LESSON PLAN
Grade 5-6
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OBJECTIVES
- To write a newspaper article about the life of Alex Decoteau
  SLE: 2.1, 1.2, 2.2, 2.3, 2.4, 3.1

MATERIALS
- Newspapers
- Newspaper organizer
- Research materials (web sites, books etc.)

ANTICIPATORY SET
Provide background and show students samples of actual newspaper articles for format.

PROCEDURE
1. Use websites and print materials to research the life of Alex Decoteau
2. Look at format of newspaper articles
3. Put information on organizer
4. Extend organizer into a newspaper article, making sure to model and support students’ independent writing
5. Have students hand in a rough copy for revision and editing
6. Have students complete a final draft on the computer

CLOSURE
What have we learned about who Alex Decoteau was?

EVALUATION
Assessment is based on PAT criteria for content and content management 720.

MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS
Expect organizer to be completed or rough copy only – provide assistance when needed

EXTENSION
The newspaper article could be modified so student write about different topics. For example, some students might write as if they interviewed Alex DeCouteau. They could pretend to be someone on the police force talking about him. They might also write a sports article about him and his achievements.
Newspaper Article Organizer (Option A)

SHORTER NEWS STORIES

Headline

Lead Sentence

Lead Paragraph

Setting (Where? When?)

Characters (Who?)

Events (Why? How?)

Climax Summary

Or Information that surprises

Reference:
Alberta Diagnostic Reading
Program Red Gook 4, 1986
Content Management

**Focus**

When marking CONTENT MANAGEMENT appropriate for Grade 6 functional writing, the marker should consider:

- accuracy and effectiveness of words and expressions
- control of sentence structure, usage and mechanics (spelling, punctuation, etc.)
- clarity and flow of communication

**Proportion of error to length and complexity of response must be considered.**

<table>
<thead>
<tr>
<th>Meets the Standard of Excellence</th>
<th>Words and expressions used are consistently accurate and effective.</th>
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<tbody>
<tr>
<td><strong>5</strong></td>
<td>The writing demonstrates confident and consistent control of sentence usage and mechanics.</td>
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<td></td>
<td>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</td>
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<table>
<thead>
<tr>
<th>Approaches the Standard</th>
<th>Words and expressions used are usually accurate and effective.</th>
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<tr>
<td><strong>4</strong></td>
<td>The writing demonstrates competent and generally consistent control and sentence structure, usage and mechanics</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>3</td>
<td>Clearly Meets the Acceptable Standard</td>
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<tr>
<td>2</td>
<td>Does Not Clearly Meet the Acceptable Standard</td>
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<tr>
<td>1</td>
<td>Clearly Below the Acceptable Standard</td>
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<tr>
<td>INS</td>
<td>Insufficient</td>
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**INS**