

Focused Writing Portfolio

Department of Education

Albright College

**In Partial Fulfillment
of the Requirements for**

EDU 374

Language Arts

By

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Focused Writing Lesson Plan Book Report

Writing Activity: Book Report Sandwich Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.1. Learning to Read Independently

- 1.1.5. (G).** Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
· Summarize the major ideas, themes or procedures of the text.

1.3. Reading, Analyzing, and Interpreting Literature

- 1.3.5. (B).** Compare the use of literary elements within and among texts Including characters, setting, plot, theme and point of view.
(F). Read and responding to nonfiction and fiction.

1.4. Types of Writing

- 1.4.5. (B).** Write multi-paragraph informational pieces (e.g. essays).

1.5. Quality of Writing

- 1.5.5 (F).** Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

Behavioral Objectives: This lesson is a continuation of previous lessons about the components of literature; the students will have already chosen a book, read the book, and will be prepared to discuss *both orally and in written form*, a brief recap/summary of the book. They will also be able to know and identify the following: Fiction vs. Non-fiction, Title, Author, Setting, Plot, Main Character(s), Theme, Point-of-View, Favorite Scene or Climax, Audience (for whom was this book written). Students will complete the project listed below as assigned, and using the appropriate tools (dictionary, etc.) correct grammatical, spelling, and other mistakes for the final, finished assignment.

Materials/Resources: Selected texts (chosen by student and approved by Instructor), pencils, lined and pre-cut construction paper (a total of six colors, each representing part of the simulated sandwich: bread, lettuce, tomato, onion, meat, cheese, and an additional slice of bread).

Instructional Procedures

Introduction: Greeting. Discussion of what a book report is versus a critique or review.

Direct Instruction: Each book selected by the student has a summary on the back or inside of the cover. What does a summary say about a book? Is the summary accurate based on what the student read? What are the components of a good summary (Title, Summary, Setting, Climax, Plot, etc.)?

Guided Practice: Students will identify using a SmartTech (SmartBoard) interactive exercise designed by the Instructor, the components listed above for a text read previously by the entire class *as practice*.

Independent Practice: *This will more than likely be a two to three day activity.* Students tend to make mistakes regarding grammar, spelling, etc. This activity should be completed on a separate sheet(s) of paper prior to attempting to the completion on the construction paper. Once the Instructor has deemed that the students have correctly identified the components, the students will be given the green light to begin the finished product.

Each student will then, using the books they have read, identify on the appropriate pre-cut, colored construction paper the following components of a book report:

- Title, Author and Illustrator (BREAD, use brown or tan paper)
- Summary (one paragraph) (LETTUCE, use green paper)
- Setting (TOMATO, use red paper)
- Point-of-View (CHEESE, use yellow paper)
- Description of *one* Main Character (ONION, use white paper)
- Climax (MEAT, use pink paper)
- The part of the book I liked best (or least); and why I would/would not recommend this book to a friend. (BREAD, use brown or tan paper)

Closure

Extensions: As each student will have a choice in the book selections (which will be limited to circa 5 selections), this in itself can also be categorized as differentiated instruction. More importantly many students have difficulty writing essays; the idea of the Book Report Sandwich was adapted from a traditional format as some students benefit from seeing the “parts of the whole” first. In addition, the components of a book report in this instance are identified by the different colored construction paper and building a sandwich is something that *most* if not all students can identify with. This activity may also be completed using word processing software, if available.

For more gifted students, the Instructor might assign a more difficult text, and the essay format would probably be assigned.

Assessment: Students will be responsible for identifying components of a book report and completing the project as listed above. The Instructor will be assessing the finished product based upon the correct identification of the components of literature and the accuracy of what they have written. In addition, students will use the appropriate tools such as a dictionary, Word List, Thesaurus, etc. to correct grammar and spelling, etc.

Focused Writing Lesson Plan Business Letter

Writing Activity: Business Letter Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.4. Types of Writing

1.4.5 (B). Write multi-paragraph informational pieces (e.g. letters).

1.5. Quality of Writing

1.5.5 (A). Write with a sharp, distinct focus identifying topic, task, and audience.

(C). Write with controlled and/or subtle organization.

- Sustain a logical order within sentences and between paragraphs using meaningful transitions.
- Include an identifiable introduction, body, and conclusion.

Behavioral Objectives: This lesson is a continuation of previous lessons. Students are learning about different types of communication, namely letters. What separates letters from other types of communication (texts, tweets, etc.) is the *format*. Recap what the format of a letter is. What do the words informal and formal mean? Why are some letters friendly (informal) and others are formal? Students have already learned what an informal/friendly letter is. In this lesson, they will learn what a formal letter is, learn to create a formal letter format, and create a rough draft and final product of a formal letter using proper grammar, punctuation, greetings, salutations, etc.

Materials/Resources: Selected and appropriate examples of business letters selected by the Instructor, business letter template (attached), a sample list of 'Words I Use When I Write', pencils, and lined paper.
**Word processing software is preferred but optional. **

Instructional Procedures

Introduction: Greeting. Recap of what a letter is and how it differs from other forms of communication. What does the word 'formal' mean? Who would we write a formal letter to? Why?

Direct Instruction: Students know the components of an informal letter. The components of a formal letter are similar, but not the same; review, Heading, Inside Address, Salutation, Body (Introduction), Closing, Signature. Appropriate spacing is also discussed here.

Guided Practice: Using PowerPoint slides, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of business letters. Students will then, using Handouts given by the Instructor, identify the different components of business letters by underlining, circling the examples of the Body, Salutation, etc. Has the author used appropriate spacing?

Independent Practice: Students will create a rough draft of a business letter to an individual (or company) assigned by the Instructor. The rough draft will not be graded but must contain the proper elements of a business letter. As this will be a two-day activity, on the second day students will be expected to produce a final draft of their letter using the appropriate tools (Word List, dictionary, etc.) for correction of grammar, spelling, etc.

Closure

Extensions: Although the Instructor fully expects everyone to be able to complete this lesson as assigned, this lesson can be modified by allowing students to use word lists and a business letter template. This lesson should be completed using word processing software (if available) but can also be done by hand.

Assessment: The Instructor will grade the completed business letters based upon:

- All components of a business letter are identified.
- Is appropriate spacing used?
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to none or not more than one error.

Focused Writing Lesson Plan Friendly Letter

Writing Activity: Friendly Letter Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.4. Types of Writing

1.4.5 (B). Write multi-paragraph informational pieces (e.g. letters).

1.5. Quality of Writing

1.5.5 (A). Write with a sharp, distinct focus identifying topic, task, and audience.

