

Participant Demographics

- Terrance Sistrunk
- Fifth Grade
- Lowndes County School System
- Dewar Elementary School
 - 3539 Mt. Zion Church Rd.
 - 229-219-1370

Classroom Demographics

- Disabilities
 - Specific Learning Disabilities
 - Emotional Behavioral Disorders
 - Other Health Impairment
- 17 students
- 11-13 years old
- Collaborative Language Arts classroom

Technology in Classroom

- Seven desktop computers
 - Pentium III Processors, 256 RAM, CD drive, 3.5" floppy, headphones, Laser printer connection, 15" monitors, speakers
- Computers used for Accelerated Reader, CCC, and Internet research

Technology Needs

- Word Processors available, but not used
- Clip Art would benefit students with reading difficulties, but not used
- Research could be aided by Internet searches

How to Enhance Available Technology

- Teacher could allow students to use Internet for research purposes.
- Teacher could enhance written text with Clip Art, thus enabling students with reading difficulties the ability to better understand the text.
- Students could have the option of typing their work if they are unable to write legibly.

Lesson Plan

How do I do that?

Kim Stinson

Wheeler Elementary

<http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?SessionStamp=&LPID=12079>

Assessed QCC Standards

- Grade: 5
- *Language Arts* Written Communication
 - 43 *Topic: Writing*
Standard: Writes about self-selected topics.
 - 44 *Topic: Writing*
Standard: Writes in a variety of genres to produce paragraphs and compositions: -personal narratives - imaginative stories -responses to literature -content area pieces -correspondence (including writing letters and addressing envelopes.) -expository pieces

Non-Assessed QCCs

- Grade: 5 *Language Arts*
- Oral Communication
 - 12 *Topic: Listening/Speaking*
Standard: Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.
 - 15 *Topic: Listening/Speaking*
Standard: Uses grade/age appropriate standard American English when communicating orally.
- Written Communication
 - 39 *Topic: Writing*
Standard: Uses correct spelling for frequently used sight vocabulary.
 - 40 *Topic: Writing*
Standard: Uses learned phonetic strategies to spell correctly.
 - 45 *Topic: Writing*
Standard: Applies correct principles of grammar, parts of speech, and usage and mechanics.

Step 1: 10 minutes

- The teacher will introduce how-to paragraphs. The web links attached are very good resources if the teacher is at a loss for a topic for a how-to paragraph. Sometimes the students really get interested in this if the teacher asks the class, "What am I telling you how to do?" and reads a paragraph similar to the attachment.

Web Resources for Step 1

- **Title:** How to Train a Dog to Sit
URL: http://ok.essortment.com/dogsit_rctb.htm
Annotation: This might be used as a how-to example.
- **Title:** How to Make Recycled Paper
URL: http://www.allsands.com/HowTo/papermakingre_syu_gn.htm
Annotation: This can be used as an example for the students.
- **Title:** How to Tie a Tie
URL: <http://www.bizweb.com/tie/>
Annotation: This can be used as an example for the students.

Attachments for Step 1

- **Title:** How-To Paragraph **FileName:** [para.doc](#)
Description: This is a sample paragraph for the teacher to use.

Step 2: 5 minutes

- The teacher and students discuss the important elements of a how-to paragraph (i.e. instructions, correct sequence of instructions, order words, paragraph form.) The teacher may begin this instruction with the question, "What are the important things to include in how-to paragraph?"

Step 3: 5 minutes

- Students and teacher brainstorm a list of possible topics for how-to paragraphs. Examples are how to build a birdhouse, bake a cake, write a friendly letter, win a specific Play Station game, paint a house, search the Internet for something, etc.

Modification for Step 3

- Terrance may type his list on OpenBook so that it will read it aloud to him later.

Step 4: 5 minutes

- The teacher models how to write a how-to paragraph. The class may vote to choose a topic, and with student input, the teacher writes a how-to paragraph on the overhead or chalkboard.

Modification for Step 4

- Teacher will have a copy of the model on the computer.
- OpenBook will read the model to Terrance.

Step 5: 15 minutes

- Students write a how-to paragraph using a self-selected topic.

Modification for Step 5

- Terrance will type his paragraph in OpenBook.