

Project Venture Lesson Plan Format

Name:	Sara Berns	Title:	Arizona Place Brochures
Grade Level:	4th	Subject Area(s):	Social Studies
School/District:	Kyrene	Time Frame:	2 months

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SUMMARY:	<p>Brief description of lesson/unit. This unit is with the Social Studies Unit for 4th grade Arizona Studies. The students were to research about an Arizona Place, and produce a brochure on the computer to show their learning.</p>
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STANDARDS:

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

1T-E1. Communicate about technology using developmentally appropriate and accurate terminology

1T-E2. Demonstrate increasingly sophisticated operation of technology components

2T-E2. Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse

3T-E1. Use formatting capabilities of technology tools for communicating and illustrating

3T-E3. Publish and present information using technology tools

4T-E2. Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom

5T-E1. Locate information from electronic resources

6T-E1. Determine when technology is useful and select and use the appropriate tools and technology resources to solve problems

Other content areas: www.ade.state.az.us/standards/contentstandards.htm

- R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print (Grades 4-5)

PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes

PO 3. Confirm meaning of words using context clues

- 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)

- Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions
- Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images
- Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness

OUTCOMES:	<p>Kyrene Target Indicators (Please include reference numbers.) Ex. Technology 041.306 Cut, Copy, Past using Word Processing Software Language Arts 042.202 In final copy of student’s own writing tasks, spell high frequency words correctly.</p> <p>Reading 4.306 Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating, fact from opinion, drawing conclusions during research to find information about their particular city.</p> <p>Social Studies 1.3 E1 Demonstrate the understanding of the natural and human features that define places and regions in Arizona, including the use of geographic tools to collect, analyze and interpret data-explain and use map titles, symbols, scale, cardinal and intermediate directions, and elevation on maps of Arizona-location city or place in research and map needed for final brochure.</p> <p>TE1-Make back-up copies of files-students will save their work to their H drive folder</p> <p>TE1-Log in/out of network-daily to get saved work and add to it</p> <p>TE1.2-Develop keyboarding skills-Demonstrate ability to type homerow words with correct fingering and use reaches-done during the typing of the brochure</p> <p>TE2-1.3Change text attributes-Adjusting title size and style on the brochure</p> <p>TE2-Cut/copy/past-used for graphics on the brochure</p> <p>WE1-042.205-Spell correctly-Final brochure must have correct spelling on the product</p> <p>Revise written works for idea development, organization, word choice, sentence fluency and voice-this is part of the Overall look of the brochure and part of the grading rubric</p> <p>WE2 0420403 Implement a research strategy that includes selecting appropriate sources for specific research purposes-selection of sources to use to find information about city or place</p> <p>Utilize reference materials-this is used in the research phase of this brochure making process (electronic and text based)</p> <p>Write a paraphrase of information from sources-used again in the research – notetaking</p> <p>Record relevant information taken from a research source-notetaking about their topic</p> <p>Organize notes and integrate notes into a finished product-the layout of the brochure and which information to tell.</p> <p>Present research information-this being the final project=brochure</p>

ASSESSMENTS:	<p>How will student learning be assessed? What criteria or rubric will be used to evaluate the lesson/unit?</p> <ul style="list-style-type: none"> *Should align with state/district standards *If a file exists, please include name of the file *If available on a website, please include URL <p>ex: 6+1 trait rubrics www.nwrel.org/eval/writing/definitions.html</p> <p>We will be using the 4th Grade Brochure Rubric that the teacher and myself developed. Find a copy on the disk and attached to hard copy.</p>
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PRE-REQUISITE KNOWLEDGE:	<p>*Think about content area and technology pre-requisite knowledge</p> <ul style="list-style-type: none"> Basic Word Processing Saving work Importing Graphics Organization Summarization Cutting and Pasting Using textboxes Notetaking Using the Internet
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LEARNING ENVIRONMENT:	<p>Briefly describe where the learning will take place and how students will interact with others.</p> <p>i.e. Whole group, mini computer lab setting</p> <p>The students will do their research in the library and the lab. They will get whole group instruction on varies skills: notetaking, using electronic data, creating a brochure, the rubric, adding graphics and printing. The students will work in pairs to develop their brochures. They will be talking about all aspects of creating their brochure. I will give specific small group help to those pairs that require help.</p>
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Tools and Resources

