Technology, Content, Pedagogy & Knowledge:

Using TCPK to Enhance a Writer's Workshop Lesson Plan

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Technology Enhanced Writer's Workshop Lesson Plan

Introduction

Mr. Cole has already developed a very effective writer's workshop in his 4th grade class. In order to integrate technology in this lesson, it is important to consider the efficacy of his current pedagogical approach and realize that technology can be used to enhance his current lesson plan without completely changing it. With a little bit of preparation and the purchase of a new software package he will be able to integrate technology into this lesson and greatly enhance the overall learning experience of his students.

This lesson plan will not cover the details of the Writing Workshop that Mr. Cole has already developed. Instead it will explain how to integrate technology *into* this lesson, rather than having technology take *over* the lesson. It is important to remember that technology is not the point of the lesson, but rather a tool to enhance the lesson.

Objectives

There are five main steps in this lesson plan – selecting a topic of interest based upon interests, using a concept map to aid in the brainstorming and organization process, writing a first draft, engaging in peer review to aid in revising, editing and redrafting, and publishing. At the end of this lesson, students will have used "traditional technology" (i.e. a personal computer, a word processing program, a printer and the internet) in several steps and will engage "new" technology in their concept mapping, peer review and publishing. At the end, students will have a professionally bound copy of their work to share with friends and family for years to come.

Standards Addressed

There are several Common Core standards addressed by this lesson (see full list below).

There is also one specific standard that will be addressed by the addition of the "new" technology in

this lesson:

> **CCSS.ELA-LITERACY.W.4.6** states "With some guidance and support from
> adults, use technology, including the Internet, to produce and publish writing as
> well as to interact and collaborate with others; demonstrate sufficient command
> of keyboarding skills to type a minimum of one page in a single sitting."

Mr. Cole's original lesson plan fell short of achieving every point in this blended standard. This

"technology enhanced" lesson plan will help to completely fulfill the requirements.

Timeline

This project will be delivered over the course of sixteen weeks in order to give the students

plenty of time to work on each phase. Students will spend an average of an hour of class time per

day working on their writing.

Preparation

Before beginning this project, Mr. Cole will need to spend time on the logistical and

budgetary details. He will need to submit a purchase order for approval to purchase the necessary

software (educational versions), as well as ensure that each student has the necessary hardware

(computers, tablets and internet access). He will need to ensure that the school has a "G Suite for

Education" free account, and he'll want to double-check that each student has the necessary access

(i.e. does each student need a special login ID? an email account?).

He will also need to spend time becoming completely familiar with the "Inspiration 9"

software and iPad application, as well as the process to publish a group book through

48hrbooks.com.   He will need to have all of the software installed, which will likely require a

request to the school's tech support team.

Materials

The "old" technology for this lesson includes computers with internet access that are loaded with a word-processing software such as Word or Pages. The "new" technology will include iPads (ideally enough for each student to us them simultaneously, but four or five can be used in rotation), the desktop concept mapping software "Inspiration 9" and the accompanying iPad concept mapping application for "Inspiration 9," the "G Suite for Education" provided by Google which includes Google Docs and a publishing kit from Student Treasures.

Grouping Strategies

Ideally there will be enough computers for every student to work on their writing simultaneously. However, if there are budgetary constraints, Mr. Cole can set up a rotation schedule to ensure that each student gets an equal amount of time each week on the computers and/or iPads with the software.

In the peer review portion of the entire project, Mr. Cole will pair students according to their ability, to ensure a good experience in reviewing and being reviewed. If there is another teacher in his school who is also working on creative writing, he can work with him/her to pair students from one class to another. It would also be possible to collaborate with classes in other schools, other cities and even other states!

Learning Activities

Brainstorming and Organizing

There are many concept mapping software options available for use, but in a 4th grade classroom it is important to find a tool that is not overwhelming. "Inspiration 9" is a concept mapping software package that is designed specifically for young students ages eight and up that can

be used on computers and iPads. Instead of using just circles, diamonds squares and rectangles,

students will be able to create concept maps using fun graphics that are age appropriate and will

spark their creativity. Mr. Cole will be able to easily integrate this technology into the Writer's

Workshop lesson plan, since he has already used traditional pen and paper concept maps to help

students brainstorm and organize their work. Additionally, it can be a part of lessons in other

subjects, such as math, science, geography and more. It is a versatile tool that will offer a substantial

