

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

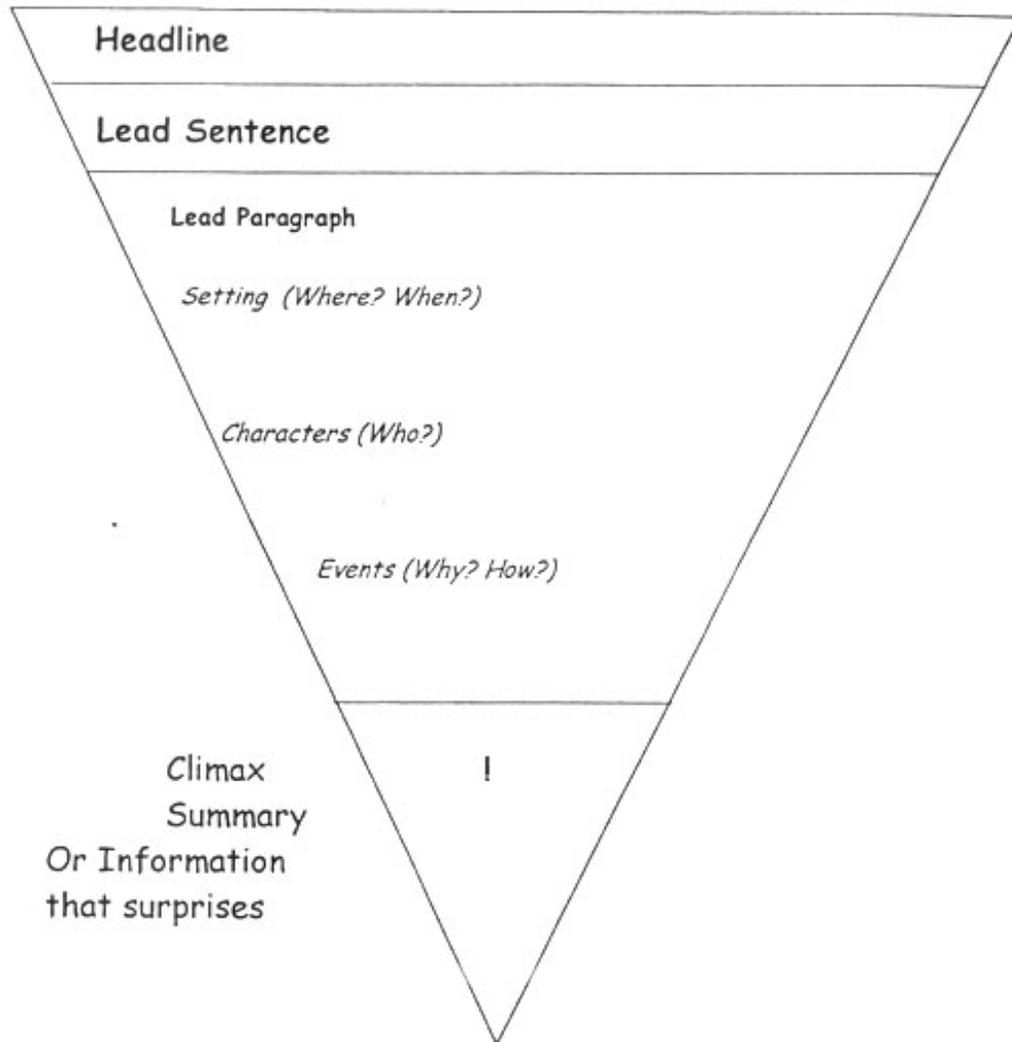
Expect organizer to be completed or rough copy only – provide assistance when needed

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



Reference:
Alberta Diagnostic Reading
Program Red Book 4, 1986

LONGER NEWS STORIES

HEADLINE:

LEAD SENTENCE:

LEAD PARAGRAPHS:

Who?

What?

When?

Where?

Why?

<p><u>SUPPORTING DETAILS:</u></p> <p>How?</p>
<p><u>CONCLUSION!</u> (Climax, summary or information that surprises)</p>

Content Management

<p><i>Focus</i></p> <p>When marking CONTENT MANAGEMENT appropriate for Grade 6 functional writing, the marker should consider</p> <p>accuracy and effectiveness of words and expressions</p> <p>control of sentence structure, usage and mechanics (spelling, punctuation, etc.)</p> <p>clarity and flow of communication</p> <p>Proportion of error to length and complexity of response must be considered.</p>

<p>Meets the Standard of Excellence</p> <p>5</p>	<p>Words and expressions used are consistently accurate and effective.</p> <p>The writing demonstrates confident and consistent control of sentence usage and mechanics.</p> <p>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</p>
<p>Approaches the Standard</p> <p>4</p>	<p>Words and expressions used are usually accurate and effective.</p> <p>The writing demonstrates competent and generally consistent control and sentence structure, usage and mechanics</p>

	Errors that are present do not reduce the clarity or interrupt the flow of the communication.
<p>Clearly Meets the Acceptable Standard</p> <p>3</p>	<p>Words and expressions used are generally accurate and occasionally effective.</p> <p>The writing demonstrates basic control of sentence structure, usage and mechanics</p> <p>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</p>
<p>Does Not Clearly Meet the Acceptable Standard</p> <p>2</p>	<p>Words and expressions used are frequently inappropriate and/or misused.</p> <p>The writing demonstrates lack of control of sentence structure, usage and mechanics.</p> <p>Errors severely reduce the clarity and interrupt the flow of communication.</p>
<p>Clearly Below the Acceptable Standard</p> <p>1</p>	<p>Words and expressions used are inaccurate and/or misused.</p> <p>The writing demonstrates lack of control of sentence structure, usage and mechanics.</p> <p>Errors severely reduce the clarity and interrupt the flow of the communication.</p>
<p>Insufficient</p> <p>INS</p>	<p>The writing has been awarded an INS for Content.</p>