

Express Yourself



**Eisenhower
Professional Development Project
2007-2008**

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I. Overview

Throughout the school year, we would like for our second grade students to become familiar and proficient with various writing genres. We would also like to implement technology into some parts of the writing process.

II. Project Description

Our project goals are to have second grade students learn and become proficient in the many forms and purposes of writing. We want the students to become familiar with various writing genres as well as have them incorporate technology throughout several parts of the writing process. We would like the students to become familiar with Personal Narratives, Persuasive Writing, Explanatory Writing, Expository Writing and Poetry. Students will also become familiar with United Streaming Videos, Literacy Resources, and various Microsoft programs to promote and develop their writing abilities.

III. Content Objectives

Students will be able to:

- Create ideas for writing by using a graphic organizer to assist them with their writing development.
- Generate complete sentences to convey ideas in writing.
- Start to develop simple story structures.
- Implement the use of a basic writing process to develop writing.
- Compose rough drafts.
- Revise rough drafts for meaning, add details, and make revisions.
- Produce final products to share with classmates and/or for publication.
- Produce stories from personal experience.
- Produce a narrative with a beginning, middle, and end.
- Produce non-fiction pieces such as writing letters, procedures, biographies, rudimentary speeches, and simple reports.
- Write in a variety of genres.
- Write on topics in forms appropriate to science and/or other subjects.
- Use reading and technology to aid in writing development.

IV. New Jersey Core Content Curriculum Standards

Language Arts & Literacy

Reading-All Students will understand and apply the knowledge of sounds, letters, and words written in English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

- A. Concepts About Print
- B. Phonological Awareness
- C. Decoding and Word Recognition
- D. Fluency
- E. Reading Strategies (before, during, and after reading)
- F. Vocabulary and Concept Development
- G. Comprehension Skills and Response to Text
- H. Inquiry and Research

Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting
- D. Writing Forms, Audiences, and Purposes

Discussion

- A. Questioning (Inquiry) and Contributing
- B. Word Choice
- C. Oral Presentation

Listening

- A. Active Listening
- B. Listening Comprehension

Viewing and Media Literacy

- A. Constructing Meaning
- B. Visual and Verbal Messages
- C. Living with Media

Computer and Information Literacy

8.1 Computer and Information Literacy: All students will use computer applications to gather and organize information, as well as solve problems.

A. Basic Computer Tools and Skills

- Keyboarding
- Word Processing
- Internet Usage

B. Application of Productivity Tools

- Social Aspects
- Information Access and Research
- Problem Solving

V. Technology Objectives

Students will be able to:

- Logon to district computers with their usernames and passwords.
- Master the concept of double-clicking to open a program (Internet, Microsoft Word, etc.)
- Identify keys of a keyboard.
- Open an Internet Explorer browser window and surf to a search engine, as well as be able to sort through search engine results.
- Create a Microsoft Word Document.
- Edit and Save a Microsoft Word Document.
- Insert Microsoft Clip Art into their Word Document.

VI. Lesson Plans

Lesson One: Personal Narrative-Autobiography

Time: Three (3) 40 minute periods

Objectives:

- Students will be able to create a web to assist them in composing a paragraph.
- Students will be able to insert several images into the Kidspiration® template.
- Students will be able to insert several describing words.
- Students will be able to write a paragraph about themselves.

Technology Objectives:

- Use Kidspiration® template to create a web.
- Use Writing View option in Kidspiration® to write a paragraph.

Materials:

- Kidspiration® Template
- Computers with Internet access to www.unitedstreaming.com –Select Biographies

Procedure:

- View united streaming video
- Log on and open Kidspiration software
- Select images which best describe themselves
- Type describing words along with selected images
- Go to writing view and write a paragraph

Evaluation:

- Students will be evaluated through the completion of Kidspiration® template.

Lesson Two: Personal Narrative – Greeting Card

Time: Three (3) 40 minute periods

Objectives:

- Students will be able to write a greeting card.
- Students will be able to identify how to properly format a greeting card.
- Students will be able to include the date, greeting, message, and closing.

Technology Objectives:

- Students will be able to create a greeting card through www.marlo.com .

Materials:

- Computers with Internet access.

Procedure:

- Model how to write a greeting card and emphasize all necessary components.
- Brainstorm with students a list of people to whom they would like to send greeting cards.
- Students will compose a rough draft.
- Have the students partner up with a classmate and revise each other's work.
- Students will then complete greeting card.

Evaluation:

- Students will be evaluated through the completion of their greeting cards.

Lesson Three: Personal Narrative-Poem Prompt

Time: Two (2) 40 minute periods

Objectives:

- Students will be able to compose a response to poem prompt.
- Students will be able to include many describing words.
- Students will illustrate an image to accompany their story.

Technology Objectives:

- Students will be able use Microsoft Word to type final copy.
- Students will be able to insert clip art into their completed work.

