



Lesson Plan for Implementing NETS•S—Template I (More Directed Learning Activities)

Template with guiding questions

Teacher(s)

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Position

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Grade Level(s)

5

Content Area

ELA

Time line

3 weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

Writing:

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e) Provide a conclusion that follows from the narrated experiences or events.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening:

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Goal(s): The students will be able to...

1. ...collaboratively plan, draft, and publish narrative stories inspired by an image.
2. ... collaboratively revise based on feedback provided by teacher and peers.
3. ...collaboratively publish their papers using GoogleDocs, Edmodo, and

Content Standards

2 Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a interact, collaborate, and publish with peers, experts, or others

. employing a variety of digital environments and media.

b communicate information and ideas effectively to multiple audiences

. using a variety of media and formats.

c develop cultural understanding and global awareness by engaging with

. learners of other cultures.

d contribute to project teams to produce original works or solve problems

6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

NETS*S Standards: _____

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Students will collaborate via Google Docs to write narratives inspired by The Mystery of Harris Burdick story and images. Documents, images, how-to screencasts, and daily directions will be provided on Edmodo. I will provide feedback using the commenting (sticky note) feature on Google Docs, and also encourage students to provide their peers with feedback during the writing process. Final projects will be linked to our class blog.

Essential Questions (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

How do we write collaboratively using 21st Century technology that adults use on a daily basis?

How do we use feedback to make our stories sound like books that could be found on our shelves?

How do we use screencasts and digital tools to take charge of our learning and independently figure out new skills?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Students will produce a narrative with a beginning, middle, and end, which will be self-assessed by the students using a checklist prior to the teacher assessing it using the same checklist with assigned point values. Formative assessment will take place throughout the writing process via teacher observation of daily progress. The teacher will post feedback about the students' progress on their Google Docs to assist students in monitoring their own progress.

Students' narrative writing, speaking/listening skills, and technology skills will be assessed using different rubrics (see *Resources* section at end).

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Google Docs: Will be used for collaborative word processing, editing, revising, and communication tool between teacher and students to relay feedback about current progress and revisions.

Edmodo: Will be used as the platform in which all documents are made available.

Screencasts: Will be used to teach students skills needed for extension tasks as they become ready to move to the next level.

Blog: Will be used to post final projects to a wider audience.

Previous Skills Needed: Basic typing skills and familiarity with Edmodo will be helpful during this project.

Rubrics: Narrative writing rubric, speaking/listening rubric, and technology rubric will be made available to students as they work to inform them of the skills they should focus on developing.

Instructional Plan

Preparation (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

These students struggle with writing independently, so a collaborative writing method will be used. Students are engaged by visuals, so the class will generate ideas for stories using the images from [The Mystery of Harris Burdick](#). Students are familiar with the writing workshop model (mini-lesson, work time, share time), and we will continue using this model by simply integrating several forms of technology into the work period.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

Students will be allowed to select their partner, and the teacher will monitor their choices carefully to ensure the pairs are slightly higher and lower achieving in writing, as well as ensure there is at least one native English speaker or highly proficient English speaker in the group. A computer cart and 4 additional computers will be housed in the classroom for the duration of this project to ensure equitable access to technology. The use of Google Docs will ensure that all students are able to access technology during the drafting, editing, revising, and publishing phases of the project.

I will create and publish a Google Doc folder containing enough blank documents for every group to have their own. I will set the privacy settings to allow anyone with the Google Doc link to edit the document. I will post the link on Edmodo, and have previously created a class Edmodo account that my students can access. There is a chance that some students will accidentally delete the work of other students, so I will spend time introducing features like *undo*, *redo*, *highlight*, and *copy/paste* to ensure students have enough background knowledge to be successful with this task.

If technical issues arise, the teacher's laptop and iPad may be used in place of the student laptops. If problems arise with the technology, the computer tech will be contacted to resolve issues in a timely manner. While we wait for any internet problems to be resolved, we can always type our narratives on Microsoft Word to help us keep up with our timeline and then paste them onto the Google Doc when the internet issue is resolved. A final option is to allow students to use the media center computers during our writing period, or allow students to use our classroom computers before or after school.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

The teacher will use daily modeling to introduce the skills of narrative writing. The teacher will show an example of a teacher created narrative based on one of the images found in The Mystery of Harris Burdick. Students will access these images using Edmodo and a site dedicated to the Harris Burdick story. Students will discuss possible stories that each image tells. Student pairs will select one image and use a four square graphic organizer to collaboratively plan a narrative inspired by the image.

A daily mini lesson using the ActivBoard will teach specific new writing skills, such as effective introductions and closings, dialogue, and descriptive details. The teacher will monitor student discussions and work during the daily work period. The teacher will act as a guide on the side as students develop their stories together. The teacher will ask probing questions and provide examples of exemplary writing during conferencing to assist students in clarifying, organizing, and developing their ideas. At the end of each work period, the teacher will ask students to showcase creative pieces of their work under the document camera that could inspire their peers to try something new in their own writing.

When the planning stage is complete, student groups will begin publishing their stories on Google Docs. Students will collaborate to type, revise, and edit their pieces. The students will sit side by side with their computers during the work period, but will also have additional computer time to collaborate via Google Doc virtual sticky notes before school and during additional provided times throughout the day (Ex. After lunch, prior to switching classes). The teacher will post commentary via virtual sticky notes on each Google Doc story. Students will continue revisions based on teacher feedback, and the teacher will closely monitor student comments, collaboration, and progress.

