

Project Venture Lesson Plan/Unit Format

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| Name: | Gina Meyer | Title: | The Jolly Postman |
| Grade Level: | 3-5 | Subject Area: | Language Arts |
| School/District: | Carminati Elementary School Tempe School District #3 | Time Frame: | 45 to 90 minutes per day, 8 weeks |

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| SUMMARY: | <p>Students analyze the story entitled "The Jolly Postman," concentrating on the writing trait of Organization. They map a physical model of the story, using paper methods and software (Inspiration). Students choose a theme of their own that relates to them on a personal level and write an illustrated story that follows the same organization design as "The Jolly Postman."</p> |
| STANDARDS | <p>R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes, and word origins to decode words unfamiliar in print PO 2. Infer meaning of words in a selection through knowledge of prefixes and suffixes PO 3. Confirm meaning of words using context clues</p> <p>R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections. PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text. PO 5. Determine cause-and-effect relationships PO 6. Make an inference using contextual clues</p> <p>W-E1. Use spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks 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) PO5. Organize paragraphs with a variety of sentence structure (e.g., simple, compound)</p> <p>W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases PO 2. Write a story</p> <ul style="list-style-type: none"> • <i>develop a story line in a sequence that is clear</i> • <i>develop the characters</i> • <i>describe the setting</i> • <i>use dialog when appropriate</i> • <i>use descriptive words and phrases</i> |

3T-E1. Use formatting capabilities of technology tools for communicating and illustrating*See: Language Arts (W-F1, PO5)*

PO 1. Use word processing editing tools to revise a document (e.g., cut and paste, tabs and margins, font size, font style, delete and undo, selecting, spell check, click and drag)

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***See: Arts {Theatre} (2AT-E4), Language Arts (W-E8) and Mathematics (2M-E1, PO1)*

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 3. Explain the difference between subject and keyword searching

PO 4. Construct keyword searches including basic Boolean logic using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources and grade level appropriate Internet resources)

PO 5. Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources

5M-E1. Estimate, make and use measurements (U.S. customary and metric) to describe and make comparisons

PO 1. Measure length, volume and weight in both U.S. customary and metric units (*Grades 4-5*)

PO 3. Estimate measurements for both U.S. customary and metric units within either system (*Grades 4-5, 6-8*)

***5M-E2. Select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation**

PO 1. State the appropriate tool to measure in a particular situation (e.g., "What tool would you use to measure the top of your desk?") (*Grades 4-5*)

PO 3. Measure to the appropriate degree of accuracy to solve problems (e.g., measuring to the nearest sixteenth of an inch or using ounces, measuring to the nearest millimeter or using liters) (*Grades 4-5, 6-8*)L

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| <p>OUTCOMES:</p> | <p>Students will publish a creative story of their own into an interactive storybook.</p> <p>Students will improve verbal communication skills when reading their stories to kindergarten and peers.</p> <p>Exhibits will encompass writing, reading, art, and social studies though the vehicle of projects.</p> |
| <p>ASSESSMENTS:</p> | <p>Students complete a typed book to bring home to their families reflecting the semester's work covering the writing curriculum. The full formal report is evaluated with the 6 Trait Writing Criteria.</p> <p>Letters of at least 5 different types must be incorporated into the story.</p> <p>Writing should have no less than 75% accuracy in editing and clarity areas.</p> <p>Students in other classes in the school can be invited to write a review of the stories they have heard and their experience with the author of the book.</p> |
| <p>PRE-REQUISITE KNOWLEDGE:</p> | <p>Prior and during this project, the teacher provides lessons on types of written communication, letter writing skills, and mini-lessons on the six traits of writing. Lessons will also be completed on use of web graphics and proper credit of sources. Students will master the use of clip art, cut and paste in desktop publishing.</p> |
| <p>LEARNING ENVIRONMENT:</p> | <p>Learning will take place in the classroom and computer lab. We will begin with a reading lesson as a whole group. This leads to lessons in the computer lab on design and layout. When books are completed they will become part of the library for other students to read. During the project students will work together for peer collaboration in editing and publishing.</p> |

Tools and Resources

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| NUMBER OF COMPUTERS: | 6 in classroom and daily use of lab computers |
| SOFTWARE: | Inspiration, word processing, Netscape or Microsoft Explorer, clip art, Encarta Encyclopedia or other research CD's. |
| PERIPHERALS : | Printer/Scanner (when needed) |
| INTERNET URL'S: | |
| PRINTED MATERIALS: | "The Jolly Postman" and "The Jolly Christmas Postman" by Janet and Allan Ahlberg. Students are given a rubric with specific criteria for evaluation for their completed project. |

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| SUPPLIES: | Books are made out of construction paper and model the size of 5"x8". They are designed in many different colors including rainbow. They have 6 envelope pages and 12 faces for story and illustrations. A sample book can be sent upon request. They are bound with simple plastic binders. |
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| RESEARCH MATERIALS - BOOKS: | |
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| OTHER: | You may wish to have students team up on a topic and complete books with a common theme or a continuing series of books. This is especially useful for second language learners and resource students. |
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Procedures

After reading "The Jolly Postman," students use Inspiration (or paper and pencil) to map out how the book is organized (see the Six Traits Writing Rubric for details on organization). Each student chooses a theme which relates to them personally, then plans a story that uses the same organizational patterns as "The Jolly Postman."

Students share their ideas for a story and layout of their book. They assist one another in problem solving for project design. Peer collaboration takes place on a daily basis in the writing process.

Multiple learning styles are accommodated. Students can incorporate art easily into an exhibit from a theme connected to their topic. Examples include themes surrounding a science topic (a spaceman as the postman delivering to other planets), sports (Michael Jordan delivering to other famous basketball athletes), cartoons (Woodstock delivering to various Peanuts characters), etc.

Students peer edit each other's work, and collaborate in planning projects leading toward publication of their stories.

Students then share their stories with K-2 students, and discuss what it's like to be an author. Vocabulary is introduced as part of the sharing experience.

Modification for Differentiated Instruction

SPECIAL EDUCATION:

Students of all abilities are able to complete a book including students who are limited in English by partnering them with another student and becoming a team of writers. For students with learning difficulties the required complexity of the story is accommodated or modified.

ESL:

See above.

GIFTED:

Students of gifted abilities are expected to have more extensive story creations.

Other/Comments