

Lesson Plan Title: "Allie Can... Inspire Vivid Verbs"

Concept / Topic To Teach: Language Arts; Writing; Word Choice; Strong Verbs

Class Description: Third grade, average age of students is eight, whole group setting

Duration of Lesson: This lesson will span five consecutive school days during the Formal Writing block (42 minutes) and during Language Arts Centers Rotation (42 minutes).

Standards Addressed:

LA.3.3.1.3 E.4 - Develop and use graphic organizers to build on experiences and extend learning.

LA.3.3.2.3 A.1 - Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.

LA.3.3.2.3 A.2 - Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.

LA.3.3.2.3 A.3 - Use graphic organizers to assist with planning writing.

LA.3.3.2.3 A.5 - Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.

LA.3.3.2.3 A.6 - Participate with peers to comment on and react to each other's writing.

LA.3.3.2.3 A.8 - Begin to develop author's voice in own writing.

LA.3.3.2.3 A.9 - - Use reference materials to revise work, such as a dictionary or internet/software resource.

LA.3.3.2.3 A.12 - Understand and use a checklist and/or rubric to improve writing.

LA.3.3.2.3 B.2 - Write a narrative piece based on personal experiences.

LA.3.3.2.3 B.4 - Present and discuss writing with other students.

LA.3.3.2.3 B.5 - Apply elements of grade-appropriate rubrics to improve writing.

LA.3.3.2.3 B.6 - Develop a collection of writings (e.g., a literacy folder or portfolio).

LA.3.3.2.3 C. - Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.

LA.3.3.2.3 D.1 - Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).

LA.3.3.2.3 D.5 - Write the events of a story sequentially.

LA.3.3.2.3 D.8 - Write narrative text (e.g., realistic or humorous story).

LA.3.3.3.3 C.1 - Use vocabulary related to a particular topic.

LA.3.3.3.3 C.3 - Use new vocabulary and figurative language learned from literature and classroom experiences.

LA.4.3.2.4 B.6 - Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.

LA.5.3.2.5 A.7 - Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.

TEC.3-4.8.1.4.A.3 - Create and present a multimedia presentation that includes graphics.

TEC.3-4. - The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

TEC.3-4.8.1.4.B.1 - Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

TEC.3-4.8.1.4.D.1 - Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

TEC.3-4.8.1.4.D.2 - Analyze the need for and use of copyrights.

TEC.3-4.8.1.4.D.3 - Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

Objective:

The learner will be able to recall a personal experience in order to develop an author's voice through the use of strong, powerful, active, precise, and vivid verbs. The Student will be able to employ the writing process to create and produce a media-rich digital story.

Required Materials:

- Interactive White Board (IWB) or a minimum of a computer with internet access, speakers, and a projector
- Computers with Photo Story 3, Movie Maker Live, or internet access to PhotoPeach.com
- Digital camera, digital video camera, photos or images with scanner access, or internet access for images
- Digital music source
- Digital microphone for audio recording (optional)
- Internet access to www.schooltube.com
- Internet access to <http://tinyurl.com/storyboard123>
- Writer's Check List (*Kept in Student Writing Folders*)
- Rubric
- Mentor digital story, the beginning section of Allie Can From A to Z Digital Story
- Suggested book list for more mentor texts for strong verbs
- Full Digital Story for Allie Can.... From A to Z
- Graphic Organizer for Strong Verb Hunt Digital Learning Center
- Brave Irene by William Steig as read by Al Gore (<http://www.storylineonline.net/>)

Anticipatory Set:

The teacher will show the story, Brave Irene by William Steig, read aloud by Al Gore on the Interactive White Board. Then the teacher will facilitate a discussion about the word choices the William Steig made for the verbs. The students will examine how the author's precise selection of strong verbs helps to paint a more vivid picture with words, which in turn grabs and holds a reader's attention.

Procedures:

1. The teacher will evoke interest in the lesson through a digital reading of the book, Brave Irene, on the IWB to clearly demonstrate the create usage of precise language, specifically action verbs.
2. The teacher will introduce the definition of strong verbs, exemplify examples of proper usage, and demonstrate ways to find strong verbs to replace “dead verbs.”
3. The students will actively participate in a class discussion about the importance of word choice and how strong verbs captivate a reader through vivid imagery verses “dead verbs” that bore a reader and cause a loss of interest/comprehension.
4. The teacher will set the lesson hook by showing a Mentor Digital Story on the IWB.
5. The Teacher will introduce the Personal Narrative writing assignment, review Expectations for Digital Story and Copyright Law, and hand review Assignment Rubric.
6. Students will brainstorm possible Personal Narrative Topics as a group (Summer, vacation, camp, activities as a special party, etc.).
7. Students will complete the online storyboard and print it for use at our writer’s conference. The storyboard will serve as a detailed graphic organizer in this writing process. The learner will make any revisions as needed.
8. It is assumed at this point during the year that the students have already mastered the use of the software and have been familiarized with the process of creating a digital story. Students will then begin the process of gathering images, arranging them within the software, adding text, narration, background music, visual effects and transitions making sure to save changes periodically.
10. Students will add citations to a credits section (as shown in previous lessons).
11. Students should “proof” their video against the rubric and writer’s check list.
12. Students should save their movie and upload it to the designated URL.

Closure:

The students will post their digital stories to www.schooltube.com by the assigned due date. The students will have the opportunity to present their final presentations to the class during “Technology Tuesday,” when our class sets one period a week to dedicate to educational technology.

Assessment Based On Objectives:

The students will be assessed with a rubric for implementation of the writing process, as well as for creativity and usage of vivid verbs. In addition, students will be evaluated for their ability to produce a media-rich digital story.

Teacher Evaluation:

The teacher will see evidence of a successful lesson through each student’s level of participation, eagerness to learn, and through accurate responses. Additional confirmation of achievement and mastery of skills will be visible through the students’ final presentations, the digital stories.

Adaptations (For Students With Learning Disabilities):

Accommodations will be made as the lesson unfolds to adapt to the learner’s needs and per the students’ IEPs.

Extensions (For Gifted Students):

Students who excel will be challenged to create their story in the ABC format, altering the assignment to require at least one strong verb for every letter of the alphabet to be included in their original digital story and to be shared with the Kindergarten students in the future.