(C). Write with controlled and/or subtle organization.

- Sustain a logical order within sentences and between paragraphs using meaningful transitions.
- Include an identifiable introduction, body, and conclusion.

Behavioral Objectives: This lesson is a continuation of a previous lesson on the different types of communication. What separates letters from other types of communication (texts, tweets, etc.) is the *format*. Recap what the format of a letter is. What do the words informal and formal mean? Why some letters friendly (informal) and others are formal? In this lesson, students will learn what an informal/friendly letter is, learn to create an informal letter format, and create a rough draft and final product of a formal letter using proper grammar, punctuation, greetings, salutations, etc.

Materials/Resources: Selected and appropriate examples of business letters selected by the Instructor, friendly letter template (attached), a sample list of 'Words I Use When I Write', pencils, and lined paper.

**Computers are preferred but optional. **

Instructional Procedures

Introduction: Greeting. Recap of what a letter is and how it differs from other forms of communication. What does the word 'informal' mean? Who would we write an informal letter to? Why?

Direct Instruction: The components of an informal letter are taught. These include: Date, Greeting, Introduction, Body, Closing, Signature. The appropriate parts of each of these components are taught here as well as the spacing format as well.

Guided Practice: Using PowerPoint slides, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of friendly letters. Students will then, using Handouts given by the Instructor, identify the different components of friendly letters by underlining, circling the examples of the Greeting, etc. Also, has the author used appropriate spacing?

Independent Practice: Students will create a rough draft of a friendly letter to an individual assigned by the Instructor. The rough draft will not be graded but must contain the proper elements of a friendly letter.

As this will be a two-day activity, on the second day students will be expected to produce a final draft of their letter using the appropriate tools (Word List, dictionary, etc.) for correction of grammar, spelling, etc.

Closure

Extensions: Although the Instructor fully expects everyone to be able to complete this lesson as assigned, this lesson can be modified by allowing students to use word lists and a friendly letter template. This lesson should be completed using word processing software (if available) but can also be done by hand. Gifted students may be given a copy of a text message and be asked to create a friendly letter from the message using the components of a friendly lesson.

Assessment: The Instructor will grade the completed friendly letters based upon:

- All components of a friendly letter are identified.
- Is appropriate spacing used?
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to no or not more than one error.

Focused Writing Lesson Plan Invitation

Writing Activity: Invitation Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.2. Reading Critically in All Content Areas

1.2.5 (A). Read and understand essential content of informational texts in all academic areas.

1.5. Quality of Writing

1.5.5 (A). Write with a sharp, distinct focus identifying topic, task, and audience.

(F). Edit writing using the conventions of language.

- Spelling commonly used words.
- Using Capital letters and punctuation.

Science and Technology (Computer Technology)

3.7. Technological Devices

3.7.4 (D). Use basic computer software.

- Apply operating system skills to perform basic computer tasks.
- Apply basic word processing skills.
- Identify and use simple graphic and presentation graphic materials generated by the computer.

Behavioral Objectives: Students are learning about different types of communication and how they differ (usually in format). What is an invitation? (For this lesson students will be learning about fun and informal invitations). Why do we /How do we use invitations? Whom can we send invitations to? What are the components of an invitation? In this lesson, students will learn these objectives and be able to, using a paragraph of information, identify only the information needed, create a rough draft and final product of an invitation using proper grammar, punctuation, etc. either by hand or preferably a Word document.

Materials/Resources: Selected and appropriate examples of invitations and informational paragraphs selected by the Instructor, invitation template (if necessary), pencils, and lined paper. **Computers (Word 7.0) are preferred, but optional. **

Instructional Procedures

Introduction: Greeting. Recap of what an invitation is and how it differs from other forms of communication. What do we use invitations for? Whom do we send invitations to?

Direct Instruction: The Instructor will identify the components of an invitation (Event, Location, Date, Time, RSVP (this needs to be explained), and provide an example of a format, etc.

Guided Practice: Using Word 7.0 document examples and a PowerPoint tutorial, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of invitations (Event, Location, Date, Time, RSVP). Students know and are able to identify informational paragraphs. Using the paragraphs given, students will be able to identify important criteria necessary in each for creating an invitation(s).

Independent Practice: Students will be given informational paragraphs by the Instructor; from this they will gather only the information that is needed, and create a rough draft of an invitation. The rough draft will not be graded but must contain the proper elements of an invitation (Event, Location, Date, Time, RSVP). Once the Instructor has determined that the student(s) has completed the rough draft correctly (meaning free of grammatical errors, punctuation, etc.), the student will create a final, finished product using Word 7.0 following the directions listed below as an example.

1. Open a new Microsoft Word document, and click on the following tabs:
2. Go to File, Save As, and save the document as ***Invitation***.
3. Then go to Format, Borders and Shading, Page Border Art and choose a border.
4. Go to Clip Art and insert an appropriate picture.
5. Right click on photo and click on Format picture, then layout and click tight and right.
6. Then using the brackets around the photo, expand or decrease the photo size.
7. Now go to Insert, Picture, and WordArt. Choose a WordArt style and make it say: ***You're Invited to a Party!***
8. Move the WordArt to the left of the photo. You may need to decrease the size.
9. Now go to Insert, Text Box. Make the box a good size. Change the font and color.
10. Enter location, date, time, RSVP number, and what to bring.
11. At the bottom of the page in a different font enter: ***Come and have Fun!***

Closure

Extensions: Although the Instructor fully expects everyone to be able to complete this lesson as assigned, this lesson can be modified by allowing students to use simplified paragraphs with no more than 6 sentences. In addition, this lesson should be completed using Word (if available) but can also be done by hand. For students who are comfortable using Word 7.0 clip art can also be used. If students are not comfortable using clip art, steps 3 through 8 can be deleted.

Assessment: The Instructor will grade the completed invitation based upon:

- Students have identified the appropriate invitation information from the informational paragraph given.
- All components of an invitation are identified.
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to none or not more than one error.

Focused Writing Lesson Plan

Letter to the Editor

Writing Activity: Letter to the Editor Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.2. Reading Critically in All Content Areas

1.2.5 (B). Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across texts.
- Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.

1.4. Types of Writing

1.4.5 (B). Write multi-paragraph informational pieces (e.g. letters).

(C). Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

1.5.5 (A). Write with a sharp, distinct focus identifying topic, task, and audience.

(C). Write with controlled and/or subtle organization.

- Sustain a logical order within sentences and between paragraphs using meaningful transitions.
- Include an identifiable introduction, body, and conclusion.

