

## Project Venture Lesson Plan/Unit Format

<b>Name:</b>	Dave Carpenter	<b>Title:</b>	Learn about the States
<b>Grade Level:</b>	4-5	<b>Subject Area:</b>	Writing/Technology
<b>School/District:</b>	Meyer Elementary School Tempe District #3	<b>Time Frame:</b>	Five to Six Weeks - 1/2 hour per day

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<b>SUMMARY:</b>	<p>This unit will focus on an individual state report. The students will pick their state of interest and over the course of two weeks they will generate note cards, an outline, and at least two bibliography sources. During the following two weeks the students will do a cover page, title page, table of contents, a written report, an appendix. This part of the project will be assessed by the teacher. An oral report, which will be evaluated by their peers, will be accompanied by a HyperStudio Stack presentation and a poster.</p>
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<b>STANDARDS:</b>	<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</p> <p>W-E8. Demonstrate research skills using reference materials such as dictionary, encyclopedia, and thesaurus to complete effectively a variety of writing tasks</p> <p>3T-E1. Use formatting capabilities of technology tools for communicating and illustrating</p> <p>3T-E3. Publish and present information using technology tools</p> <p>5T-E1. Locate information from electronic resources</p>
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<b>OUTCOMES:</b>	<p>The students will be able to generate a state report of three or more pages that gives the reader the knowledge of that state's capital, population, largest cities, climate, history - including famous people, jobs and business, natural resources, and state symbols. In their concussion sections, the students will give reasons why people would want to visit their state.</p> <p>The students will learn the benefits of good presentation skills and materials by making their own posters and multimedia presentations. They will learn how to evaluate each other's work.</p>
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<b>ASSESSMENTS:</b>	<p>As the teacher, I will assess their written reports based on the information given, grammar and organization, and the quality of their original (not copied from the source) writing.</p> <p>The students will use a rubric to evaluate each other's presentations. They will be instructed on how to use this rubric as well as the importance of positive feedback and peer support.</p> <p>The students' final grades will be a total of their written report score, oral report, poster, multimedia presentation, and their participation in the evaluation of their peers.</p>
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<b>PRE-REQUISITE KNOWLEDGE:</b>	<p>The students will receive training in HyperStudio. I will teach an introduction to Hyperstudio well before they start making their multimedia projects.</p>
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<b>LEARNING ENVIRONMENT:</b>	<p>The unit will take place in two main environments, the classroom and the computer lab.</p> <p>The students are encouraged to work at home (with their parents guidance, if possible) to create a poster and seek additional sources for information such as the public library, family members, etc.</p>
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## Tools and Resources

<b>NUMBER OF COMPUTERS:</b>	<p>We will be using the computer lab, which consists of 30 computers whenever possible. In the classroom we will use the six computers available during center time (approximately 30 minutes a day)</p>
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<b>SOFTWARE:</b>	<p>HyperStudio Netscape Communicator or Internet Explorer AppleWorks Word Processing or Microsoft Word</p>
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<b>PERIPHERALS :</b>	
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<b>INTERNET URL'S:</b>	The students will be encouraged to use search engines to find websites that pertain to their state. One of the starting points will be <a href="http://www.50states.com">http://www.50states.com</a>
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<b>PRINTED MATERIALS:</b>	HyperStudio Tutorial Rubric for assessing presentations Students' assignments and due dates
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<b>SUPPLIES:</b>	
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<b>RESEARCH MATERIALS - BOOKS:</b>	
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<b>OTHER:</b>	
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## Procedures

### Days One and Two

Introduction to HyperStudio. Refer to **Introduction to Hyperstudio - An Interactive Teaching and Learning Tool** (located at the end of this lesson plan) for a detailed look at how to navigate the students through a five card stack.

### Day Three

Allow the students to choose a state of their choice to do a report on. In my class I did not allow them to choose Arizona, our home state, because I wanted them to venture out and explore something new. It is also beneficial for the other students to see a wide range of states other than their own. This is way I also required them to choose a state that has not been picked by another student, giving us 27 different states to learn about and share with each other.

