



## 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

In this lesson students will organize and write a research paper. The instructor will be using a Power Point presentation addressing the trait of organization using the six-trait model for writing instruction. The lesson was primarily developed for students with special learning needs although all students would benefit from the lesson. The students will be using the presentation to guide them through the process of writing a research paper. In this particular lesson the students will be researching the European explorers, however the presentation could be adapted for any topic at any grade level.

## Lesson Objectives

**Project Objectives:** When students complete this lesson, they will be able to:

- ❖ Use technology to investigate and write a research paper using technology by completing the following subobjectives:
  - ❖ Locate information from several sources.
  - ❖ Identify main ideas and details from passages for note taking
  - ❖ Organize material sequentially
  - ❖ Write topic sentences, supporting details, explaining sentences and closing sentences
  - ❖ Use word processing to write the research paper

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

Math: Put items in order  
Use dates on a time line for time passage

Reading: Read for main ideas and details  
Read multiple sources to gather information  
Read and follow written directions

Language arts: Listen to and follow oral directions  
Use six-trait writing skills organization skills  
Use conventions for writing

Social Studies:            Research the Age of Exploration  
                                    Research an historical figure

Social/Emotional:        Work together in small groups  
                                    Participate in group discussions  
                                    Ask for understanding when necessary  
                                    Ask for help when necessary

Note: Critical thinking skills will be taught throughout the lesson.

## **State/National Standards**

### **Colorado Model Content Standards for Language Arts:**

- ❖ Standard 1: Students will read and understand a variety of materials.
- ❖ 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.

### **Colorado Model Content Standards for Social Studies:**

- ❖ Standard 1: Students understand the chronological organization of history and how to organize events and people into major eras to identify and explain historical relationships.
- ❖ Standard 2: Students know how to use the processes and resources of historical inquiry.

### **Colorado Model Content Standards for Access Skills:**

- ❖ Access Skill 5: Inter/Intra Personal
- ❖ Access Skill 6: Organizational

## Websites

[www.iei.uiuc.edu/web.pages/holidays/Columbus.html](http://www.iei.uiuc.edu/web.pages/holidays/Columbus.html)  
[www.marcopolo.worldcom.com](http://www.marcopolo.worldcom.com)

## Prerequisites

Students should have previous experience with the following:

- ❖ Reading for main ideas and details
- ❖ Using the word processor
- ❖ Understanding of the Age of Exploration
- ❖ Understanding of explorers

## Required Materials

- ❖ Northwest Regional Educational Laboratory. Seeing With New Eyes: A Guidebook on Teaching and Assessing Beginning Writers. 5<sup>th</sup> Edition. 1999
- ❖ Social Studies text or text connected to unit of study
- ❖ Other materials related to the topic
- ❖ Sentence strips of different colors. Suggested colors: green, yellow, and pink
- ❖ Large sheet of newsprint

## Required Equipment/Technology

- ❖ Access to the internet
- ❖ Access to an "In Focus" or similar projection device
- ❖ Access to Microsoft Word or similar word processing program
- ❖ Power Point Program

## Handouts

- ❖ Handout 1: Activity Checklist
- ❖ Handout 2: K-W-W-L
- ❖ Handout 3: Expanded sentence guide
- ❖ Handout 4: Microsoft Word Checklist
- ❖ Handout 5: Rubric for Six-Traits: Organization

## THE LESSON

### Part 1: Using Organization Skills to Develop the Topic Preparation

<b>Activity:</b>	<b>Instructor Notes:</b>
Students will begin Power Point presentation for organization and list what makes for good organization.	Show students slide 1 of the Power point presentation. Explain what good organization looks like. Show students slide 2. Distribute and review rubric for organization.
Student will complete a K-W-W-L chart for the topic.	Introduce slide 3. Give students K-W-W-L chart (Handout 2) in small groups. Have students complete the K-W-W sections as a group. Bring the small groups back together and compile a master K-W-W-L chart. This helps build a common background for students as they work.

### Presentation

<b>Activity:</b>	<b>Instructor Notes:</b>
Students will compare and contrast a well-organized and poorly organized selection related to topic.	Introduce and discuss slide 4. Using a pre-selected simple from the text relating to the subject, read sentences from the paragraph in random order. Discuss what makes this difficult for someone to follow. Re-read the paragraph in correct order. Compare and contrast the two readings.
Students will order sentences to make a paragraph.	Choose several sample easy to read paragraphs from material the students will be using later on for their research. Retype the paragraphs as sentence strips. Have students in small groups put the sentences in order. Go over finished sentences with the class.

Students will identify the topic sentence, details and supporting sentence from a paragraph.	In same small groups, have students locate topic sentences and highlight them with green. Locate detail sentences and highlight them in yellow. Locate explaining sentences. Highlight them in pink.
Students will locate information for topic on internet, from their text, or from other sources.	Go to <a href="http://www.iei.uiuc.edu/web_pages/holidays/Columbus.html">www.iei.uiuc.edu/web_pages/holidays/Columbus.html</a> <a href="http://www.marcopolo.worldcom.com">www.marcopolo.worldcom.com</a> . Locate and print information on topic for students to work through. Assign each group an article to read and understand. Pay close attention to reading levels and comprehension levels.
Students will read gathered material and locate topic sentences and relevant information.	In small groups students locate topic sentences and highlight the important words with green. Important details (few words not sentences) highlight in yellow.

