

Chrissy Jarvis

Writing Thematic Unit

Writing Lesson using Video Resources

Introduction: In continuing our preparation for the 4th grade state writing test, students will participate in group writing focusing on writing modes and traits. Students will break into three groups – Narrative, Expository, and Persuasive. Each group will consist of six students, with each student being a presenter for each trait. The video library will be used as the main resource for this lesson.

Content Area and Grade or Age Level of Students: 3rd/4th grade Writing

Objectives:

- Students will gain a deeper understanding of writing modes and the importance of the six traits of writing using the video library.
- Students will give a proper definition of each writing mode, and each writing trait.

Standards Addressed:

Oregon Standards

Writing

- EL.04.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- EL.04.WR.15-20 – Use writing conventions correctly.
- EL.04.WR.23,25,26 – Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms.

National Educational Technology Standards (NETS)

3. Research and Information Fluency

- Students apply digital tools to gather, evaluate, and use information. Students:
 - a. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - b. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
 - a. Plan and manage activities to develop a solution or complete a project.

Relative Advantage: Students will collaborate on ideas, peer editing, and allow for peer-to-peer learning opportunities. Using videos will correctly model writing and key concepts for students.

Timeline: 2 class periods – one for researching information, one for sharing.

Materials:

- Computer with Internet access to videos for each group
- <http://chrissyjarvisedtechlearninglog.weebly.com/video-resources.html>
- Word processing program (or paper & pencil) for students to organize their presentation report.

Grouping Strategies: Students will be in 3 groups of 6 students. Each student will need their own computer for video viewing.

Learning Activities:

1. Students will be divided into three groups – a narrative, expository, and persuasive group. As a group, members will watch the video associated with each writing mode.
2. Next, each student will be given a writing trait to research. Students will take notes on each trait.
3. Each student will prepare a report of their trait.
4. Each student will present their trait to their group.
5. Each group will prepare a presentation to their class on their writing mode.
6. Each group will present their writing mode to the class.

Assessment:

Summative: Students will be evaluated by their peers on their individual trait reports and group mode report. The teacher will assess students on their participation and comprehension of the lesson.

Formative: Students will be evaluated by teacher on their individual trait reports and their class writing modes report.

Adaptations for Learners with Special Needs: Those students needing special learning accommodations will be paired with higher level learners to create a research team, rather than research alone. TAG students will be required to report on more than one trait as needed for smaller than 6 members in a group.