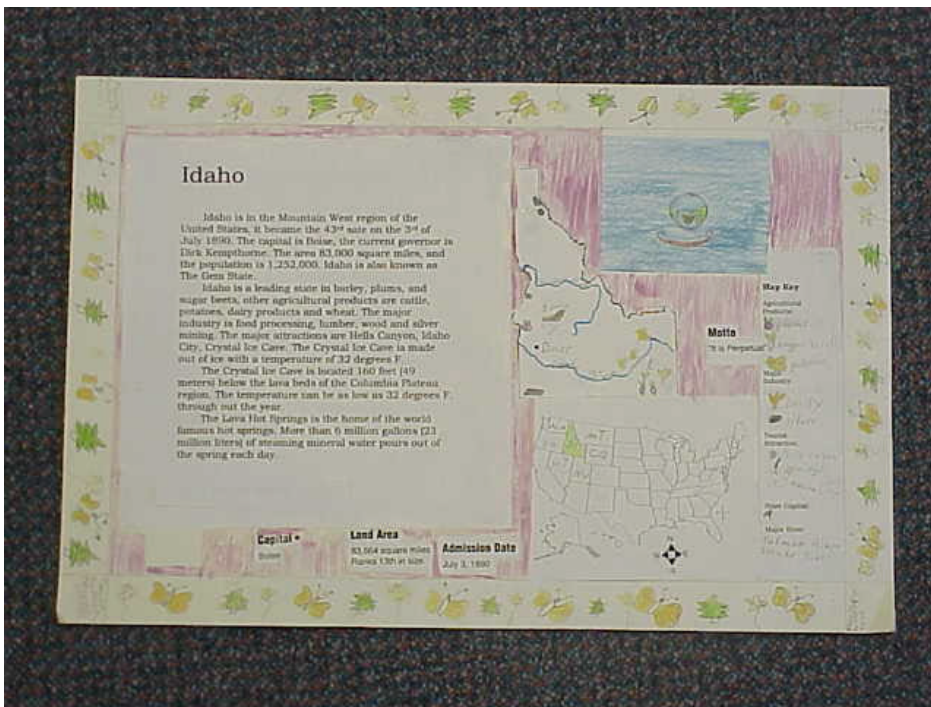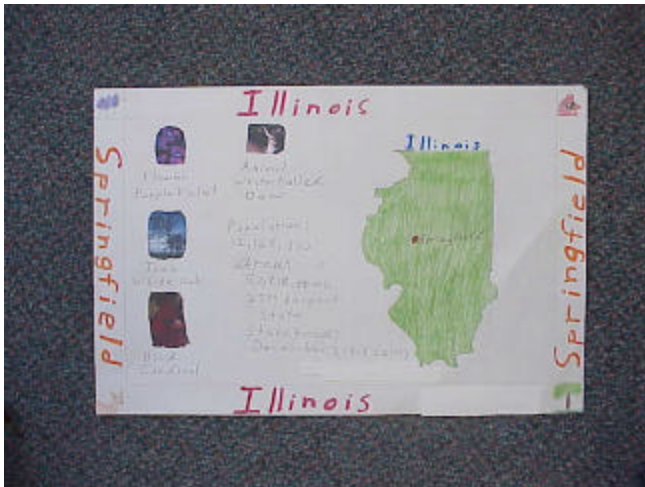4. What are the "real world" applications of this technology?

Probe Project Checklist (Handout 1)

Activity:	Completed:
Part 1: Gathering the Information:	
Introduce the activity. Students choose one aspect of Colorado History that interests them.	
Compile a list of vocabulary words to be used for the internet search.	
Observe how to do an internet search using www.ajkids.com for the student's selected topic.	
Students use www.ajkids.com to locate information about the selected topic.	
Students select and print pertinent information from the site that is the easiest for them to read and understand.	
Part 2: Writing the Paragraph	
Students read printed material and identify the main ideas of the text.	
Students read for details.	
Students create a word web for their topic of study.	
Using the word web for ideas, students will complete the paragraph graphic organizer.	
Students will open MS Word by using the word icon on the desktop.	
Students will use the word processor to write their paragraph.	
Students will print their paragraph.	
Students will save their material.	
Part 3: Preparing the PROBE	
Students decide what features they might want on their PROBE to further explain their topic.	
Students return to www.ajkids.com to gather features to include in their PROBE.	
Students print features to be included on their PROBE.	
Optional: Students make a graph from a table of information if necessary for topic.	
Students locate and print a map of Colorado and locate places specific to their topic on the map.	
Students use the MS Word program to type, revise and print a caption for the features chosen for the PROBE.	

