Throughout Silicon Valley, parents and teachers feel a strong push to teach children about technology. Too often however, computers are placed in front of the children with little thought to effective implementation. After carefully surveying the needs of teachers and students at Keys School, it was clear that an integrated approach to teaching technology was in order. After a careful critique of the Keys School 3rd Grade Language Arts curriculum and the California State Frameworks for Writing, along with qualitative research on the teaching and learning at Keys, we created a new integrated Technology and Language Arts curriculum. We designed this curriculum following the Backward Design methodology of Grant Wiggins and Jay McTighe and the pedagogical tenet of Cognitive Apprenticeship of Alan Collins. The curriculum breaks out into two multi-lesson units:

1. Creative Writing: The Art of Communication
2. Expository Writing: Understanding Information Literacy
Rationale

Introduction

Initial Curriculum Rationale

Keys School is an independent K-8 institution located in Palo Alto, California. Its student body comes from Palo Alto, Atherton, Menlo Park, Los Altos and other local communities. Keys draw students from a diversity of backgrounds and most are academically motivated and successful in a rigorous environment. Keys, while preparing students for the challenges of high school and beyond, maintains a nurturing, close-knit community of teacher and learners. To this end, many types of innovative teaching and curricula are utilized throughout the school. Emotional intelligence and other multiple intelligences are taken into account in order to teach and learn in as many styles possible. Technology has begun to be introduced into the curriculum as both skills that students need to learn and tools that teachers can utilize to make teaching and learning more effective. It has become apparent that introducing technology into the language arts curriculum is one of the most challenging and potentially rewarding areas of interest. It is with this background and understanding that we set forth to create an integrated technology and language arts curriculum for the 3rd – 5th grade that looks both at teaching about technology and using technology as a teaching device. What implication this will have on the context and content of the curriculum are potentially surprising and challenging. We hope to retain the spirit of the cognitively pluralistic curriculum and design an effective an appropriate curriculum for the 21st century.

Curriculum Rationale

After carefully studying the existing curriculum at Keys and attempting to envision a fully developed 3rd – 5th grade Language Arts curriculum, it became clear that such an objective would not be possible given the time available to us. Therefore, we decided to design a curriculum for Carol Wilson’s 3rd grade writing program. We determined that such a curriculum could, with minor modifications, be scaled and tailored to the 4th and 5th grades. This two-unit curriculum attempts to tackle the issue of effectively teaching technology skills while maintaining the integrity of the existing strong curriculum. The first unit, creative writing, focuses on understanding word processing and other fundamentals of computer use. Through reading popular folk tales from the reading curriculum, this unit builds on previously taught writing skills to scaffold the students through a complete creative writing process. The second unit, expository writing, focuses on understanding Internet research, biography writing and multimedia presentation skills. By researching, analyzing and writing about the life of a familiar cartoonist, this unit scaffolds the students through the full expository writing process. Additionally, this unit gives students the opportunity to learn and master the use of multimedia presentation skills.
**Underlying Assumptions**

Given the vast amount of technological resources at Keys School, including a 24 station computer lab, this curriculum assumed that resources existed that would allow for its implementation. Additionally, this curriculum will be implemented with the assistance of the Technology Director from Keys School. He will teach some of technical skills and ensure that the proper set-up of equipment and supplies are in place. This will mitigate some of the technology training that would be necessary for the teacher.

While each unit is broken down into 10 and 12 lessons respectively, the duration of each lesson may vary. We as designers do not have enough experience in the classroom to know exactly how long each lesson may take. Therefore, we fully intend for the teacher to determine the exact time spent on any given lesson. While we had anticipated each unit to last approximately 2 weeks, we can easily foresee each of them lasting up to a month.

Working in conjunction with the teacher who will implement this curriculum gave us invaluable insight into what students were capable of and what knowledge they possess prior to 3rd grade. We feel that our curriculum is therefore fully aligned with the standards and students at Keys School. While it is also a direct correlation to the California State Frameworks, we understand that if it were to be implemented elsewhere, it may need to be modified for the students and the school.
Overview

Overarching Goals

Throughout the 3rd grade, students will learn about the writing process by example and practice. While acquiring an understanding of the structure of various forms of writing, students will themselves begin to learn the writing process using computer-based applications. In this curriculum, we will focus on two types of writing:

1. Creative writing where students will begin to learn how to express themselves using a keyboard and computerized drawing tools.

2. Expository writing where students will begin to understand the process of research, acquire an initial understanding of information literacy and complete a multimedia presentation.

While obtaining these goals, the students will also come to recognize the benefits of computers as tools to aid in writing, editing and presenting information.

Methods of Assessment

Several key assessment pieces will be employed throughout the process to ensure that students are learning and understanding the various writing processes and computer skills that are being taught in the unit.

In keeping with the Wiggins and McTighe model, each activity is complete with its own assessment component. All of these assessments are intended to fully check for understanding and comprehension of the goal of each lesson. Additionally, each unit is complete with a final project that allows students to demonstrate understanding of all the goals in the unit.

Examples of Assessments include

- Internet Scavenger hunt
- Analysis of rough draft
- Self-assessment throughout and at end of project
- Overall assessment of writing and presentation
Methodology

Pedagogy

In the cognitive apprenticeship model, parallels are made with the traditional teaching tradition of apprenticeship and schooling. Alan Collins, John Seely Brown and Ann Holum propose that students learn best when the thinking is made visible -- this is called cognitive apprenticeship. Traditional apprenticeship focuses on the combination of observation, coaching and scaffolding. The goal is to imitate a form of learning that has been successful over time. Apprenticeship provides:

- a conceptual model - a picture of the whole -- that is an important part of the apprenticeship’s success in teaching complex skills without resorting to lengthy practice of isolated sub-skills.

- the learner with an advanced organizer for their initial attempts to execute a complex skill, thus allowing them to concentrate more on execution than would otherwise be possible.

- an interpretive structure for making sense of the feedback, hints and corrections from the master during interactive coaching sessions

- an internalized guide for the period when the apprentice is engaged in relatively independent practice.

In order to translate the model from traditional apprenticeship to classroom instruction the teacher will:

- identify the process of the task or activity and make them visible to the learner.

- situate abstract tasks in authentic contexts, so that students understand the relevance of the work.

- vary the diversity of situations and articulate the common aspects so that students can transfer what they learn.
Teaching Methods

“Teaching methods should be designed to give students the opportunity to observe, engage in, and invent or discover expert strategies in context.” (Cognitive Apprenticeship: Making Thinking Visible, pg. 43)

First Phase: Modeling, Coaching and Scaffolding

“To make real differences in student's skill, we need to understand the nature of expert practice and devise methods that are appropriate to learning that practice.” (Cognitive Apprenticeship: Making Thinking Visible, pg. 8)

Second Phase: Articulation and Reflection

“The next two (articulation and reflection) are methods designed to help students both to focus their observations of expert problem-solving and to gain conscious access to (and control of) their own problem-solving strategies.” (Cognitive Apprenticeship: Making Thinking Visible, pg. 43)

Third Phase: Exploration

“The final method (exploration) is aimed at encouraging learner autonomy, not only in carrying out expert problem-solving processes but also in defining or formulating the problems to be solved.” (Cognitive Apprenticeship: Making Thinking Visible, pg. 43)

Fourth Phase: Reciprocal Teaching

Reciprocal teaching encourages the teacher and the students to take turns playing the role of teacher, and as the learner become more proficient the teacher will fade, assuming the role of monitor and providing occasional hints and feedback. The basic method centers on modeling and coaching students in four strategic reading skills:

- formulating questions based on the text
- summarizing the text
- making predictions about what will come next
- clarifying difficulties with the text
Curriculum Design Process

Our design process is based on the *Backwards Design* method of curriculum development created by Grant Wiggins and Jay McTighe. Integral to this process is the setting of overall goals as the basis of any curriculum or unit. Once these are in place, the essential questions that students should be striving to answer need to be examined. Following this, assessments that show deep understanding of the material need to be created. Lastly, activities that bring students to this point of mastery can be developed. In creating these activities, it is important to remember the acronym, WHERE. As outlined over the next few pages, this acronym will ensure that each lesson or activity is well thought-out, engaging and overall effective in reaching its intended goal.

**Where** is the unit going?

- **Hook** the student.
- **Equip** the student. Explore the subject.
- **Rethink** and revise opportunities.
- **Evaluate** performance and progress.
Where is the unit going?

Do students know what the overall unit goal is, what is important and why, what the performance requirements are, and what criteria or standards will be used to assess their work?

Level 3
The unfolding of the first few lessons reveals where the unit is headed. Students clearly know the unit goals, as well as the tasks, criteria, and standards by which their understanding will be determined. They are fully mindful of the priorities—what is most important and why.

Level 2
Students are not completely clear about the unit goals or about the tasks, criteria, and standards by which their understanding will be determined. They are somewhat mindful of the priorities—what is most important and why.

Level 1
Students are unclear about what they are to do and why. They have little sense of the unit priorities. They do not understand the tasks, criteria, and standards by which their understanding will be determined until it is too late.

Indicators that students are likely to understand where the unit is headed
Students do not ask questions about where the lessons are headed. Students can articulate the unit priorities—what is most important and why. Students know what to study and how to prepare for the culminating assessments. Students propose alternative ways to demonstrate their understanding. Peer reviewers do not see where the unit is headed.

Indicators that students do not likely understand where the unit is headed
Students ask these questions:
- Why are we doing this? Where is the unit headed?
- Does this count? How am I doing? How does this relate to ______?
- Is this right? Is this what you want? Students do not know what to do to prepare for the culminating assessments.
Hook the student

Are provocative introductory experiences provided early in the unit, and is student interest likely to be held as the unit unfolds?

Level 3
The unit has a powerful hook stimulated by thought-provoking experiences early on. Students will likely pay more attention than usual and take a greater interest than usual in complex ideas. They are likely to be so engaged (or puzzled) by the opening activities that they want to know more about the unit's big ideas. The unit's unfolding maintains heightened interest.

Level 2
A clear attempt to hook students with a thought-provoking and accessible entry to the topic is evident, but the attempt is either too oriented toward adult interests or the hook is too tangential to the unit's big ideas; or the opening hook is creative and provocative, but the unit is not likely to sustain student interest; or both.

Level 1
The opening lessons have little to hook students. Students do not display a heightened interest in the unit's ideas. The unit unfolds in a typically linear and predictable manner.

Indicators that the unit has a powerful hook for students and holds their interest
The unit addresses an engaging issue, problem, or puzzle for students of this age. The unit has a refreshing lack of predictability as it opens and unfolds. The unit's work provides a provocative mystery or counterintuitive elements to cause initial wonder and sustained engagement. The unit is likely to generate more discussion, argument, and proposed investigating from students than usual.

Indicators that the unit does not have a hook for students
Too much information is front-loaded. The unit has an overly academic entry to the topic and a highly predictable unfolding (such as beginning with the next chapter in the textbook). The unit begins with what appears to be a transparent attempt or irrelevant trick to make students more attentive.
Equip the student, explore the subject

Are students equipped to demonstrate understanding through their culminating performances? Are students provided with experiences to help them explore key ideas?

Level 3
The unit moves beyond the faces to fully explore key ideas through illuminating experiences. Lessons and activities equip students to effectively prepare for their final performance tasks to demonstrate the targeted understandings.

Level 2
The unit's key ideas are treated somewhat superficially (e.g., in textbook-driven ways); or lessons and activities do not thoroughly prepare students for all that the final performance tasks demand; or both.

Level 1
The unit does not go beyond a superficial or abstract treatment of the topic, which is sufficient only for an assessment of recall; or the unit does not adequately prepare students for the final performance tasks; or both.

Indicators that the unit adequately equip students
The textbook is treated as a resource for inquiry, not as a complete syllabus. Students are instructed and coached in important procedural and strategic abilities required by the culminating performance tasks (e.g., instruction and coaching in basic debate skills before a class debate). Students are given ample opportunity to practice or rehearse for the final performances.

Indicators that the unit will not adequately equip students or allow in-depth exploration of the big ideas
The textbook seems to be the only source of content to be understood. The unit design allows for little or no inquiry, exploration, or questioning. The unit design assumes students have all needed performance skills. Students do not have adequate time to practice or rehearse.
Rethink and revise opportunities

Are students provided with opportunities to rethink key ideas and revise their work based on feedback?

Level 3
The unit is clearly built in an iterative way, requiring students to rethink key ideas as further learning and inquiry occur. The unit has built-in opportunities to revise work or performance in progress on the basis of feedback or unexpected results. The culminating products and performances reveal deeper understanding as a result of rethinking and revising.

Level 2
The unit may ask students to consider different points of view or strategies of performance throughout, but the unit does not require much rethinking and revision. Opportunities to get and use feedback to rethink and refine may occur, but they may be optional, not integral to the unit design.

Level 1
The unit provides only a linear through content, requiring students to merely give back what was taught. The big ideas are made to seem straightforward and unproblematic; hence, no rethinking is needed. Opportunities to revise work are inadequate or nonexistent.

Indicators that the unit will require appropriate rethinking, rehearsal, or revision Later activities and inquiries are likely to cause students to realize, without the teachers saying so, that earlier views need to be rethought or revised. The unit design allows students to view the same ideas from different perspectives. Students must construct and test some key theories or answers inductively. Students self-assess their work or assess peer work, and self-adjustment is required before the final performances. Students must keep confronting the same recurring questions in their work.

Indicators that the unit will not require much rethinking, rehearsal, or revision The lessons and their sequence mirror the paging of the textbook. The work primarily demands a plugging-in of knowledge and skill as opposed to a questioning of what is being learned. The unit does not provide opportunities for ongoing self-assessment and self-adjustment.
Evaluate performance and progress

Are students provided with opportunities to evaluate their work and consider next steps?

Level 3
The unit culminates by providing students with opportunities to consider the quality of their work, the value and meaning of the unit, and plans for logical next steps (e.g., pursue the issues raised in the unit or identify needed skill development).

Level 2
The unit culminates by providing students with an opportunity to make a final self-assessment, but larger questions about the meaning of the work and possible plans for future inquiry and skill development are not addressed.

Level 1
The unit ends with no formal opportunity for self-assessment and future planning.

Indicators that the unit provides adequate opportunities for self-assessment
At least an entire lesson addresses the questions, So what? And, Now what? Students are required to make an improvement plan as a result of the unit, and the curriculum allows them to act on that plan.