educational return on investment.
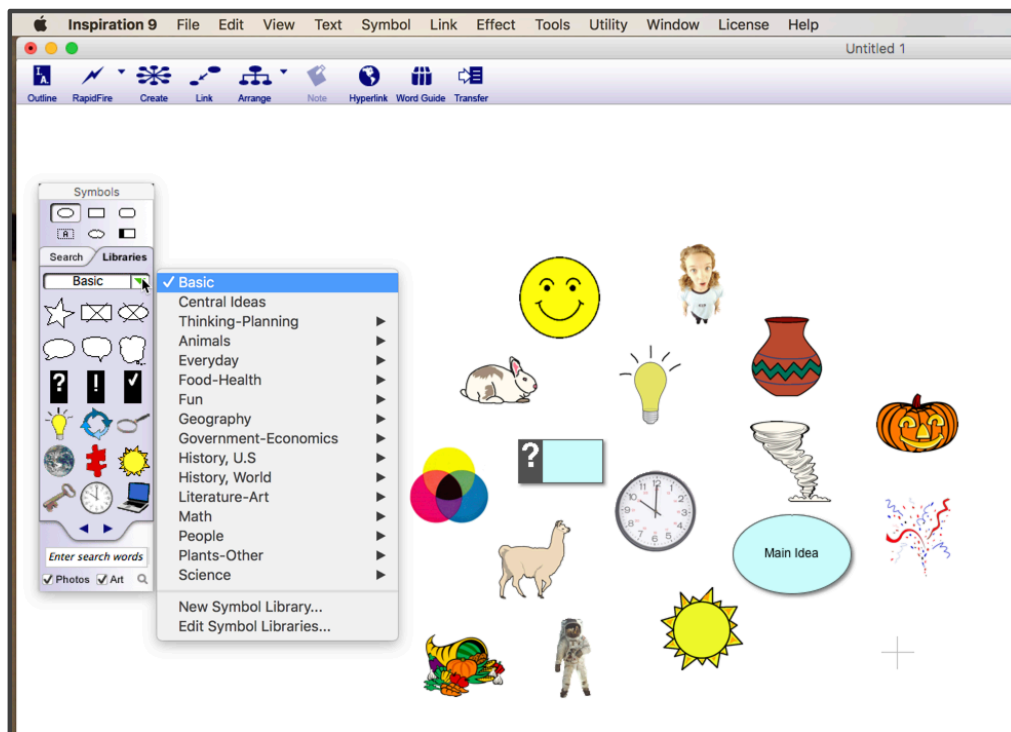
Just a few of the graphics offered on Inspiration 9 trial version, along with the main category listing.

Writing a First Draft & Revision

After the students have come up with their idea and mapped out their story, they can tackle

the first draft. Mr. Cole can allot twenty to sixty minutes for writing – possibly breaking it up into

chunks. In order to fulfill the standard of being able to write a minimum of one page in a sitting, he may want to move from shorter chunks of time to longer chunks. This can vary from class to class, depending on the students. By this point, students should have some experience using a word processor, which means this workshop can serve double-duty as a keyboarding/word-processing lesson. By the time students have written their first drafts, engaged in a peer review and gone through several revisions and produced a final draft, they will be much more comfortable using word processing software in their daily work.

Peer Review

After writing the first draft, it is time for students to "trade papers" and do a peer review. The "G Suite for Education" is the perfect tool for students to review each other's work using Google Docs. Students can review one or many stories using the real-time tools to leave comments and make suggestions. If Mr. Cole chooses to work with another teacher, they will be reviewing papers from outside of their classroom. Students will be able to work on their peer reviews either during class or at their homes. Mr. Cole will be able to monitor their work to ensure that students stay on topic in their comments and offer both critical comments as well as praise.

The use of this suite for collaborative online work has a wealth of possibilities in other subjects as well. Beyond peer reviews, students can work on group projects (in many different subjects) together – both at school and at home.

Publishing

The most exciting part of this lesson for the students will be the moment they open up a real, professionally bound book that has their story in it. Using the services at "48 Hour Books," Mr. Cole can put together the work of the students and submit it for publishing. The cost per student might range from $10 to $20 per student, depending on how big the class is and how many pages

each student writes. Students will have this tangible product of their hard work for the rest of their lives.

Assessment

In teaching about creative writing, Mr. Cole will go over the key points of strong story-telling, emphasizing certain things that he wants them to concentrate on. He will be able to base a grading rubric on these points for the final story, while also grading them on the completion of each step individually. The combination of these grades will offer a fair and complete total assessment for this entire project.

Conclusion

This lesson brings technology, content, pedagogy and knowledge together in a way that allows them to enhance rather than hinder each other. Mr. Cole already has a strong structure of "PCK" in his Writer's Workshop lesson, which means it is important to not upset that balance by making technology the focal point of the lesson. With the inclusion of the technology described here, he is now able to enhance the original lesson, open up new possibilities in other subjects/lessons (using the same technology) and fully meet the technology standards (i.e. Common Core or something similar) that his school requires.

Common Core Standards Addressed

1. CCSS.ELA-LITERACY.W.4.3

   Write narratives to develop real or imagined experiences or events using effective

   technique, descriptive details, and clear event sequences.

2. CCSS.ELA-LITERACY.W.4.3.A

   Orient the reader by establishing a situation and introducing a narrator and/or characters;

   organize an event sequence that unfolds naturally.

3. CCSS.ELA-LITERACY.W.4.3.B

   Use dialogue and description to develop experiences and events or show the responses of

   characters to situations.

4. CCSS.ELA-LITERACY.W.4.3.C

   Use a variety of transitional words and phrases to manage the sequence of events.

5. CCSS.ELA-LITERACY.W.4.3.D

   Use concrete words and phrases and sensory details to convey experiences and events

   precisely.

6. CCSS.ELA-LITERACY.W.4.3.E

   Provide a conclusion that follows from the narrated experiences or events.

7. CCSS.ELA-LITERACY.W.4.4

   Produce clear and coherent writing in which the development and organization are

   appropriate to task, purpose, and audience.

8. CCSS.ELA-LITERACY.W.4.5

   With guidance and support from peers and adults, develop and strengthen writing as needed

   by planning, revising, and editing.

9. CCSS.ELA-LITERACY.W.4.6

   With some guidance and support from adults, use technology, including the Internet, to

   produce and publish writing as well as to interact and collaborate with others; demonstrate

   sufficient keyboarding skills to type a minimum of one page in a single sitting.

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