Probe Project Checklist (Handout 1)

Activity:	Completed:
Optional: Students will make graphs to illustrate concepts from topic.	
Students create a 1-½ boarder around the PROBE paper. Within the boarder Students create a pattern using icons from their topic.	
Students cut out, arrange, and paste features and the paragraph on the PROBE paper.	
Students further decorate the PROBE.	
Part 4: Oral Presentation of the PROBE	
Students brainstorm what makes a good speaker.	
Students self evaluate their speaking style using the ideas from the brainstorming session.	
Students practice explaining their PROBE without directly reading the captions.	
Students give their report to the class and complete the performance assessment for the oral report.	

Word Web (Handout 3)

1.
   a.

   b.

   c.

   d.

2.
   a.

   b.

   c.

   d.

3.
   a.

   b.

   c.

   d.

4.
   a.

   b.

   c.

   d.
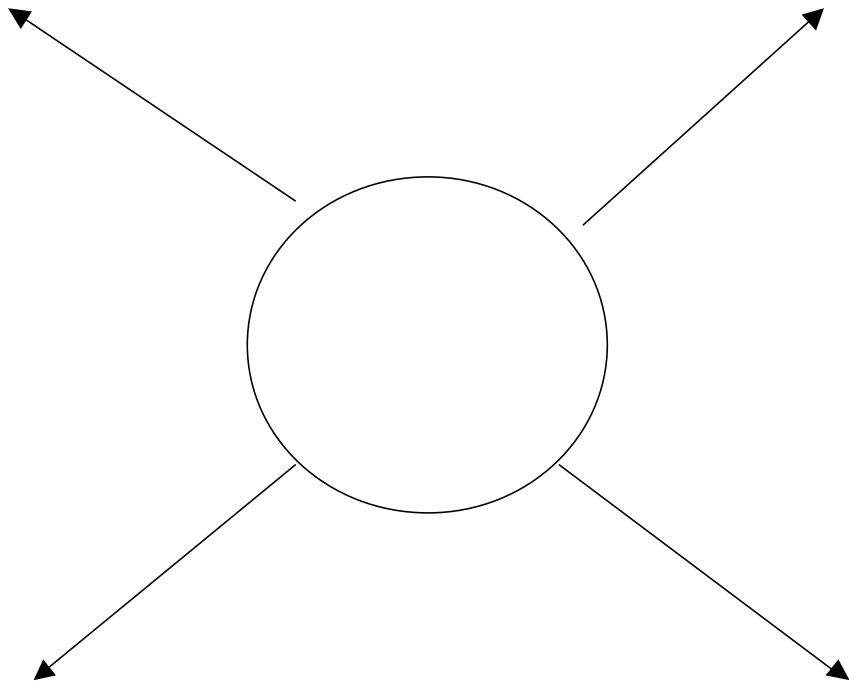
Skills Checklist

Skills Checklist:	Completed:
Open Microsoft Word by locating the W Icon.	
Find and choose correct font from font pull down files.	
Find and choose correct size from print size pull down files.	
Use centering feature to center the title of the paragraph.	
Type and underline the title of the paragraph.	
Use "enter" to begin paragraph.	
Use "tab" to indent paragraph.	
Type text of paragraph from the word web in handout two and/or the paragraph outline in handout 4.	
Use the "control s" command to save work in progress.	
Upon completion of the paragraph, use the error marking features to correct spelling and grammar errors as noted.	
Have the teacher check the work.	
Locate and select the "save as" icon from the file menu.	
Save file in folder labeled with the topic.	
Close the word program.	
Open the folder to check the location of the files.	

Paragraph Graphic Organizer (Handout 5)

Topic Sentence:

_____

_____

_____

Three Supporting Detail Sentences

1. _____

   _____

2. _____

   _____

3. _____

   _____

Closing Sentence (Restates or refers to the topic sentence)

_____

_____

_____

___ Symbols
- ___ State Seal
- ___ State Flag
- ___ Colorado Blue Spruce
- ___ Lark Bunting
- ___ The Columbine
- ___ Blue Grama Grass
- ___ Rocky Mountain Big Horn Sheep
- ___ Stegosaurus
- ___ The Aquamarine
- ___ State Song
- ___ The Square Dance
- ___ Cutthroat trout
- ___ Hairstreak Butterfly

___ Geography
- ___ Location on a map
- ___ Elevation
- ___ Climate
- ___ Landforms
- ___ Rivers
- ___ Lakes
- ___ Parks
- ___ Plains
- ___ Plateaus
- ___ Unusual Landforms

___ Prehistory
- ___ Clovis People
- ___ Folsom People
- ___ Plainview People
- ___ Basketmaker People
- ___ Modified Basketmaker
- ___ Developmental Pueblo
- ___ Great or Classic Pueblo
- ___ Mesa Verde

___ Native Americans
- ___ Hunting and Gathering
- ___ Indian Homes

___ Communication
- ___ Transportation
- ___ Indian Children
- ___ The Ute
- ___ The Plains Indians

___ Exploration
- ___ The Louisiana Purchase
- ___ Zebulon Pike
- ___ Stephen H. Long
- ___ The Santa Fe Trail
- ___ John Charles Fremont
- ___ Captain John Gunnison