Indicators that the unit does not provide adequate opportunities for self-assessment
The unit ends on the day of the test. Students are not required to formally self-assess their work in the unit. The course moves on, irrespective of results.
Notes

Chapters 1 & 2


Chapter 3

Creative Writing: The Art of Communication.

Goals

Introduction and Overview

The Creative Writing Computer Workshop teaches students the how to effectively use the computer to enhance their writing skills. It is also encourages students to construct innovative stories in a new medium. The workshop focuses on three main themes:

1. Understanding the computer as a writing tool
2. Constructing a new medium to express creative writing
3. Creating a collaborative writing forum with the use of computer applications

These themes build a solid foundation for third grade students to express their ideas and thoughts using a word processor. This curriculum emphasizes a familiarity of basic computer concepts in order to tap into the students’ true creativity and ability to write effectively.

Understandings

1) Computer fundamentals
   - Learning about the computer as a tool
   - Understanding the various components of the computer ie. mouse, keyboard, screen

2) Computer-based writing techniques
   - Applying knowledge of story to computer writing skills
   - Creating of basic graphics using Microsoft Draw
   - Cutting, pasting and synthesizing documents via Microsoft Word

3) Traditional Writing Process
   - Making connections to textbook stories
   - Building a rough draft or a "sloppy copy"
   - Learning the importance of revision
   - Collaborate through writing
Essential Questions

1) What is a computer?
2) How do I use the computer to create a story?
3) How do I apply the writing process to my story using a word processor?
4) How do I add pictures to my story on the computer?
5) How could I work with others to create a group story?
6) How can I present my story to the whole class?

Technical Skills

1) Learn how to use the computer as a writing tool
2) Basic skills in Microsoft Word
3) Basic skills in Microsoft Draw

Learning Activities

The following lessons are based the Houghton Mifflin book, Dinosaurs.

| Lesson 1 | Introduction to Creative Writing |
| Lesson 2 | Computer FUNdamentals |
| Lesson 3 | Hello Mr. Word |
| Lesson 4 | The Boy and the Three-Year Nap |
| Lesson 5 | Iktomi and the Boulder |
| Lesson 6 | The Sign in Mendel's Window |
| Lesson 7 | Revision, Revision, Revision |
| Lesson 8 | Writing in Groups |
| Lesson 9 | Writing Connections |
| Lesson 10 | Show and Tell |
Lesson 1: Introduction to Creative Writing Computer Workshop

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Give an overview of the ten day workshop | • Each student will get the opportunity to name their computer.  
• Create name tags with colored markers.  
• Discuss the importance of understanding how to use the computer appropriately  
• Show the three folk tales to be read in the Houghton Mifflin Text  
• Discuss ergonomics of typing and sitting properly  
• Instructor uses a computer to illustrate the way in which students will be using it  
• Sitting in a circle in the computer room | • Computer Lab  
• Computer-safe stickers  
• Colored markers |

Where is the lesson going?

The lesson is building a solid foundation on learning how to use the computer. It is important for students to learn how to sit correctly in front of the screen at a young age to prevent any back strain or eyestrain. This lesson will also give a conceptual map of the subsequent lesson plans.

Hook the student

From our qualitative research, we found that students are naturally motivated while working with computers. As the 3rd grade teacher put it, "The kids feel like grown-ups when they work on the computer."

Explore the subject

The subject matter in this lesson is two-fold, 1) learning about computers and 2) an introduction to three folktales from around the world.

Rethink and revise opportunities

The lesson will ask students to rethink what it means to use a computer effectively. It will also help students understand that computer-based writing requires an understanding of the technology based on both the possibilities and constraints.

Evaluate performance and progress

Students will be evaluated on their understanding of ergonomics and the computer itself. Are they sitting properly in front of the computer? Are they using the keyboard and mouse correctly?
Lesson 1: Introduction to Creative Writing Computer Workshop

**Teacher Preparation**

Personifying the computer helps the student to respect and rely on it as a tool. This activity is intended to be fun and serve as an icebreaker.

**Activity Template**

Stickers may be printed out. Hand to the students to decorate and name their computer. Refer to next page.
Lesson 2: Computer FUNdamentals

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Keyboarding Skills | • Model correct typing behavior  
|                   | • Explain any applicable keyboard short cuts  
|                   | • Familiarize students with the mouse and it's various functions  
|                   | • Practice the typing tutor  
|                   | • Discuss ergonomics of typing and sitting properly                      | • Computer Lab  
|                   | • Typing Tutor                                                              |                 |

**Where is the lesson going?**

The lesson emphasizes the importance of understanding the computer as a writing tool. Students are given some time to explore the writing and drawing applications.

**Hook the student**

Student will get the chance to name their computer giving it a persona. This will allow the students to feel as if they are "partnering" with the computer when they use it. We also hope the children have respect for the children in a creatively, indirect way.

**Explore the subject**

The subject in this lesson is to understand how to respect the equipment and rehearse keyboarding in an appropriate manner.

**Rethink and revise opportunities**

The students will be encourage to use the typing tutor at home, for home work, to improve on their keyboarding skills.

**Evaluate performance and progress**

The students will be evaluated on their ability to type correctly. The teacher is encouraged to ensure that the student's paragraphs improve over time for accuracy.
### Lesson 2: Computer FUNdamentals

<table>
<thead>
<tr>
<th><strong>Teacher Preparation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is really important to teach the students proper computer etiquette. The way students are seated and interacting with the computer can affect their mental and physical well-being. Students will also be typing a pre-written paragraph about the definition of a folktale to prepare them for the literature lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activity Template</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Template contains a short pre-written paragraph on the definition of a folktale. Refer to next page.</td>
</tr>
</tbody>
</table>
Activity: What is a Folktale

1. Folktales are often stories of animals that act like humans, and that live in a world of wonder and magic.

2. Most of these stories convey a message or moral to the reader, or explain something in a creative way.

3. Folktales are often passed down and retold from generation to generation.
Lesson 3: Hello Mr. Word

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Teach Microsoft Word Skills | • Discuss the different features children will need to be familiar with in word:  
  • Formatting  
  • Word Processing  
  • Microsoft Draw  
  • Creating a new document  
  • Saving a document  
  • Different Fonts  
  • Underlined Words-misspelled words  
  • Ask to students to type the words they see in the template about the elements of a folktale  
  • If students appear to be comfortable typing the pre-written paragraphs, give students a chance to familiarize themselves with Microsoft Word by writing one paragraph describing their computer's personality. How do they feel about their computer? | • Computer Lab  
  • Microsoft Word Application |

Where is the lesson going?

The lesson is building a solid foundation in student-based computer use. It emphasizes the importance of understanding the computer as a writing tool. It is important for students to learn how to sit correctly in front of the screen at a young age to prevent any back strain or eyestrain. This lesson will also give a conceptual map of the subsequent lesson plans.

Hook the student

From our qualitative research, we found that students are naturally motivated while working with computers. As the 3rd grade teacher put it, "The kids feel like grown-ups when they work on the computer."

Explore the subject

The subject matter in this lesson concentrates on application skills. Students will write about their computer's characteristic and personality.

Rethink and revise opportunities

Learning all of the basic application skills first will assist students to become word processors that are more proficient. These skills will be repeated in the main lesson as well.

Evaluate performance and progress

Students will be evaluated on their ability to create a document, save a document and change the font sizes of the text within the document.
Lesson 3: Hello Mr. Word

Teacher Preparation

This is where students will be given the opportunity to play with the computer applications. It is important to teach the students the basic Microsoft Word skills and let them explore the various functions of the word processor. The hope is to let the students "get it out of their system" so that when they began to write their own material, they are focusing on the writing and not the word processor. A couple paragraphs will be supplied to help them think about the elements of a folktale, while they practice their computer skills.

Activity Template

Template contains a three pre-written paragraphs on the elements of a folktale. Refer to next page.
Activity: What are the Elements of a Folktale?

1. **Create your main character.**
   Describe how your character looks. Is he or she tall or short, animal or human? Does he or she have big feet? A small head? Is she young or old? Draw your character on a piece of paper to help you imagine him or her. Then, once you have a clear picture of your character, think about his or her personality. Is he gentle, brave, dumb, clever, generous, or greedy? What are the things your character is known for? How will his or her personality affect your folktale?

2. **Decide what message you want your folktale to give your reader.**
   Folktales often explain a phenomenon in the world, or tell a lesson about human nature. As you begin planning your folktale, think about what moral or lesson you want your story to tell. The way your plot develops will depend on this message.

3. **Plan your plot.**
   A good story will need:
   - an interesting, engaging beginning
   - a conflict or moment of tension — a question to be answered, or something that needs to be resolved
   - an ending that is satisfying because the conflict has been resolved or the question has been answered
   - The message of the story is important — but it's also critical that you make that message part of a good story!
Lesson 4: The Boy of the Three-Year Nap

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Boy of the Three-Year Nap</strong>&lt;br&gt; retold by Dianne Snyder</td>
<td>Students reads the story to the whole class in a circle in the computer room</td>
<td>Dinosauring, Houghton Mifflin</td>
</tr>
<tr>
<td><strong>Write a paragraph based on the folktale with Mr. Word</strong></td>
<td>Practice creating the sloppy copy&lt;br&gt;Write Another Tricky Ending&lt;br&gt;• What if this story had happened: Suppose this had happened: It's the morning of Taro's wedding to the merchant's daughter – but Taro has overslept! Write (using Microsoft Word) another ending to this story, telling how Taro tries to talk his way out of this one. Read your new ending to classmates.</td>
<td>• Computer Lab&lt;br&gt;• Microsoft Word</td>
</tr>
</tbody>
</table>

**Where is the lesson going?**

This lesson will start to introduce the traditional content. The first folktale will serve as practice, while the student learns about connecting the literature with a writing activity on the computer. Students will preview and predict strategies, draw conclusions, examine cause and effect relationships and work on spelling.

**Hook the student**

Students will engage in a reading session about an interesting folktale, and then given the opportunity to use the new computer skills they just learned.

**Explore the subject**

As students focus on writing with the word processor, they will also be recognizing the story as a folktale. When they re-write the ending of the folktale, they will be asked to think about the story as an entire folktale.

**Rethink and revise opportunities**

The first folktale serves as a stepping stone to folktales that are more difficult. The writing activities will be repetitive but build in difficulty, scaffolding the student through the writing process.

**Evaluate performance and progress**

Students will be evaluated on the first paragraph they write. It will be checked for sentence structure, spelling, clarity and mechanics in general.
Lesson 4: The Boy of the Three-Year Nap

Teacher Preparation

Students are encouraged to think about writing and the framework to writing a good folktale. The following writing tips can be given to students in a handout or shown on the overhead as things to keep in mind.

For more information look at The Folktale Teacher's Guide website.

http://www.monterey.k12.ca.us/~lagunita/folktales/

Writing Tips

Many important steps go into creating a good folktale! I think these tips will get you off to a good start. Read them, and start making notes for your own folktale.

1. We learn to write by reading. If you want to write a good folktale, my first advice is to READ. Read as many folktales as you can get your hands on, and you will begin to capture the style and feeling that goes into creating one.

2. Once you have an idea for a story, try to imagine the world where it takes place. Is it a real world or an imaginary one? What is the place like? Describe your setting with color, smells, and noises. Describe how something tastes, or how it feels to touch. Research your setting. Read about the trees that grow in that location, the animals that live in that climate, the typical plants and flowers. Be accurate in your descriptions.

3. Plan the timing of events in your story. You must sustain the interest of your reader. Keep adding details to your story. Do not rush the end.

4. Remember that folktales are stories that are meant to be told. Try writing your folktale as if you were telling it to a friend. Many folktales use phrases that are easy to remember, like “once upon a time” or “in a land far, far away.”

5. Using rhymes and classic storytelling expressions will make it easier for you to remember the details of your story as you are telling it.

6. Invite the reader to hear your character think and feel, to enter his or her mind, to know the character intimately. Don't tell the reader what your characters are saying? Let them speak for themselves.

7. Do not stare at the blank page or screen. If ideas do not seem to come, begin writing anyway. One word will invite others. Keep on writing. Maybe you will discard some sentences later on, but you will be on your way.

Activity Template

Template contains an activity related the story, spelling words that can be incorporated into the story and a framework to begin thinking about the folktale. Refer to next page.
Lesson 4: The Boy of the Three-Year Nap

What if this story had happened: Suppose this had happened: It's the morning of Taro's wedding to the merchant's daughter -- but Taro has overslept! Write (using Microsoft Word) another ending to this story, telling how Taro tries to talk his way out of this one. Read your new ending to classmates.

Spelling (short vowels)

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Challenge Words</th>
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<tbody>
<tr>
<td>plan</td>
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<td>pass</td>
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<tr>
<td>rich</td>
<td></td>
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<tr>
<td>hunt</td>
<td></td>
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<tr>
<td>else</td>
<td></td>
</tr>
<tr>
<td>knock</td>
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</tr>
</tbody>
</table>

Ending of a Folktale

New Ending:

Picture:

By:
Lesson 5: Iktomi and the Boulder

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Iktomi and the Boulder Retold by Paul Goble | Performing a Story of Iktomi  
- Working with a group, perform the story of Iktomi as a dramatic reading. Iktomi's spoken lines could be the small print next to the pictures, as well as the lines in the quotation marks.  
- Assign the lines that look like this to a narrator.  
- A chorus of students could perform lines that look like this. | Dinosauring, Houghton Mifflin |
| Write a paragraph about this folktale with Mr. Word | Using Microsoft Word students will add additional comments about Iktomi since this is the way Iktomi's stories are actually told by the Plains Indians. | Computer Lab  
Microsoft Word |

Where is the lesson going?

This lesson will start to introduce the traditional content also. The second folktale will serve continued practice, while the student learns about connecting the literature with a writing activity on the computer.

Students will preview and predict strategies, evaluate story details, make inferences and practice spelling.

Hook the student

Students will engage in a reading session about an interesting folktale, and then given the opportunity to use the new computer skills they just learned.

Explore the subject

As students focus on writing with the word processor, they will also be recognizing the story as a folktale. When they re-write the ending of the folktale, they will be asked to think about the story as an entire folktale.

Rethink and revise opportunities

The first folktale serves as a stepping stone to folktales that are more difficult. The writing activities will be repetitive but build in difficulty, scaffolding the student through the writing process.

Evaluate performance and progress

Students will be evaluated on the first paragraph they write. It will be checked for sentence structure, spelling, clarity and mechanics in general.
Lesson 5: Iktomi and the Boulder

Teacher Preparation

Students are encouraged to think about writing and the framework to writing a good folktale. The following writing tips can be given to students in a handout or shown on the overhead as things to keep in mind.

