

Kathleen Tucker and Rachel Hunter
TIP Project
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How to write a thank-you letter

PASS Objectives

Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

1. Develop modes and forms of language such as informing, persuading, and entertaining.
2. Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that:
 - a. Present a logical sequence of events.
 - b. Develop a main idea.
 - c. Use details to support the main idea.
3. Write "thank you" notes, friendly letters (identifying the five parts), and invitations.
4. Make journal entries.
5. Create different modes of simple rhymes and poems.

ISTE standards

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Procedure

- 1) Introduce topic to students by brainstorming reasons you would need to write a thank you letter.
- 2) Show movie
- 3) After movie, ask students if they have any questions and answer those questions
- 4) Introduce activity where they work with a partner and write each other thank you letters for being good classmates

Accommodations and Modifications

This lesson can be modified by providing head phones, reduced assignments, further directions, and help from a peer.

Assessment

The teachers will check for assessment by grading the thank you letters the students make for correct formatting and the nature of the content on the letters.

Kathleen's Lesson

Friendly Letter Lesson Plan

Grade: 2nd

Materials: Kidspiration software (each child should have their own computer), paper, and writing material

Goal: Students will be able to correctly identify the five parts of a friendly letter and explain what content belongs in each part. The students will also effectively use "How to Write a Friendly Letter" on Kidspiration to aid them in formatting a letter.

Time Allotted: During a class period, the students will learn the five parts of a friendly letter

Lesson:

1. The teacher can begin by asking the students if they have ever written a letter to someone and when and why. Then tell them they are going to learn the five parts of a friendly letter.
2. Begin the lesson by giving a simple explanation of the five different parts.
 - a. Heading- date
 - b. Greeting- the name
 - c. Body- the letter
 - d. Closing – sign off
 - e. Signature- your name
3. Now that the students know the short version of the basics, teach them the Friendly Letter Song (to the tune of The Farmer in the Dale)

The heading is the date, the heading is the date, High, Ho, the letter parts, the heading is the date.

The greeting is the name, The greeting is the name, High, Ho, the letter parts, The greeting is the name.

The body is the letter, the body is the letter, High, ho, the letter parts, the body is the letter.

The closing is sincerely, the closing is sincerely, High, ho, the letter parts, the closing is sincerely,

The signature is MY name, the signature is MY name, High, ho, the letter parts, the signature is MY name.

4. In a computer lab, use the Kidspiration tool for comprising letters and allow each child to utilize Kidspiration to deepen their understanding of the five components of a friendly letter by filling in the appropriate information on Kidspiration.
5. After each child completes their letter, have them print them off and take them back to the classroom. It might be helpful to them if they used a pen or pencil to label each part on their letter.
6. Now that the students understand the five parts of a friendly letter, teach them the Body Part Letter game.
7. Each part of a letter corresponds with a part of the body and will help them remember the order of the letter writing process.
 - a. Head= The Heading
 - b. Mouth= Greeting
 - c. Stomach=The body of the letter
 - d. Knee= Closing
 - e. Toes= Signature

*Once the students know the different parts you can simply call out different parts of the letter and see if they can touch that body part or play "Simon Says" by calling out things like "Simon Says the heading".

PASS Standard:

Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

3. Write "thank you" notes, friendly letters (identifying the five parts), and invitations.

ISTE Standard

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students

- b. Select and use applications effectively and productively.

Assessment:

The students will be assessed based on the product of Kidspiration. The students will be assessed on whether or not they included the appropriate information in the blanks on the software.

Accommodations:

This is an important and simple lesson plan for all students so all students will hopefully be able to complete the task. For students that are not able to type on a computer, a print off from Kidspiration is available so that they can do the same assignment on paper.

Rachel's Lesson

Journal Entry Lesson Plan

PASS Objectives- Grade 2, Language Arts

Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

1. Develop modes and forms of language such as informing, persuading, and entertaining.
2. Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that:
 - a. Present a logical sequence of events.
 - b. Develop a main idea.
 - c. Use details to support the main idea.
3. Write "thank you" notes, friendly letters (identifying the five parts), and invitations.
4. Make journal entries.
5. Create different modes of simple rhymes and poems.

