

Project Venture Lesson Plan Format

Name:	Glenn Nienaber	Title:	Arizona Research Reports
Grade Level:	4 th	Subject Area(s):	Language Arts, Social Studies, Technology
School/District:	Colina/Kyrene	Time Frame:	4-5 weeks

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SUMMARY:	<p>Brief description of lesson/unit. Students will use Power Point to develop a lesson that can be used to teach other students how to perform various math concepts related to fourth grade and above curriculum.</p>
STANDARDS:	<p>Use AZ State Content and Technology Standards - Include only the standards and concepts that will be assessed using the reference # and description. URL: Technology: www.ade.state.az.us/standards/technology Other content areas: www.ade.state.az.us/standards/contentstandards.htm</p> <ul style="list-style-type: none"> • 1T-E2. Demonstrate increasingly sophisticated operation of technology components <ul style="list-style-type: none"> PO 2. Retrieve and save information remotely (e.g., network servers, Internet, Intranet, peripheral devices) • 2T-E2. Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse <ul style="list-style-type: none"> PO 3. Provide complete citations from electronic media (e.g., use age-level appropriate, district developed standardized reference formats for citing source of information) <i>(See Technology 5T-E2, PO5)</i> • 3T-E1. Use formatting capabilities of technology tools for communicating and illustrating <i>See: Language Arts (W-F1, PO5)</i> <ul style="list-style-type: none"> PO 2. Design a word processing document with graphical elements (e.g., clip art, digital photographs, symbols, using text wrap, cropping, sizing, drawing tools) • 5T-E1. Locate information from electronic resources <i>See: Arts {Theatre} (2AT-E4), Language Arts (W-E8) and Mathematics (2M-E1, PO1)</i> <ul style="list-style-type: none"> PO 1. Identify electronic research resources PO 2. Define subject searching and devise a search strategy to locate information using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources, grade level appropriate Internet resources) PO 5. Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources

STANDARDS:

- **W-E1.** Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks

(Grades 4-5)

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)

PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

- **W-E5.** Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources

(Grades 4-5)

PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

PO 2. Use logical sequence (including transitional words and phrases such as *first, next, then*)

PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources

- **W-E8.** Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks

(Grades 4-5)

PO 1. Implement a research strategy that includes

- selecting appropriate source for a specific research purpose
- utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
- writing a paraphrase of information from a source
- recording relevant information (e.g., notes, graphs, tables) taken from a research source
- organizing notes and integrating notes into a finished product
- incorporating notes into a finished product

OUTCOMES:	<p>Language Arts</p> <p>042.205.2 In final copy of students own writing tasks, spell high frequency words correctly.</p> <p>042.205.15 Punctuate correctly</p> <p>042.205.17 Apply rules of capitalization</p> <p>042.205.19 Apply stand grammar and usage</p> <p>042.205.26 Organize paragraphs with a variety of sentence structures.</p> <p>042.205.29 Revise written works for idea development, organization, word choice, sentence fluency, and voice</p> <p>042.403.1 Implement a research strategy that includes selecting appropriate sources for specific research purposes</p> <p>042.403.2 Utilize reference materials</p> <p>042.403.3 Write a paraphrase of information from sources</p> <p>042.403.4 Record relevant information taken from research source</p> <p>042.403.5 Organize notes and integrate notes into a final product</p> <p>042.403.9 Use organizational skills to complete an outline or graphic organizer</p> <p>042.403.10 Identify and paraphrase pertinent information for notes and note cards</p> <p>042.403.11 Present research information</p> <p>Technology</p> <p>2.1TE1 Use an on-line public access catalog to search by keyword and series</p> <p>TE2 Cut/copy/paste</p> <p>2.2 TE1 Explore the Internet as a system that connects computers all over the world to make available all kinds of information</p> <p>2.1 TE1.1 Use an on-line public access catalog to search by keyword and series</p>
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ASSESSMENTS:	<p>How will student learning be assessed? What criteria or rubric will be used to evaluate the lesson/unit?</p> <p>Writing – Six Traits of Writing</p> <p>Research – Rubric (included)</p> <p>Web Page – Rubric (included)</p>
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PRE-REQUISITE KNOWLEDGE:	<p>Student need to have a knowledge of where to find information when using an encyclopedia, almanac.</p> <p>Students need to know how to use Microsoft Word</p> <p>Students need to know how to open and save to the network</p>
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LEARNING ENVIRONMENT:	<p>Briefly describe where the learning will take place and how students will interact with others.</p> <p>Learning will take place in a variety of places and conditions. Students will research their subject in the library and when necessary on the computers in the room and in the library. Students will work together in editing each others work and when students begin to design and build their web page there will be peer tutoring taking place.</p>
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Tools and Resources

NUMBER OF COMPUTERS:	<p>5 computers in the room computer lab</p>
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SOFTWARE:	<p>Microsoft Word Microsoft Front Page or Netscape Composer Viewlet Microsoft Power Point Netscape Navigator or Microsoft Internet Explorer Inspiration</p>
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PERIPHERALS:	<p>Scanner Presentation system Digital camera</p>
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INTERNET URL'S:	<p>www.metacrawler.com www.kyrene.org/schools/colina/4th/Nienaber/tutorials/webpage.html www.desertusa.com www.mediabuilder.com www.animfactory.com http://www.schoolworld.asn.au/species/reports.html http://go.grolier.com http://www.worldbookonline.com</p>
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PRINTED MATERIALS:	Please include file name and short description of printed material or URL Web Site Rubric for students 4 th grade research project
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SUPPLIES:	Note cards Graphing paper for web page layout
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RESEARCH MATERIALS - BOOKS:	Encyclopedias Almanacs Books
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OTHER:	
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Procedures

Provide information necessary for another teacher to replicate your lesson/unit.