For more information look at The Folktale Teacher's Guide website.

http://www.monterey.k12.ca.us/~lagunita/folktales/

Activity Template

Template contains an activity related the story, spelling words that can be incorporated into the story and a framework to begin thinking about the folktale. Refer to next page.
Lesson 5: Iktomi and the Boulder

Performing a Story of Iktomi
- Working with a group, perform the story of Iktomi as a dramatic reading. Iktomi's spoken lines could be the small print next to the pictures, as well as the lines in the quotation marks. Assign the lines that look like this to a narrator.
- A chorus of students could perform lines that look like this.

Spelling (Spelling Long a and Long e)

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel</td>
<td>disease</td>
</tr>
<tr>
<td>shade</td>
<td>underneath</td>
</tr>
<tr>
<td>seem</td>
<td>aimless</td>
</tr>
<tr>
<td>reach</td>
<td>trait</td>
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<tr>
<td>pain</td>
<td>feeble</td>
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<tr>
<td>safe</td>
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<tr>
<td>clay</td>
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<td>aid</td>
<td></td>
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<tr>
<td>hay</td>
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<td>least</td>
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</tbody>
</table>

Elements of a Folktale

<table>
<thead>
<tr>
<th>Setting:</th>
</tr>
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<tbody>
<tr>
<td>Characters:</td>
</tr>
<tr>
<td>Conflict:</td>
</tr>
<tr>
<td>Moral:</td>
</tr>
<tr>
<td>Plot:</td>
</tr>
<tr>
<td>Picture:</td>
</tr>
<tr>
<td>By:</td>
</tr>
</tbody>
</table>
Lesson 6: The Sign in Mendel’s Window

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sign in Mendel's Window Retold by Mildred Phillips</td>
<td>Teacher reads the story to the class in a circle in the computer room.</td>
<td>Dinosauring, Houghton Mifflin</td>
</tr>
<tr>
<td>Write a paragraph about this folktale with Mr. Word</td>
<td>Welcome to Kosnov • Where’s the best place to spend your groszy in Kosnov? Kosnov may be a small town, but there’s a lot to see and do there. Make a guidebook (using Microsoft Word) for people who want to visit Kosnov. Include places to shop, eat and visit. Start with what you know from the story.</td>
<td>Computer Lab Microsoft Word</td>
</tr>
</tbody>
</table>

Where is the lesson going?

This lesson will start to introduce the traditional content, as well. The third folktale will build on the prior lessons. The goal is to continue to ensure the student in learning about word processing but focusing on the actual literature. The student should be writing clear paragraphs and experimenting with the different features of Microsoft Word to enhance their paragraph.

Students will create a story map, summarize story strategies, organize their thought according to the elements of a folktale and sequence spelling words.

Hook the student

Students will engage in a reading session about an interesting folktale, and then given the opportunity to use the new computer skills they just learned.

Explore the subject

The subjects will understand folktales and the application of that understanding through computer-based writing skills.

Rethink and revise opportunities

The second folktale gives students more practice writing about the folktale. The writing activities will be repetitive but build in difficulty, scaffolding the student through the writing process.

Evaluate performance and progress

Students will be evaluated on the third paragraph they write. It will be checked for sentence structure, spelling, clarity and mechanics in general.
Lesson 6: The Sign in Mendel's Window

Teacher Preparation

Students are encouraged to think about writing and the framework to writing a good folktale. The following writing tips can given to students in a handout or shown on the overhead as things to keep in mind.

For more information look at The Folktale Teacher's Guide website.

http://www.monterey.k12.ca.us/~lagunita/folktales/

Activity Template

Template contains an activity related the story, spelling words that can be incorporated into the story and a framework to begin thinking about the folktale. Refer to next page.
Lesson 6: The Sign in Mendel's Window

Where's the best place to spend your groszy in Kosnov? Kosnov may be a small town, but there's a lot to see and do there. Make a guidebook (using Microsoft Word) for people who want to visit Kosnov. Include places to shop, eat and visit. Start with what you know from the story.

**Spelling** (Spelling Long i and Long o)

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>stole</td>
<td>nightmare</td>
</tr>
<tr>
<td>right</td>
<td>swallow</td>
</tr>
<tr>
<td>wide</td>
<td>approach</td>
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<tr>
<td>stroke</td>
<td>quote</td>
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<tr>
<td>while</td>
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<tr>
<td>sigh</td>
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<td>soap</td>
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<td>blow</td>
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<td>grown</td>
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<td>loaf</td>
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</table>

**Setting of a Folktale**

They called Kosnov a town. It was like calling a puddle a pond, a leaf a brush, a branch a tree. The whole town of Kosnov was no more than a dozen old wooden buildings huddled close, each learning on its neighbor for support, just as people who lived and worked in them did.

**Picture 2**

Describe the picture.

**Picture 3**

Describe the picture.

By:
Lesson 7: Revision, Revision, Revision

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| The Importance of Revision in Writing | • Have students cut and paste all three of their sloppy copies into one document.  
• Print the document and check for any misspelled words, capitalization errors and sentence structures.  
• Make all corrections on computer copy. | • Computer Lab  
• Microsoft Word  
• Printers |

Where is the lesson going?

This lesson will focus on the student's movement in writing from the “sloppy copy” or first draft to second and third drafts, correcting any of the prior mistakes they made in the three paragraphs built on the computer. The student will begin to learn the importance of printing, reading and correcting their work.

Hook the student

Printing a document with all of their computer-written paragraphs will motivate the students. Getting the chance to rework their story and correct any mistakes will also provide inspiration.

Explore the subject

The subjects will be understanding folktales and the application of that understanding through computer-based writing skills.

Rethink and revise opportunities

This activity will focus on rethinking and revising their earlier work. It will emphasize the steps in the writing process. It will also emphasize the importance of proofreading their work before it is turned in.

Evaluate performance and progress

Students will be evaluated on the corrections made to all three paragraphs. The entire document will be checked again for sentence structure, spelling, clarity and mechanics in general.
Lesson 7: Revision, Revision, Revision

Teacher Preparation

Students can now turn their sloppy copy into three coherent paragraphs. The following revision tips can be given to students in a handout or shown on the overhead, as things to keep in mind.

For more information look at The Folktale Teacher's Guide website.

http://www.monterey.k12.ca.us/~lagunita/folktales/

Are you finished with the challenges? Have you done a first draft of your folktale? Then, it's time to begin revising. Writers will tell you that rewriting is one of the most important parts of writing? in fact, some even think it's the most important! Here are some tips.

1. Review and check to make sure you've used as many as possible in your writing.
2. Read your folktale with an objective eye. As a writer, you can get so close to your work that you might miss something that doesn't make sense to others. Ask a friend to read your story for you. Does it make sense? Does it flow well?
3. Make sure your dialogue works for your characters. Each character needs to have a different style of talking. Just the way people do!
4. Read your folktale aloud to a friend or family member. Remember that folktales are designed to be told. Is your story interesting, short, easy to remember? Is the language you've used easy to remember and conversational? Have you used phrases to help you remember your story?

Activity Template

Template contains an activity related the story, spelling words that can be incorporated into the story. The students will get the chance work with the material they have already written. Refer to next page.
Lesson 7: Revision, Revision, Revision

Now, let’s put it all together into three clear paragraphs. Add some new spelling words to your story!

Spelling

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Challenge Words</th>
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<tbody>
<tr>
<td>Still</td>
<td>approach</td>
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<tr>
<td>Feel</td>
<td>splendid</td>
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<tr>
<td>Soap</td>
<td>swallow</td>
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<td>else</td>
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<td>wide</td>
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</table>
Lesson 8: Writing in Groups

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<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
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</thead>
</table>
| Group Work            | • Break up into three groups. Each group will work with their reactions to the three stories and share them with the other people in the group.  
• As a group make a wedding invitation for Taro, draw the boulder that chased Iktomi and draw a the house that the Mendel's lived in. | Computer Lab    
Microsoft Word |
| Teach Basics to Ms. Draw | • Teach students how to create boxes, circle and how to use clipart.  
• Show the fill function with the use of different colors. | Microsoft Draw  
Clipart Gallery |

Where is the lesson going?

The importance of collaboration is stressed here. This lesson will also focus on making connections from story to story, forcing students to think in a more integrated manner.

Hook the student

Interacting with their peers, students will be motivated to build on the story they've already written. They will also using their creativity to draw pictures on the computer to support their collaborative work.

Explore the subject

The subject will look at all three folktales with an integrated lens. Students will be asked to draw on their memory as well as their written paragraphs to work as a group on this assignment.

Rethink and revise opportunities

Looking at all of their previous work, students will relate to their own writing as well as the writing of their peers. This lesson offers another lens on the folktales bringing in peer to peer communication.

Evaluate performance and progress

Students will be evaluated on their ability to work in a group. It is also important to assess whether students grasp how to create pictures in Microsoft Draw and add to their document.
## Lesson 9: Writing Connections

<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
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</thead>
</table>
| Making the connections   | • What would happen if the boulder rolled through the Mendel's house, all the way to Taro's Wedding?  
                          | • How would Taro react? Iktomi? Mendel?  
                          | • As a group creates one final copy of everyone’s reactions adding the pictures and writing the conclusion based on the question above. | Computer Lab               
                          |                                                                            | Microsoft Word             |

### Where is the lesson going?

Again, students will work in their groups building on the prior lesson. They will get the chance to pull together all of their prior work into a presentation to the class.

### Hook the student

The students will be motivated by a final document they can share with the whole class. Because the entire class is working on the same project, the different representations to the same question will be informative.

### Explore the subject

The subject will focus on creating a final presentation. It will require knowledge of all of the computer fundamentals and the folktales themselves. Students will also identify with individual characters in the story and determine their relationship.

### Rethink and revise opportunities

The lesson synthesizes the prior lessons, helping students to understand the writing process.

### Evaluate performance and progress

Each student will be required to work with the group to create the collaborative representations of the story. They will be evaluated on their input and participation in the group.
Lesson 10: Show and Tell

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td>Presentations and Sharing Ideas</td>
<td>• A final review of the whole process from beginning to end should be offered to the students in summary form.</td>
<td>Computer Lab</td>
</tr>
<tr>
<td></td>
<td>• Print the final document and create a poster using additional materials if desired like crayons, markers, pencil or pens make any final additions to story.</td>
<td>Printer</td>
</tr>
<tr>
<td></td>
<td>• Students should show the group their final documents, graphics and conclusion to the collaborative story.</td>
<td>Poster board</td>
</tr>
<tr>
<td></td>
<td>• Each student in the group should say one sentence in the form of praise about their final presentation.</td>
<td>Crayons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pencils</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pens</td>
</tr>
</tbody>
</table>

Where is the lesson going?

The final lesson will focus on creativity and expression. Students will be getting the chance to share their final pieces with the larger group.

Hook the student

This final lesson gives the students the chance to display their computer-based writing projects. They are also encouraged to use crayons, markers, pencils and pens to enhance their poster.

Explore the subject

Show and tell allows the students the chance to celebrate their creations.

Rethink and revise opportunities

The retelling of the writing process using computer-based tools helps the students remember the steps that helped them arrive to their final creations. This process can be used repeatedly as they continue to create documents on the computer.

Evaluate performance and progress

Each group will be evaluated on their final presentations for creativity, clarity and rationale.
This certificate honors

________________________
Student's name

of

Keys Elementary School

for writing an excellent folktale and successfully completing the Becoming an Author creative writing workshop.

________________________
Teacher's name

________________________
Teacher's signature
The Folktale Gazette

http://www.monterey.k12.ca.us/~lagunita/folktales/
Expository Writing: Understanding Information Literacy.

**Goals**

**Introduction and Overview**

In order to effectively learn the writing process, a number of contextual activities will occur during the year. Students will initially encounter writing by studying the process behind which a book is put together. In choosing to focus on the author's method in creating one of the books read early on in the class, students will begin to understand that a deliberate process exists to create writing and that it is a process that they can see and eventually practice themselves. The primary focus of the expository writing and technology unit is research and presentation methods. This unit will be a structured, scaffolded activity in which the students will learn many of the technical skills necessary to effectively research, write and present information. Included in this unit is an introduction to research and information literacy, reviewing word processing and multi-media presentation tools.

In this project, students will be in groups of 5 researching and presenting a PowerPoint presentation on the life of Charles Schulz. Additionally, each student will be responsible for understanding in detail, one aspect of Schulz's life. While becoming familiar with this information, each student will learn the process of and write a 5-paragraph essay on his/her aspect of Schulz's life. In the end, the students will each take their essay, summarize the main points and create a PowerPoint slide. In the groups, they will create a 6-card PowerPoint presentation on the life of Schulz.

Throughout this unit, students will demonstrate the following key understandings and begin to answer the following essential questions.

**Understandings**

1. The necessity of research and information literacy.
   - Learn where to find information on the Internet
   - Learn how to check for the validity of information from the Internet
   - Learn how to understand and organize information.

2. The writing process
   - Learn how to map out and write a 5-paragraph biography
   - Understand the importance of editing and drafting.
3. Effective presentations

- Learn how to find the Main Ideas of paragraphs and transform them into a presentation
- Learn how to create a PowerPoint presentation

**Essential Questions**

1. Where do I find useful information?
2. What is a 5-paragraph essay and how do I write one?
3. How do I validate information?
4. How do I organize information?
5. How do I present information?

**Technical Skills**

1. Microsoft Word
2. Microsoft PowerPoint
3. Internet research skills.

**Learning Activities**

The following lessons are built around a biography of Charles Schulz.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>What Writers Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2</td>
<td>Where’s The Information</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Finding The Information</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Is the Information Right?</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Mapping the Idea</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Writing the Introduction</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Writing the Body</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>The Conclusion</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Understanding the Main Idea</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Creating Their Own Slide</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>Putting It All Together</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>Presenting the Finished Product</td>
</tr>
</tbody>
</table>
Activity Plan

Lesson 1: What Authors Do

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce writing process</td>
<td>Read the short biography on Schulz</td>
<td>PowerPoint of Schulz</td>
</tr>
<tr>
<td>Study author’s process</td>
<td>Ask which questions the biography answers</td>
<td>Laptop</td>
</tr>
<tr>
<td></td>
<td>Have them work on the 5Ws and H worksheet.</td>
<td>Projector/Monitor</td>
</tr>
<tr>
<td></td>
<td>Ask how the author knew the answers to these questions</td>
<td>5Ws&amp;H? Worksheet</td>
</tr>
<tr>
<td></td>
<td>Present the PowerPoint presentation</td>
<td></td>
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<tr>
<td></td>
<td>Describe how the students will make a presentation themselves and how they will be become authors along the way.</td>
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<tr>
<td></td>
<td>Split them into groups of 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain project</td>
<td></td>
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<tr>
<td></td>
<td>Determine what questions they might have for each section.</td>
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</tbody>
</table>

Where is the lesson going?

