

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson:

A Day in the Life Of A Crayfish: Teaching Perspective and Point of View

Suggested grade/age:

4th grade

Approximate time needed to complete lesson:

3-4 weeks for entire unit to be taken through the writing process and publishing process

Learning objective(s) and significance of lesson:

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

*Students will be able to write a creative story from the perspective of the crayfish (or other structure of life) we study in Science in first person point of view.

*Students will create an audio recording based on their story to give the crayfish a voice and create a movie, blabber or photo story.

*I feel that this story allows students to be creative while bringing in elements of empathy, voice, perspective and point of view. The technology is a powerful and engaging tool for students to follow the steps of the writing process from pre-writing to publishing.

Brief summary/outline of lesson:

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, and end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

1. This lesson is tied to our science unit "Structures of Life" so we use our knowledge about the critters in our room and connect it to the ant and boy in the book, Hey, Little Ant by Philip and Hannah Hoose. We talk about the ant and crayfish might perceive us as humans.
2. Brainstorm and pre-write using a template to answer questions about the crayfish. For example, name of crayfish, hobbies, what s/he does all day, what the crayfish thinks and feels about humans, what they crayfish would say or ask a human.
3. Write a story from the perspective of the crayfish using first person point of view (the vocabulary should be pre-taught).
4. Students take their written story through the writing process until they have a published version.
5. Students choose to use moviemaker, photo story or blabberize to create a media version of their story. They record themselves telling the story as if they were the crayfish and attach it to the movie, photo or moving picture.
6. Students share with their peers and upload their finished products to their e-folios.

Related Resources:

(What technology, articles, books, or supplies do you recommend?)

*Hey, Little Ant by Phillip and Hannah Hoose or other books such as Mirror, Mirror and The True Story of the Three Little Pigs.

*Computers and/or iPads

*Windows Moviemaker, iMovie, and/or Photo Story

*www.blabberize.com (talking pictures)

*soundcloud.com (for audio only)

Possible extensions or adaptations for different purposes/student needs:

*Paragraph and story graphic organizer to help develop paragraphs and the story

*Choose one type of technology or media to use instead of giving options

*Allow students to choose another structure besides crayfish to write from a different perspective

*Use only the writing portion or only the audio portion to adapt for time and objective.

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