

Manchester College
Education Department
Chase Estepp

Lesson: _____ **Descriptive Paragraph with Handwriting** _____

Length: _____ **45 minutes** _____

Age or Grade Level Intended: _____ **3rd Grade** _____

Academic Standards: English 3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper

Performance Objectives: The students will write a descriptive paragraph while writing in legible cursive following the directions from the writing workbook they use.

Assessment: After the students finish their workbook, they are going to write a descriptive paragraph about how they felt while crossing the balance beam and what they think it would be like to be a quarter mile high in the sky.

Advanced Preparation by Teacher:

- Bring the book *The Man who walked between the Towers*
- Check with the P.E. teacher for a balance beam
- Provide the movie Man On Wire

Procedure

Introduction/Motivation: “Hey class, have you ever wondered what it would be like to walk on a wire up high in the sky? What if that wire was strung between the World Trade Center’s Twin towers a quarter mile in the sky? How scary would that be, well one man did this in 1974.”

Step-by-Step Plan

- 1.) The students are going to go back to the “Reading Rug” and I am going to read them the book *The Man who walked between the Towers*. (**Gardner: Bodily/Kinesthetic**)
- 2.) During the story, I am going to ask them questions like “What city were the towers in?” “What was the guy’s name who walked the wire” (**Bloom: Knowledge**)
- 3.) After I finish reading the story, the students are going to line up at the door and we are going to head down to the gym to walk across the balance beam. (**Gardner: Bodily/Kinesthetic**)
- 4.) Then the students are going to head back to the classroom and we are going to discuss the different approaches they took to walking across the balance beam and what would have happened if they did it a different way. (**Bloom: Application**)

- 5.) After we have our discussion we are going to watch clips of the movie Man On Wire, which is a movie based on the real events of that day.
- 6.) We are going to then discuss the parts of the movie we watched and then they are going to start working on their writing workbook dealing with cursive. They have to have my permission to start writing their paragraphs after I have checked over their workbook pages (**Gardner: Inter/Intrapersonal; Bloom: Comprehension**)
- 7.) I am then going to give them the directions for their assignment of writing a descriptive paragraph dealing with their thoughts and feelings of how they felt while on the balance beam.
- 8.) They are then going to start out by writing their paragraph on a piece of paper using cursive, reminding them to make sure it is legible and they are using proper spacing.
- 9.) Once the students have finished their paragraphs, we are going to head down to the computer lab and they are going to type out their paragraphs. (**Gardner: Bodily/Kinesthetic**)
- 10.) After they have all typed up their papers we are going to put them on the bulletin board I created for the story.

Closure: At the end of the class before the students leave I am going to stress them the importance of cursive writing and making sure it is legible. I would also encourage them to do more research on the Twin Towers and how important they were and what role they played in our country.

Adaptations/Enrichments:

Girl with ADHD-Hyperactivity: Allow the student to get up and about when they start getting tired of sitting still. They can do the balance beam multiple times so they can move around and use their energy.

Boy with High Ability: Encourage the student to write a full page describing their experience with the balance beam. Challenge them to write in cursive to their best ability and concentrate on their spacing.

Girl with Autism: Allow the student to work on her workbook by herself if she does not feel comfortable working on it in front of people. She can also type her paper independently so she does not feel pressure to interact with people in her class in the lab.

Boy that is Deaf: Try and find the book in brail if possible, if not use a tape recorder to record me reading the book if the student is only partially deaf.

Self Reflection:

-Did I allow enough time for the students to work on their cursive before I graded them on it?

-Did I pick a book that the students found interesting enough and could connect to?