The goal of this lesson is to present an overview of the entire project and introduce the concept of biographies to the students. It is also intended to present an overview of the basic components of research and to demonstrate the value of multimedia presentations.

Hook the student

Initially, the story of Charles Schulz and the familiarity with Peanuts will grab the students’ attention. More importantly, the fact that they will be using computers and becoming real biographers, will be a lasting hook in this lesson.

Explore the subject

The subject matter in this lesson is two-fold, 1) learning about the subject and scope of the project, and 2) an introduction to the type of thinking and working that goes into becoming a biographer.

Rethink and revise opportunities

The lesson will ask students to rethink what it means for one to be an author. It will engage them in thinking about the questions that need to be asked prior to the writing process. Additionally, it will encourage them to revise their understanding of multimedia presentations.

Evaluate performance and progress

Students will be evaluated on their understanding of asking the right questions in researching information. They will complete a worksheet on the 5Ws and H.
**Teacher Preparation**

1. Set-up Projector and laptop for displaying PowerPoint presentation in classroom

2. Select a short biography on Charles Schulz

3. Make copies of the 5W and H worksheet.

4. Load PowerPoint Presentation #1 onto laptop.

5. During this activity, students will be filling out the 5 W and H worksheet while you are reading the short biography of Charles Schulz. By first explaining the 5Ws (Who, What, When, Where and Why) and H (How), and then having the students give some examples, the students will be able to listen for them in the Schulz biography. Once this has been completed, the students will wonder where this information came from, which allows for the explanation of the importance of research.

6. Next, you will show them the completed Schulz PowerPoint presentation in order to excite their curiosity and demonstrate what they will be producing.

7. You will need to split the students up into groups of 5. In each group, each student will take one aspect of Schulz’s life and research and write a 5-paragraph essay. Each of these essays will be made into a PowerPoint slide that will be assembled with the other members of the group to create the final presentation. Therefore, at the end of the unit, each student will have researched and written a 5-paragraph essay on one aspect of Charles Shultz’s life and each group will have completed a PowerPoint presentation on his entire life.

**Activity Template**

- 5 Ws and H Handout – refer to next page
- Charles Schulz PowerPoint Presentation #1
5 Ws and H

Fill in the appropriate information as you hear it in the story.

Who is this story about?

What did this person do?

When was this person born?

Where did this person live?

Why did this person create the cartoon that he did?

How did people react to the end of the comic strip?
Lesson 2: Where’s the Information

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Introduction to research  | NOTE: As a separate lesson, have Librarian teach a mini-lesson on Library research materials  
  § Demonstrate how to get online and how to get Bookmarks  
  § Using only the Bookmarked sites, have the students complete the scavenger hunt worksheet  
  § Demonstrate searching with AJKids, Yahooligans and Google on Schulz.  
  § Explain how to understand the sites that are found and how to evaluate where they are from.  
  § Have them do one search on Schulz | § Computer lab with preset bookmarks in the Internet application  
  § Library books on Schulz  
  § Internet scavenger hunt worksheet |

Where is the lesson going?

The lesson emphasizes the importance of understanding where to find research on the internet and in the library. The will also be familiar with search engines and gain a beginning understanding of information literacy.

Hook the student

Students at this age are still intrigued by computers and especially by the internet. They will enthusiastically want to find information about Schulz since he is familiar to them all.

Explore the subject

The subject in this lesson is again two-fold. First, the life of Charles Schulz and second, the skills of research.

Rethink and revise opportunities

The students will be seeing research in a different context. No longer will they think only of the library, but they will see the potential information that exists on the internet.

Evaluate performance and progress

The students will be evaluated on their ability to find information on the internet.
Teacher Preparation

1. NOTE - As a separate lesson, have the Librarian teach about Library research.
2. Reserve Computer lab.
3. Internet Scavenger Hunt worksheet
4. Preset bookmarks on computers in lab
   ii. http://www.TibbysBowl.com/peanuts/ Tributes to Schulz from other cartoonists
   iii. http://cartoon.org/schulz.htm Cartoon Hall of Fame Profile
   x. www.illustration-house.com/bios/schulz_bio.html Short biography and early strip
5. Show the students how to access the Internet and how to access bookmarks. Have them find the information on the Scavenger Hunt Worksheet using only the pre-selected bookmarks.
6. Demonstrate how to find information using a search engine. Explain how to understand the location of the site and how to make sense of the results. Demonstrate how to add a new bookmark.
   i. http://www.yahooligans.com
   ii. http://www.ajkids.com
   iii. http://www.google.com
7. Have them perform a search on Charles Schulz and have them bookmark the sites they find.

Activity Template

Internet Scavenger Hunt Worksheet – refer to next page
Internet Scavenger Hunt

Find the answers to the following questions using the bookmarks on your computer.

Where was Charles Schulz born?

What did his father do for a living?

What was Charles Schulz’s nickname?

Where did he learn to draw?

What grade did he get in his drawing class?

What did Charles Schulz do during World War II?

What was the original name of the comic strip that would become Peanuts?

What newspaper did it first appear in?

When did he leave his boyhood town?

Why did he call the character Charlie Brown?

Why was the name changed to Peanuts?
Lesson 3: Finding the Information

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Focused research on Charles Schulz | NOTE: Each group will be researching and presenting on Schulz. One person in each group will be responsible for researching and writing a 5 paragraph essay on one aspect of Schulz’s life  
- Present the 1st slide of the PowerPoint Presentation again showing the 5 different aspects of Schulz’s life  
- Explain that each group will be creating their own PowerPoint presentation on Schulz.  
- Have them choose the section in their group that they want to research OR choose for them  
- Demonstrate how to copy information from the Internet into the Research Info document  
- Have them open the Research Info Template on their computers  
- Have them go to the Internet and find info on their area of Schulz’s life, using Bookmarks and the various search engines  
- Make sure that they copy info into their Research Info Template  
- Have them print their Research Info Templates | Bookmark websites on Schulz  
Word Research Info template  
PowerPoint presentation or website outlining areas of Schulz’s life. |

Where is the lesson going?

The lesson will teach students how to successfully find information on the Internet. They will begin to learn how to check for validity of information and they will understand how to record information in Research Information Template form.

Hook the student

Students at this age are still intrigued by computers and especially by the internet. Working as part of a team, they will want to do the best job they can to support each other.

Explore the subject

The subject in this lesson is four-fold. First, the life of Charles Schulz, second, the skills of research, third, the concept of information literacy and fourth, how to effectively record information.

Rethink and revise opportunities

By using the Research Info Template as a guide, the students will need to rethink the information that they are finding and determine if it is appropriate for their needs.

Evaluate performance and progress

The students will be evaluated based on their Research Info template that they turn in at the end of class.
## Teacher Preparation

1. Reserve Computer lab.
2. Use the same preset bookmarks from previous lesson.
3. Copy the Research Information Template onto each computer.
4. Have Charles Schulz PowerPoint Presentation #1 ready to go on main computer.
5. Show them the 5 different aspects of Schulz's life.
6. In their groups, have each student chose an aspect of Schulz's life to study.
7. Using the preset bookmarks and search engines, have them find the information using the Research Information Template in MS Word.

## Activity Template

- Research Information Template – refer to next page
- Charles Schulz PowerPoint Presentation #1
Research Information Template

Use this template to record the information that you find for your research topic.

Section 1
Who were Charles Schulz’s parents?
What was his nickname?
When was he born?
Where was he born?
Why did he have this nickname?
How do we know that he was destined to become an artist?

Section 2
Who became sick in his family?
What grade did Schulz get in his drawing class?
When did he enter art school?
Where did he go to art school?
Why did his family move from their house?
How did his father make a living?

Section 3
Who wrote to Schulz during WWII?
What did Schulz do in the Army?
When did he get drafted?
Where did he go during the war?
Why did he go to war?
How did he pass his time during the war?

Section 4
Who was Charlie Brown named after?
What jobs did Schulz have after the war?
When did his first comic strip appear?
Where did his first comic strip appear?
Why did they change the name of it?
How did the comic strip get into so many newspapers?

Section 5
Who paid tributes to him?
What did Schulz die from?
When did he pass away? When was his last original strip printed?
Where was he living when he died?
Why was his death so sad?
How did St. Paul pay tribute to him?
### Lesson 4: Is the Information Right?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Comparison of information | • Have them finish their research  
• Have each student get into groups with the other students who are working on the same area of Schulz's life  
• In these groups, have them share and validate their information  
• Have them return to their original groups and share the information. | • Research Info Printouts form yesterday  
• Information Template |

**Where is the lesson going?**

This lesson will teach students how to check and know the validity of information. This lesson also helps them understand different group interactions and shows the strength of groups.

**Hook the student**

Students will have the opportunity to meet with their classmates who are researching similar topics. This will allow them to prove their information. Once they have done this, they will return to their group as the expert in their topic. This should keep them very engaged.

**Explore the subject**

The subject in this lesson is three-fold. First, again, the life of Charles Schulz, second, the skills of research and third, determining the validity of information.

**Rethink and revise opportunities**

By checking the information with their peers, the students will an opportunity to rethink and revise the information in order to make it as accurate as possible.

**Evaluate performance and progress**

Students will be evaluated on their interactions with each other and the knowledge they bring back to their group.
**Teacher Preparation**

1. Reserve Computer lab
2. Ensure bookmarks are in place
3. Make sure each student has his/her Research Information Template
4. Once they are finished researching, have them meet with the other members of the class who researched the same topic. In this setting, they will compare all the information that they found, checking for accuracy and authenticity.
5. They will then record their validated information on the Information Template
6. They will then return to their original group to share the information that they found.

**Activity Template**

Information Template – refer to next page
Information Template

Use this template to record the final information for your topic.

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?
# Lesson 5: Mapping the Idea

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin the Writing Process</td>
<td>• Show and explain the 5-paragraph essay template.</td>
<td>• MS Word</td>
</tr>
<tr>
<td>Map out the Essay</td>
<td>• Explain and demonstrate how to create a Mind/Story map.</td>
<td>• Paper for Mind Mapping or Inspiration</td>
</tr>
<tr>
<td></td>
<td>• Have them create Mind/Story maps on paper (Inspiration or Word?).</td>
<td>• 5-Paragraph Essay template from PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Each student will be creating an outline for their own 5-paragraph essay</td>
<td>• 5-Paragraph Essay Template from MS Word</td>
</tr>
<tr>
<td></td>
<td>on the particular section of Schulz’s life they researched.</td>
<td>• Mind Map Template in Inspiration</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate how to transfer a Mind Map to the 5-Paragraphy Essay Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in MS Word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them open the 5-Paragraphy Essay Templates on their computers and transfer the Mind Map into the 5-Paragraphy Essay Template.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them Print their Mind Maps</td>
<td></td>
</tr>
</tbody>
</table>

## Where is the lesson going?

In this lesson, students will understand the structure of a 5-paragraph essay. They will also see how to represent this structure in Mind Map and 5-Paragraph Essay form.

## Hook the student

Students will be engaged by the process of writing and the act of creating a visual Mind Map of their information.

## Explore the subject

The subject will again be the researched information of Charles Schulz along with the knowledge of Mind Maps and the 5-Paragraph Essay structure.

## Rethink and revise opportunities

By looking at their information in different ways, such as Mind Maps, the students will rethink and revise how they understand the logical connections between all the parts.

## Evaluate performance and progress

Students will be evaluated the Mind Maps and 5-Paragraph Essay Templates that they turn in.
**Teacher Preparation**

1. Reserve Computer Lab
2. Make sure that the 5-paragraph Essay Template in PowerPoint is on main computer
3. Distribute 5-paragraph Essay Template in Word onto all computers. This template will be used throughout the writing process. It contains all the components for the essay, an outline, the introduction, each body paragraph and the conclusion.
4. Distribute Mind Map Template to all computers
5. Begin with the Mind Map activity (assuming they have had some story mapping experience)
6. Have them fill in the specific bubbles with their information
7. Show the 5-paragraph Essay Template in PowerPoint
8. Have them begin to create a high level outline with the 5-paragraph Essay Template in Word.

**Activity Template**

5-paragraph Essay Template in PowerPoint (to show how it looks) – refer to PowerPoint Templates

5-paragraph Essay Template in Word – refer to next page

Mind Map Template – refer to Inspiration Template
5-paragraph Essay Template

Use this template to write your essay.

Introduction
1. Topic sentence
2. 1st fact
3. 2nd fact
4. 3rd fact
5. Concluding sentence

1st Body Paragraph
1. Explanation of 1st fact
2. What is it about?
3. Why is it important
4. How should we think about it?

2nd Body Paragraph
1. Explanation of 2nd fact
2. What is it about?
3. Why is it important
4. How should we think about it?

3rd Body Paragraph
1. Explanation of 3rd fact
2. What is it about?
3. Why is it important
4. How should we think about it?

Conclusion
1. What happened throughout the essay?
2. Why it is important?
3. How should we think about it?
## Lesson 6: Writing the Introduction

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the introduction paragraph</td>
<td>• Hand back the edited Mind Maps and 5-Paragraph Essay Templates</td>
<td>• Computer Lab</td>
</tr>
<tr>
<td></td>
<td>• Have them make any necessary changes</td>
<td>• Microsoft Word</td>
</tr>
<tr>
<td></td>
<td>• Read an introductory paragraph</td>
<td>• 5-paragraph Essay Template</td>
</tr>
<tr>
<td></td>
<td>• Discuss what elements are in a good Introduction paragraph</td>
<td>• Edited Mind Maps and 5-Paragraph Essay Templates from the previous lesson</td>
</tr>
<tr>
<td></td>
<td>• Have them write the Introductory paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Circulate and check their writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them print the Introduction paragraph</td>
<td></td>
</tr>
</tbody>
</table>

### Where is the lesson going?

This lesson will teach the students what elements are necessary for good Introductions. They will then write these for their own essays. They will also begin to learn about the editing process.

### Hook the student

By engaging students in the act of writing a draft on the computer, they will be hooked into enjoying the activity. As mentioned before, they very much enjoy working on the computer.

### Explore the subject

The subject continues to be the material on Schulz, in addition to the formal processes of writing Introductions.