ISTE Standards

1.Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a.	apply existing knowledge to generate new ideas, products, or processes.
b.	create original works as a means of personal or group expression.
c.	use models and simulations to explore complex systems and issues.
d.	identify trends and forecast possibilities.

Technology: The students will utilize www.wikispaces.com to post journal entries online for homework.

Time: Homework Assignment, around 20 minutes

Objective: Students will compose a journal entry to their self in 12th grade. They will do this using the format provided and by following directions. This will be assessed by their grammar and idea content.

Procedure:

- 1) Have a class discussion on the purpose of journals. Listen to your students' experiences and add in your own
- 2) Distribute the worksheet and teach the students the format
- 3) Allow students time to complete the assignment
- 4) Explain the homework assignment and help students navigate the website if they haven't before

Accommodations and modifications

-For students with disabilities, teachers can have the template on the smartboard in class and do it all together with the students and not assign it as homework. Students can write the entry to a twelfth grader or write less.

Assessment

-The teacher will check for correct formatting and the content of the three goals both the homework and class activity will be graded.

Name: _____

Journal Entry to Future Self

Directions: Write a journal entry telling yourself what you want to accomplish in the next ten years of school. You will read this journal entry your senior year. Include 3 goals for yourself and remember to begin your entry with an opening sentence and close your paragraph with a closing sentence

Date: _____

Dear Diary,

Signed,

Homework Assignment: Tonight for homework, log on to and post a journal entry telling your classmates what you like about yourself. Be sure to use the correct format that we learned in class today! Have fun ☺

Here's the link: <http://rachelhunter1.wikispaces.com/TIP+Class+Journal+Entry>

Project: TIP first draft **Date:** 11/2/11

Team Members: Kathleen and Rachel

Scene (visual description or drawing)	Narration / Dialogue / Audio	Production/Planning Notes
Visual of Kathleen receiving gift from Rachel and unwrapping it	Intro music-party/upbeat tunes “Who doesn’t love to receive presents?” More music, fade out	
Visual of Kathleen making confused face	“Everyone loves to get presents, but the question is, what do we do after we get them?”	
Kathleen and Rachel talking	“Today, we are going to show you how to write a thank you note.”	

Scene (visual description or drawing)	Narration / Dialogue / Audio	Production/Planning Notes
Zoom in on paper and pencil (person writing the note)	First, we start with the heading and date the paper. Then, the greeting, this is where we address to who we are writing or thanking. Then we drop down to the next line, indent, and begin the body of our letter.	
Still image of present or something else	In the body, we will begin with an introductory sentence where we thank the person for their gift. Then, we will explain specifically why we like it and what we plan to do with the present.	
Then we will go to a shot of Rachel looking admirably at our gift (basketball) and then shooting hoops.	For example, when Rachel received this basketball, she thanked who gave it to her by explaining that she would use the ball to practice for tryouts.	

Scene (visual description or drawing)	Narration / Dialogue / Audio	Production/Planning Notes
Zoom in on the paper and pencil where body of the paper is already done	After we finish our body, we then close the paper using the word “sincerely” for example or perhaps “your friend” then we sign our name.	
Kathleen and Rachel Talking	So the next time you receive a present be sure that you send a hand written thank you note to the person who gave you the gift. Thanks for tuning in!	

Project: TIP- REVISED Date: 11/2/11

Team Members: Kathleen and Rachel

Scene (visual description or drawing)	Narration / Dialogue / Audio	Production/Planning Notes
Visual of Rachel sitting in chair	Intro music- “Today we’re going to show you how to make a thank you note	

Scene (visual description or drawing)	Narration / Dialogue / Audio	Production/Planning Notes
Zoom in on paper and pencil (Kathleen writing the note)	“First, we start with the heading and date the paper. Then, the greeting, this is where we address to who we are writing or thanking. Then we drop down to the next line, indent, and begin the body of our letter.”	

Kathleen writing note	“In the body, we will begin with an introductory sentence where we thank the person for their gift. Then, we will explain specifically why we like it and what we plan to do with the present.”	
Kathleen writing note	“After we finish our body, we then close the paper using the word “sincerely” for example or perhaps “your friend” then we sign our name.”	

Scene (visual description or drawing)	Narration / Dialogue / Audio	Production/Planning Notes
Kathleen and Rachel Talking	“That’s how you make a thank you note.”	