

### Master Teacher

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### Time Allotment

One 45-minute period

### Overview

Applying a process approach to writing allows the student to understand writing as a series of sequential steps. Through the activities presented in this lesson, students will become familiar with choosing a topic, and then brainstorming to generate ideas. Brainstorming is often termed prewriting, implying that writers must write thoughts down on paper, but simply talking about ideas is also brainstorming. The students will work in groups and talk about their ideas. By viewing the video, the students will see different methods of brainstorming, and using Web sites will help them to brainstorm. Completing idea webs can assist the students in organizing their ideas.

This lesson was written for use with mainstreamed, on grade level hearing-impaired students. The video is captioned and the web sites are text with digital pictures.

### Differentiation of Instruction




Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction (<http://www.myschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

### Subject Matter

Language Arts  
Life Science

### Learning Objectives

Students will be able to:

-  Choose a topic;
-  Collect information on a given vertebrate;
-  Complete a Visual Organizer-Bubble Map Web for describing each class of vertebrates.

### South Carolina Standards

(These Standards are available online at [http://www.myschools.com/Offices/CSO/.](http://www.myschools.com/Offices/CSO/))

#### Language Arts—Grade 4

[4-W1.1] Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.

#### Life Science—Grade 4

[4.II.A.1.] Describe the diversity of life forms (vertebrate and invertebrate animals and plants) supported by each environment.

### Media Components

#### Video

*Club Write*, Lesson 6: “Descriptive Writing,” looks at strategies for descriptive writing for journals, writing projects, math stories, and creative writing. The students in the video are members of a writing club directed by their teacher, and are challenged to complete a writing assignment. This program is designed for students in grades 4-6.

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## Web Sites

*Vertebrate Animals Hotlist*

(<http://sln.fi.edu/tfi/hotlists/animals.html>).

This Web site lists 92 vertebrates, with a wealth of basic information and interesting facts on vertebrates. Colorful and appealing, students will enjoy this site.

*Science with Dr. T*

(<http://www.dmtturner.org/Teacher/Library/4thText/VerPart2.html>) describes the evolution of animals, the classification of animals, and the classification of vertebrates. A diagram of how vertebrates are classified and four comprehension questions are included. A plug-in is needed for this link: Adobe Acrobat Reader. The Software Wizard at the [www.knowitall.org](http://www.knowitall.org) Web site will check your computer for this plug-in and link you to the download.

*Visual Organizer-Bubble Map Web*

([http://www.youthsource.ab.ca/edukits/famous\\_five\\_edukit/Downloads/VisualOrganizer.pdf](http://www.youthsource.ab.ca/edukits/famous_five_edukit/Downloads/VisualOrganizer.pdf)). This is a printable worksheet.

Plug-in is needed for this link: Adobe Acrobat Reader. The Software Wizard at the [www.knowitall.org](http://www.knowitall.org) Web site will check your computer for this plug-in and link you to the download.

## Materials

### Per student:

paper and pencil

Worksheet titled “Visual Organizer-Bubble Map Web”

### Per class:

coat hanger

construction paper

yarn

## Equipment

VCR

TV

computers

## Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students

### Adapting Video

- ✎ Closed captioned and total communication for deaf students.
  - Interpret (sign) closed-captioned video to provide total communication for deaf students.
    - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
    - Signing over narration helps students focus when an emphasis on certain information is needed.
- ✎ PAUSE strategy and closed captioned
  - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
  - The teacher may need to rewind after the pause and then begin to play the video.
  - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
  - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the

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caption is lost at pause points, read carefully the first time.

## ✎ Non-captioned video

- Prepare to interpret (sign) the video for deaf students.
- Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.

## ✎ Screen size for visually-impaired students

- Use a projection device with the VCR to project the video to a large screen.
- Allow students to sit close to TV or large screen.
- Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

## Adapting Web Sites

### ✎ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.
- Direct students to alternate text files for the video/audio if available.

### ✎ Screen size for visually-impaired students

- Use a projection device with the computer to project to a large screen.
- Allow students to sit close to computer screen or projector screen.
- Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick).

Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

### ✎ Web sites with total communication for the blind

- Use sites encoded with Braille.
- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

## Prep for Teachers

✎ Prior to teaching this lesson, preview and bookmark the Web sites on each student computer.

✎ Preview and cue the video.

✎ Download and print five copies of “Visual Organizer-Bubble Map” for each group of two students.

✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

## Introductory Activity

**Step 1:** Divide the class into groups of two so that each group may use a computer.

**Step 2:** Direct students to the bookmarked Web site, *Science with Dr. T* (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart1.html>).

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Provide your students with a **Focus for Media Interaction**, telling the students to read the article, “Part 1: Animals With Backbones,” and answer the following questions:

✎ “What are vertebrates?”

✎ “What are the five main classes of vertebrates?”

Write these two questions on the board.

**Step 3:** When the students have finished reading the article, repeat the questions to check for comprehension and different students can go the board to write the class answers.

## Learning Activities

**Step 1:** Tell the students that one of the ways to name different animals that are vertebrates is to brainstorm. Then ask, “What do you think brainstorming is?” Accept any answers given.

**Step 2:** Provide your students with a **Focus for Media Interaction**, telling the students that they will watch a video clip about brainstorming. Ask the students if their definition of brainstorming is the same as the student’s in the video. Also tell them to watch for the ways the main character of the video brainstorms.

**Step 3:** Insert into the VCR Lesson 6: “Descriptive Writing” from the *Club Write* ITV series. START the video at the beginning of the program and STOP the video as the main character is saying, “...I thought about all the places in town that kids would like to go to and made a list.” In this scene the main character is lying on his bed with a pad and pencil. Ask students to define brainstorming and name several ways to

brainstorm. Ask if they can think of any other ways to brainstorm.

**Step 4:** Provide your students with a **Focus for Media Interaction** by telling them to watch for ways the main character brainstorms in this second video clip.

**Step 5:** START the video as the main character is saying, “I finally narrowed down my choices to the zoo and the space center.” The image is of a Web page for the zoo. STOP the video as the main character is saying, “And I would not be able to go there by myself.” In this scene, the student is seated at the computer. Ask the students how the main character brainstormed. Accept any reasonable answers. Guide the students to realize that he used talking with others and the computer to help him brainstorm.

## Culminating Activity

**Step 1:** Ask the students if they have ever considered using the computer as one way to brainstorm. Explain to the students that in order to describe the vertebrate classes, they must first brainstorm. Say, “In today’s lesson you will brainstorm using the computer.”

**Step 2:** Give each group five worksheets titled “Visual Organizer-Bubble Map Webs.” The inner circle of each web should name one of the five classes of vertebrates.

**Step 3:** With each group of students at a computer, provide your students with a **Focus for Media Interaction** by instructing them to go to the bookmarked Web address, <http://sln.fi.edu/tfi/hotlists/animals.html>, the *Vertebrate Animals Hotlist*. The students will use the worksheets titled “Visual Organizer-Bubble Map Web” and the Web site to brainstorm examples of each class of vertebrates. As the students work, monitor to

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check for correct placement of vertebrates into each class.

**Step 4:** Once the Bubble Map is complete, the students should use the most appropriate environment as the title for the Bubble Map. List these title choices on the board: water, water and land, land, and air.

### **Cross-Curricular Extensions**

**Art:** The students will construct a mobile using a coat hanger, construction paper, and

yarn. The mobile will display the names of the five classes of vertebrates with a drawn example of each.

### **Community Connections**

- ✎ Invite a zoologist from a local science center to speak to your class about vertebrates.
  
- ✎ Invite a local veterinarian to speak to your class about the various kinds of animals he or she treats.