### Rethink and revise opportunities

By analyzing a well-written Introduction, the students will begin to think about what would make theirs good. They will then start to rethink their information. Additionally, based on the editing of their outline and the spot editing of this new writing, they will begin to revise their writing.

### Evaluate performance and progress

Students will be evaluated on the Introduction paragraph that they write.
**Teacher Preparation**

1. Reserve computer lab
2. Return the edited documents and review the changes with them.
3. Have them work on editing the 5-paragraph Essay Template
4. Begin writing the Introduction on the 5-paragraph Essay Template

**Activity Template**

5-paragraph Essay Template – refer to Lesson 5
Lesson 7: Writing the Body

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Write the body paragraphs | • Hand back the edited Introductions  
• Review the general comments  
• Have them make any necessary changes  
• Meet with anyone having difficulty  
• Read a good body paragraph from the essay from the previous lesson  
• Explain what supporting paragraphs need  
• Have them write one supporting paragraph  
• Circulate and check their writing  
• Have them print the supporting paragraphs. | • Computer Lab  
• Microsoft Word  
• 5-paragraph essay  
• Edited Mind Maps and 5-Paragraph Essay forms from the previous lesson |

Where is the lesson going?

This lesson will teach the students what elements are necessary for good Supporting Paragraphs. They will then write these for their own essays. They will also begin to learn about the editing process.

Hook the student

By engaging students in the act of writing a draft on the computer, they will be hooked into enjoying the activity. As mentioned before, they very much enjoy working on the computer.

Explore the subject

The subject continues to be the material on Schulz, in addition to the formal processes of writing of Supporting Paragraphs.

Rethink and revise opportunities

By analyzing a well written Body Paragraph, the students will begin to think about what would make theirs good. They will then start to rethink their information. Additionally, based on the editing of their outline and the spot editing of this new writing, they will begin to revise their writing.

Evaluate performance and progress

Students will be evaluated on the Supporting Paragraphs that they write.
**Teacher Preparation**

1. Reserve computer lab
2. Return the edited documents and review the changes with them.
3. Have them work on editing the 5-paragraph Essay Template
4. Begin writing the body paragraphs on the 5-paragraph Essay Template

**Activity Template**

5-paragraph Essay Template – refer to Lesson 5
### Lesson 8: The Conclusion

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the conclusion</td>
<td>• Hand-back the edited body paragraphs.</td>
<td>• Computer Lab</td>
</tr>
<tr>
<td></td>
<td>• Review the general comments</td>
<td>• Microsoft Word</td>
</tr>
<tr>
<td></td>
<td>• Have them make any necessary changes</td>
<td>• Essay from previous class</td>
</tr>
<tr>
<td></td>
<td>• Meet with anyone having difficulty</td>
<td>• Edited copy from the previous</td>
</tr>
<tr>
<td></td>
<td>• Read the conclusion from yesterday’s essay</td>
<td>lesson</td>
</tr>
<tr>
<td></td>
<td>• Discuss what makes a good conclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them write their conclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Circulate and check their writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them print the whole document</td>
<td></td>
</tr>
</tbody>
</table>

**Where is the lesson going?**

This lesson will continue to teach the students about the editing process and the method of writing concluding paragraphs.

**Hook the student**

By engaging students in the act of writing a draft on the computer, they will be hooked into enjoying the activity. As mentioned before, they very much enjoy working on the computer.

**Explore the subject**

The subject continues to be the material on Schulz, in addition to the formal processes of writing Conclusions.

**Rethink and revise opportunities**

By analyzing a well-written Conclusion, the students will begin to think about what would make theirs good. They will then start to rethink their information. Additionally, based on the editing of their Introductions and Body paragraph, they will again revise their writing.

**Evaluate performance and progress**

Students will be evaluated on the whole essay that they write.
**Teacher Preparation**

1. Reserve computer lab
2. Return the edited documents and review the changes with them.
3. Have them work on editing the 5-paragraph Essay Template
4. Begin writing the conclusion on the 5-paragraph Essay Template

**Activity Template**

5-paragraph Essay Template – refer to Lesson 5
### Lesson 9: Understanding the Main Ideas

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit and revise the essay</td>
<td>• Hand-back the edited essays&lt;br&gt;• Review the general comments&lt;br&gt;• Have them make any necessary changes&lt;br&gt;• Meet with anyone having difficulty&lt;br&gt;• Demonstrate how to discover the Main Ideas in an essay&lt;br&gt;• Have them use the Main Idea Template in PowerPoint to Find the Main Ideas in their essays</td>
<td>• Computer Lab&lt;br&gt;• Microsoft Word&lt;br&gt;• Edited essay from the previous lesson&lt;br&gt;• Essay from previous classes&lt;br&gt;• PowerPoint&lt;br&gt;• Main Idea Power Point Template</td>
</tr>
<tr>
<td>Pull out the main ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Where is the lesson going?**

This lesson will continue to teach the students about the editing process along with the concept of Main Ideas.

**Hook the student**

Students will be excited about perfecting their essays and finding the Main Ideas in them.

**Explore the subject**

The subject is the full essay on Schulz that each student has finished and the concepts of Main Ideas.

**Rethink and revise opportunities**

By understanding the editing of their essays, the students will again revise their writing. They will also rethink it carefully when they pull out the Main Ideas.

**Evaluate performance and progress**

Students will be evaluated on their Main Idea template.
### Teacher Preparation

1. Reserve computer lab
2. Distribute the Main Idea Template to all the computers.
3. Return the edited documents and review the changes with them.
4. Have them work on editing their 5-paragraph Essay
5. Demonstrate the use of the Main Idea Template
6. Have them use the Main Idea Template to find the main ideas in their essays.

### Activity Template

Main Idea Template – refer to next page
Main Idea Template

Use this template to find the Main Ideas of each paragraph in your Essay.

1st Paragraph
- What is the topic Sentence?
- How do you know this?
- What details are provided?

2nd Paragraph
- What is the topic Sentence?
- How do you know this?
- What details are provided?

3rd Paragraph
  - What is the topic Sentence?
  - How do you know this?
  - What details are provided?

4th Paragraph
  - What is the topic Sentence?
  - How do you know this?
  - What details are provided?

5th Paragraph
  - What is the topic Sentence?
  - How do you know this?
  - What details are provided?
Lesson 10: Creating Their Own Slides

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a PowerPoint slide</td>
<td>• Hand-back the edited Main Idea PowerPoint Template</td>
<td>• Computer Lab</td>
</tr>
<tr>
<td></td>
<td>• Review the general comments</td>
<td>• Microsoft Word</td>
</tr>
<tr>
<td></td>
<td>• Have them make any necessary changes</td>
<td>• Edited essay from the previous lesson</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate how to create PowerPoint slides with Main Ideas</td>
<td>• Essay form previous classes</td>
</tr>
<tr>
<td></td>
<td>• Have them take the Main Ideas of their essay and create PowerPoint slides</td>
<td>• PowerPoint</td>
</tr>
<tr>
<td></td>
<td>with the Main Ideas Template</td>
<td>• Main Idea Power Point Template</td>
</tr>
<tr>
<td></td>
<td>• Have them print the slide(s)</td>
<td></td>
</tr>
</tbody>
</table>

Where is the lesson going?

This lesson will teach the students about the creation of PowerPoint slides.

Hook the student

Students will be excited about making the PowerPoint slides.

Explore the subject

The subject is the full essay on Schulz that each student has finished and the concepts of PowerPoint Slides.

Rethink and revise opportunities

By thinking of how to present the information that they have found, students will revisit and rethink the best way to show what they have learned.

Evaluate performance and progress

Students will be evaluated on their Main Idea slide(s).
**Teacher Preparation**

1. Reserve computer lab
2. Return the edited Main Idea templates and review the changes with them.
3. Have them work on editing their Main Idea slides
4. Have them create their slide with the Main Idea Template.

**Activity Template**

Main Idea Template – refer to Lesson 9
## Lesson 11: Putting it all Together

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit and revise the Main Idea slides</td>
<td>• Hand-back the edited Main Idea slide(s)</td>
<td>• Computer Lab</td>
</tr>
<tr>
<td>Create the full PowerPoint shows</td>
<td>• Review the general comments</td>
<td>• Edited slide(s) from the previous lesson</td>
</tr>
<tr>
<td></td>
<td>• Have them make any necessary changes</td>
<td>• PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Meet with anyone having difficulty</td>
<td>• Each groups slides on one computer</td>
</tr>
<tr>
<td></td>
<td>• Show more details of PowerPoint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Animations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hyperlinks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Graphics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Slide Sorter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have each group assemble their slide show</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them create the Intro Slide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Put it all together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have them plan their presentations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Send home the individual and group evaluation sheet. (Online?)</td>
<td></td>
</tr>
</tbody>
</table>

**Where is the lesson going?**

This lesson will teach the students to successfully put together a full PowerPoint slide show. It will also focus on the group work necessary for an effective project.

**Hook the student**

Students will be excited about working together to make the PowerPoint show.

**Explore the subject**

The subject is the full project on Schulz's life that each group has now completed. Additionally, the skills of creating a PowerPoint Slide show are covered.

**Rethink and revise opportunities**

Students will need to rethink and possible revise their slides to fit into the whole groups structure. They will also need to think about how fancy they want their show to be.

**Evaluate performance and progress**

Students will be evaluated on their self-evaluation sheets.
Teacher Preparation

1. Reserve Computer lab
2. Hand back the edited slides
3. Have them make any necessary changes to them.
4. Transfer each group’s slides to one computer
5. Demonstrate options in PowerPoint
6. Have each group weave slides together and create an opening page and a credits page.
7. Have them practice their presentations
8. Send home the self-evaluation form. (or have it available online)

Activity Template

Self-evaluation form – refer to next page
Self-Evaluation Form

What were the best parts of this project?

What parts were difficult?

What do you know now that you did not know before you started?

How do you feel about the work you did on this project?

Would you like to do another project similar to this one?

What are the 5Ws and H and what is important about them?

What computer programs did you use in this project?
Lesson 12: Presenting the Finished Product

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Equipment</th>
</tr>
</thead>
</table>
| Presenting the slide shows | • Each group will present their project  
  • Each student will fill out peer evaluation and comparison of project forms. | • Projector/Monitor  
  • Laptop  
  • Projects loaded on laptop  
  • Peer Evaluation forms  
  • Comparison forms. |

**Where is the lesson going?**

This lesson will allow each group to present their projects. Each student will also be able to evaluate and compare all the projects.

**Hook the student**

The students will be very excited to present their projects to their classmates.

**Explore the subject**

The students will be presenting on the life and accomplishments of Charles Schulz.

**Rethink and revise opportunities**

As they evaluate and compare each project, students will be directed to rethink their own project and the information that they are seeing and hearing.

**Evaluate performance and progress**

Students will be evaluated on their overall performance and the peer evaluation and comparison sheets.
**Teacher Preparation**

1. Set up the projector and laptop in classroom
2. Load all Presentations onto laptop
3. Invite others to watch the presentations (Head, other teachers, parents?)
4. As the students are giving the presentations, have them fill out the compliments sheet

**Activity Template**

Compliments Sheet – refer to next page
Compliment Form

Use this page to record compliments about each group’s project.

Group 1
What did you like about the things this group presented?

What new information did you learn?

Group 2
What did you like about the things this group presented?

What new information did you learn?

Group 3
What did you like about the things this group presented?

What new information did you learn?

Group 4
What did you like about the things this group presented?

What new information did you learn?
Elementary Writers-Workshop Curriculum Research

How can technology play a more integrated and useful role in the curriculum?
Computer-Based Writer's Workshop

Guiding Questions

The objective of the observations was to gain a better insight into 3rd grade writing curriculum in order to identify the most appropriate integration points for technology-based curriculum. Rethinking the writing curriculum for 3rd grade will assist me in identifying the best uses of computer-based technology in the classroom. Three questions help me take a qualitative approach to the research in an elementary school environment.

1) What is the current writer's workshop curriculum at the Keys School? How is the curriculum being implemented traditionally, without the use of technology?

2) What type of computer-based technology is available at the Keys School? How does the Keys school compare to other technology research trends in U.S. elementary classrooms today?

3) How can technology play a more integrated and useful role in the future writer's workshop curriculum?

Setting and Methods

Setting

The Keys School is a private K-8th school located in Palo Alto, California. The student body is from Palo Alto, Atherton, Menlo Park, Los Altos and other local communities. There are about 250 students from diverse cultural backgrounds. The school maintains a nurturing, close-knit community of teacher and learners. Innovative teaching styles and curricula are encouraged throughout the curriculum. Pedagogical strategies, such as emotional intelligence, multiple intelligences and constructivist ideas, have been applied to the teaching and learning methods. Technology, as computer-based skills and applications, have been introduced as a small piece of the learning process. The school has a computer room onsite, equipped with 22 iMac computers, digital cameras, and color printers. Computer-
based technology is currently being used in curriculum at the Keys school. A technical expert/teacher is onsite to help the teachers with their technology needs, as well as, to help students learn through the use of technology. The computers are equipped with various educational software programs and internet access. Children are seen in the computer room during breaks, recess and after school playing games and surfing the web.

With this background and understanding, I based my observations on designing an integrated computer-based writer's workshop curriculum for the 3rd grade that looks at teaching about technology and using technology as a teaching tool.

**Map of the Keys School**
Methods

Qualitative research methods were used during all of the observations. Although I can hardly say I am an ethnographer after only three observations, I can say that I applied the ethnographer's approach to better understanding the Keys School environment. As David Fetterman writes in his article, "A Wilderness Guide: Methods and Techniques."

The ethnographer is a human instrument. With a research problem, a theory of social interaction or behavior, and a variety of conceptual guidelines in mind, the ethnographer strides into a culture or social situation to explore its terrain and to collect and analyze data.¹

I have also tried throughout the observation to put myself in “the actor’s point of view.” While observing teachers, 4th grade students and 3rd grade students. I found myself asking the questions of “if I were a teacher...” or “when I was in 3rd grade...”. These questions helped me understand the types of comments, actions and reactions of the groups that I observed. Howard S. Becker in his article on “The Epistemology of Qualitative Research," refers to the criticality of taking the actor's point of view in all ethnographic studies. Becker reinforces the importance of accuracy and detail.

One major point most ethnographers tout as a major epistemological advantage of what they do is that it lets them grasp the point of view of the actor. This satisfies what they regard as crucial criterion of adequate social science.²

As I participated in the observations, I found myself becoming "invisible" to the subjects of my observations. I sat in a corner of the room, trying not to obstruct the meeting or class discussion.