Science and Technology (Computer Technology)

3.7. Technological Devices

3.7.4 (D). Use basic computer software.

- Apply operating system skills to perform basic computer tasks.
- Apply basic word processing skills.
- Identify and use simple graphic and presentation graphic materials generated by the computer.

Behavioral Objectives: Students are learning about different types of communication, namely letters. What separates letters from other types of communication (texts, tweets, etc.) is the *format*. This lesson is a continuation of the previous lessons on how to write paragraphs and a Business Letter. Recap what the format of a business letter is. Why would an individual write a business letter? A letter to an editor? How does this letter differ from a business letter? In this lesson, they will create, using the business letter format, a rough draft letter to the editor about a topic or article assigned by the Instructor. A final, revised product of a letter to the editor will be produced on day two or three using proper grammar, punctuation, greetings, salutations, etc.

Materials/Resources: Selected and appropriate examples of letters to editors selected by the Instructor, business letter template (if necessary), a sample list of 'Words I Use When I Write', pencils, and lined paper. **Word processing software is highly preferred but is optional. **

Instructional Procedures

Introduction: Greeting. Recap of what a letter is and how it differs from other forms of communication. What are the components of a letter? A business letter? Why do we write business letters? What is an editor? Why we an individual want to write a letter to an editor?

Direct Instruction: Students know the components of a business letter. The components of a letter to the editor are much the same and include: review, Heading, Inside Address, Salutation, Body (Introduction), Closing, Signature. Paragraph structure (including transition paragraphs) are reviewed here. Discuss why we write to editors. Appropriate paragraph spacing between the components and paragraphs are also discussed here.

Guided Practice: Using PowerPoint slides, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of letters to the editor. Students will then, using Handouts given by the Instructor, identify the different components of letters to the editor by underlining, circling the examples of the Body, Salutation, etc. Has the author used appropriate paragraph spacing?

Independent Practice: Students will create a rough draft of a letter to an editor assigned by the Instructor. The rough draft will not be graded but must contain the proper elements of a business letter. This will be a two to three-day activity, on the second day students will be expected to produce a revised or edited draft of their letter. By the third day students should be able to using the appropriate tools (Word List, dictionary, etc.), produce a finished letter.

Closure

Extensions: Although the Instructor fully expects everyone to be able to complete this lesson as assigned, this lesson can be modified by allowing students to use word lists and a business letter/letter to the editor template. This lesson should be completed using word processing software (if available) but can also be done by hand.

Assessment: The Instructor will grade the completed letters based upon:

- All components of a letter to the editor (as provided by the Instructor) are identified.
- Is appropriate spacing used?
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to none or not more than one error.

Focused Writing Lesson Plan

News story

Writing Activity: News story Grade Level: 5

Preliminary Planning

PA Academic Standards:

8.3 United States History

8.3.6 (D). Identify and explain conflict and cooperation among social groups, and organization in U.S. History from Beginnings to 1824.

- Domestic Instability
- Military Conflict (Revolutionary War)

1.1. (Reading, Writing, Speaking, and Listening) Learning to Read Independently

1.1.5 (D). Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.

1.2. (Reading, Writing, Speaking, and Listening) Reading Critically in All Content Areas

1.2.5 (B). Use and understand a variety of media and evaluate the quality of material produced.

- Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research.
- Evaluate the role of media as a source of both entertainment and information.
- Use established criteria to design and develop a media project for a targeted audience.

1.5. (Reading, Writing, Speaking, and Listening) Quality of Writing

1.5.5 (B). Write using well-developed content appropriate for the topic.

- Gather, organize and select the most effective information appropriate for the topic, task and audience.
- Write paragraphs that have a topic sentence and supporting details. Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

(F). Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

1.8. (Reading, Writing, Speaking, and Listening) Research

1.8.5 (B). Locate information using appropriate sources and strategies.

- Evaluate the usefulness and qualities of the sources.
- Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).
- Use tables of contents, indices, key words, cross-references and appendices.
- Use traditional and electronic search tools.

- (C). Locate information using appropriate sources and strategies.
 - Select appropriate sources (e.g., dictionaries, encyclopedias, etc.)
 - Use traditional and electronic search tools.

3.7 (Science and Technology) Technological Devices

3.7.4 (D). Use basic computer software.

- Apply operating system skills to perform basic computer tasks.
- Apply basic word processing skills.
- Identify and use simple graphic and presentation graphic materials generated by the computer.

Behavioral Objectives: This three day lesson is a continuation of previous lessons about the events leading to the Revolutionary War or more specifically the Boston Tea Party. The students will create a news story highlighting the events of the Boston Tea Party using Microsoft Office FrontPage or other desktop publishing software. Prior to completing this assignment students will have to know and be able to identify the time period, location, date (December 16, 1773), events, and participants of the Boston Tea Party. Students will complete the project listed below as assigned, and using the appropriate tools (dictionary, Spell-check, etc.) correct grammatical, spelling, and other mistakes prior to submitting the final product via a saved or printed document. This assignment can be performed in groups. **Note that it is already assumed that the students are able to write at least 3 or 4 paragraphs without another lesson.**

Materials/Resources: Newspaper pages or clippings, history text or approved Internet site(s), pencils, news story template provided by the Instructor, Microsoft Office FrontPage or other software.

Instructional Procedures

Introduction: Greeting. Discussion of ways in which news or information travels. What is a news story versus other forms of written communication (essays, etc.).

Direct Instruction: Discuss what a news story is. Who are news stories written for? What are the components of a news story? Each student will be given a newspaper page or a copy of one. Students will identify the audience of the article(s) as well as the information contained on a page (Heading, Dates, Publisher name, etc.), the content in an article (Title, Header, Name of Author, lead in sentences, etc.) and the techniques that publishers use to draw attention to an article.

Guided Practice: Students will identify, using news story examples provided by the Instructor, the audience and the parts of a news story/newspaper article by underlining and circling the correct components (Heading, lead in sentences, etc.). Using a template provided by the Instructor and with the Instructor's assistance, students will create a short news story based upon a topic provided by the Instructor (classroom event).

Independent Practice: Each student group will be expected to (using the examples provided and the templates created), create a news story or article highlighting the events of the Boston Tea Party. Students may use their texts, notes, or the Internet for this assignment. Students will be responsible for assigning each member of the group a responsibility (researcher/historian, writers, editors, and typist). The news stories must contain:

- The reason for the Tea Party,
- Where the event took place,
- The date of the event,
- The time of the event,
- The parties involved in the Boston Tea Party.

A final draft in written form (from a template given by the Instructor) must be submitted prior to the students being given the permission to create a FrontPage document. It is expected that the students will submit a final draft that is free of errors.