### Performance and Practice

<b>Activity:</b>	<b>Instructor Notes:</b>
Students will transfer information to sentence strips.	Introduce and explain slide 5. Using the same colors as above, have students transfer information from the paragraph to matching sentence strips in sentence form. Do not concentrate on conventions at this point. That will come later.
Students group sentence strips by subject/topic.	Introduce and discuss slide 6. Students group sentence strips and bind together with paperclips.
Students will add topic sentences.	Introduce and discuss slide 7. Use expanded sentence guide (Handout 3) to expand sentences. Students use guide to help write topic sentences for collected details. Tape sentences to large piece of paper.
Students will add	Introduce and explain slide 8. Using the

explaining sentences to paragraphs.	pink sentence strips, students add explaining sentences. Have students tape them under the detail they further explain.
Students will add a closing sentence to their paragraph.	Introduce and explain slide 9. Explain closing sentences as revisiting the topic or transitioning to the next topic. These sentences also go on the green sentence strips.

## Part Two: Word Processing Preparation

<b>Activity:</b>	<b>Instructor Notes:</b>
Students will open and set settings for Word.	Introduce slide 10. Using the MS Word checklist (Handout 4), show students how to open up MS Word. Explain about the fonts and the print size. Students with special learning needs work well with 18 or 20 as the print size for better visibility. Likewise, simpler fonts tend to work better for special needs students for increased readability.

## Performance and Practice

<b>Activity:</b>	<b>Instructor Notes:</b>
Students will use the word processor to write their paragraph.	Assist students with word processing and editing skills and questions as they arise.

## Presentation

<b>Activity:</b>	<b>Instructor Notes:</b>
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.

## **Lesson Assessment Strategy (Formative- as the lesson progresses)**

### **Preparation, Presentation, and Overall Implementation (Instructor)**

- ❖ How can I address the particular learning needs of each of my students?
- ❖ Am I comfortable with the final product?
- ❖ Do I understand the six-trait writing method?
- ❖ Have I searched for appropriate sites on the Internet?
- ❖ Am I aware of where I can find material presented at my student's reading/comprehension level?
- ❖ Are the students clear on their learning objectives?

### **Performance and Practice (Student)**

- ❖ Are my students engaged with the topic?
- ❖ Do my students have the necessary background knowledge of the topic?
- ❖ Do my students have the reading and comprehension skills necessary for the task?
- ❖ How well do my students work in small group settings?
- ❖ How independently can my students work on any given task?

### **Technology**

- ❖ Do I have the tech capacity to complete this activity?
- ❖ Is the technology working?
- ❖ How comfortable am I in working with technology?
- ❖ How comfortable are my students?
- ❖ What are the "real world" applications for this project? Have I communicated them to my students?



## Handout One: Activity Checklist

<b>Activity:</b>	<b>Completed:</b>
Students will begin Power Point presentation for organization and list what makes for good organization.	
Student will complete a K-W-W-L chart for the topic.	
Students will compare and contrast a well-organized and poorly organized selection related to topic.	
Students will order sentences to make a paragraph.	
Students will identify the topic sentence, details and supporting sentence from a paragraph.	
Students will locate information for topic on internet, from their text, or from other sources.	
Students will read gathered material and locate topic sentences and relevant information.	
Students will transfer information to sentence strips.	
Students group sentence strips by subject/topic.	
Students will add topic sentences.	
Students will add explaining sentences to paragraphs.	
Students will add a closing sentence to their paragraph.	
Students will open and set settings for Word.	
Students will use the word processor to write their paragraph.	
Students will print their paragraph.	
Students will save their material.	

## Handout Two: K-W-W-L Chart

<b>What I Know</b>	<b>What I Want to Know</b>
<b>Where I Can Look</b>	<b>What I Learned</b>

## Handout Three: Expanded Sentence Guide

Base Sentence: \_\_\_\_\_

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Describe it: \_\_\_\_\_

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Tell when: \_\_\_\_\_

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Tell where: \_\_\_\_\_

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Add a Sound: \_\_\_\_\_

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Use Other Specific Words: \_\_\_\_\_

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New Sentence: \_\_\_\_\_

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## Handout Four: Microsoft Word 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.	

## Handout Five: Rubric for Organization

### Organization Rubric

	0	1	2	3
<b>For the paragraphs:</b>				
Topic sentences: Each paragraph has a clear topic sentence.	Not observed at this time.	There is a beginning, but it is very disorganized and lends little direction to the paragraph.	There is a topic sentence.	The topic sentence gets the reader hooked and offers details as to what is follow in the paragraph.
Supporting details: Each paragraph has supporting details that relate to the topic sentence.	Not observed at this time.	The details are scrambled and do not connect to the topic sentence.	Most ideas fit into the framework of the topic sentence.	Every detail is in the right place.
Explaining sentences: Several explaining sentences have been added to further explain the topic sentence and supporting details.	Not observed at this time.	The explaining sentences are scrambled and do not connect to the topic sentence.	Most explaining details fit into the framework of the topic sentence.	Every explaining detail is in the right place.
Closing sentence: Closing sentence relates to the topic sentence or transitions to the following paragraph.	Not observed at this time.	The paragraph doesn't have a real ending. It just stops.	The paragraph has an ending but it needs some work.	My paragraph ends in just the right place but leaves you thinking.

## Handout Five: Rubric for Organization Cont.

### Organization Rubric

	0	1	2	3
<b>For the whole paper:</b>				
The paper has a clear topic.				
The supporting details relate to the topic sentence.				
Explaining sentences have been added to further explain the topic sentence and supporting details.				
The closing relates to the topic and brings the whole paper together.				