My descriptions got "thicker" by the third interview. As I practiced the theories behind qualitative research, it steadily became more comfortable to me. I used the research questions as a lens for my thinking. Initially, I took notes on everything and anything I saw until I become clearer on my question and research methods. I steadily took notes in a three-column format. The first column had the running time, the second column had the comments made by specific people and the third column had a description of the person making the comment. My initial observation was conducted as a survey observation, gaining the sense of the school, the teachers and the curriculum. The second observation focused on classroom dynamics and understanding typical language-arts content for 4th graders.
Finally, my last observation was more specifically focused on the writer’s workshop on computers for the 3rd grade class.

# 3rd Grade Writing Curriculum Critiques

## Keys School

In order to integrate technology into the 3rd grade writing curriculum at Keys School it is important to first understand and critique the current Language Arts curriculum that exists there. It is also important at this point to give a brief description of Keys School. Keys is an independent K-8 institution located in Palo Alto, California. It draws its student body from Palo Alto, Atherton, Menlo Park, Los Altos and other local communities. Keys’ students represent a diversity of backgrounds and most are academically motivated and successful in a rigorous environment. Keys, while preparing students for the challenges of high school and beyond, maintains a nurturing, close-knit community of teacher and learners. To this end, many types of innovative teaching and curricula are utilized throughout the school. Emotional intelligence and other multiple intelligences are taken into account in order to teach and learn in as many styles possible.

In its present form, the 3rd grade language arts curriculum has many components that address the multiplicity of goals expected for 3rd graders. By far the most important component of this curriculum is teaching a structure writing process. Throughout many of the activities, both in reading and writing, understanding and practicing structured writing techniques is of paramount concern. Along with teaching the writing process, the curriculum covers cursive writing, formal grammar rules, figurative thinking, reading comprehension and research, just to touch on a few of the elements. A great emphasis is also placed on creative writing and a feature called Writer’s Workshop is employed to cultivate this talent. Through this program, parent volunteers, in conjunction with the teacher, assist students in becoming published writers. Each student produces approximately three bound books every year. Whether through writing or reading, it is clear that the 3rd grade Language Arts curriculum at Keys School focuses extensively on
the process of writing and the skills necessary to allow students to become authors themselves.

While it is difficult to pinpoint a clear formal ideology in the teaching and curricular choices at Keys, it is apparent that time-tested methods are in practice. Given the small size of the school, only 20 kids in each grade, the teacher is able to understand each of her students well and thereby address the different learning styles of each student. This is quite apparent in the variety of activities that are employed in the 3rd grade classroom. While the emphasis is on writing and the tools and strategies that good writers use, other forms of expression are included in the language arts program. As students write and create stories, illustration and other artistic skills are incorporated in their presentations. Poster projects, oral reports and multi-media book reports round out the multiplicity of differing presentation styles that are taught and encouraged in this classroom. Therefore, it is clear that the curriculum acknowledges and addresses the fact that students excel and different activities and that some are more artistic and creative and others more expressive in words and thoughts. In keeping with the teacher’s philosophy of 3rd grade, “all students are good at something” and this curriculum allows for all students to succeed.

It is important at this point to realize the value of context in creating a curriculum. Although it is possible to take many of the published curricula and expect them to be readily implemented in a classroom, it is naïve to expect that a good teacher would not rather create her own curriculum. In the case of the 3rd grade curriculum at Keys, some of a “published” Houghton Mifflin Reading Anthology is utilized, but most of the curriculum has been created by the teacher and tailored to each class. As an example of how the teacher utilizes the textbook, any story that does not appear in its entirety is not read. This is a clear indication that the teacher is concerned with presenting the students with the whole picture of everything they encounter. In fact, while this textbook is used as a source of reading material, its use is very limited and much more emphasis is placed on trade books and other full text pieces. Therefore, while the teacher could have simply followed the outline of the teacher’s guide and handed out many of the suggested worksheets and
reading comprehension exercises, she has chosen instead to create her own richer set of activities based around her success and the needs of her students. In this same manner, the activities and even the scope of the curriculum will invariably change from year to year based on the particular students she teaches.

With such an emphasis placed upon knowing the students and tailoring the curriculum to their needs, it is no surprise that many of the activities and assignments deal with authentic experiences. As much as possible, almost all the stories are ones in which the students are able to relate in some manner. The writing assignments are also heavily geared to reflective, personal experiences. Not only does this make the task of finding meaningful topics easier, but also it surely engages the students more in the process since the topics are often quite interesting to them. The ultimate goal throughout this whole process, that of making the students life-long lovers of writing and reading, is certainly reinforced through activities and assignments which are centered around making writing meaningful and familiar to the students.

With all this emphasis placed upon authentic activities and the desire to tailor the curriculum to each changing class, one might wonder what types of assessments are in place to ensure that learning is happening. Again, it is important to stress the context. Keys School is fortunate to have small classes and strong resources. Along with the primary teacher, a dedicated language arts specialist assists with the teaching on a daily basis. Coupled with these two teachers are trained parents who volunteer to help with the Writers Workshop series. Therefore, while formalized assessments such as grades may not appear, more meaningful process and procedural assessments occur during every step of the learning and teaching. Students are monitored and supported by teachers and other adults throughout all stages of their learning. While this leads to a strong degree of understanding and learning by the students, it would be important to know whether these students are able to transfer their knowledge to a more standardized assessment, such as the ERB tests that they take. In the end, it is more likely that the students are better served by a curriculum such as this that takes into account a variety of factors and teaches
meaningful learning as opposed to one that teaches simply to a particular test or set of skills.

In studying this curriculum, it was initially difficult to understand how all the various skills of writing and understanding the writing process could be taught while keeping the focus as authentic as possible. However, after seeing the variety of materials and the quality and quantity of the writing produced by the students, it was clear that the curriculum is highly successful. Yet what was almost more important to realize was the fact that it is so tailored to the students and so mindful of the context of the school. It is much more apparent now that Schubert's definition of curriculum, that being “whatever is advocated for teaching and learning” indeed expects that curriculum is more than just the content. The context of the class and the strategies and interests of the particular teacher are just as crucial as what is taught. Hopefully this understanding will not fall on deaf ears in the nation’s current drive toward outcomes and test scores.

**California Department of Education: Writing Standards and Framework**

If Jerome Bruner were re-writing the California State Curriculum Standards based on his educational philosophy, what would he say? Bruner in his book, *The Process of Education*, explains that educational curriculum should emphasize both skills and understanding that enable the learner to better to deal with "the affairs of life." He states "that skills are matters of direct concern to one’s profession and understanding requires a well-disciplined, well-stocked mind." For the following critique, I have extracted the following rules from Bruner’s educational philosophy.

The curricula should provide students with the ability to:

1. learn how things are related (grasp the structure of a subject)
2. "learn how to learn" (general transfer can lead to appropriate learning)
3. experience a variety of curricula (as the population becomes more diverse)
4. develop both socially and emotionally
5. learn under a good teacher
The California Department of Education has defined standards for K-12th grade classroom learning environments that must be adhered to by all public school teachers. I reviewed the online version of the California Curriculum Standards, that is made up of two components, (1) the state standards and (2) the curriculum framework. Teachers are expected to use the state standards to develop the curriculum and the curriculum framework for more detailed explanation of the standards and instruction. Both the standards and the framework do not describe specific lesson plans, activities or assessments, but they are intended to aid teachers or curriculum developers in specific lesson plan creation. The structure of the state standards and frameworks encourage uniformity across all of the public schools in California. I will look specifically at writing curriculum standards and framework for children in the 3rd grade.

Curriculum Overview

The 3rd grade writing standards focus on the student's ability to write clear paragraphs and apply writing concepts to the real world.

1.0 Writing Strategies

- Students write clear and coherent paragraphs that develop a central idea.
- The writing shows they consider the audience and purpose.
- Students progress through the stages of the writing process.

2.0 Writing Applications (Genres and Their Characteristics)

- Students write compositions that describe and explain familiar objects, events, and experiences.
- Students' writing demonstrates a command of standard American English and drafting, research, and organizational strategies outlined in Writing Standard 1.0.

The 3rd grade curriculum writing framework discusses the goals teachers should keep in mind when creating curriculum.

Here are the specific goals:

1) creating a single paragraph with a topic sentence and supporting details
2) refining the legibility of their writing
learning to access information from a range of reference materials (e.g., thersaurus, encyclopedia)

revising drafts to improve coherence and progression of ideas; and

progressing through the stages of the writing process.

The framework also defines how students can apply writing strategies.

“... In practice students apply those strategies and conventions as they learn and extend proficiency in writing narratives, descriptions, and personal and formal correspondence. This strategic integration of skills, strategies, and structures requires:

(1) explicit instruction in each of the individual components (e.g., sentence types, writing of paragraphs, use of tense)

(2) systematic connections of components to demonstrate the utility of the individual parts and communicate to students the big picture of writing. A common flaw in instructional materials is that they often fail to make the important connections for students.”

Aligned with Bruner’s advice, the writing frameworks support the role of structure in learning and how it may be made central to teaching. For example, as students progress through the stages of the writing process, they are learning a skill that can be applied to future writing activities. The standards encourage teachers to emphasize the mastery of these writing skills in 3rd grade and beyond. They also stress the importance of teaching writing strategies and being able to effectively apply those strategies in the context of “familiar objects, events and experiences.” Both the standard and the framework show a clear sense of learning how to learn and learning about the relationship of writing by looking at the “big picture.”

Bruner might also argue that the state curriculum standards do not take into consideration the diversity of California students, the emotional and social state of the students or the quality of the teachers. The curriculum generally addresses the range of learners based on ethnicity, learning style, and learning ability, however when it comes down to customizing the curriculum the standards still represent a generalized group of learners. I think that teachers could really benefit from a student-centered curriculum that took diversity into consideration. This leads me to my final point which is that good
teachers, according to Bruner, are irreplaceable. The state curriculum website contains some information on professional development, but does provide examples of good teaching styles or even a good use of the standards and framework. There was no evidence of a teacher's guide or suggested lesson plans based on the stages of the writing process. The loose frameworks give good teachers a lot of flexibility, but what happens to “bad” teachers? What kind of guidance is available to them?

Finally, the standards do not discuss motivation or the desire to learn in any kind of depth. The state frameworks and standards are very clear on what a child needs to learn, however the curriculum breaks down when each individual teacher takes the framework and tries to build uniquely, motivating activities. Bruner emphasizes the need to stimulate interest not only in the subject matter but also in learning itself. The standards and the frameworks could be very powerful if they considered how teachers could tap into a child's innate ability to learn.

The Bruner lens on the state standards and frameworks helped me understand the challenges of curriculum for a generalized population. The standards can be improved over time, if they began to consider the plurality of students across California. In the meantime, we will have to work within the current learning structure highlighting the teachers that are making good use of the standards and frameworks.

Naturalistic Observations

Observation #1: Language Arts Curriculum Planning Meeting
Feb. 1, 2001

The curriculum planning session offered a wealth of information about the content and context of K-8 grade learning. There were ten teachers in the room. The goal of the meeting was to identify the intersection points of the curricula of each grade. Quickly, the group discovered that K-2nd grade, 3rd-5th grade and 6th-8th grade had the most in common with each other. The discussion looked at how second grade is more free form and in 3rd grade the teacher begins to define a more structured
As the group worked at creating a single document, the discussion was focused on three key categories:

- Materials Used
- Methods of Study
- Skills Developed

<table>
<thead>
<tr>
<th>Time</th>
<th>Observations and Comments</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:35pm</td>
<td>&quot;I thought we could break the curriculum in three content areas&quot;</td>
<td>6th grade teacher led discussion</td>
</tr>
<tr>
<td></td>
<td>Literature and reading material discussed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods of study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Literature</td>
<td></td>
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<tr>
<td></td>
<td>- Stimulus for writing</td>
<td></td>
</tr>
<tr>
<td>3:45pm</td>
<td>&quot;I think we need to break up into smaller groups...&quot;</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td>3:50pm</td>
<td>After some discussion groups broke into K-2 grades, 3-5 grades and 6-8 grades to flush out the integrated curriculum plan.</td>
<td>All teacher discussion</td>
</tr>
<tr>
<td>3:57pm</td>
<td>I stayed with the 3-5 grades and observed the continued discussion. According to state standards, the language-arts curriculum is broken down by reading, writing, listening &amp; speaking.</td>
<td>All teacher discussion</td>
</tr>
<tr>
<td>4:05pm</td>
<td>&quot;2nd grade is more free-form and in 3rd grade we start to defining structure&quot;</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td>4:10pm</td>
<td>Writing process</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td></td>
<td>- Introduce the writing process which is the writer's workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Focus on brainstorming, story mapping, drafting, revising, editing, and publishing</td>
<td></td>
</tr>
<tr>
<td>4:17pm</td>
<td>&quot;We also focus on Expository Writing&quot;</td>
<td>4th grade teacher</td>
</tr>
<tr>
<td></td>
<td>- Which is introducing the paragraph structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Including topic sentence, supporting details and closing sentence</td>
<td></td>
</tr>
<tr>
<td>4:24pm</td>
<td>Research is a big part of the curriculum</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td>- Different kinds of research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Note taking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Presenting Information in a variety of formats (oral and written reports, and posters)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Biographical and Autobiographical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Book Reports that test comprehension</td>
<td></td>
</tr>
<tr>
<td>4:28pm</td>
<td>Interview a classmate (oral exercise)</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td></td>
<td>Journal writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanics (grammar, usage and</td>
<td></td>
</tr>
</tbody>
</table>
Observation #2: 4th Grade Language Arts in the Classroom
February 5, 2001

We observed a lesson in grammar in the 4th grade classroom on February 5, 2001 and quickly begun to get a sense of how teaching and learning takes place in the language arts curriculum.