### Day Four

In the computer lab the entire class gets online and uses different search engines to explore the states that they have chosen. One site that we all go to is <http://www.50states.com>. When we get back to the classroom I make sure that everyone is satisfied with their choice of state before we get too far into the unit.

### Day Five

The students are given a contract that shows the state they chose and the due dates of various portions of the project. A signature from the student and a parent is required. Along with the contract the students receive a packet that shows all of the requirements of the report and when each part is due. The research section is due earliest. Note cards are due after just one week, and the outline and bibliography sources (at least two) are due one week after that. The first draft is due two weeks later. This draft includes an introduction paragraph (name of state, state capital, population, largest cities, and climate). Paragraph two includes the history of the state (when it became a state, historical facts, and famous people who came from that state). Paragraph three is about the economy and natural resources of the state. Paragraph four includes the state symbols (flag, seal, tree, nickname, flower, bird, etc.). Paragraph five includes additional information about the state. Paragraph six is the conclusion, which includes reasons to visit the state. The final draft, which is due one week later, is the revised first draft, a cover page, title page, table of contents, appendix (pictures, drawings, and maps), bibliography, and a poster.

### Second Week

The students work on note cards during the second week. They are given the **How to Locate Information** page and the **Note Cards - NOTE TAKING** sheet. They are encouraged to follow the **State Outline** template to assist them in finding the appropriate types of information to put on their note cards and to assist them in finding the appropriate amount of information in each of the categories suggested. There is also room

on the template for addition information of their choice.

When the students finish collecting data onto their note cards (approximately 20-30 cards is the norm) they should be able to fill in their outlines. If their outline still has some blank areas, then perhaps some additional research and note cards will be needed. It is at this time that the students should have some kind of organizational plan for their materials. The most common one in my classroom was to supply the students with 3x5 cards, a plastic sandwich bag (to protect the cards), and a regular two-pocket folder to carry their templates and original work.

### Week Three

Now that the students have their note cards and outline completed, they are ready to write the rough draft of the state report. The rough draft should be at least three handwritten pages or one and one-half typewritten pages. If they follow the outline format, detailed in the Day Five section, then they can easily come up with six or more paragraphs.

### Week Four

The first draft of the written report is due this week. I encourage the students to edit their own paper and have a parent help them with editing, if possible. When the students turn in their paper for my evaluation (I usually edit the first paragraph or so and I make some notes about the paper's thoroughness, or lack thereof) I encourage them to get their cover page, title page, table of contents, appendix (optional), and bibliography done during this week.

### Week Five

Everything should come together in completion during this week. If they have not already begun writing their final copy of the written report, then the students should now begin writing it. Although the project display (usually a chart or a posterboard) is not due until the end of this week when they give their oral and HyperStudio presentation, they should have been working on their presentation (oral topics, posterboard, and completing a five-card HyperStudio stack to share) from week one or two all the way to week five.

### Weeks Five and Six

During week five I allow those who are prepared (they have had their rough draft edited, they have written their final copy of the report, they have their HyperStudio stack complete, they are finished with their posterboard or chart, and they are prepared to speak about their state in front of the class) to do their oral presentations. The rest of the students must do their oral presentations during week six.

## Modification for Differentiated Instruction

### SPECIAL EDUCATION:

I often have my special education students pair up with someone in the classroom who often does their work quickly and competently. This (the extra time and skill) allows the special education student to follow the actions of the regular education student and get one-on-one help from him or her.

I also got together with the special education teachers and modified the amount of writing due. She was able to reinforce what I was teaching and having the students work on in the classroom.

### ESL:

### GIFTED:

The sky is the limit with this project. Gifted students have the opportunity to expand their written report as far as they wish. The HyperStudio stack offers them a chance to really shine in the knowledge and creative fields.

## Other/Comments