Once this has been completed the students will be allowed to create a Frontpage document; the FrontPage document template will already be created; the students will be filling in information and simply changing the fonts of the Title, etc.

Closure

Extensions: Although the students will be working in groups, each student will have a role in the creation of the articles and the roles will need to be selected based upon the ability of each student. Templates will be provided to each student and during the Guided Practice portion of the lesson the Instructor will cover the components of, and the steps of creating a news story/newspaper article. Students will keep these templates in their writing journals as a reference and instructional guide for themselves.

For more gifted students, the Instructor may allow the use of a student-created document rather than a pre-fixed template. Documents may be created in Word 7.0 or other desktop software as well. These students might be given the option of writing about the Boston Tea Party from the position of the British Monarchy or British news media of the time.

Assessment: Students will be responsible for knowing and being able to identify the components of a news story with their FrontPage document as the example. Other than the creation of the Title, Headings, Author, and Publisher information being in different fonts, the Instructor is not concerned with the creativity (clip art, etc.). The final finished product however will be checked for accuracy regarding the dates, events, and participants as well as grammatical and spelling correctness (no errors or not more than two).

Focused Writing Lesson Plan Directions

Writing Activity: Directions Grade Level: 5

Preliminary Planning

PA Academic Standards:

1.5. (Reading, Writing, Speaking, and Listening) Quality of Writing

1.5.5 (E). Write/Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary

(F). Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

Behavioral Objectives: This lesson is an integrated lesson on poems and the students' ability to follow directions, something that they have been having a hard time with. The students know what poems are however, they will be learning about a different type of poem: a cinquain. Cinquains are five line poems containing 22 syllables in a 2-4-6-8-2 syllable pattern. They usually describe something but can also tell a story. In this lesson the Instructor will provide a format (listed below) for the students; the Cinquain formula might be difficult at first so the Instructor has modified the wording for the Guided Practice to '*should have*' instead of '*must*'; the students' work will be assessed based on the format and completion of the assignment using the appropriate tools (examples, dictionary, etc.) correct grammatical, spelling, and other mistakes prior to submitting the final product in written form.

Materials/Resources: PowerPoint lesson, examples of cinquain poems, paper, pencils.

Instructional Procedures

Introduction: Greeting. Discussion of what poems are and different types of poems. What is a cinquain?

Direct Instruction: Discuss what a cinquain is. Why would a writer use a cinquain versus other poetry formats? Discuss the cinquain format with emphasis on the importance of following sequential directions. Students will be shown copies of cinquain poems via a PowerPoint presentation and handouts. What are some of the subjects and action words used in these poems? Are the subject and action words similar (yes)? What other action words can you think of (for topic examples such as football, school, etc.)?

Guided Practice: Students will, using the directions listed below, create a cinquain poem. Because students are being assessed based on their ability to follow directions, the Instructor will only observe and not guide during this time. As a guide(s) students may use the handouts provided during the lesson.

1. Line 1 ***must*** have a one-word subject with two syllables
2. Line 2 ***should have*** four syllables describing the subject
3. Line 3 ***should have*** six syllables showing action
4. Line 4 ***should have*** eight syllables expressing a feeling or observation about the subject
5. Line 5 ***must have*** two syllables describing and renaming the subject.

Independent Practice: Each student will be expected to (using the examples provided) create a cinquain using an actual cinquain formula provided by the instructor. The cinquain formula that must be used is:

1. Line 1 **must** have a one-word subject with two syllables
2. Line 2 **must** four syllables describing the subject
3. Line 3 **must** six syllables showing action
4. Line 4 **must** eight syllables expressing a feeling or observation about the subject
5. Line 5 **must have** two syllables describing and renaming the subject.

A final draft in written form must be submitted. It is expected that the students will submit a final draft that is free of errors.

Closure

Extensions: Examples of cinquain poems will be provided to each student and during the Guided Practice portion of the lesson the Instructor will observe and assist those who might be struggling. In addition, students will be able to use Word Lists and dictionaries if necessary.

Students will keep these examples in their writing journals as a reference and instructional guide for themselves.

For more gifted students, the Instructor may allow the use of a computer software to create the poems.

Assessment: Students will be responsible for following directions and for proper spelling only. This is an exercise in following directions. The use of writing a poem to do this is important; the ability to follow directions will aid the students in other content areas and for future success both in and outside of the classroom.

Focused Writing Lesson Plan Public Service Announcement

Writing Activity: Public Service Announcement Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.2. Reading Critically in All Content Areas

1.2.5 (A). Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across texts.
- Distinguish between essential and nonessential information across a variety of texts, Identifying stereotypes and exaggeration where present.
- Make inferences about similar concepts in multiple texts and draw conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness.

(B). Use and understand a variety of media and evaluate the quality of material produced.

- Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research.
- Evaluate the role of media as a source of both entertainment and information.
- Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience.

1.4. Types of Writing

1.4.5 (C). Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

1.5.5 (B). Write using well-developed content appropriate for the topic.

- Gather, organize and select the most effective information appropriate for the topic, task and audience.
- Write paragraphs that have a topic sentence and supporting details.

Behavioral Objectives: This object of this lesson is to teach students about the ways in which information is disseminated to the public (news stories, etc.). A PSA or Public Service Announcement is usually transmitted electronically via radio or television but can also be in printed form. A PSA is intended to modify public behavior by raising awareness about a specific issue(s), the most common being health and safety. In this lesson, students will learn what a PSA is, what it is used for, and the information disseminated using this method. Students will create a rough draft of a PSA and will later, using a formatted template create a final, finished product using word processing software or hard copy. It is expected that the final, finished product will contain no errors and that the appropriate tools (dictionary, etc.) will be utilized.

Materials/Resources: Selected and appropriate examples of PSAs (videos and hard copies) selected by the Instructor (Just Say No, Crying Indian, McGruff the Crime Dog), a PSA template, a sample list of 'Words I Use When I Write', pencils, and lined paper, word processing template of a PSA (if necessary).

Instructional Procedures

Introduction: Greeting. What is a PSA? What is a PSA used for? Who is the intended audience?

Direct Instruction: Students will learn the importance of PSAs and why they are used, they will also learn the components of a PSA using the examples provided.

Guided Practice: Using PSA examples, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of PSAs. Students will then, using Handouts (articles or informational paragraphs) given by the Instructor, identify essential and non-essential information to be used for a PSA.