<table>
<thead>
<tr>
<th>Time</th>
<th>Observations and Comments</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:05am</td>
<td>&quot;O.K class today we're going to learn about linking verbs.&quot;</td>
<td>4th grade teacher (very enthusiastic bouncing around the room)</td>
</tr>
<tr>
<td>11:15am</td>
<td>&quot;If a sentence needs only a noun and a verb, isn't 'I am' a sentence?&quot;</td>
<td>4th grade teacher</td>
</tr>
<tr>
<td>11:17am</td>
<td>Uses gestures to explain exercises.</td>
<td>4th grade teacher</td>
</tr>
<tr>
<td>11:25am</td>
<td>&quot;O.K. class now let's write a paragraph on the topic of your choice in groups. Now choose a setting and put yourself in the setting. Don't forget to underline and label the parts of speech&quot;</td>
<td>4th grade teacher</td>
</tr>
<tr>
<td>11:28am</td>
<td>One group of five children picked Paris, France as their setting.</td>
<td>Observation</td>
</tr>
<tr>
<td>11:32am</td>
<td>&quot;We could say we fly to Madrid, first.&quot;</td>
<td>One 4th grade girl</td>
</tr>
<tr>
<td>11:37am</td>
<td>&quot;Yea, we could say the plane was a 747.&quot;</td>
<td>One 4th grade boy</td>
</tr>
<tr>
<td>11:39am</td>
<td>&quot;What if there was a bullfight going on? The running of the bulls...&quot;</td>
<td>Another 4th grade boy</td>
</tr>
<tr>
<td>11:42am</td>
<td>&quot;Let's use our own names in the story...&quot;</td>
<td>Another 4th grade girl</td>
</tr>
<tr>
<td>11:44am</td>
<td>&quot;O.K. kids we need to go to our next class.&quot;</td>
<td>4th grade teacher</td>
</tr>
<tr>
<td>11:45am</td>
<td>They didn't want to stop writing</td>
<td>Observation</td>
</tr>
</tbody>
</table>
The final observation started to offer some better data based on my ability to clarify my questions. I observed a 3rd grade language-arts class held in the technology room. The class was filled with 21 students, the 3rd grade teacher, the technology teacher and me.

### Observation: Day 2 Notes

<table>
<thead>
<tr>
<th>Time</th>
<th>Observations and Comments</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:20am</td>
<td>Kids sitting on floor. Teacher seemed cognizant of my presence</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td>Talked about writing a paragraph or a story. “Write it directly on the computer. We will then leave a sloppy copy on the computer. Then you will use easy book.”</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td></td>
<td>“Are we writing fiction or non-fiction?”</td>
<td>3rd grade girl</td>
</tr>
<tr>
<td></td>
<td>“It’s up to your…”</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td></td>
<td>“Awesome!”</td>
<td>3rd grade class</td>
</tr>
<tr>
<td></td>
<td>The class all moved next to a computer. There were enough computers in the class so that the children could have a computer to themselves.</td>
<td>Observation</td>
</tr>
<tr>
<td>11:27am</td>
<td>Who remembers how to get on the internet through Netscape Communicator?</td>
<td>Technology Teacher</td>
</tr>
<tr>
<td></td>
<td>Kids were asking each other questions. “Do we write it in capitals?”</td>
<td>3rd grade girl</td>
</tr>
<tr>
<td>11:34am</td>
<td>“Who are the report writers?” The group split up based on students researching more information about ground hogs and those ready to write reports.</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td></td>
<td>Observed three children writing on the computer. All three children opened up Microsoft Word.</td>
<td>Boy 1 (B1), Boy 2 (B2) and Girl 1 (1).</td>
</tr>
<tr>
<td></td>
<td>Used one hand to type.</td>
<td>Boy 1</td>
</tr>
<tr>
<td></td>
<td>“I’m going to change my hand writing, I’m going to change the fonts. I’m having trouble, I can’t see my handwriting.”</td>
<td>Girl 1</td>
</tr>
<tr>
<td></td>
<td>“How do I get to the next line?”</td>
<td>Boy 1</td>
</tr>
<tr>
<td></td>
<td>“Press return.” (the girl answered)</td>
<td>Girl 1</td>
</tr>
<tr>
<td>11:39am</td>
<td>Boy getting very close to the computer so that he can see what he’s type. Looked engaged in writing but seemed to have difficulty with the font size.</td>
<td>Boy 1</td>
</tr>
<tr>
<td></td>
<td>“There’s a green line under the title?”</td>
<td>Boy 1</td>
</tr>
<tr>
<td></td>
<td>“That means it’s not spelled right.”</td>
<td>Boy 3</td>
</tr>
<tr>
<td></td>
<td>“Use your best punctuation. Since it’s a sloppy copy don’t worry about the spelling, right now.”</td>
<td>Technology Teacher</td>
</tr>
</tbody>
</table>
Boy 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Only used left hand to type.</td>
<td>Boy 1</td>
</tr>
<tr>
<td>8:09am</td>
<td>“Wow, I can't even see my handwriting. ” (As she continued to change font styles and sizes.)</td>
<td>Girl 1</td>
</tr>
<tr>
<td>8:11am</td>
<td>“Guess what I called my story. Seth: A Groundhog Story”</td>
<td>Boy 1</td>
</tr>
<tr>
<td>8:16am</td>
<td>“Mine's called Groundhog's Very Own Day.”</td>
<td>Girl 1</td>
</tr>
<tr>
<td>8:24am</td>
<td>“Oh no, why is it all underlined!” Teacher came over to help center an adjust the title.</td>
<td>Girl 1</td>
</tr>
<tr>
<td>11:47am</td>
<td>My mom has this on the computer. I've used this (word processor) to type my African-American report.</td>
<td>Boy 2</td>
</tr>
<tr>
<td></td>
<td>When I want to write something, it keeps underlining.</td>
<td>Girl 1</td>
</tr>
<tr>
<td></td>
<td>Looking very closely at the screen. But continues to squint.</td>
<td>Boy 1</td>
</tr>
<tr>
<td></td>
<td>“What should I call the boy in the story?”</td>
<td>Boy 1</td>
</tr>
<tr>
<td>11:54am</td>
<td>“Seth or Joe…” She was much more concerned with the formatting.</td>
<td>Girl 1</td>
</tr>
<tr>
<td>11:55am</td>
<td>“Seth or Joe…” She was much more concerned with the formatting.</td>
<td>Girl 1</td>
</tr>
<tr>
<td>11:57am</td>
<td>“Oh no, I want to write my title again. Oopsy. Oh no! I want to write my title again and I accidentally deleted it.” The teacher helped get the title back.</td>
<td>Boy 1</td>
</tr>
<tr>
<td>11:59am</td>
<td>“Hey, you know there’s any easy way to check your spelling. Take the mouse and underline the word…click spelling and grammar and it will spell it correctly.”</td>
<td>Boy 2 to Girl 1</td>
</tr>
<tr>
<td>12:00pm</td>
<td>“You’re a genius! I know how to save already.” Girl used spell check method taught by boy when she wasn’t sure about the spelling of a word.</td>
<td>Girl 1</td>
</tr>
<tr>
<td></td>
<td>“How does a Ground Hog’s Day work?</td>
<td>Girl 1</td>
</tr>
<tr>
<td></td>
<td>“I have almost 25 facts.”</td>
<td>Girl 1</td>
</tr>
<tr>
<td></td>
<td>“You can write a fictional story. I’m writing a part non-fiction, part fiction story.”</td>
<td>Boy 2</td>
</tr>
<tr>
<td></td>
<td>“I like to make my title big. It's much bigger and much better.”</td>
<td>Girl 1</td>
</tr>
<tr>
<td></td>
<td>“I like my story because it's about action and adventure. Mine’s about a huge big groundhog.”</td>
<td>Boy 1</td>
</tr>
<tr>
<td></td>
<td>“Mine's about a groundhog who's afraid of his own shadow.”</td>
<td>Boy 2</td>
</tr>
<tr>
<td>12:05pm</td>
<td>“Mine's about....” Teacher said that everyone had to save their papers.</td>
<td>Girl 1</td>
</tr>
<tr>
<td>12:07pm</td>
<td>“Can't I just finish this sentence?</td>
<td>Boy 1</td>
</tr>
<tr>
<td>12:08pm</td>
<td>“Can I write the first sentence fiction or non-fiction? How's that Sam?”</td>
<td>Girl 1</td>
</tr>
<tr>
<td>12:09pm</td>
<td>“Now we have to go to lunch.”</td>
<td>Boy 2</td>
</tr>
<tr>
<td>12:09pm</td>
<td>“Listen and make sure you go to file quit and click on save.”</td>
<td>3rd grade teacher</td>
</tr>
</tbody>
</table>

Teacher spoke to me at the end and said, "They really like working on the computer. They feel like grownups when they work on the computer!" | 3rd grade teacher |
Analyses of Observations

Analysis: Observation #1

The teachers discussed state curriculum and standards for language arts. The categories divided into reading, writing, listening and speaking. The group gradually broke into smaller sub-groups to discuss the commonality in the curricula. I remained focused on the 3rd - 5th grade teachers as they began talking about the writing process. All three teachers discussed the writer's workshop. The 3rd grade teacher described the writing process with the following steps:

- Brainstorming
- Story Mapping
- Drafting
- Revision
- Editing
- Publishing

The teachers also agreed on the writing activities they presented in class. Five general writing topics spanned all three grades for creative writing. The writer's workshop encouraged students to experiment with different styles of writing.

- Expressive
- Narrative
- Persuasive
- Informative
- Expository

Poetry, research, book reports, biographical and autobiographical also fell into these categories. In 3rd grade, students are introduced to these writing topics and develop their skills further through 5th grade.

The integrated language arts - technology curriculum initially focuses on 3rd - 5th grade students. The meeting helped me understand the current curriculum topics and the points of commonality between the grades based on content and standards. Based on the initial survey of the school, the teacher
observations and the curriculum planning, I became more informed about the appropriate content area to concentrate on for elementary school learners. The discussions in the meeting focused on the importance of literacy, and more specifically writing.

**Analysis: Observation #2**

My next step was to observe a traditional class setting, where children practiced writing in the daily lesson plan. The observations began with initial large group instruction on the parts of speech ranging from nouns to adverbs. The students appeared to be engaged, but it was difficult to gauge learning and specifically, individualized understanding in this setting. Essentially, the teacher used a worksheet with the parts of speech, their definitions and an example to introduce these new concepts.

Next, the students were given the task in their seating groups of 5 to write a paragraph with 5 sentences applying the parts of speech. This activity seemed to involve all the students and when it was time to go to leave for the next class, the majority of the students wanted to continue working.

Throughout both of these activities, two teachers, the 4th grade primary teacher and the reading specialist were actively engaging the students. Technology, in the form of computer instruction, was not used in this activity. Even the student worksheet was hand written and photocopied. The second observation helped me gauge children's motivation in terms of writing without the use of computers. Would the motivation to write increase or decrease when writing and technology were combined in the lesson plan?

**Analysis: Observation #3**

The third and final observation was the most enlightening. Perhaps, because I was clearer on my own question in regards to technology-based curriculum and what I was looking for. The teacher spoke of wanting to teach the students the writing process.

Introduce and develop writing process including:

- Using Story and Mind maps
- Drafting: “Sloppy Copy”
- Revising and Editing
Publishing, Illustrated final copy

The class had already gathered facts about ground hogs on the internet the week before writing the story on the computer. They created their story and mind maps in a hand-written outline. They were in the second phase of drafting the "sloppy copy" on the computer. Out of the three children I observed closely, each had a very different interaction with the computer. The first boy, or whom I refer to as boy 1, was extremely engaged in the writing process. He was typing with only his left hand and squinting at the computer since the font seemed smaller and illegible. He was engrossed in the fact that his story was about "action and adventure." The second girl, or girl 2, seemed completely involved with the formatting of her document. Her comments like, "Wow, I can't even see my handwriting." (as she continued to change font styles and sizes), and "Oh no, why is it all underlined!" as the teacher came over to help her center an adjust the title. My observations of her confirmed Armstrong's studies in his article, "The Young Writer and the Screen."

'...regardless of the tasks that teachers assigned during the learning period, children focused their attention on mastering the word processing system and on developing keyboard familiarity, rather than on the content of their writing.'

Girl 2 seemed to have the most written notes about the ground hog, but get the least amount of writing accomplished. She appeared to be focusing on how the word processor worked as opposed to what the topic of her story was going to be. Her notes on the ground hog were not referred to during the writing session because she appeared enamored with the computer. On the other hand, she was expressing her creativity in a whole new way. She was trying to choose a font that was expressive and conveyed something about her own taste. Finally, boy 3 appeared to be both engaged in his story and distracted by the capabilities of the word processor. He spent a lot of time writing, but also spent some time using the spell check feature and the bold feature. Things he has seen his mom do, while writing on the computer at home. The observations were helping me understand the way in which a 3rd grader might approach a word processing tool, which is very different from the way we as adults approach the tool. The appeared to be very quick learners and motivated by the writing as well as the computer use. As the
teacher told me at the end of the class, “They really like working on the computer. They feel like grownups when they work on the computer!” If the computer encourages children to explore writing and motivates them to learn in new ways, how can we explore new types of technology to further their explorations?

Teacher Interview

“So it (writing) is very much a formula in third grade… but I hope it will become more automatic as the move up through the grades.” Carol Wilson, 3rd Grade Teacher

Overview

I conducted two interviews with Mrs. Carol Wilson, a 3rd grade teacher currently teaching at the Keys school. The first interview lasted about 25 minutes and the second interview lasted about 45 minutes. Carol is in her late forties, has auburn hair and a very kind personality. She is dedicated to teaching as she has been doing it for over 20 years now. In both interviews we discussed 3rd grader participation in the writer’s workshop curriculum, lessons and activities.

Questions

The questions were as follows:

First Draft Questions

1. Could you describe your current language arts curriculum to us?
2. What are views on using technology in the classroom?
3. What is your definition of technology?
4. How do you work with the over achievers in the classroom?
5. How do your work with the under achievers in the classroom?
6. What are some of the challenges you face while teaching in a classroom?
7. What are some of your assessment techniques.
8. What types of lessons and activities do you use while teaching reading? Writing?
Second Draft - Interview #1

1. Tell me about your Language Arts curriculum, more specifically the writer's workshop?

2. What are your greatest challenges?

3. How do you use technology today?

4. If you had a technology wish list, what would it be?

Third Draft - Interview # 2

1. Could you describe your current writing curriculum to us?

2. Could you describe some of the writing projects you do during the year?

3. What are the challenges you face while teaching with technology?

4. Describes the lessons and activities you use while teaching writing?

5. What are some of your assessment techniques for writing? And writing on the computer?

6. If you had a wish list of how you could use technology, what would it be?

7. What is your definition of technology?

8. What do you think technology could never teach?

Transcription

3rd grade teacher, Technology Coordinator and Me

Conversation (10 minutes 48 seconds)

Ami

So umm, Why don't I start...with um ... the first question, ...um... last time we talked a little bit about the language arts curriculum in general...[uh huh] and Michael and I realized that we're focusing more specifically on writing [o.k]. and so I'm wondering if you could just describe for both of us a little bit more about your current writing curriculum, over the course of the year. Like what sorts of things do you do? What are the biggest things? Some of it might be redundant, but feel free to say anything...