Materials:

- Poem, A Lost Balloon by Elaine V. Emmans
- Microsoft Word

Procedure:

- Prompt students by questioning them on whether or not they had ever lost anything that was special to them.
- Read, A Lost Balloon, by Elaine V. Emmans
- Students will then be asked to write about a time they lost something special.
- Have students include:
 - Where they were
 - Who they were with
 - What happened
 - How they felt
 - Who helped them feel better
- Students will then write a response that must include a beginning, middle and an end.
- Students should be prompted to use a lot of describing words.
- Students will compose a rough draft.
- Students can exchange rough drafts with a buddy and edit their work. They are to look for key words, spelling errors, and punctuation.
- Final products can be typed in Microsoft Word.

Evaluation:

- Students will be evaluated through the completion of assignment.

Lesson Four: Persuasive Writing-School Fair

Time: One (1) 40 minute periods

Objectives:

- Students will be able to write a letter.
- Students will be able to include a date, greeting, message, and a closing.
- Students will be able to include three reasons as to why a school fair should be held in their school.

Technology Objectives:

- Students will be able use Microsoft Word to type final copy.
- Students will be able to insert clip art into their completed work.

Materials:

- Chart Paper
- Computers with Internet access.
- Microsoft Word

Procedure:

- Read, [How the Second Grade Got \\$8,205.50 to Visit the Statue of Liberty](#) by Nathan Zimelman.
- Visit http://www.readwritethink.org/materials/letter_generator .
- Prewrite:
 - Pose question: If you wanted to have a school fair how would you persuade your teachers that this is a great idea?
 - Introduce the concept of letter writing.
 - Model how to write a letter (include date, greeting, message, and closing).
 - Suggest to students that the letter should include what they would like their school fair to be like.
 - Students should write about the kinds of activities, how they will prepare all they need, and how classmates can become involved in the plans.
- Brainstorm Ideas:
 - Help students brainstorm ideas for their school fair.
 - Use a chart to help students organize their ideas.
 - Have students make three columns in their chart for each question they need to answer.

- Draft:
 - Encourage students to develop their letters with descriptions.
 - Remind students to include date, greeting, message, and closing.

- Edit/Proofread:
 - Have students trade letters and check for key words, spelling errors, and punctuation.

- Publish:
 - Have the students partner up with a classmate and revise each other's work.
 - Students will then type final copy in Microsoft Word and add clip art.

Evaluation:

- Students will be evaluated with a teacher made Rubric. Refer to Appendix.

Lesson Five: Persuasive Writing-Ad

Time: Two (2) 40 minute periods

Objectives:

- Students will be able to create an Ad that will convince others to join their club.
- Students will be able to describe the kind of club they would like to establish.
- Students will be able to include three good reasons why others should join their club.

Technology Objectives:

- Students will be able use Microsoft Word to type final copy.
- Students will be able to insert clip art into their completed work.

Materials:

- Chart Paper
- Microsoft Word

Procedure:

- Read, Get Set! Swim! By Jeannine Atkins
- Pre-write:
 - Pose questions:
 - If you wanted to create your own club, what kind of a club would it be?
 - What kinds of activities and games would your club have?
 - Introduce the concept of creating an Ad.
- Brainstorm Ideas:
 - Help students brainstorm ideas for the different kinds of clubs they could create.
 - Make a Word Web-Have students include the kind of club and what kinds of activities and games they will have.

- Draft:
 - Encourage students to use their word web to describe in paragraph form the activities and games that will persuade others to join their club.
- Edit/Proofread:
 - Have students trade work and check for three good reasons to join their club, describing words, spelling errors, and punctuation.
- Publish:
 - Students will create an Ad with illustrations and a short description about their club.

Evaluation:

- Students will be evaluated with teacher made Rubric. Refer to Appendix.

Lesson Six: Explanatory-Procedure

Time: Two (2) 40 minute periods

Objective:

- Students will be able to compose a paragraph that explains how to play one of their favorite games.
- Students will be able to include a topic sentence.
- Students will be able to use key words such as First, Next, Then and Last.
- Students will include a concluding sentence.

Technology Objectives:

- Students will be able use Microsoft Word to type final copy.
- Students will be able to insert clip art into their completed work.

Materials:

- Chart Paper
- Microsoft Word

Procedure:

- Read, Arthur's Birthday, by Marc Brown
- Model how to clearly present an explanation of how to mail a letter.
- Emphasize the key words First, Next, Then and Last.
- Have students imagine themselves mailing a letter.
- Implement a flow chart to assist students in writing and illustrating the steps in which to mail a letter.
- Students will then write a short explanation.
- Students can exchange rough drafts with a buddy and edit their work. They are to look for key words, spelling errors, and punctuation.
- Final copies will be typed in Microsoft word.

Extension:

- Students will be asked to compose a short explanation on how to play their favorite game.
- Remind students to include key words such as First, Next, Then and Last.
- Implement flow chart and have students write and illustrate the steps of how to play their favorite game.
- Students will then write a short explanation.
- Students can exchange rough drafts with a buddy and edit their work. They are to look for key words, spelling errors, and punctuation.
- Final copies will be typed in Microsoft word.

Evaluation:

- Students will be evaluated with teacher made Rubric. Refer to Appendix.