Independent Practice: Students will be given articles (*Flu Fighters and Germ Hunters*) and will be challenged to create their own PSAs based upon the information given. They will be responsible for determining essential versus non-essential information using the guided questions provided. Students will create a rough draft of a PSA. The rough draft will not be graded but the grammar and spelling must contain no errors. As this will be a two to three-day activity, on the second day students will be expected to produce a final draft of their PSAs. Once the final draft is approved by the Instructor, students will then be given permission to create their final PSA versions using word processing software, if available.

Closure

Extensions: Although the Instructor fully expects everyone to be able to complete this lesson as assigned, this lesson can be modified by allowing students to work in groups and using guided questions from which students will create their PSAs. This lesson should be completed using word processing software (if available) but can also be done by hand (attached).

Assessment: The Instructor will grade the completed assignment based on:

- All pertinent information is used,
- Proper Headings are identified
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to no or not more than one error.
- Students have saved and printed final versions of their PSAs and handed them in.

Focused Writing Lesson Plan Advertisement

Writing Activity: Advertisement Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.2. Reading Critically in All Content Areas

1.2.5 (A). Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across texts.
- Distinguish between essential and nonessential information across a variety of texts, Identifying stereotypes and exaggeration where present.
- Make inferences about similar concepts in multiple texts and draw conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness.

(B). Use and understand a variety of media and evaluate the quality of material produced.

- Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research.
- Evaluate the role of media as a source of both entertainment and information.
- Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience.

1.4. Types of Writing

1.4.5 (C). Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

1.5.5 (B). Write using well-developed content appropriate for the topic.

- Gather, organize and select the most effective information appropriate for the topic, task and audience.

3.7. (Science and Technology) Technological Devices

3.7. 4 (D). Use basic computer software.

- Apply operating system skills to perform basic computer tasks.
- Apply basic word processing skills.
- Identify and use simple graphic and presentation graphic materials generated by the computer.

Behavioral Objectives: This object of this lesson is to teach students about the ways in which information is disseminated to the public . An Advertisement can be transmitted electronically via radio, television, or via the Internet, but can also be in printed form. An advertisement is intended to modify public behavior by influencing individuals to buy a certain product or shop at a certain store, location, etc. In this lesson, students will learn what advertisements are, what they are used for, and the information disseminated using this method. Students will create a rough draft of an advertisement, and will later, using a formatted

template create a final, finished product by hand or using word processing software. It is expected that the final, finished product will contain no errors and that the appropriate tools (dictionary, etc.) will be utilized.

Materials/Resources: Selected and appropriate examples of advertisements (videos or hard copies) selected by the Instructor, a hard copy advertisement template, a sample list of 'Words I Use When I Write', pencils, and lined paper, and a word processing template of an advertisement (if necessary).

Instructional Procedures

Introduction: Greeting. What is an ad (advertisement)? What is an advertisement used for? Who is the intended audience?

Direct Instruction: Students will learn the importance of advertisements and why they are used. They will also learn the components of advertisements and the methods used (bandwagon, etc.) to influence the public.

Guided Practice: Using advertisement examples, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of advertisements. What were the methods used to influence the public?

Independent Practice: Students as a group will be given an assignment of creating an advertisement for a sale or product. This advertisement must include at least one of the methods (bandwagon, etc.) discussed in the lesson. The advertisement must include the name of the product or sale, information about the product or sale, why the public should buy the product or shop the sale, and how long the sale or product will be available to the public. Students will create a rough draft of the advertisement first. The rough draft will not be graded but the grammar and spelling must contain no errors. As this will be a two to three-day activity, on the second day students will be expected to produce a final draft of their advertisements. Once the final draft is approved by the Instructor, students will then be given permission to create their final advertisement versions by hand or preferably using word processing software.

Closure

Extensions: This lesson individually or as a group although as a group is the preferred method. Each student will be fully involved in the creative process. Students needing extra assistance can be given guided questions to complete this activity. This lesson should be completed using word processing software (if available) but can also be done by hand.

Assessment: The Instructor will grade the completed assignment based on:

- The name of the product or sale is visible,
- Information about the product or sale is identifiable in the ad
- Includes information about why a person or the public should purchase the product or shop at a location,
- How long the product or sale will be available to the public,
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to none or not more than one error.
- Students have saved and printed final versions of their advertisements and handed them in.

Focused Writing Lesson Plan Fictional Story

Writing Activity: Fictional Story Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.1. Learning to Read Independently

- 1.1.5. (G).** Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- Summarize the major ideas, themes or procedures of the text.

1.3. Reading, Analyzing, and Interpreting Literature

- 1.3.5. (B).** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- (F).** Read and responding to nonfiction and fiction.

1.4. Types of Writing

- 1.4.5. (B).** Write multi-paragraph informational pieces (e.g. essays).
- (C).** Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

- 1.5.5 (F).** Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

Behavioral Objectives: This lesson is a continuation of previous lessons about the components of literature, and writing book reports and descriptions. The students will have already chosen a book, read the book, and written book reports, summaries, and character descriptions about the book(s) they have read. Students will have learned about fictional vs. non-fictional texts, as well as the elements of story structure discussed in class: Plot, Point-of-View, Setting, etc. In this lesson students will be prepared to write a fictional story based on the text that they have read. Students will imagine that they are transported back to the time period in which the book is written. The students will imagine that they have experienced a situation similar to what the main character in the book has experienced. What will they (the student) do? How will they handle the situation? This nature of this assignment dictates that the student use elements that we have discussed in class, but specifically: character description, setting, point-of-view, conflict, and a theme if applicable. The format of the assignment *should* be paragraph form. This assignment can be written by hand or using word processing software if available. It is expected that the students will use the appropriate tools (dictionary, etc.) to correct grammatical, spelling, and other mistakes for the final, finished assignment.

Materials/Resources: Selected text previously read by the student for the book report, pencils, lined paper, question template (hard copy) if necessary, word processing software (if available).

Instructional Procedures

Introduction: Greeting. What is non-fiction? What is fiction? What are examples of fictional stories that we have covered in class? What are the unique components of literature (character, theme, etc.)?

Direct Instruction: In literature, the unique components of literature are readily identifiable, although sometimes there is more than one theme? Authors use many techniques when writing, oftentimes using character, setting, etc. to make a story more *authentic* and *interesting*.

Guided Practice: Students will, in groups, discuss the character of a text read previously by the entire class *as practice*. Students will identify the main character(s), setting, point-of-view, themes, etc. They are to also respond to an event in the text, asking the following question (orally): “If I were _____, what would I have done if _____ happened to me?”