Carol

O.K. I happen to think that writing is the most important thing that we refine in third grade... and we start out by just following what they did in second grade which is basically just giving them the opportunity to get their ideas on the paper with very little structure or very quickly I add structure to that
and we do a lot of modeling of well known authors… [uh huh] and that works into our creative writing which is we do once a week in writers workshop [uh huh] so what I mean by that I would read a book by an author that's predictable…in other words it has some sort of pattern to it… and then I would give them guidelines to follow the same pattern that the author used but they have to create the story that goes with it. And I encourage them to do what we call a story map first, which is basically an outline and then their prepared to go into the writing process. Since this is done within writer's workshop. We usually have four to five children to one adult because parents come into help during that time period. So before they actually go into the writing process they have their outline or story map checked by an adult.

And the other thing I encourage them to do is to write about themselves because I read them several books about authors, by authors that tell you that in order, what you write best about is what you know most about and what they know most about is themselves and their own lives.

So an example of a book you could use is The Art Lesson by Tommy Depaola where his work in this story it shows that his artwork is based on his life. It's a very simple picture book.

Um…at the same time that we're doing the creative writing aspect, we're also teaching them how to write a paragraph and so we work on topic sentence, supporting sentences and a closing sentence. And we try to use that over and over again in as many different avenues as we can, if we go on a field trip then I ask them to write a paragraph about it. If …um their writing in their journal about a vacation I encourage them to write a paragraph about it and we talk about how your topic sentence must give you ideas about what's going to go on throughout the rest of the paragraph. So I might tell them if you're writing about your vacation, mention two or three things that you will expound upon later on.

So it's very much a formula in third grade… but I hope it will become more automatic as the move up through the grades. [o.k.]

Um they do…do one five (cough, cough, cough, excuse me) one five paragraph essay. This is in about the February time period. Where they write, this year they are wrote about a famous black American. And I tell them exactly what goes into each paragraph. So paragraph one is an introductory paragraph, it gives the name of the person, where they were born, when they were born and three accomplishments. And then in each of the next three paragraphs they have to expound on one of the accomplishments. And then the closing paragraph is why do they think a book should be written about this individual they just researched. And so, Many of my assignments where there's structure in the assignment for them [great]

Writer's workshop is ongoing the whole year. It's once a week the whole year and the goal of that is that they publish two to three hard back books. [two-to-three hard back books by the end of the year] by the end of the year, even though they'll have the opportunity probably to write six to eight different pieces… but I think they need to begin to learn that everything you write isn't something that can be published.

Ami

So, do you find that… um …going week to week like they did on Thursday and then the following Thursday… does that effect the flow at all? Like you know they might get into a piece of writing…and then they stop, right… and then they don't pick it up again for another week?
Carol

I don't think so because they seem to be used to that format, last year they did that in second grade, so they are very used to that, and I start out the writer's workshop saying, I'd like you to read everything you've written up 'til now. Look through what you've done... If you feel comfortable going through with something you've written then go back and work on it or here's another idea. And then some children of course are working on illustrating books so that they have some flexibility in within that program, they don't have to finish something they've written before, especially if they didn't like it. And the things in writer's workshop go through a lot of editing. We look for descriptive words. The basis is that the story must have a good beginning, middle and an end. Um And I look for a reasonable topic sentence, which would follow through from paragraph writing, and then I also look for that they don't say the word said, said, said, using synonyms is really important, it's something we emphasize throughout the writing process.

Now also writing carries through to the reading process because I don't use a lot of fill in the blanks or copies for them in literature, almost everything is a follow-up or an assignment to literature either uses the writing process or some other process like art or informative posters or something like that...[right] so that we work very hard in that arena to write complete sentences and give details and go back to the text book use that as your reference and back up whatever you say, so if you tell me a character is nice...I want to know why that character is nice... I won't accept that he's nice...[great]

Ami

And um, so you've just answered the next question which was describing some of their writing projects during the year. Are there some books in general that you read to them or um projects that you particularly love? Like if we were to actually start looking at it through a technology lens. [uh huh] Which ones would you say are really good?

Carol

The Flat Stanley Project, because I also definitely think we could use technology there. Which works on letter writing. Which I didn't include. But we certainly teach it. It's based on a book called Flat Stanley by Jeff Brown. And um actually the art teacher reads it to them. And what happens is it's about a little boy who goes to sleep, real quick, a bulletin board falls on him and he becomes flat and he wants to go on a trip and his parents essentially put him in a mailbox and mail him to relatives in California, I think. So what the do in art is make their own Flat Stanley and we also make globes in art to go along with the project. And then with me we, they bring in the name of somebody who preferably lives outside of California, preferably lives someplace other than the United States, but that doesn't always work. And they write a letter to this person and they send Flat Stanley, and they ask that person to take Flat Stanley on a trip or many trips, take pictures, send postcards, send information. And hopefully we get some information about where Flat Stanley's gone. The kids keep a map and we colored in all the states that Flat Stanley's gone to. [Wow] They hear that he's only gone to three countries, two countries actually, Australia and England. And then as the letters come back they have to make an oral presentation to the class. And what I would like to do is make some sort of scrap book with all the stuff we get back so that other people [oh that's a neat idea] can see what we've done. You could do it on a computer instead of a notebook in my classroom. So I think that certainly leads to a lot of technology. I think that technology also when they...See we do a report on landforms and this year on African Americans... Um...I certainly think that there's some way they
could use the internet for them to get information [ uh huh]

And I think what the need to learn at this point using the internet is how to find information, now their parents are directing them and their downloading it. And is there a way to teach them to do some of that alone. And because certainly I encourage them for pictures and things to go out on the internet or if there were something they couldn't find in the book they read and look for it somewhere else.

**Main Topics**

The interview with Carol was an enlightening process. The formality of the conversation and the ability to go over the conversation from the recorded version offered me a unique perspective on the writer's workshop. As Carol stated in the conversation about teaching writing, "I happen to think that it's the most important thing that we refine in third grade…" She explained the importance of adding structure to the writing process as the students transition from second to third grade. Carol discussed various frameworks, patterns and guidelines she designs to help students learn how to write more effectively.

The writing activities the 3rd graders engaged in also began to clarify themselves out through the conversation. Carol discussed different writing objectives all reinforced through the writer's workshop. Two specific activities were described in the interview 1) Writing about themselves, and 2) Communicating to others through writing.

Innovative writing strategies were shared such as writing about what the students knew best -- themselves. Carol explained gave us an example of a book she uses for this lesson called The Art Lesson by Tommy Depaola. She explained, "where his work in this story shows that his artwork is based on his life."
The literature used to teach writing modeled and scaffolded the writing process on many different levels, from author's intent to the content itself.

Carol gave innovative ways we might design a writing activity based on technology, as well. "The Flat Stanley Project," she explained, "Because I also definitely think we could use technology there. Which works on letter writing." The Flat Stanley book incorporated art, social studies and writing to give the students the ability to interact and communicate with relatives and family members around the globe.

As we were looking for ways to integrate technology into Carol's existing curriculum, this activity offered multiple integration points through word processing, email and internet surfing.

Carol concluded this porting of the interview with an optimistic reaction to the various uses of technology in her classroom. She described the current uses of the internet and identified areas in which she felt the students could grow. "They need to learn at this point [via the internet] how to find information, now their parents are directing them and their downloading it. And is there a way to teach them to do some of that alone." Carol's interview was inspiring and encouraging because she gave us new ideas we had not even thought about.

**Summary of Findings**

After conducting some research on the patterns of computer-based technology use from the Teaching, Learning and Computing Journal, I discovered a study that illustrates the range and effective use of technology in U.S. classrooms. (refer to Table 1 at end of the document).

- Teachers whose primary objectives include having students “find out about ideas and information” have their students use CD-ROMs and the World Wide Web more.
Computer-based information retrieval appears to be linked in teachers’ practices with efforts to improve student’s performance as writers.

Computer use in the classroom has a lot to do with the teachers’ expertise. Those teachers who lack computer knowledge are more likely to limit student computer use to drill and practice computer games.

**Technology Curriculum Integration Points in the Writer’s Workshop**

The integration of the curriculum requires looking at the teacher’s objectives and identifying computer-based programs that can help meet the high level objectives. I will also have to identify the age-appropriateness and level of difficulty of the computer-based technology skills to ensure a viable curriculum plan. The observations show me the potential for technology and writing integration, however the greater understanding will come from structuring a plan or a program taking into consideration traditional versus technological. What parts of the curriculum should remain hand written or teacher taught and what part of the curriculum can be explore via a computer or with the use of a computer-based application? When should children start learning formally computer skills to become more proficient at writing? Are children spending more time on learning the technology on learning how to write? All of these questions need further exploration. Below I have created a table to start breaking out some of the objectives and skills needed to teach effective writing using the computer.

<table>
<thead>
<tr>
<th>Writer's Workshop Objectives</th>
<th>Computer-Based Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Skills</strong></td>
<td><strong>Word Processor</strong></td>
</tr>
<tr>
<td>Expressing in writing</td>
<td>• Keyboarding Skills</td>
</tr>
<tr>
<td>Mastering skills</td>
<td>• Microsoft Word Skills</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Other Computer Skills</strong></td>
</tr>
<tr>
<td>Presenting info to an audience</td>
<td>• Powerpoint</td>
</tr>
<tr>
<td>Analyzing Information</td>
<td>• WWW</td>
</tr>
<tr>
<td>Communicating electronically</td>
<td>• Email</td>
</tr>
<tr>
<td>Learning to work collaboratively</td>
<td>• Email</td>
</tr>
</tbody>
</table>

There is exciting potential with computer-based writing, not only from a word processing perspective, but also from a collaborative perspective. I would like to take into consideration all of the observations to identify new designs and/or software looking at ways children can focus on writing but also learn valuable computer skills to build a strong foundation in both.
Conclusion and Further Questions

What does it mean to rethink the writing curriculum to identify the best uses of technology? The observations showed me a great deal about the elementary school environment on many different perspectives. From an organizational perspective, as a school needing to justify and market their curriculum to parents and potential customers. From a curriculum perspective, as teachers determine what children should be learning in different grades based on preparing them for higher grades. From a teaching perspective, as teachers and children interact in the classroom as they are faced with different teaching styles and different learning rates. And finally, from a learning perspective, while I observed 3rd graders grapple with writing in the traditional sense and on a computer. All of these observations allowed me to begin to think about computer-based writing from the user’s perspective.

Further questions will need to be conducted through more observations in different school environments, public and private. Teacher and student interviews are also crucial to the understanding of the “actor’s point of view.” What I might see as critical may be different based on the teacher or learners’ intent.

Questions about different types of teaching based on effectiveness are central to human versus computer instruction. Is it better to have teachers teach the specific content or can computers offer more individualized instruction on some topics. How can technology assist teachers in the classroom and ultimately more effectively motivate and teach children to write?

Teacher Interviews

My goal will be to understand the teacher’s curriculum goals as they teach writing in the classroom. The following is a list of questions we will be asking to gain more insight into teaching intent.

1. Could you describe your current language arts curriculum to me?

2. What are your views on using technology in the classroom?
3. What is your definition of technology?

4. Do you have to make any special accommodations for any of the children in your class?

5. What are some of the challenges you face while teaching in a classroom?

6. What are some of your assessment techniques?

7. What types of lessons and activities do you use while teaching writing?

**Student Interviews**

1. Do you enjoy writing?

2. What do you like about writing?

3. Do you like working on computers?

4. How comfortable are you with typing on a keyboard?

5. If you had a choice, would you write on paper, on the computer or both? Why?

Answers to such questions could offer more information and shed a new light on the observations. The observations helped me gain a sense of the overall landscape and some of the types of issues that arise when children learn to write both in the traditional sense and with the use of technology. I conclude with a question from a designer's point of view. How can I design a computer based writing tool that encourages children to become more efficient in writing skills, computer skills, communication skills and tap into their individual creativity at the same time?

**References**

**Table 1: Technology Used in U.S. Classrooms 1998**
### Relationship Between Objectives For Computer Use and Types of Software Used (Effect sizes)

**Difference in Frequency of use between teachers with/without that objective**

<table>
<thead>
<tr>
<th>Teacher Objectives</th>
<th>Word Processing</th>
<th>CD-ROM</th>
<th>WWW</th>
<th>Games</th>
<th>Simulations</th>
<th>Graphics</th>
<th>Spread/Data</th>
<th>Presentation</th>
<th>Multimedia</th>
<th>E-Mail</th>
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<tbody>
<tr>
<td>Finding out about ideas and info</td>
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<td>.59</td>
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<td>Mastering skills</td>
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<td>-.32</td>
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<tr>
<td>Presenting info to an audience</td>
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</table>

*Highlighted statistics draw attention to negative differences indicating the types of software less likely to be used by teachers with certain objectives.


### Notes

**Chapter 5**


Relationships Between Student computer Use and Teacher's Objectives for Having Students Use Computers Teaching, Learning & Computing, April 2000, pg. 2
Our Process

The process used in creating this curriculum could truly be defined as an iterative, participatory design. From the very beginning, we met with and observed many of the eventual stakeholders including the 3rd – 5th grade teachers and students. Once we finally settled on the 3rd grade and the writing program, we employed the qualitative method of ethnography to better understand the 3rd grade teacher and the students. Through constant reflection and revision, we have put together an effective curriculum tailored to Carol Wilson’s 3rd grade class at Keys School.

Included in this document are the various iterations, notes and ideas that transpired throughout this process.

Broad Outline

The integrated language arts - technology curriculum initially focuses on 3rd - 5th grade students. We will conduct interviews with the teachers of all three of these grades, as well as observe the language arts classroom of each grade twice in the course of two weeks. The newly created curriculum designed based on current teaching topics, teaching styles and learning patterns. On Feb. 1, we attended the teacher's language arts curriculum planning. The meeting helped us understand the current curriculum topics and the points of commonality between the grades based on content and topic. We decided on two themes:

1) Reading - phonics, spelling and grammar

2) Writing - Writer's Workshop - expressive, persuasive, informative, narrative and expository writing.

Rethinking the reading and writing curriculum for 3rd - 5th grade will help us identify the best uses of technology. We will be looking at the technology from a dual perspective. We will identify the best ways to teach technology to the students. We will also identify the areas in the current curriculum technology could be best utilized to offer greater learning and more individualized instruction to the student.