

Mary Lynn Fenner

mfenner@lane.k12.or.us

Oakridge High School

Oakridge SD #76

Unit title: Song of Myself (*borrowed from Walt Whitman)

10th grade

7-10 class periods of 50 minutes

Unit overview:

Students will write a paragraph or more with little instruction based on an autobiographical brainstorming sheet. This sample will be scored on organization and conventions. Then students will be given direct instruction concerning brainstorming and organization with emphasis on using transitions. Students will learn how to use Inspiration software for brainstorming and organizing their ideas for narrative writing.

First drafts will be shared in peer groups with attention to organization and conventions. Final papers will then be word processed and scored according to the writing traits.

Subjects:

Students must select one topic for narrative writing. These are: a person of positive influence, an experience which taught them a valuable lesson or describe in detail their "special" place .

Strand: Writing

Common Curriculum Goals:

- **Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.**
- **Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.**
- **Identify audience and purpose.**
- **Choose the form of writing that best suits the**

intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.

- **Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.**
- **Focus on a central idea, excluding loosely related, extraneous, and repetitious information.**
- **Write biographical or autobiographical narratives or short stories:**
 - **Relate a sequence of events, and communicate the significance of the events to the audience.**
 - **Locate scenes and incidents in specific places.**
 - **Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.**
 - **Pace the presentation of actions to accommodate changes in time and mood.**
 - **Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.**

Academic Standards:

Narrative writing. Planning, evaluation and revision.

Instructional Technology:

COMMON CURRICULUM GOALS

I Demonstrate proficiency in the use of technological tools and devices.

I Select and use technology to enhance learning and problem solving.

Career Related Learning Standards"

Identify tasks that need to be done and initiate action to complete the tasks.

Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

Take responsibility for decisions and actions and anticipate consequences of decisions and actions.

Maintain regular attendance and be on time.

Maintain appropriate interactions with colleagues.

How will students use the technology as a tool to enhance their learning?

The use of technology engages and facilitates knowledge construction essential to the activity and develops a meaningful product.

Objective:

Students will learn how to brainstorm, organize and edit a piece of narrative writing. They will learn how to use a laptop computer and how to use Inspiration.

Prerequisites:

Students need to have basic keyboarding skills.

Non-Technology Materials:

None

Does this unit involve the use of technology?

Yes.

Hardware:

Laptop computers

Software:

Inspiration 7.5

Preparation:

I need to review the Inspiration program. Students need a list of required components to be checked off as they proceed to the final draft.

Instruction:

Day 1: Students fill out brainstorming sheet on their autobiography. Each student shares with the group any 2 facts about himself/herself. Students begin first draft based on one or more interests/passions.

Day 2: Students edit first draft. Students learn to use the Spelling Ace to correct errors. Laptops are used to word process the final copy. Students understand that scoring will be based on organization and conventions.

Day 3: Instruction is given on brainstorming techniques: webs, clusters, lists, outlines. Students demonstrate one technique on paper.

Day 4: Instruction is given on developing topic sentences. Students build topic sentences from poor to average to exceptional.

Day 5: Instruction is given on using transitions and especially transitions used for conclusions. Students develop a topic and write a conclusion.

Day 6: Students learn to brainstorm using Inspiration 7.5. Three suggested topics are given; they must develop one topic into a personal narrative.

Day 7: Students use Inspiration to compose their first draft. Editing and revising take place.

Day 8: Final draft is word processed. Students turn in papers. Papers will be scored on organization and conventions.

Modification for Special Needs Students:

Students may need help with word processing. A teacher aide or another student may help with this step. Also the narrative may not be required to be the same length as other students' papers.

Modifications for Gifted Students:

Gifted students will be required to write a five paragraph personal narrative.

Motivation:

Students usually feel comfortable writing about themselves and enjoy sharing their interests. They will be intrigued with the brainstorming and paragraphing skills on the Inspiration program. Using the laptops will also be an enjoyable break from the routine of writing with pencil and paper. They will be proud of their final product which hopefully some of them will share with the group.

Assessment:

The first autobiographical paragraph will be scored on organization and conventions from their first day of this unit. The final draft of their personal narrative which will be turned in after the instruction and learning of the Inspiration program will also be scored. Improvement in organization and conventions should be noted.