

Lesson Plan

The Important Thing about Dogs
Developed by: Laura Wright – 2016 Iditarod Teacher on the Trail™
Discipline / Subject: Language Arts
Topic: Narrative writing, poetry, fact and opinion
Grade Level: 4 th grade
Resources / References / Materials Teacher Needs: <u>The Important Book</u> by Margaret Wise Brown The rough draft sheets, and paper for the final copy A white board or chalkboard for “noticings” while reading the book
Lesson Summary: In this lesson, students will use <u>The Important Book</u> , by Margaret Wise Brown, and following the format of the book, create their own version using dogs as the example. The writing can then be added to a web-based movie maker and then shared digitally.

Standards Addressed:

Common Core State Standards - CCSS

CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.

Texas State Standards – TEKS (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);

(B) Develop drafts by categorizing ideas and organizing them into paragraphs;

(C) Revise drafts for coherence, organization, use of simple and compound sentences, and audience;

(D) Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and

(E) Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

Alaska State Standards – 4th Grade Writing

1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____).

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

d. Provide a concluding statement or section that reinforces or restates the opinion presented.

Learning Objectives:

1. Using Reader's and Writer's Workshop "noticing" techniques, the students will discuss the repetition in the writing as the author describes various objects and events.
2. Discuss what an opinion is with the class, using the author's examples. Do you agree or disagree?
3. Students will write their own opinion piece following the outline of the book. They will write about dogs. They will use effective writing techniques and descriptive details.

Assessment:

1. Follow the format of the original book
2. Write 3 opinion detail sentences about dogs, and then repeat the pattern for the final sentence.
3. See this site for online rubric makers for the teacher to create for this assignment (optional)

Procedural Activities

1. The teacher will read the book The Important Book by Margaret Wise Brown to the students during Reader's and Writer's Workshop.
2. Discuss the book as you read it, and look for patterns in the writing.
3. Write down the "noticings" from the students and discuss fact and opinion. Do you agree with the author's views on the objects? What would you change if it were your writing?
4. Guide the students to notice that the first and last sentences repeat, and that there are 3 or 4 details in the middle to support the main idea.
5. Students take the rough draft and write their own version of the book, but with an emphasis on dogs. Brainstorm as a class all the things that dogs do for us; our pets, dogs in the Iditarod, helping dogs, dogs that help the military or police, etc.
6. Edit for spelling, grammar and punctuation and then write the final copy
7. Illustrate the writing on the final copy
8. Make a digital JPEG image of the writing to create a digital copy
9. If accessible: utilize technology to make their narrative writing "come alive" and speak to the audience. Add the images to a web-based program like Magisto, and record each student reading his or her piece.
10. Add music (optional)

Materials Students Need:

The Important Book by Margaret Wise Brown

The rough draft sheet

The final copy paper

Coloring materials such as crayons and colored pencils

Technology Utilized to Enhance Learning:

Computer or tablet

Optional web-based programs:

Magisto –

<http://www.magisto.com>

Windows Movie Maker –

<http://windows.microsoft.com/en-us/windows-live/movie-maker>

Fantashow –

<http://fantashow.wondershare.com>

Other Information:

If students do not have access to technology, they can create the paper copy only

Create a class book from the pages for your class library

Add the final video to your teacher web site for parents to see

Create a class art gallery and put the pictures in frames or on a bulletin board for viewing

Modifications for Special Learners/ Enrichment Opportunities:**Modified:**

Create the class pages together with the teacher writing as the student dictates

Students can type their poems on the computer instead of by hand

Enrichment:

Students can each create their own movies on their tablets or in the computer lab and write about other animals, such as Arctic animals, Alaskan animals, or different breeds of dogs. They can research huskies online and create poems that reflect that particular dog.

Additional Information – optional:

Share your videos or writing with the Iditarod Education Department online