First Part (Research)

The teacher and the school librarian collaborate time and lessons for this part of the project. The media specialist will pull all books that pertain to Arizona, this includes books that talk about state government, state and national parks, famous Arizonians, cities and towns in Arizona, plants and animals that are part of the Arizona habitat. NOTE: Our school uses flex scheduling for it's library.

Stage 1 RESEARCH

1. The teacher sets the tone by going over the entire project and what is expected.
2. Students are given rubric for research.
3. Students are taken to the library where the librarian will give a quick review of the research materials available, including reference materials, books located in the stacks and school online encyclopedias.
4. The librarian introduces the students to note cards and instructs students as what information is needed on note cards and how it is to be displayed.
5. Students work in the library for one hour each day during a five day period using research materials.

Stage 2 PREPARATION FOR WRITING

1. The teacher models for students how to sort note cards according to sub-topics. Students then separate note cards according to sub-topics
2. The teacher models for students how to construct a formal outline. Students construct an formal outline
3. The teacher then demonstrates how to use inspiration software in constructing a web and then turn it into a formal outline.
4. Students who complete their outline correctly in a timely fashion will also utilize Inspiration software.

Stage 3 THE WRITING PROCESS

1. The teacher and students go over the traits that will used to score their research paper. (Ideas and Content, Organization, Sentence Fluency, Word Choice and Conventions.
2. The teacher models for students a variety of first sentences that could be used to write the beginning of a research paper based on an Arizona topic that no one has picked. The teacher also models sentences that are not acceptable.
3. Students are instructed to write five different opening sentences for their first sentence. The sentences are to vary in their content so that they do not sound the same.
4. Once students have written a successful first sentence they type the sentence on the computer.
5. The teacher models for the students the rest of the first paragraph and explains how the sentences are used in the first paragraph to explain what topics will be discussed in their research papers.
6. Students construct their first paragraph and then type the first paragraph using Microsoft Word.
7. As the students continue the rest of their research paper, they are given opportunities to type them on the computers. Students will also engage in peer tutoring as well as having the teacher edit their work with them.
8. The teacher will model and demonstrate the concluding paragraph and explain what the contents of a good concluding paragraph.

Stage 4 WEB PAGE DESIGN

NOTE: A web page design team was formed after school. This team was comprised of students from each fourth grade class. They met after school so they could learn how to build a web page. The knowledge they have in using the software will be used to help peer tutor other students in their homeroom classes as those classes come to the computer lab to build web pages.

1. Students will critique several web sites using the web site critique rubric.
2. The teacher goes over these critiques with the students, asking the students what they liked and didn't like about the web page design, making sure that students are not critiquing the content of the page, but the design and layout of the page.
3. The teacher will model a variety of layouts, showing where titles, content, pictures, clipart, and links can be placed on a web page.
4. The teacher will go over with the students the web page rubric and what is expected as far as design and content.
5. The teacher goes over copyright law and fair use law with students. The teacher shows children where to look for web page copyright.
6. Students will design a web page layout that meets the criteria set in the rubric.
7. The teacher will use viewlet to show students how to use Microsoft Frontpage. Viewlet is a freeware program.
8. Teacher demonstrates how to save pictures, background textures and other clip art off the Internet. **HINT:** Have student create a folder in their own folder named web page. I instructed all children to then save everything in that folder. Have students save pictures, clip art and any other graphic they are using on their web by giving them a code that is distinct to them. In this case I had the children from my class use n = teacher's initial of last name, # a number assigned to them from 1-25 and then .# Each graphic was saved this way so that it would be easy to upload later on. For example: the first photo the 10th student saved would be filed as n10.1 the second graphic would be saved n10.2 and so on.
9. The teacher models the building of a web page showing students where they can get titles using 3D text from mediabuilder.com. From there they can also choose a background texture.
10. Students find background and 3D text for their title.
11. Students instructs students on using tables as a way to separate their information such as links on the left column and pictures and information on the right side of the column.
12. Students begin to build web page and input graphics and content information.
13. Students are placed into groups and each person in the group critiques the other's web page according to the rubric and then gives any advice that may be needed.
14. Pages are uploaded and displayed by linking them to the classroom web page.

NOTE: The content that I had the students use was based on their note cards and then they made subject headings and bulleted the information.

Modification for Differentiated Instruction

SPECIAL EDUCATION:

(optional)

I have one student who is MMR . This student was able to work with the resource teacher and aid. The student had previously worked on Power Point. So that this student could become more proficient with Power Point their web page was designed using that program.

ESL:

(optional)

This student's research paper was required to include at least two facts for each sub topic.

GIFTED:

(optional)

These students worked with the gifted teacher in a different research area and were then expected to turn that paper into a web page. Students not formally recognized as gifted by the district were instructed to use Inspiration for their web and outline.