Independent Practice: *This will more than likely be a two to three day activity.* Students will, using the same books that they read for the previous book report, etc. Given a list of guided questions if necessary, students will write a brief (at least a handwritten page, not more than two) fictional story in which they imagine themselves as a friend, relative, neighbor, etc. of one of the main characters in their books. They will respond to an event that happened in the book as if it is a true story. Students will, in this assignment, identify their character, the setting, point-of-view, and any other techniques deemed important by the student.

Students tend to make mistakes regarding grammar, spelling, etc. This activity should be completed on a separate sheet(s) of paper prior to attempting to type the final finished product on the computer. Once the Instructor has deemed that the students have correctly completed the assignment, the students will be given the green light to begin the finished product using word processing software.

Closure

Extensions: This lesson is a continuation of previous lessons. It is fully expected that students should be able to create multi-paragraph essays and responses by the fifth grade however, many often struggle with this piece of learning and so the Instructor can provide a list of guided questions that we enhance and reinforce sequencing, and will help to guide the students in the writing process. The guided questions also help to aid those with learning difficulties with seeing “parts of the whole”.

Assessment: Students will be responsible for identifying a main character, etc. and completing the project as listed above. The Instructor will be assessing the finished product based upon the correct identification of the character, setting, point-of-view, and any other techniques as well as the accuracy or plausibility of what they have written. In addition, students will use the appropriate tools such as a dictionary, Word List, Thesaurus, etc. to correct grammar and spelling, etc. The finished product can be done by hand or via word processing software.

Focused Writing Lesson Plan Persuasive Speech

Writing Activity: Persuasive Speech Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.2. Reading Critically in All Content Areas

1.2.5 (A). Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across texts.
- Distinguish between essential and nonessential information across a variety of texts, Identifying stereotypes and exaggeration where present.
- Make inferences about similar concepts in multiple texts and draw conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness.

(B). Use and understand a variety of media and evaluate the quality of material produced.

- Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research.
- Evaluate the role of media as a source of both entertainment and information.
- Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience.

1.4. Types of Writing

1.4.5 (C). Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

1.5.5 (B). Write using well-developed content appropriate for the topic.

- Gather, organize and select the most effective information appropriate for the topic, task and audience.
- Write paragraphs that have a topic sentence and supporting details.

Behavioral Objectives: This lesson is a continuation of the Advertisement, PSA, and Explanation lesson plans. Students have already learned about the ways in which information is disseminated to the public, why the information is disseminated, and what the information is intended to do. Students have already created their PSAs; the behavioral objective is to now present their information to the class. Students will create a rough draft of a speech will later, using a formatted template create a final, finished product using word processing software or hard copy. It is expected that the final, finished product will contain no errors and that the appropriate tools (dictionary, etc.) will be utilized.

Materials/Resources: PowerPoint lesson designed by the Instructor, previous PSA exercises completed by the students, a copy of a persuasive speech, persuasive speech template, a sample list of 'Words I Use When I Write', pencils, and lined paper, word processing template (if necessary).

Instructional Procedures

Introduction: Greeting. What is a speech? What is a persuasive speech? What is a persuasive used for? Who is the intended audience of a persuasive speech?

Direct Instruction: Students will learn the importance of persuasive speeches and why they are used as well as the organization of a good speech. The Instructor will provide copies of persuasive speeches; the Instructor and students together will identify the components of a persuasive speech. Students will also identify common persuasive techniques used by creators of ad, PSAs, etc.

Guided Practice: The Instructor will provide copies of persuasive speeches; the students, without the assistance of the Instructor will identify the components of a persuasive speech. Students will also identify common persuasive techniques used by creators of ad, PSAs, etc.

Independent Practice: Students will, using what they learned (or a persuasive speech template if necessary) will, as a group, create a persuasive speech based on their previous assignment created when learning about PSA. Students will create a rough draft of the speech. The rough draft will not be graded but the grammar and spelling must contain no errors. As this will be a two to three-day activity, on the second day students will be expected to produce a final draft of their persuasive speeches. Once the final draft is approved by the Instructor, students will then be given permission to create their final versions by hand or using word processing software (if available).

Closure

Extensions: Although the Instructor fully expects everyone to be able to complete this lesson as assigned, this lesson can be modified by allowing students to use templates containing guided questions from which students will be able to see “parts of the whole”. This lesson should be completed using word processing software, but can also be done by hand.

Assessment: The Instructor will grade the completed assignment based on:

- Pertinent information from the PSA is used,
- The format of a persuasive essay (or template) is used,
- Correct punctuation is used.
- Correct grammar is used.
- Spelling errors are limited to none or not more than one error.
- Students have saved and printed final versions of their PSAs and handed them in.

Focused Writing Lesson Plan

Personal Narrative

Writing Activity: Personal Narrative Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.1. Learning to Read Independently

- 1.1.5. (G).** Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- Summarize the major ideas, themes or procedures of the text.

1.3. Reading, Analyzing, and Interpreting Literature

- 1.3.5. (F).** Read and responding to nonfiction and fiction.

1.4. Types of Writing

- 1.4.5. (B).** Write multi-paragraph informational pieces (e.g. essays).

1.5. Quality of Writing

- 1.5.5 (A).** Write with a sharp, distinct focus identifying topic, task and audience.
- (B).** Write using well-developed content appropriate for the topic.
- Gather, organize and select the most effective information appropriate for the topic, task and audience.
 - Write paragraphs that have a topic sentence and supporting details.
- (C).** Write with controlled and/or subtle organization.
- Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - Include an identifiable introduction, body and conclusion.
- (F).** Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc

Behavioral Objectives: This lesson is a continuation of previous lessons about the components of literature, and writing book reports, and descriptions. Students have descriptions about the major characters previously. How would they describe themselves? What events, etc. in their lives would be interesting to write about? How are their lives similar to the main character of the book they read? How are their lives different? In this lesson students will be prepared to write the answer to these questions, as well as informing the audience about where and when they were born, and any additional information the student would like to share. This assignment will use the same format as previously taught in the Description lesson plan and, using the appropriate tools (dictionary, etc.) correct grammatical, spelling, and other mistakes for the final, finished assignment.

Materials/Resources: Selected text previously read by the student for the book report, pencils, lined paper, question template (hard copy), word processing software (if available).

Instructional Procedures

Introduction: Greeting. What is non-fiction? What are examples of non-fictional stories that we have covered in class? What elements of literature do we find in non-fiction? What is a narrative?

Direct Instruction: With the guidance of the instructor, the students will continue to identify elements of literature with a special emphasis on sequencing and point-of-view. What are some of the ways that an author uses to describe himself/herself? What is a narrative versus a biography? A personal narrative may also explain an event that has taken place in an individual's life.

