

# LESSON PLAN

<b>Grade(s)</b>	5 <sup>th</sup> Grade at Harrington Elementary
<b>Content Area(s)</b>	Language Arts
<b>Topic of Lesson</b>	The Writing Process: Planning, Revising, Editing, Rewriting, and Trying a New Approach
<b>Three Objectives</b>	<ol style="list-style-type: none"> <li>1. Students (A) will be able to follow the guide for Planning provided by the website and apply it to (B) the piece of writing at hand (C) when given an assigned topic to write on by the teacher (D).</li> <li>2. Students (A) will effectively demonstrate the middle three steps of revising, editing, and rewriting (B) their original drafts (C) once the planning and initial writing has been completed (D).</li> <li>3. Students (A) will personally choose their method of publishing(B) the completed piece of work (C) once the previous four steps have been completed (D).</li> </ol>
<b>Technology standard</b>	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Internet Networking and Online Communication  <b>G3-5: 1.7 Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).</b></p>
<b>Curriculum Framework</b>	<p>-Massachusetts English and Language Arts Standards          -Writing, Grades Pre-K-5</p> <p><b>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. (Editing for conventions should demonstrate Command of Language Standards 1-3 up to and including grade 5 on page 39)</b></p>
<b>Materials needed</b>	The students will each be provided a handout for the lesson, which they will complete by finding answers through the website. Each student will also need access to a computer, as they will need to be able to effectively explore the website on an individual basis. Internet access will be necessary for this task to be completed.
<b>Lesson Introduction (5 minutes)</b>	There will be a portion of the handout that is designated for an activity that will take place during the introductory portion of the lesson. I will provide a “thought box” for the children to write down how they have previously gone about writing an essay. I will prompt them with questions and ideas

	to get the thoughts flowing, and hopefully this way they will recognize the importance of the writing process before we actually get to explaining what it is in detail.
<b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b>  <b>(15 minutes)</b>	<p><b>(Setup)</b> Students will each be seated at their own personal computer (if this is not possible, they will be assigned to computers in pairs of 2 or groups of 3). Either way, all students must have some sort of individual access to a computer.</p> <ol style="list-style-type: none"> <li>1. Begin the lesson by addressing the technology standard at hand. Introduce them to the idea of using the spell-checking tool on Microsoft Word. Do so by first showing them where on Microsoft Word this specific tool is located (under tools, Spelling and Grammar). Then, explain to them that this tool will underline the spelling and grammar mistakes which it finds in your writing with a red line for spelling and a green line for grammar. The tool is not always correct, nor does it pick up on every mistake so it is important to proofread yourself too. Explain how you may either ignore the suggestion or agree with and change the suggestion. This is a very useful tool to use alongside the writing process as a means of editing ones own work.</li> <li>2. The website will provide a subpage for each step of the writing process- Planning, Revising, Editing, Rewriting, and Publishing Your Own Work. There will a description of the step, its importance, and some sort of interactive element on each subpage as well. This may be a video, an external link, a prompt to complete a portion of the handout, or an audio element.</li> <li>3. The students will be guided through the website via the teacher’s introductions, brief summaries, and a simple worksheet which is also linked to the website. As they reach the end of each step, we will do a 30-60 second group review where one student will summarize the step for the entire class. Stress that the website is a tool not the teacher. Be sure to introduce and conclude each step of the writing process so that there is no confusion among students.</li> </ol>
<b>Wrap-Up of Lesson</b>  <b>(5 minutes)</b>	At the end of the lesson, I will teach the students a song that will help them to memorize and remember the five steps of the writing process. It will be set to the tune of a song that hopefully every student will recognize (something like Row Row Row Your Boat or the Itsy Bitsy Spider), and hopefully this will provide them with a means to recall the writing process with ease.
<b>How will students be assessed to make sure they are able to perform the</b>	<p><u>Objective 1:</u> Students (A) will be able to develop a method for planning (B) the piece of writing at hand (C) when given an assigned topic to write on by the teacher (D).</p> <p><u>Assessment 1:</u> Students will be provided with the website URL and asked to use it as a tool for their homework assignment for the next two nights. After 2 nights of studying the website and mastering the skill of planning</p>

<b>objectives?</b>	<p>an essay, students will be presented with a topic for an essay in class, and they will then be told to effectively plan their essays.</p> <p><u>Objective 2:</u> Students (A) will effectively demonstrate the middle three steps of revising, editing, and rewriting (B) their original drafts (C) once the planning and initial writing has been completed (D).</p> <p><u>Assessment 2:</u> Students will, again be provided with the website URL, and asked to use it as a tool for their homework assignment for the next two nights. The teacher should be sure to review these steps that day in class so that there is no confusion among students while working at home. After 2 nights of studying and mastering the skills, the students will then take the next 3 days to revise, edit, and rewrite their essays. One day will be assigned to each step. Continued study of the website is recommended.</p> <p><u>Objective 3:</u> Students (A) will choose whether or not it will be helpful to try a new approach (B) topic-wise or strategy-wise (C) once the previous four steps have been completed (D).</p> <p><u>Assessment 3:</u> Students will be provided with the website URL and asked to study it for one final night. After mastering the skill of “trying a new approach”, students will evaluate whether or not this step is necessary for their specific essay at the time. For those students who find that they don’t need to take a new approach, they will be asked to write a short piece on why they find this step to be unnecessary in their individual case. In this way, they can understand why perhaps the NEXT time they write an essay trying a new approach will be a necessary step.</p>
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