

ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education

LESSON PLAN

<i>Requirement</i>	<i>Your Answer</i>
Your Name	Jacklyn Pursuit
Your ED101 Lab Section	A
School	Gardner Pilot Academy
Grade(s) Observing	4 th Grade
Supervising Teacher	Ms. Amy Koppe
List any teaching help you may have during the lesson	Ms. Marissa Kellerher (classroom intern), Ms. Suzanne Mason (4 th Grade Specialist), Mr. Jimmy (intern), and maybe Ms. Sofia (ED100 student who observes the other 4 th grade classroom at Gardner)
Setting (in class, in computer lab, other?)	In the classroom with the two classroom desktop computers and two laptops from the laptop cart.
Technology needed to complete lesson	<i>What technology, support materials, and aids will your lesson use? Do you need an overhead projector, one computer for each child, etc? How many of each material/how many students...</i> At the Gardner, classrooms are only allowed to check out two laptops at a time. However, there are also two desktop computers in the classroom making a total of four computers available to our class at one time. I will teach the lesson to four students at a time during the usual writing time while the other students do other writing activities elected by my cooperating teacher.
Other materials needed	I will provide a handout for the students to take home with them with information about how to access the website from home or another computer so that they can use the website as a resource in the future.
Content Area(s)	Language Arts
Title of web site	Writing a Personal Narrative!
Topic of Lesson	<i>Writing personal narratives.</i>
Goals of the Lesson	The aim of this lesson is to give the students a good foundation of writing a personal narrative and to provide them with a resource that they can use throughout their academic careers.
Three Objectives	-Students will be able to define a personal narrative by giving examples of personal narratives that they could write.... "A story about my birthday party", "A story

	<p>about what I did last summer”, etc.</p> <p>-Students will be able to organize their narrative in 5-paragraph-essay-like form by correctly using the graphic organizer and paragraph sandwich presented in the lesson.</p> <p>-Students will be able to use the learned information in the lesson plan to brainstorm an essay in response to practice prompts given at the end of the lesson.</p>
Technology standard	<p>Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</p> <p>Problem Solving G3-5: 3.6 With teacher direction, use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts Curriculum Frameworks ➤ English Language Arts Grades K-5 ➤ Grade 4 Writing Text Types and Purposes <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Introduction of Lesson	<p>1) Students will be grouped into their pre-assigned writing groups. They have been working in these groups of 4 since the beginning of the school</p>

	<p>year. This will work well with the four computers that we have available.</p> <ol style="list-style-type: none"> 2) The lesson will take place in the classroom 3) The students will be prepared for the lesson that will take place with an introduction from me: <p>“Today in writing we will be learning about personal narratives at 3 different stations with the teachers in the classroom. We have a special treat today because at my station we get to use a special website that I designed specifically for you!”</p>
Lesson Procedure, Web Site Use, and Technology Standard	<p>First, I will tell the students to split up into their writing groups and assign each group a starting station with a different teacher. When they get into their groups, I will begin with my first section by giving them some background on what we will be doing with the computers. I will talk to them about appropriate use of the computers asking them what they already know about appropriately using the technology and by filling in anything that they miss. Knowing the students in the classroom, I am sure they will be well-educated in appropriately using the computers in the classroom setting, but it is best to be sure before I send them browsing the internet.</p> <p>After we go over what we should and should not do on the internet during the lesson, I will give each of the students a small slip of paper with the website link on it, allowing them each to type the website into the computer on his or her own to work on technology skills. When they arrive at the website, I will tell them to observe the homepage and think about it and ask them what they think that the website is designed for or why do they think that we’re using the website. I will then instruct them to click on the first page “What is a Personal Narrative” and we will go over the information on the website by the students taking turns reading each bullet point and individually analyzing media or activities that they encounter.</p> <p>This process will continue with the other pages that present the key information of the lesson. When these four or five pages are fully explored, we will move on to practice prompts and the quiz. This is where I will be able to gauge if the students truly grasped the information that they were presented with on the website. I will have the students open word documents so that they can organize their answers to the practice prompts by using technology. They will then select one of the practice prompts to plan an essay for. I will ask the students to access the “Essay Map” link on the page</p>

	<p>“Making a Graphic Organizer”. They will use this online tool to plan an essay that responds to the prompt they select. The quiz will be completely web-based.</p>
How will students be assessed?	<p>My assessment will come towards the end of the lesson where students are asked to organize answers to the practice prompts using Microsoft Word. Each student will then select one of the practice prompts to plan an essay for. . I will ask the students to access the “Essay Map” link on the page “Making a Graphic Organizer”. They will use this online tool to plan an essay that responds to the prompt they select. This assessment will serve as a good measuring tool as to whether the students grasped the lesson or not. If the students do not finish in the time that we have, the graphic organizer will carry over into homework and will be due two days later (the standard time for homework in Ms. Koppe’s class) and I will look at the organizers the following week when I return and provide feedback to the students.</p>
How will you know if students have met the objectives stated above?	<p>-Students will be able to define a personal narrative by giving examples of personal narratives that they could write.... “A story about my birthday party”, “A story about what I did last summer”, etc. This objective will be assessed through group conversation where I ask the students for examples of personal narratives as we are going over the information on the first page “What is a Personal Narrative?” I will be able to monitor every student’s progress since we will be working in a small group.</p> <p>-Students will be able to organize their narrative in 5-paragraph-essay-like form by correctly using the graphic organizer and paragraph sandwich presented in the lesson.</p> <p>-Students will be able to use the learned information in the lesson plan to brainstorm an essay in response to practice prompts given at the end of the lesson. The other two objectives can be measured as met through the activity at the end of the lesson where students are asked to respond to practice prompts and organize an essay into a graphic organizer. If they can do this correctly, the objectives will be met.</p>

Web-based Quiz	<p>1) What should you do when you are first presented with a prompt?</p> <p>--Write an essay about it without organizing your thoughts.</p> <p>---Mark up the prompt, identifying key words or phrases.</p> <p>---Organize your thoughts into a graphic organizer.</p> <p>2) Why is it important that we organize our narratives into graphic organizers?</p> <p>-- to make sure that the sequence of events is in the order that it happened.</p> <p>--to get all of our ideas onto paper to see if there is anything that is missing or unnecessary.</p> <p>--to make sure that our paper is well organized so that our reader can easily follow our story</p> <p>-all of the above.</p> <p>3) Which of the following is an example of a personal narrative?</p> <p>--a story about what you did yesterday after school</p> <p>--a story about what your friend did after school</p> <p>--a story about what Ms. Koppe did after school</p> <p>4)True or False: A personal narrative can be about something made up.</p> <p>5)True or False: A personal narrative can be about a person.</p>
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