

## Reading and Riting

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| <b>Grade Level</b>          | 8   |
| <b>Subject</b>              | English/Language Arts, Technology   |
| <b>Curriculum Objective</b> | <p><b>English/Language Arts 6.01</b></p> <p>Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>• using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.</li> <li>• using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>• applying the parts of speech to clarify language usage.</li> <li>• using pronouns correctly, including clear antecedents and case.</li> <li>• using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)</li> <li>• determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> <li>• extending vocabulary knowledge by learning and using new words.</li> <li>• evaluating the use and power of dialects in standard/nonstandard English usage.</li> <li>• applying correct language conventions and usage during formal oral presentations.</li> </ul> <p><b>Technology 3.01</b></p> <p>Select and use a variety of technology tools to collect, analyze, and present information.</p> |
| <b>Guiding Question</b>     | Is poor spelling and grammar indicative of a lack of intelligence?  |
| <b>Lesson Summary</b>       | Students will utilize the opening two paragraphs of the short story “Flowers for Algernon” in order to explore proper spelling and grammatical conventions. After reading the paragraphs aloud, they will use Microsoft Word to rewrite and correct the “Progris Riport” (Progress Report) entries left by the protagonist of the story, Charlie.   |
| <b>Activating Strategy</b>  | <ol style="list-style-type: none"> <li>1. Each student will need a copy of the short story “Flowers for Algernon” for this activity, as well as access to a computer lab with Microsoft Word.</li> <li>2. Pair students up. They do not need to log into the computer yet.</li> <li>3. Within these partnerships, assign one student as the “reeder” (reader) and the other as the “lissener” (listener).</li> </ol>  |

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|                             | <ol style="list-style-type: none"> <li>4. The “reeder” reads the two paragraphs aloud as the “lissener” follows along with the text to note how Charlie’s poor spelling is phonetic, as well as the improper use of sentence structure.</li> <li>5. The pair of students should then discuss the text and the errors, as well as what they would need to do in order to correct the mistakes.</li> </ol>   |
| <b>Cognitive Strategy</b>   | <ol style="list-style-type: none"> <li>1. Allow students to log onto computers.</li> <li>2. Model for students via example (show on overhead screen projector) by guiding them to the pre-established “Flowers for Algernon” folder the teacher has previously placed on the desktops of their computers</li> <li>3. Model how to open the “Progris Riport” document stored in the folder. Inside the folder is a document that features the two opening paragraphs from “Flowers for Algernon.”</li> <li>4. Model for students by correcting the word “Progris” to “Progress” in the opening header of the story excerpt.</li> <li>5. Inform students they will now use Microsoft Word to edit all of the spelling and grammatical errors they can find in the example provided in their folder. NOTE: They should do this without using SPELL or GRAMMAR CHECK.</li> <li>6. When students have completed correcting their paragraphs, they should save their work under the corrected spelling of “Progress Report” in the same folder.</li> </ol> |
| <b>Summarizing Strategy</b> | <ol style="list-style-type: none"> <li>1. After completing the computer based assignment, direct students to write a daily entry in their journals (or on a separate sheet of paper to turn in at the end of class if they are not keeping journals already). The topic is judging people by how they write. They should reflect on how they can now recognize and correct mistakes in their own writing. Depending on class length, this should be a timed writing of five to ten minutes.</li> <li>2. After they write the new entry, they should exchange journals / papers with their partners and correct any spelling or grammar errors.</li> </ol>  |
| <b>Evaluation</b>           | Students can be evaluated on both oral fluency (reading aloud the text to each other) and their own spelling and grammar skills (with the corrected “Progress Report” stored on the computer and the written journal entries.).  |
| <b>Resources</b>            | <ul style="list-style-type: none"> <li>• “Flowers for Algernon” by Daniel Keyes (short story)</li> <li>• “Progris Riport” Word Document Sheet</li> <li>• Student Journal or Reflective Writing Sheet</li> <li>• Computer Lab with Microsoft Word and Proxima Projector</li> </ul>  |