Lesson Seven: Expository Writing

Time: Five (5) 40 minute periods

Objective:

- Students will be able to identify several dinosaurs and the eras in which they lived.
- Students will be able to determine whether or not the dinosaur was a carnivore, herbivore, and or omnivore.
- Students will be able to identify whether or not the dinosaur was a predator.

Technology Objectives:

- Students will be able to open a search engine and retrieve results for their specific searches.
- Students will be able use Microsoft Word to type final copy.
- Students will be able to insert clip art into their completed work.

Materials:

- Computers with Internet access. (Students will be given time to visit approved search engines. Refer to websites section.)

Procedure:

- The students will create a diorama which will include their favorite dinosaur, the habitat in which it lived, the food it ate, and if the dinosaur had any predators.
- The dioramas are to be created inside of a shoe box.
- Students should be encouraged to decorate the inside of the box using as many 3-D props as they can.
- They are then to type a report about their dinosaur, the time period in which it lived and other facts.

Extension:

- Internet Research Team – Students can be presented with dinosaur inquiries and they will use the internet to respond to questions posed to them. The Internet Research Team will promptly respond to your questions.

Evaluation:

Students will be evaluated through the completion of Diorama and report.

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Project Evaluation

As Eisenhower participants, we were very eager and enthusiastic about all the possibilities the overall project would present to our second grade students. We were very excited about implementing the project and knew that our excitement would be contagious. "Express Yourself" gave the students the opportunity to become even more familiar with several writing genres as well as develop their writing skills throughout the school year. By incorporating technology into the lessons, the students were very eager about learning about the various genres and writing processes. Exposing the students to the different technology programs captivated their attention and motivated them to complete writing assignments. It also promoted their dedication in wanting to become proficient writers. The students were able to master many of the objectives and were interested in learning more about writing and technology. The two mediums worked very well together and enriched the students learning experiences.

"Express Yourself" was a very interesting, as well as challenging, project. The project at times had to be modified to meet the variety of skills each student possessed as well as their various learning styles. This became a challenge since several of the lessons had to be either presented in different aspects with a variety of modifications.

However, we were still able to accomplish many of the objectives set for the project. Overall, it was a wonderful experience for both the students and us.

Appendices

- I. Rubric for Persuasive Writing-School Fair
- II. Rubric for Persuasive Writing-Ad
- III. Rubric for Explanatory-Procedure

I. Rubric for Persuasive Writing-School Fair

Category	4	3	2	1
Letter Components (Incorporates date, greeting, message and a closing)	Student is able to include all components of letter.	Student is able to include some of the components.	Student is able to include one or two components.	Student was unable to include letter components.
Ideas and Content (Provides Convincing Reasoning for Having a School Fair-At least three reasons and details)	Student is able to present proposal, three reasons and supporting details.	Student is able to present proposal, but only two reasons and supporting details for each.	Student is able to present proposal, but only one reason and one supporting detail.	Student is able to present proposal, but no reasons and no supporting details.
Conventions	Student has no spelling errors, has appropriate punctuation, and wrote in complete sentences.	Student has minimal spelling errors, included several punctuation marks, and mostly wrote in complete sentences.	Student has several spelling errors, omitted some punctuation marks, and some of the sentences are incomplete.	Student has many spelling errors, omitted all punctuation marks, and was unable to write in complete sentences.

II. Rubric for Persuasive Writing-Ad

Category	4	3	2	1
Organization of Content and Illustrations	Student was able to present information on Ad in a concise organized manner.	Student was able to present information on Ad in a acceptable and organized manner.	Student needs to further develop organization of information on Ad.	Student was unable to demonstrate organization of information on Ad.
Main Idea (Provides Reasons for Joining Club)	Student was able to provide three reasons and supporting details on why others should join their club.	Student was able to provide two reasons and supporting details on why others should join their club.	Student was able to provide one reason and supporting detail on why others should join their club.	Student was unable to provide reasons and details on why others should join their club.
Description	Student is able to describe several club activities.	Student is able to describe some of the club activities.	Student is able to vaguely describe club activities.	Student does not describe any club activities.
Conventions	Student has no spelling errors, has appropriate punctuation, and wrote in complete sentences.	Student has minimal spelling errors, included several punctuation marks, and wrote mainly in complete sentences.	Student has several spelling errors, omitted some punctuation marks, and some of the sentences are incomplete.	Student has many spelling errors, omitted all punctuation marks, and was unable to write in complete sentences.

III. Rubric for Explanatory-Procedure

Category	4	3	2	1
Content	Student is able to present a focused, how to process with details.	Student is able to present an acceptable clear, how to process with details that demonstrate knowledge of the topic.	Student has some control of the how to process, but may not offer enough details.	Student is unable to explain a how to process.
Organization (First, Next, Then, Last)	Student is able to use all key words.	Student is able to use three key words.	Student is able to use two key words.	Student is able to use one of the key words.
Conventions	Student has no spelling errors, has appropriate punctuation, and wrote in complete sentences.	Student has minimal spelling errors, included several punctuation marks, and wrote mainly in complete sentences.	Student has several spelling errors, omitted some punctuation marks, and some of the sentences are incomplete.	Student has many spelling errors, omitted all punctuation marks, and was unable to write in complete sentences.