___ Fur Trappers and Traders
- ___ Beaver Fever
- ___ Life of the Mountain Men
- ___ Clothing
- ___ Food
- ___ Shelter and Family Life
- ___ Trapping
- ___ Beaver Fur
- ___ Rendezvous
- ___ Bent's Fort
- ___ Fort Uncompahgre
- ___ Fort Le Doux
- ___ Fort Lupton
- ___ Fort St. Vrain
- ___ Fort Vasquez
- ___ Fort Davey Crockett
- ___ Jim Beckwourth
- ___ Kit Carson

___ Gold
- ___ Pikes Peak Gold Rush
- ___ Mining and Supply Towns
- ___ Mining for Gold
- ___ The Birth of a State

___ War
- ___ Plains Native Americans

Colorado State Features (Handout 6)

___ Sand Creek Massacre
    ___ Ute Indians
    ___ Beecher Island
    ___ Summit Springs
    ___ Reservations

___ Statehood
    ___ Early Transportation
    ___ Stagecoaches
    ___ Pack Trains and Freight
Wagons
    ___ Roads
    ___ Communication
    ___ Schools
    ___ Churches
    ___ Statehood

___ Industries
    ___ Mining
    ___ Company Towns

___ Agriculture
    ___ Cattle and Sheep
    ___ Tourism
    ___Manufacturing
    ___ Other

___ Famous People
    ___Scott Carpenter
    ___ Baby Jane Doe
    ___ Florence Sabin
    ___ John Elway
    ___ Frederico Pena
    ___ Lon Chaney Sr.
    ___ Jack Dempsey
    ___Aunt Clara Brown
    ___ Emily Griffith
    ___ Helen Hunt Jackson
    ___ Ben Nighthorse Campbell
    ___ Margaret "Molly" Brown

Rubric for the PROBE (Handout 7)

	0	1	2	3
Part 1				
Student will choose a topic from Colorado History and compile a vocabulary list for the topic.	Not Evident at this time	Students choose a topic but did not develop a vocabulary list for the topic.	Students choose a topic and listed fewer than five vocabulary words to go with the topic.	Students choose a topic and listed more than five vocabulary words to go with the topic.
Students used the internet to gather information about the topic.	Not Evident at this time	Students found a search engine to use but could not locate information about their topic.	Students found a search engine, located a site, and printed material from one source.	Students found the search engine, located a site and printed material from more than one source.
Part 2				
Students identify the main ideas (topics) of selected reading materials.	Not Evident at this time	Students read material from sites.	Students read material and identified the main idea from the material for one feature.	Students read the material and identified the main ideas from more than one source.
Students will create a word web for on aspect of Colorado History.	Not Evident at this time	Student creates a web with Colorado at the center and two details.	Student creates a web with Colorado at the center and four details on the spokes.	Student creates a web with Colorado at the center, four details, and more than two supporting sentences.
Students will use a paragraph outline to organize writing.	Not Evident at this time	Students have a topic sentence and one detail for their paragraph.	Students have a topic sentence, three details and a closing sentence for their paragraph.	Students have a topic sentence, three details, two supporting sentences and a closing sentence for their paragraph.

	0	1	2	3
Students will use the word processor to complete a completed project.	Not Evident at this time	Students will locate "Word" and set up the page with support.	Students will locate word and complete a page "setup" with size and font and type the paragraph with support.	Students will locate word and complete a page "setup" with size and font and independently type paragraph.
Part 3				
Students used the internet to gather illustrations about the topic to use in the creation of the PROBE boarder.	Not Evident at this time	Students found a search engine to use but could not locate illustrations about their topic.	Students found a search engine, located a site, and printed material from one source.	Students found the search engine, located a site and printed material from more than one source.
Students will create a 1-½ inch boarder around the PROBE and create a pattern or illustration to fill the boarder.	Not Evident at this time	Student measures off a boarder, but does not complete the illustrations.	Student measures the boarder and completes the illustrations.	Student measures the boarder and completes the illustrations in an attractive and neat manner.
Students will use Word to write captions about a picture, map or feature on the PROBE.	Not Evident at this time	Students will locate "Word" and set up the page with support.	Students will locate word and complete a page "setup" with size and font and type the caption with support.	Students will locate word and complete a page "setup" with size and font and independently type the caption.

	0	1	2	3
Students will arrange and paste all material to be included in the PROBE on the paper in an attractive, organized manner.	Not Evident at this time	Students complete the PROBE.	Students complete the PROBE with a paragraph, a boarder, at least one illustration, and at least one caption.	Students complete the PROBE with more than one paragraph, a boarder, more than one illustration, and more than one caption in a way that is easily read.
Part 4				
Students will orally present their PROBE to the class.	Not Evident at this time	Students show their PROBE to the class.	Students show their PROBE to the class and read printed material to the class.	Students show their PROBE to the class and read printed material to the class and offer an explanation of the information.