

# Learning Activity Template

Title: Fishing for Ideas

Curriculum: 6 Traits of Writing

Grade-Level Span: PreK to 2<sup>nd</sup> grade

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**PURPOSE:** Students will create a book from a Power Point template incorporating the elements from the *Ideas* writing trait.

**DESCRIPTION:** During this project, the students will incorporate what they have learned about the first writing trait which is *Ideas*. The *Ideas* trait encompasses the following elements: having a message, knowing the topic, adding details, and focusing on the topic.

ACTIVITIES	Curriculum Standards	Minnesota Technology Standards	ISTE-NETS	Information Literacy Standard	Big 6
<b>Plan:</b> Select a topic and brainstorm how to gather more information about it.		I , II	6.1, 5.3	1.1, 1.3, 1.4, 2.4	1 , 2
<b>Do:</b> 1. Build background knowledge about the topic. For example, if you are using autumn as your topic, read books about the season, take a walk in the neighborhood, visit an apple orchard or pumpkin patch, or do any other hands-on nature projects. 2. Pre-write and organize the idea on a hard copy of the Power Point template (rough draft). State your main idea and add details. 3. Transfer information from the rough draft onto the Power Point book template on the computer.	Gr. 1 and 2 II A, B, C and D	II, III A, III B	5.1, 2.2, 3.2, 4.2	1.5, 7.1, 2.1, 2.2, 3.1, 3.4, 9.1	3, 4, 5
<b>Review:</b> Stop and Read aloud three ways. First to yourself, next to a friend, then a friend reads yours to you. Do you like the way it sounds and looks? Use the student rubric to make sure you have the <i>Idea</i> elements. Once the book is finished in Power Point, post it on our class blog. Have a partner from an upper grade respond to your writing using the framework of giving a positive response, offering a suggestion, and concluding with another positive.	Gr. 1 and 2 II E	IV A, IV B, IV C	3.1	6.1	6


**TOOLS AND RESOURCES:**

(List all Web sites, specific software and hardware, and other needs.)

6+1 Traits of Writing by Ruth Culham  
 Gail Lovely: New Ways with Old Tools NECC 2006  
[www.blogger.com/home](http://www.blogger.com/home)

**ASSESSMENT:**

(How will you assess the students’ learning? If you have a rubric, record it here. Be as specific as possible.)

The students would assess their own work using the following rubric.

“Strong” means most or all of these things are true:

- I know a lot about the topic.
- My paper has a clear message.
- I used interesting details to help make the main message clear.

“A start” means most of all of the following things are true:

- I do not have enough information.
- My main message is not clear.
- Important details are missing.

The teacher would assess the student’s work by using the following rubric.

**Made it!** This is a strong effort. The writing communicates, writer to reader. It achieves a purpose.

**Getting there....** The paper could clearly be revised, expanded, or clarified, but the good news is, it’s on the way! There are many positives.

**It’s a start.** The writer made a start by putting something on the paper.

**CREDITS (INCLUDING CONTACT INFORMATION):**

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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**COMMENTS:**

Biggest ah ha!: We learned that using the blog after the project is finished makes the writing more authentic. It also builds partnerships between grades and with other schools.

Using simple technology with the book template on Power Point, students can have a finished project and feel successful.

(Have you taught this learning activity before? What are the great ah ha's/experiences you had?)

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