Guided Practice: Students will, in groups, discuss the voice of a text read previously by the entire class *as practice*. Students will also identify at least one event described by the author and critique the voice here as well.

Independent Practice: *This will more than likely be a two day activity.* Students will, using a guide template if necessary, create a narrative of themselves using at least one event that has taken place in their lives. The following *can* be used as a guide for the assignment:

- Choose a topic that will appeal to the designated audience for your narrative paragraph
- Start by telling your audience what you learned from this event
- Introduce yourself here if necessary
- Tell your audience what happened in the beginning of the event
- Tell your audience what happened in the middle of the event
- Tell your audience what happened in the end of the event
- Tell what the moral of the story is again and finish here.

The assignment should be at least 10 sentences but need not be more than 20.

Students tend to make mistakes regarding grammar, spelling, etc. This activity should be completed on a separate sheet(s) of paper prior to attempting to type the final finished product on the computer. Once the Instructor has deemed that the students have correctly identified the components, the students will be given the green light to begin the finished product using word processing software.

Closure

Extensions: This lesson is a continuation of previous lessons. It is fully expected that students should be able to create multi-paragraph essays and responses by the fifth grade however, many often struggle with this piece of learning and so the Instructor may provide a list of guided questions that we enhance and reinforce sequencing, and will help to guide the students in the writing process. The guided questions also help to aid those with learning difficulties with seeing "parts of the whole".

Assessment: Students will be responsible for understanding what a narrative is and being able to write a personal narrative. This narrative will be an experience that the student wants and is able to share. The Instructor is looking for a good description of an/the event, proper sequencing, and a finished product with none or not more than one error in grammar and spelling.

Focused Writing Lesson Plan Description (Character, Place, or Event)

Writing Activity: Description (Character, Place, or Event) Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.1. Learning to Read Independently

- 1.1.5. (G).** Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- Summarize the major ideas, themes or procedures of the text.

1.3. Reading, Analyzing, and Interpreting Literature

- 1.3.5. (B).** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- (F).** Read and responding to nonfiction and fiction.

1.4. Types of Writing

- 1.4.5. (B).** Write multi-paragraph informational pieces (e.g. essays).
- (C).** Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

- 1.5.5 (F).** Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

Behavioral Objectives: This lesson is a continuation of previous lessons about the components of literature, and writing book reports and critiques. The students will have already chosen a book, read the book, and written book reports and summaries about the book(s) they have read. Students will learn about the roles of a protagonist/antagonist and be able to identify the type of character(s) in their respective texts. In this lesson students will be prepared to discuss ***both orally and in written form***, the main character(s) of their books, write a brief description of the character(s) using the same format as previously taught in the fictional story lesson, and, using the appropriate tools (dictionary, etc.) correct grammatical, spelling, and other mistakes for the final, finished assignment.

Materials/Resources: Selected text previously read by the student for the book report, pencils, lined paper, question template (hard copy), word processing software (if available).

Instructional Procedures

Introduction: Greeting. What is a description? What words do we use to describe something/someone? What elements do we base our descriptions on?

Direct Instruction: In literature, characters are usually identified by certain behavioral characteristics they exhibit in relation to other characters. This determines whether or not they are classified as an antagonist or protagonist. Authors use many other techniques to describe a character: This can be done by describing a

character's appearance, the type of name they are given by the author, and also, by the dialogue of the character themselves.

Guided Practice: Students will, in groups, discuss the character of a text read previously by the entire class *as practice*.

Independent Practice: *This will more than likely be a two day activity.* Students will, using the same books that they read for the previous book report, write a brief description of the main character of the same book. This description will be at least 8 lines but does not have to exceed for than 16. Students must address the following in their descriptions:

- Your character's name
- At least six adjectives (Use a thesaurus to find colorful adjectives.)
- A major goal of your character.
- A physical description
- Tell character's likes, dislikes, some actions, etc.
- What does your character wear, or carry around?
- Your character's greatest strength.
- Your character's greatest weakness.

Students tend to make mistakes regarding grammar, spelling, etc. This activity should be completed on a separate sheet(s) of paper prior to attempting to type the final finished product on the computer. Once the Instructor has deemed that the students have correctly identified the components, the students will be given the green light to begin the finished product using word processing software.

Closure

Extensions: This lesson is a continuation of previous lessons. It is fully expected that students should be able to create multi-paragraph essays and responses by the fifth grade however, many often struggle with this piece of learning and so the Instructor will provide a list of guided questions that we enhance and reinforce sequencing, and will help to guide the students in the writing process. The guided questions also help to aid those with learning difficulties with seeing "parts of the whole".

Assessment: Students will be responsible for identifying a main character, understand the meaning of a description, and completing the project as listed above. The Instructor will be assessing the finished product based upon the correct identification of the main character of their book and the accuracy of what they have written. In addition, students will use the appropriate tools such as a dictionary, Word List, Thesaurus, etc. to correct grammar and spelling, etc. The finished product can be done by hand or via word processing software.

Focused Writing Lesson Plan Explanation (Process, Event, Cause, or Effect)

Writing Activity: Explanation (Process, Event, Cause, or Effect) Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.2. Reading Critically in All Content Areas

1.2.5 (A). Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across texts.
- Distinguish between essential and nonessential information across a variety of texts, Identifying stereotypes and exaggeration where present.
- Make inferences about similar concepts in multiple texts and draw conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness.

(B). Use and understand a variety of media and evaluate the quality of material produced.

- Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research.
- Evaluate the role of media as a source of both entertainment and information.

Behavioral Objectives: This lesson can be a continuation of, or taught in conjunction to the Advertisement or PSA lessons. The object of this lesson is to teach students about the ways in which information is disseminated to the public (news stories, etc.), and how public opinion can lead to a behavior change or modification. A PSA or Public Service Announcement as well as advertisements are usually transmitted electronically via radio or television but can also be in printed form. A PSA is intended to modify public behavior by raising awareness about a specific issue(s), the most common being health and safety. In this lesson, students will learn what a PSA is, what it is used for, and the information disseminated using this method. Students will examine PSAs to discuss the event, process, and the cause/effect of each. *This lesson will be a lead-in or pre-lesson to the Persuasive Speech lesson.*

Materials/Resources: Selected and appropriate examples of PSAs (videos and hard copies) selected by the Instructor (Just Say No, Crying Indian, McGruff the Crime Dog, vaccinations).

Instructional Procedures

Introduction: Greeting. What is a PSA? What is a PSA used for? Who is the intended audience?

Direct Instruction: Students will learn the importance of PSAs and why they are used, they will also learn the components of a PSA using the examples provided.

