

GENRE: Informational

Assignment: Travel Brochure

Learning Goals:

- Students will create a travel brochure by conducting research and successfully following the process outlined by the teacher.

Quality of Writing: Content, Conventions

- Students will create well developed photo captions using appropriate grammar and structure to present a clear understanding of the information in their travel brochure.
- Students will develop a well written, organized piece using factual information to establish a clear presentation for their audience.

Process Strategies

- While editing, students will use the COPS process to check for capitalization, organization, punctuation, and spelling.
- Students will use the computer to revise their work.
- Students will present their travel brochures and classmates will listen attentively and take notes.

Written Language Usage

- Students will use appropriate capitalization, spelling, and punctuation when writing the directions for their demonstrations.

Sample Lesson Attached

Student Teacher Miss Morgan Snyder Grade 6th Grade # Of Students 20 Time 10-15 min
Supervisor's Signature _____ Date December, 2010
Content Area: Informational Writing – Travel Brochure (Lesson 5 - Editing)

PRELIMINARY PLANNING

PA Standards:

- 1.5.6.F: Use grade appropriate conventions of language when writing and editing. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

Pre-Assessment:

- The teacher will review the printed copies of the students' travel brochures prior to beginning the lesson to identify the students who are struggling the most with capitalization errors.

Objectives:

- Students will be able to identify and use the rules of capitalization in their writing with 85% accuracy.

Individual Modifications:

- All activities in this lesson can be tiered and modified for individual student needs if necessary.

Materials:

- Pencils for all students
- Blackboard
- Chalk
- Elmo/Document Camera
- Post it notes – 2 for each student
- A printed copy of all of the students brochures
- A copy of the teacher's brochure (with several capitalization errors)
- COPS poster
- COPS personal handouts

LEARNING SEQUENCE

Introduction/Motivation**Time:**

- Teacher will say, "I've been looking at your brochures and it looks like were almost done, but I think we need to do one very important thing before we finish them.... We need to play COPS!"
 - The teacher will hang the COPS poster and give each child a copy to take inside their Language Arts folder.
 - The teacher will explain that she wants to focus on the "C" in COPS.
 - Because the students are creating a travel brochure, it is s very likely that there will be various errors in identifying proper capitalization of places/monuments/tourist attractions/ animals/etc.
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Learning Activities**Time:**

- The teacher will ask volunteers to recall what they already know about where capital letters should be used.
 - As students provide answers, the teacher should jot them down in a list on the board.
 - The teacher should add any areas of capitalization to the list if they were missed by students.
 - The teacher will then place her travel brochure on the ELMO, and will give each student a copy of her brochure. (There should be several capitalization errors that need corrections.)
 - The teacher will give the students several minutes to read through the text and make necessary changes.
 - The teacher will then invite volunteers to the Elmo to locate places in the test where capital letters should be used. The student should correct the letter and explain why they made the particular change.
 - The teacher will then give each student 2 post it notes.
 - On the board, the teacher will make a T chart. (Once side will say "Use a Capital Letter" and the other side will say "Do Not Use a Capital Letter")
 - *Students will need to write one area where they would and wouldn't use a capital letter on their post-it notes and then place it in the correct spot on the T-Chart.
 - The teacher will review the student responses with the entire class.
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Transition into Writing**Time:**

- The teacher will give the students a printed copy of their own travel brochure.

- *They will apply the skill they just practiced to their own piece of writing. To encourage peer editing, the teacher may choose to also have them review another student's work with their editing partner.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
 - Knowledge – Students are expected to already have the basic knowledge of capitalization, this lesson is just a review.
 - Comprehension – Students will be asked to explain (in their own words) where capitalization is needed
 - Evaluation – Students will be editing the work of their peers and will need to be able to provide reasoning behind their revisions.
2. How did you evaluate your students' performance?
 - Checking for understanding: The teacher will be asking questions throughout the lesson, and will ask students to make corrections in their own work and the work of others (the teacher should be actively observing during this process).
 - Guided Practice: The class will correct the teacher's travel brochure together using the document camera.
 - Independent Practice: Students will be asked to review their own work to find errors in capitalization.
3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?
 - For a majority of this lesson, the class will be working together as a large group or with editing partners. Also, the teacher will give all students the COPS reminder to place in their folders and use as a visual reference when editing.
4. Total Participation Techniques: How did you make sure all students were engaged in your lesson?
Mark high engagement strategies with a *.
5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.
 - Visual – Students will be given the COPS card to keep as a visual reminder. Also, the teacher will model the editing of her own brochure by using the document Camera.
 - Tactile/Kinesthetic – During the post it note activity, students will be able to manipulate their notes and get out of their seats to place them in the correct location on the t-chart.

Capitalization

Organization

Punctuation

Spelling