NUMBER OF COMPUTERS:	<p>i.e.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 computer <input type="checkbox"/> 5 computers <input type="checkbox"/> Lab setting X <input type="checkbox"/> Alpha Smarts or other keyboard device
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SOFTWARE:	<ul style="list-style-type: none"> Encarta World Book On-line Microsoft Word Netscape or Internet Explorer
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PERIPHERALS:	<ul style="list-style-type: none"> Scanner Projection System-for whole group instruction
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INTERNET URL'S:	See Niños homepage thematic units links to Arizona and the Desert: http://www.kyrene.k12.az.us/schools/ninos/themat~1.htm
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PRINTED MATERIALS:	Please include file name and short description of printed material or URL I have made the website. These links are to sites that are safe and contain information about the specific topic that our students are studying. Non-fiction books in our library See Niños homepage thematic units links to Arizona and the Desert: http://www.kyrene.k12.az.us/schools/ninos/themat~1.htm
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SUPPLIES:	Hand outs: Creating a Brochure, Design your Brochure and 4 th grade brochure Rubric Paper Ink cartridges
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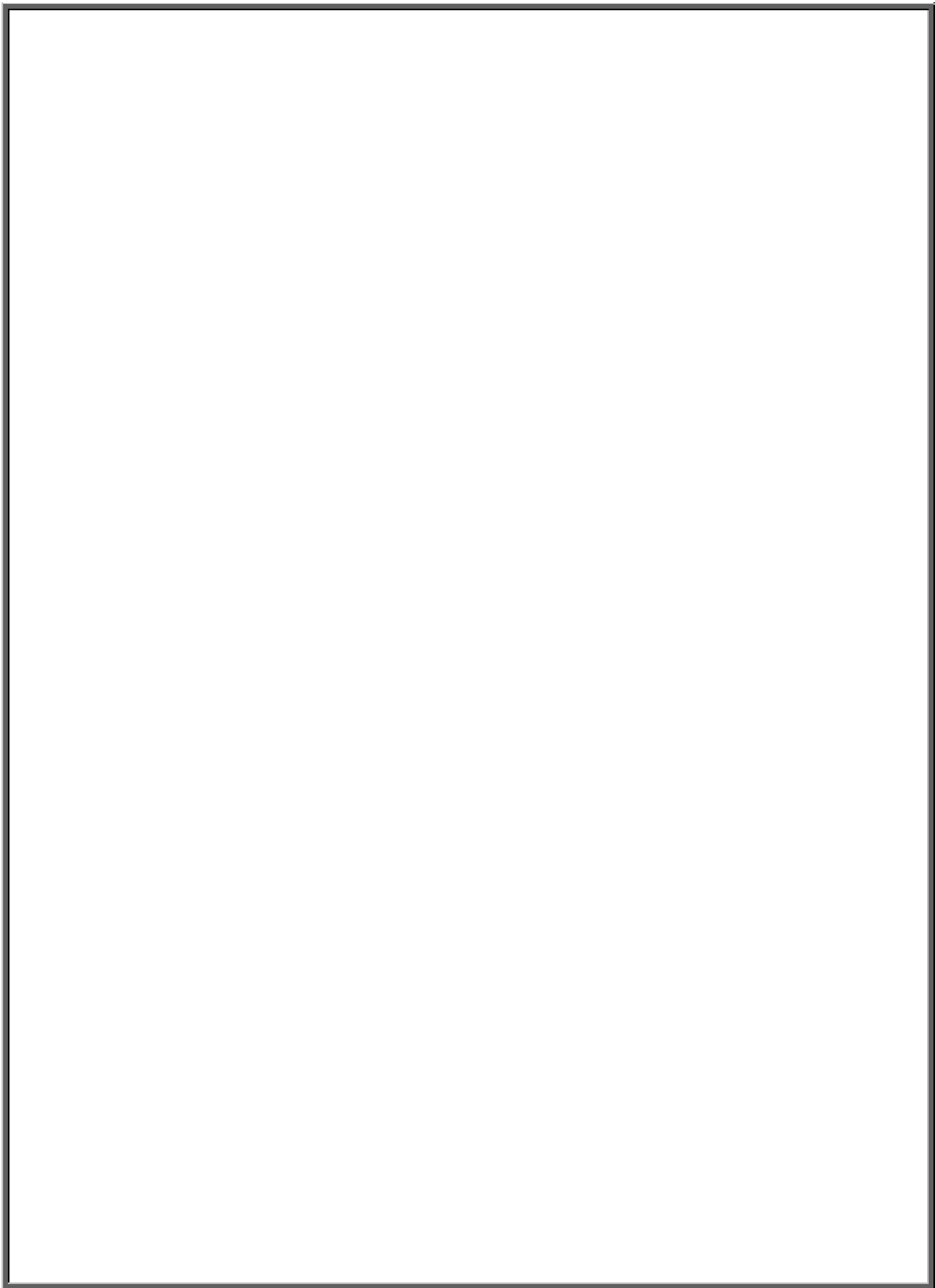
RESEARCH MATERIALS - BOOKS:	Non-Fiction titles in our library. Atlas Brochures-from various places or cities
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OTHER:	
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Procedures

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

1. Students should begin by exploring at a variety of real printed brochures.
2. Students should have an Arizona map or Atlas and look at different places on it that they would like to learn about.
3. Students should be paired up according to interest. (Topic/Place selection)
4. Grading Rubric introduced.
5. Design Your Brochure lesson and planning time. This is whole group instruction about the layout and what needs to be on the brochure. The planning time is a partner discussing time.
6. Review sources, notetaking, saving, and using electronic resources (Encarta, Worldbook on-line and Netscape)
7. Research time. You may need about 4-6 sessions of research for students to get all criteria on rubric.
8. Lesson on Creating a Brochure given to the whole group. This is a lesson in the lab. Using the Design of the brochure, they take their finished product to the computer.
9. Inserting Graphics lesson. Again, this would be in the lab. A lesson on cutting, pasting, or saving and inserting from file.
10. Brochure work-in lab (again you may need 2-4 45 min. blocks to complete)
11. Final editing with other groups.
12. Printing



Modification for Differentiated Instruction

SPECIAL EDUCATION:

(optional)
These students may be strategically paired with a partner. They will also receive one-on-one help when needed.

ESL:

(optional)
These students may be strategically paired with a partner. They will also receive one-on-one help when needed. Teacher will question student to check for understanding of the project and what is required.

GIFTED:

(optional)
May be paired or unpaired to facilitate extension. These students would be expected to use more sources to find information. These students may have a modified rubric (if needed). They wouldn't do more work, but more in depth work.