To extend student's writing and technical knowledge, two teacher created how-to screencasts will be provided and linked to Edmodo. When students have finished polishing their writing, they may choose one or more of the extension activities: 1. Watch a how-to screencast to learn how to add a supporting image to a Google Doc story. 2. Watch a how-to screencast to learn how to read other students' Google Doc stories and add feedback to help them improve their story.

Completed student pieces will be celebrated by posting the link to all of our stories on our class blog and read by the student authors for the class. A digital copy will also be made available to visitors to the school building via a computer at the front door.

Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

The first stage of differentiation is to allow students the choice of working with a partner and giving them some freedom in whom they chose to work with. Students needing higher levels of assistance will be encouraged to work with a partner for this project. Because many of my students are not native English speakers, I will closely monitor these selections to ensure there is a partner that is slightly higher in both writing ability and English ability. The amount of teacher/student conferencing will vary depending on student needs. I will continually monitor student progress via Google Docs and choose to conference with students needing higher levels of teacher direction each day. Students that struggle with particular concepts (i.e. using quotations) will be given a specific reference sheet or exemplar to refer to after conferencing with the teacher.

The virtual sticky notes will be particularly useful for differentiation. Each day, I will read each group's narrative and offer specific feedback to push them to the next level. This feedback will look very different depending on the level and needs of each group of students. Some students will find notes from me about capitalization and punctuation, while others may find extension type feedback that challenges them to attempt the use of a flashback or plot twist.

I will use the how-to screencasts as an extension activity for students that complete the basic narrative requirements. Students will have a choice about which extension they want to complete, either adding an image to their story or providing feedback to their peers via Google Doc sticky notes.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

Students will grade themselves on the same checklist that I will use to grade their narrative. I will grade in a different color and this will allow us to discuss their final paper and the skills they mastered or will continue working on throughout the year.

When students finish their work, they will practice their speaking skills and present their story to the class. I will score their narrative using the checklist they used previously. I will also use a speaking/listening rubric to score their presentation and a technology rubric to assess their level of mastery with the technology we used.

The class will have a discussion about working with partners and collaborating using Google Docs, Edmodo, and screencasts. This will inform my future teaching strategies.

The students' narratives will be published on our class blog. We will also make the narratives available to the guests at our school with a computer near the front office*.

(*Due to lack of available computers, we changed from an electronic version to a printed book version to place at the front office waiting area.)

Reflection:

The students loved this project! They were very engaged and much more independent during this writing project than any writing I had assigned them all year. The partner support was a key factor in this new independence. The students were very excited to write spooky stories using the Harris Burdick images, and cared deeply about making it come out just right. Partners were engaged in high levels of accountable, on task discussion. They worked hard to problem solve and collaborate to creatively get all of their ideas into their stories.

Students were able to use my specific and differentiated feedback to improve their stories, and the sticky notes were a great reminder for exactly what sections needed to be revised.

When I do this type of lesson again, I will give more time for students to comment on their peers' work. I used peer commenting as an extension activity this time, but I feel all students would benefit from reading other students' work and giving constructive criticism and compliments. This lesson also went a bit longer than planned, but that is not surprising, considering the students were using several new types of technology. Next time, I expect the set-up lessons will not have to be quite so extensive. Finally, as anticipated, some students did accidentally delete their work or the work of others. However, this problem occurred mostly near the beginning of the project when students were still learning how to navigate the technology. I allowed these students additional time throughout the day to catch up after they lost work.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

I was a little worried about having my students work in pairs/teams, because they can be quite chatty at times. However, my students were very engaged with the task and rose to the occasion. They did talk a lot, which was a little hard to handle at the beginning, but I was pleased to realize their talk was nearly always on task! They were working so hard to problem solve and come to a consensus about how their story should play out. I was very impressed with the level of writing they produced in the end, and I will definitely use collaborative writing in the future! I would highly recommend other teachers give this a try!

Resources:

Narrative Writing Checklist (Lucy Calkins)

	Grade 5	NOT YET	STARTING TO	YES!
	Structure			
Overall	I wrote a story of an important moment. It read like a story, even though it might be a true account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I gave readers a sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I showed <i>why</i> characters did what they did by including their thinking and their responses to what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my sentences to create the pace and tone of my narrative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; I also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology Checklist

	3	2	1
Edmodo	The student easily logs into and navigates Edmodo. Can find content and links quickly and efficiently using “Search By” filter.	The student easily logs into and navigates Edmodo most of the time. Usually finds content and links quickly and efficiently using “Search By” filter.	Consistently has trouble logging into Edmodo. Nearly always has to seek help to find links and content.
GoogleDocs	Understands all basic features of GoogleDocs. Uses feedback sticky notes to improve writing. Types simultaneously with partner to accomplish typing task more efficiently. Expertly uses all toolbar features (Ex. bold, font size, ect.)	Understands nearly all basic features of GoogleDocs. Uses feedback sticky notes to improve writing. Sometimes types simultaneously with partner. Adequately Uses most toolbar features (Ex. bold, font size, ect.)	Struggles to navigate GoogleDocs. Does not use available features to the best of their ability. Often loses content or deletes content of others.
Screencasts	Watches screencast and uses it to learn a new skill. Pauses and rewatches to improve understanding.	Watches screencast and uses it to learn a new skill.	Does not watch, or need assistance in viewing or using screencast to learn new skill.
Adding Images	Successfully adds image to document using copy/paste. May use Ctrl+c / Ctrl+v	With minimal assistance, can add image to document using copy/paste.	Is not successful in adding an image using copy/paste.
Commenting on GoogleDocs	Successfully adds meaningful comment to document.	With minimal assistance, can comment on a peer’s document.	Is not successful in commenting on a peer’s document.