Guided Practice: Using PSA examples, the Instructor will engage the students in one or more exercises where students will review and identify (orally) components of PSAs. Students will then, using Handouts (articles or informational paragraphs) given by the Instructor, identify the message of the PSA. They will also identify essential and non-essential information to be used for a PSA. How does the author/creator

attempt to persuade the audience to perform a certain behavior? What behavior does the author/creator expect from individuals or the public at large?

Independent Practice: Students as a group will be given articles selected by the Instructor *and* will be challenged to answer the following questions based upon the information given:

- Identify the message of the PSA.
- Identify essential and non-essential information to be used for a PSA.
- How does the author/creator attempt to persuade the audience to perform a certain behavior?
- What behavior does the author/creator expect from individuals or the public at large?

Students will be responsible for being able to answer questions orally in this exercise.

Closure

Extensions: The Instructor fully expects everyone to be able to participate in this lesson as assigned.

Assessment: This assignment will not be graded for content, but for participation.

Focused Writing Lesson Plan Critique (Story, Play, Movie, TV Program)

Writing Activity: Critique (Story, Play, Movie, TV Program) Grade Level: 5

Preliminary Planning

PA Academic Standards: Reading, Writing, Speaking & Listening (Language Arts)

1.1. Learning to Read Independently

- 1.1.5. (G).** Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- Summarize the major ideas, themes or procedures of the text.

1.3. Reading, Analyzing, and Interpreting Literature

- 1.3.5. (B).** Compare the use of literary elements within and among texts Including characters, setting, plot, theme and point of view.
- (F).** Read and responding to nonfiction and fiction.

1.4. Types of Writing

- 1.4.5. (B).** Write multi-paragraph informational pieces (e.g. essays).
- (C).** Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

- 1.5.5 (F).** Edit writing using the conventions of language, including spelling, punctuation, complete sentences, etc.

Behavioral Objectives: This lesson is a continuation of previous lessons about the components of literature and writing book reports; the students will have already chosen a book, read the book, and written book reports about the book(s) they have read. In this lesson students will be prepared to discuss ***both orally and in written form***, why (or why not) they liked the book with specific explanations about the characters, scenes, and the writing style, etc. of the author. Students will write a critique of the book they read and, using the appropriate tools (dictionary, etc.) correct grammatical, spelling, and other mistakes for the final, finished assignment.

Materials/Resources: Selected text previously read by the student for the book report, pencils, lined paper, question template (hard copy), word processing software (if available).

Instructional Procedures

Introduction: Greeting. What is a critique? How does a critique differ from a book report? Why and how are critiques used (provide examples of book, play, movie, critiques)?

Direct Instruction: Now that the students know what a critique is. Discuss the components of a critique: Introduction, Body, and Concluding Paragraph. What types of questions are included in each?

Guided Practice: Students will, using a SmartTech (SmartBoard) interactive exercise designed by the Instructor, identify the components of a critique for a text read previously by the entire class *as practice*.

Independent Practice: *This will more than likely be a two day activity.* Students will, using the same books that they read for the previous book report, write a critique of the same book. Students will follow the following format:

- Introduction: Students will write an Introductory statement explaining why they liked/did not like the book they selected. They will briefly explain in 3 or 4 sentences why reading the book was or was not a positive experience for them
- Body: The body of the critique should respond to at least two of the following questions:
 1. Characters - Were they interesting and believable? Did you have a favorite? Why was this character special to you?
 2. Was the author able to hold your interest throughout the book? How did he or she manage to do this?
 3. Did you have a favorite scene in this book? Explain why you enjoyed this scene.
 4. What changes, if any, would you have made in this book?
- Conclusion: The concluding paragraph should also respond to one or more of the following questions:
 1. What did you learn from reading this novel?
 2. Is this a book you would recommend to your friends? Why or why not?
 3. Is this a book that my teacher should continue to use with students in the future? Why or why not?

Students tend to make mistakes regarding grammar, spelling, etc. This activity should be completed on a separate sheet(s) of paper prior to attempting to type the final finished product on the computer. Once the Instructor has deemed that the students have correctly identified the components, the students will be given the green light to begin the finished product.

Closure

Extensions: This lesson is a continuation of previous lessons. It is fully expected that students should be able to create multi-paragraph essays and responses by the fifth grade however, many often struggle with this piece of learning and so the Instructor will provide a list of guided questions that we enhance and reinforce sequencing, and will help to guide the students in the writing process. The guided questions also help to aid those with learning difficulties with seeing “parts of the whole”.

Assessment: Students will be responsible for identifying components of a critique and completing the project as listed above. The Instructor will be assessing the finished product based upon the correct identification of the components of a critique and the accuracy of what they have written. In addition, students will use the appropriate tools such as a dictionary, Word List, Thesaurus, etc. to correct grammar and spelling, etc. The finished product can be done by hand or via word processing software.

Post Instructional Planning

1. What levels of thinking (Bloom) did your lesson incorporate?

One of the many benefits of this particular lesson is that it incorporates all of the following into the actual lesson:

- Knowledge
- Comprehension
- Application
- Evaluation

2. How did you evaluate your student's performance?

Checking for Understanding: Instructor will observe each student's use of the examples provided to make certain that the concept(s) being discussed are understood.

Guided Practice: Instructor will, in addition to the above, provide additional examples of how to identify and complete the task. The will be observed by the Instructor.

Independent Practice: Students will be working in groups for this project.

3. In what ways have you included safeguards that all children will learn including second language learners and special needs children?

Most of the lessons taught require at least a certain mastery of the English language. However, the Instructor will make every effort possible to ensure fairness in the learning process. Many of the lesson involve scaffolding and "seeing the sum of the parts rather than the whole". This method is one that many educators use when teaching in an environment with different learning levels.

4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).

- I will begin my lesson with questions recapping a previous lesson. This recap is usually done orally.
- During the reading portions of the lesson, questions are also asked to (although not to all students) to gauge their understanding and attention to the lesson (to stimulate the children's thinking).
- Another way to ascertain whether your students are engaged is to view their body language, make eye contact, and ask direct questions.

5. Describe the instructional models that you used in each of your activities (VAKT). Vary these in each lesson.

- Visual modeling will take place during the direct instruction portion of the lesson.
- Auditory modeling will also take place during the direct instruction piece as well as the guided practice.
- Kinesthetic modeling will take place via the Intro, direct instruction and guided practice.
- Tactile modeling will take place by way of the independent practice, etc. Here, students are given the opportunity to demonstrate what they have learned. .

6. Describe the changes you would make if you taught this lesson again.
I have not taught this lesson yet.