

# Project Venture Lesson Plan Format

<b>Name</b>	Jeff Geyer	<b>Title</b>	Cinderella Big Book
<b>Grade Level</b>	Kinder/Early First	<b>Subject Area</b>	Language Arts
<b>School /District</b>	Monte Vista, Creighton	<b>Time Frame(# of days; min./day)</b>	3 days, 45 minutes each

## Summary:

**Brief Description of lesson/unit :** The students will construct illustrations for a Cinderella Big Book using construction paper and computers. The students will also type, save, and print the text for the book, and add additional illustrations using the computer. By the end of the lesson, the students will be proficient in using save and print functions on the computer, including saving to a specific location (file) on the computer network. The students love this activity because they get to see the progress of the book, and feel full ownership of the finished product.

## Standards

**Use AZ State Content and Technology Standards - Include only the standards and concepts that will be assessed using the reference # and description:** Kindergarten Standards

- Essential Skills SS1: Use basic technology vocabulary when referring to computer hardware, software, peripherals, etc.
- Problem Solving SS2: Create a picture story using a computer drawing program  
Demonstrate the use of keyboard functions, including the use of mouse and control keys.

## Objectives

- The students will demonstrate application of language arts and technology skills by producing a big book.

## Assessments

**How will student learning be assessed? What criteria or rubric will be used to evaluate the lesson/unit?** See rubric in "other" section of Lesson Plan. Activities can be used to contribute to evaluation in many of the Language Arts reporting criteria.

## Pre-Requisite Knowledge:

Students must be familiar with keyboard layout and operation of KidPix Deluxe drawing program and Apple Works word processor. Students must be able to save their finished documents using the "apple S" command function (some students will already know where to save documents), and print documents using "apple p" command function.

## Learning Environment

**Describe where the learning will take place and how students will interact with others.** Learning will take place in the classroom. Students will become familiar with the Cinderella story through large group teacher-led reading in the circle area. Students will work on construction of the big book at tables with small group peer interaction, and students will complete computer work at the computer center. Students will rotate as needed to be exposed

## Tools and Resources:

**Number of computers:**

6 computers

**Software:**

Apple Works, Kid Pix Deluxe

**Peripherals:**

Laser printer, Color Ink Jet printer, Color laser printer (if available).

**Internet URLs:**

<http://www.childrenstory.com/tales/1page/cinderella.html>

This is a site that shows a picture of Cinderella and has a condensed story line that can be played with Real Player.

**Printed Materials:**

Illustrations and text for big book.

**Supplies:**

Colored construction paper, printer paper, scissors, glue, pencils, crayons, colored pencils, white butcher paper (to make the pages).

**Research Materials/Books:**

As many versions of Cinderella as the teacher can find, including variations.

**Other:**

It is useful and interesting to use the digital camera to photograph and display the ongoing progress. The students love to see the progress of this project

## **Procedures:**

**Provide information necessary for another teacher to replicate your**

## lesson/unit.

- The teacher must prepare the pages for the book in advance using white butcher paper, two pieces thick per page. This book takes 5 pages (ten front and back), to include the title page and the back signature page. The size of the pages is teacher discretion (big book size).
- The teacher also has to introduce the story to the kids and probe for background knowledge. Most kids have heard the story, but there are many versions which will lead to interesting discussion. The students and teacher must become familiar with the versions then start to decide on vocabulary to be used in the class version (ex. shoe? slipper? sneaker?, dress? gown?, dance? ball?)
- The teacher then has to lay out a small version of the book in model form to serve as a guideline during construction. This step is especially important because the students and teacher decide on the text copy to be used in the project.
- The teacher displays the blank big book on a prominent wall in the room so the students can see the progress of the project.
- The students use construction paper, glue, scissors, crayons, and colored pencils to make the characters and setting for the book. As they are completed, the teacher helps the students, glue them into the book.
- Simultaneously, the teacher and students discuss and decide on text for the story and the teacher writes the text out on sentence strip paper.
- Students are given one sentence strip at a time to copy the text into Apple Works, using a size 24 font. As each sentence strip is completed, the students save the sentence into their electronic folder on the server, and print the sentence to the laser printer. The sentence is then cut to fit into the book. The teacher helps the students glue their sentence into the book.
- The students can also create additional scenery and characters using KidPix Deluxe. These images can be printed on the office color laser printer or the classroom (teacher owned) color ink jet printer.
- When the book is complete, the teacher binds the book into proper sequence, and the students use markers to sign the back of the book.

## Modification for Differentiated Instruction:

### Special Education:

Depending on the limitations for learning, the special ed. students can participate in the activity in a mainstream or partnership team. Since this is largely a group effort, the special ed. students will benefit most from

is largely a group effort, the special ed. students will benefit most from whole group or partnered inclusion.

**ESL:** This project is especially useful in a 2-way or simultaneous literacy learning environment. The project is built in the Spanish led classroom at the same time as the English led classroom. If this type of learning environment is not available, the teacher can depend on language brokers as well as the pictorial representations and mini-skits for each scene to help convey the meaning to non-English speakers.

**Gifted:** Gifted students can be used to help invent variations in the story line and may be able to create their own copy of the book on the computer. Since this is a group project, the strengths of the gifted students should be mainly used to balance the class limitations.

**Other:**

## Rubric for Assessment-Cinderella

Student Name:

Date:

Circle the most appropriate choice. Save rubric to be used in parent teacher

conferences.

- Number of characters created for the book using construction paper:  
0                      1-4                      5 or more
- Number of scenes created for the book using construction paper:  
0                      1-4                      5 or more
- Number of characters created for the book using KidPix Deluxe:  
0                      1-4                      5 or more
- Number of scenes created for the book using KidPix Deluxe:  
0                      1-4                      5 or more
- Did student properly title and save their KidPix Deluxe creations?  
Yes                  No
- Number of sentence strips typed into AppleWorks:  
0                      1-4                      5 or more
- Did student properly title and save typed work into their folder?  
Yes                  No
- Did student properly print their typed work?  
Yes                  No
- Participation in discussion and text decisions:  
Student did not participate  
Student participated to a moderate degree  
Student participated from a moderate to full degree
- Other comments: