

Grade 4

Picture This

Master Teacher

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Time Allotment

One 45-minute period

Overview

Applying a process approach to writing requires the student to learn to develop a central idea using relevant, supportive details. Through the activities presented in this lesson, the students will learn to write a description. By watching the video, the students will see other students using descriptive language. Using Web sites, they will select appropriate descriptive details to support their central idea.

Differentiation of Instruction

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.

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:

- ✎ Name the characteristics of each vertebrate group;
- ✎ Select relevant, supporting details which support a central idea;
- ✎ Write an extended response.

South Carolina Standards

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

Language Arts—Grade 4

[4-W1.3] Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

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.

Web Sites

Science with Dr. T, Part 2: Fish, (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart2.html>) describes the evolution of fish with description and a diagram, how fish breathe with gills, and their life cycle, and lists six vocabulary words.

Science with Dr. T, Part 3: Amphibians, (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart3.html>) describes the evolution of amphibians with description and a diagram, and lists six vocabulary words.

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ry/4thText/VerPart3.html) describes the beginning of amphibians, characteristics of their bodies, and their life cycle, including a diagram of the life cycle, and lists three vocabulary words.

Science with Dr. T, Part 4, Reptiles, (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart4.html>) describes reptile traits and groups. One vocabulary word is listed.

Science with Dr. T, Part 5: Birds, (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart5.html>) describes their traits, flight (with a diagram of the parts of a feather), life cycle, and lists six vocabulary words.

Science with Dr. T, Part 6: Mammals, (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart6.html>), describes their traits, life cycle, three groups, the human mammal, and lists three vocabulary words.

Materials

Per student:

paper and pencil

Activity Sheet 1: “_____ are a class of vertebrates.”

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 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.

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- 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

- ✎ Preview and cue the video.
- ✎ Prior to teaching this lesson, preview and bookmark the Web sites used in the lesson on each student computer.
- ✎ Print one copy per student of Activity Sheet 1: “_____ are a class of vertebrates.”
- ✎ 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: Provide your students with a **Focus for Media Interaction**, telling them that they will watch a video clip about using descriptive language. Ask them to define descriptive language. Accept any answers given. Instruct them to listen for words that “make pictures in the your mind.”

Step 2: Insert Lesson 6: “Descriptive Writing” from the *Club Write* ITV series. START the video when you see the teacher in a red dress standing in front of the class. The narrator is saying, “At the next writing club....” STOP the video when you hear, “At the end of the meeting Mrs. Scott gave us our next task, writing a short descriptive essay.” In this scene there is close-up picture of the blindfolded student smelling something in his hand.

Ask the students to name some descriptive words they heard in the video. Write these words on the board. The video clip may be

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rewound and played again for the students to add to the list of descriptive words.

Step 3: Divide the class into groups of two so that each group may use a computer.

Step 4: Each group of students will go to one of the following bookmarked Web sites:

Science with Dr. T, Part 2: Fish, (<http://www.dmtturner.org/Teacher/Library/4thText/VerPart2.html>) describes the evolution of fish with description and a diagram, how fish breathe with gills, and their life cycle, and lists six vocabulary words.

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Step 5: Provide your students with a **Focus for Media Interaction**, telling each group

to read their assigned article, and answer the following questions:

✎ “What is the evolution of your vertebrate class?”

✎ “What are the characteristics of your vertebrate class?”

✎ “What is the environment of your vertebrate class?”

✎ “What is the life cycle of your vertebrate class?”

✎ “What are some interesting facts about your vertebrate class?”

Step 6: Write these five questions on the board horizontally, with each vertebrate class: fish, amphibians, reptiles, birds, and mammals, listed vertically, forming a grid for comparison.

Step 7: When the students have finished reading their articles, repeat the questions to check for comprehension using the students’ responses to complete the comprehension grid on the board. Guide the students to compare and contrast the five classes of vertebrates in respect to their evolution, characteristics, environment, and life cycles.

Learning Activities

Step 1: Give each student a copy of Activity Sheet 1: “_____ are a class of vertebrates.” Assign each group of two students a vertebrate group.

Step 2: Provide your students with a **Focus for Media Interaction** by instructing them to go to the bookmarked Web site of their assigned vertebrate class.

The students will use the Activity Sheets to record and organize relevant, supporting

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details, which describe their vertebrate class. Monitor the students' completion of the Activity Sheet: "_____ are a class of vertebrates."

Culminating Activity


Step 1: Say, "In today's lesson you will use your completed Activity Sheet: "_____ are a class of vertebrates" to write a paragraph describing your vertebrate class. You will use words that, as we learned about in the video clip, make pictures in your mind. You will begin your description with the sentence at the top of your Activity Sheet, and continue to write sentences using the details from your Activity Sheet. Your description needs to have at least six sentences, but it may have more. Be sure to write in complete descriptive sentences."

Cross-Curricular Extensions

Art: The students will construct a diorama using a shoebox brought from home. Each diorama will show an animal from one of the five vertebrates' class in its environment.

Math: The students will construct a time line depicting the evolution of the five vertebrate classes.

Community Connections

 Plan a field trip to South Carolina's State Museum.

Student Materials

Activity Sheet 1, "_____ are a class of vertebrates."

“ _____ are a class of vertebrates.” Name: _____



a. Evolution



b. Characteristics



c. Environment



d. Life Cycle



e. Interesting Facts
