

# Project Venture Lesson Plan #1

**name:** Jennifer Gustafson

**title:** "Inspirational Clusters"

**grade:** 2nd grade

**subject area:** writing

**school district:** Creighton/Creighton School District

**time frame:** ongoing choice in writer's workshop throughout school year; approximately 20 minutes

## **Summary:**

This lesson focuses on the integration of technology and the prewriting stage of the writing process. If students choose to use a cluster as a planning tool for a piece of writing, they may choose to use the program "Inspirations" to create a cluster or map of the planned story.

## **Academic Standards:**

**W-F1, PO1.** Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing writer's notebook, K-W-L charts, scaffolds, group discussion)

**W-F3, PO2.** Write a story (develop a story line with a problem and events leading to a solution)

## **Technology Standards:**

**3T-F3, PO 1.** Use a pre-designed template or stationery to publish a document

## **Objectives:**

- Students will demonstrate application of the prewriting stage of the writing process by developing a cluster that includes the four story elements of characters, setting, problem and solution.
- Students will demonstrate application of the program Inspirations by constructing a cluster of ideas for a story.

### **Assessments:**

Both the academic standards and technology standards are assessed using a checklist. A copy of the checklist can be seen in appendix A. The marks included on the checklist are a plus for mastery, a check for partial mastery and a minus for non-mastery. The technology standards are also assessed using teacher observation. I use sticky notes on a clipboard and record my observations as students are working. Standard W-F3, PO2 is not assessed through the writing of a story. It can be assessed (the story line portion) prior to that step of the writing process by using the cluster created. All of the students were able to create a cluster and included the four story elements in the cluster. A copy of a student's cluster is included in appendix B.

### **Prerequisite Knowledge:**

- students will need to know how to effectively use the Inspiration software
- students will need to know how to create a folder in which to save their work if there is not one available for them on a particular computer
- students will need to know how to open, close and save work to their folders
- students will need to know how to print a document
- students will need to have a working knowledge of the prewriting stage of the writing process
- students will need to know the story elements of characters, setting, problem and solution
- students will need to know how to choose a topic about which to write
- students will need to know how to plan a story

### **Learning Environment:**

Before beginning this process, instruction on the Inspirations software is given in the computer lab so that all have a chance to practice using the software. It is during this time the teacher can locate her "experts" for this particular piece of software. Students are allowed to help each other and interact freely with the teacher and other available help.

After all are comfortable with the software, I use the software on an as-needed basis. I have four computers situated in a pod from which the students can work. During writer's workshop it is known as the planning/publishing center. When the student is ready for the prewriting stage in his/her next writing piece, that child might choose to create a cluster using the Inspirations software. The student can go to a computer and open the Inspirations program and begin working on the cluster which includes the four story elements stated above. This goes on throughout the year. The students can work independently or with a friend, whichever is needed.

The teacher is also available for questions, but the student "experts" are to be utilized before going to the teacher. The teacher is left to conference with students about their writing or make any necessary observations.

### **Tools and Resources:**

number of computers: four

software: "Inspirations"

peripherals: t.v., printer

internet url's: none

printed materials: none

supplies: paper

research materials-books: none

other: none

### **Procedures:**

- Teacher reviews with the class the four story elements of characters, setting, problem and solution.
- The teacher brings students into the computer lab and demonstrates the Inspirations software by creating a cluster that includes the four story elements from a story previously read as a class.
- The students then experiment by recreating the cluster made by the teacher.
- The students then create a cluster based on another story read as a class.
- If time allows, the students can create more clusters based on other stories read, other stories written by students or stories to be written by students.
- On a day after being in the computer lab, the teacher reviews with the class the writing process with an emphasis on the prewriting stage.
- Using the presentation system located in the classroom, the teacher or student "expert" reviews with the class how to use Inspirations in the classroom.
- The demonstrator also reviews how to open, close and save work to their folder.
- The teacher then reviews with the class the procedures for when the students can come to a computer to create a cluster. For my classroom they are as follows:
  - pick a topic about which to write
  - get with a friend and discuss your topic and the four story elements
  - write your name, topic and the name of the person with whom you talked about the four story elements on a piece of paper and put it in the writing basket
  - wait for your name to be called to be on a computer
  - while you are waiting find a job from the "What can I do while I wait?" list

- When it is a student's turn, that child can go to the computer, create the cluster and print it out.
- The cluster is attached to the first draft and submitted to the teacher for a writing conference when the child has revised and edited the paper.

### **Modification for Differentiated Instruction:**

*Special Education:* Special education students are assigned a permanent writing buddy to help them with anything they might need at any stage of the writing process. The student technology experts are also available to help if needed. The teacher could also create a template in which the circles are already drawn and the four story element titles are added. The child would then only need add the topic and the details of the story elements.

*Gifted:* Gifted children are asked to create more extensive clusters including main characters and sensory details to describe them, a more descriptive setting, various settings, more than one problem to solve and the solutions to those problems. These children could also act as peer tutors and experts as needed.

*ESL:* The following strategies will be applied to ensure success for ESL learners: use of language brokers, teaching in context, content modified, connections made to prior knowledge, adequate time, use of graphic organizers, demonstrations, modeling, low-risk environment, modified teacher delivery.\*

\*Almost all of my students are ESL students, so I include these strategies in my day to day lessons.