

Technology Integration Lesson Plan Template

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Lesson Title:	Create-a-Magazine
Grade Level:	7 th Grade
Technology Standard (NETS-S)	Communication and Collaboration
Subject Area/Content Standard:	English and Language Arts
Technology tool/software:	Microsoft Publisher and Word

Preparation

Prerequisites: What do students need to know prior to this lesson?
Students need to have a basic knowledge of what constitutes a story. They do not need to know the specific stages, just a basic ability to distinguish a story from an article, for example. Basics of Microsoft Word will be crucial while skills at Publisher aren't needed from the beginning since we will learn them together.
Context: Where does this lesson come in the unit?
The magazine portion will come at the end of the unit. As students have spent a considerable amount of time creating their stories already, creating and presenting their group produced magazine represents the culmination of the short story unit.
Vocabulary: What vocabulary will be learned or reinforced in this lesson? How will you make the vocabulary development part of the lesson?
<ol style="list-style-type: none"> 1. Exposition 2. Rising Action 3. Climax 4. Falling Action 5. Dénouement 6. Metaphor 7. Alliteration 8. Simile 9. Personification 10. Allusion 11. Onomatopoeia 12. Idiom 13. Hyperbole 14. Cliché 15. Oxymoron

Students are required to not only know these words, but apply them to this short story unit. The first five will each be required parts of their story. 5-15 are examples of figurative language. They need to be included within the story, but not all are needed. The student must find ways to include three of them within their story. To include four or five will receive extra credit on this portion. During the Publisher stage, students will need to find ways to draw attention to their figurative language examples by using highlighting, arrows, bold/enlarged print, etc.

Materials: What resources are needed to make this lesson successful? What will you need to prepare in advance?

During the short story portion, students will each need a laptop for themselves with Microsoft Office installed and internet capabilities. I will need to make sure we have enough laptops for the classroom and that each one meets the software/internet requirements. I will also make sure each laptop is running effectively in order to limit whatever troubleshooting situations that may arise during the lesson.

Objectives or Learner Outcomes

How will the learning be measured and assessed?

General Goal(s):

Students will each create their own short stories.
Students will learn effective methods of collaboration with peers.
Student groups will "publish" their very own magazine comprised of short stories.

Specific Performance-Based Objectives:

Teachers will observe better on-task behavior in at least 75% of the students.
Students will learn the five components to a short story.
Students will gain a basic understanding of Microsoft Publisher.
Students write with few grammar or spelling errors.

Anticipatory Set (Lead-In)

An "attention getter" to focus students' learning? A discussion or activity to activate students' prior knowledge?

The day before I introduce the assignment, I will ask my students to bring in a magazine that interests them (age and content appropriate of course), if they currently own an issue. This isn't required at all, but it would help the student to have their own issue to use as inspiration during the project. As the instruction day comes, I will take five or so of the magazines and present them using the Promethean board. As a class we will go over how each magazine is constructed using images and various graphics to compliment the written articles.

I will then let them know that they now have the opportunity to create their own magazine and have the freedom to make it look how they please. They will be using the short stories they just finished as their content. With that said, I will then show some of the best projects previous students have turned in. This will help show them how vastly different and exciting these projects can turn out. I will then recommend that students keep a copy of their favorite magazine in their backpack for the duration of the assignment in order to consult whenever needed.

Step-By-Step Procedures

Instruction: List procedures for what will happen first, second, and so on to teach what you expect the students to learn. SDAIE instruction should include some consideration of language development.

1. After spending significant time reading various stories, students will now be required to write their own. Each story must contain the five main parts to a story as well as at least three examples of figurative language.
2. As each story is finished, students must have three peers proofread their stories.
3. After stories are fully edited and revised they are turned in to teacher. Students must turn in completed stories in order to participate in magazine portion of assignment.
4. Once stories are graded and handed back out, teacher can begin introducing the magazine part of the lesson.
5. Students will be grouped up according to teacher choice. They can be grouped by story genre, similar academic ability, or varying ability.
6. Teacher will introduce magazine mini-lesson where students are required to transform a basic word document into a magazine-like page using Publisher. The assignment will include various objectives of Publisher functions like, text boxes, borders, images, columns, word wrapping, etc. This assignment is important in order to generate a common understanding of the software's capabilities.
7. Following the mini-lesson, groups can begin constructing their magazine. They will be allowed two weeks for the remainder of the assignment (7 class days to complete this portion. 3 days for groups to present their work.)
8. During the presentation phase, students are advised to pay close attention. The class has the power to grant one 100% score to the best project. Each assignment will then be turned in and graded by teacher. The collaboration portion of the grade will come from each student's peers. The teacher will pass out a rubric to be filled out about each group member. Students will fill out the rubric anonymously to promote truthful feedback of each member. The short stories will be graded by the teacher.

Guided Practice (2-3 sentences): What activities will the students engage in to practice the learning? Include some time when the students are working with partners or in small groups. Be sure to include how you will check for understanding throughout each stage of your lesson. Write out high level and/or open-ended questions to ask throughout your lesson.

Students will work each contribute their own individually created story to their group magazine project. Students will be expected to work in groups to construct the magazine. At specific intervals of the assignment I will pass out a checklist for student groups to assess how far along they are.

Lesson Extension (gifted students): What activities or alternatives will you provide for those who finish

early and want to explore the topic more?

Gifted students can employ advanced functions of Microsoft Publisher to their magazine or their own article portion of the magazine. I think this will allow them to express them further along with challenging these students to delve deeper into the software capabilities.

Adaptations (For Students With Learning Disabilities):

Instead of writing a short story with the five components, these particular students can simply write out a scene of a story. If they need the lesson modified further, they can create a one-page comic detailing a scene. In either method, they will demonstrate basic knowledge of constructing a story. If they go the comic route, I can scan their comics into the computer so they can contribute their work to their magazine group seamlessly.

Connections (to other subjects)

This lesson for the most part sticks to English and Comparative Literature content with its emphasis in short story creation. However, the skills gained in using Microsoft Publisher can be used throughout their time in school for any other academic subjects.

Independent Practice

What will you do to have students practice the learning independently?

At the beginning of the magazine part of the lesson, each student will be required to complete and pass the mini-lesson. This mini-lesson teaches students basics of using Publisher. It will require them to employ every basic function they will need in order to thrive in the magazine creation part. The short story development phase will largely be independent work, while the magazine will rely primarily on student collaboration.

Closure

Reflect on Anticipatory Set

Getting students to bring magazine they already have a love for helps them immediately connect to this assignment. If they already look at magazines, this can help show them many ways they may want to replicate in their own magazine creation. I think it also shows them how deeply personalized magazines can be.

Lesson Evaluation

Collaborative Work Skills : Create-A-Magazine

CATEGORY	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).