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Reread, Rethink, Recycle [3rd grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: *Reread, Rethink, Recycle*

Grade Level: 3rd Grade

Subject/Topic Area(s): Writing/Media (Economics component)

Designed By: Karen Morrison

Time Frame: 28 Days (1 Six Weeks Period)

School District: R.I.S.D.

School: Forestridge Elementary

School Address and Phone: 10330 Bunchberry Dr.
Dallas, TX 75241
469.593.8500

Brief Summary of Unit (Including curricular context and unit goals):

This unit integrates writing, media/technology and economics via collaboration differentiation. The goal is to publish a niche newspaper solely focused on going green. The unit opens with an analysis of the power of persuasion by exposure and examples. Students will then be learning researching skills necessary as they read books & navigate through websites about how to be environmentally friendly. The research and essays written will become the articles in the newspaper, the foundation. Students will be invited to learn a basic understanding of the parts of a newspaper, applying for a job and how to persuade for positions based on strengths and skills. Staff meetings will be conducted and then the classroom will transform into a living and breathing newspaper company. Students will have different jobs, goals, activities all based on skill and choice. The teacher, as Director, manages and facilitates the production of the newspaper. The staff has a unified mission. Wages will be given daily based on productivity and work accomplished.

We invite you to: Reread, Rethink, Recycle

Unit: Writing/Media**Grade: 3rd****Stage 1: Desired Results****Established Goals (Standards)***TEKS or Scope & Sequence*

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) understand how communication changes when moving from one genre of media to another;
- (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
- (C) Compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
- (B) develop drafts by categorizing ideas and organizing them into paragraphs;
- (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
- (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
- (E) Publish written work for a specific audience.

(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).

(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action.

(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Understandings

Students will understand that...

- A strong, persuasive argument
 1. appeals to emotions
 2. targets a specific audience
 3. utilizes strong reasoning and research
- Collaboration is essential for success
- Individualized and specific skill sets contribute to publications

Essential Questions

- How does change happen?
- What makes an argument successful?
- How does having a division of labor in a company impact the product made?

Knowledge

Students will know...

- Definition & aspects of persuasion
- How to use different media (digital cameras, computers, graphic & publication software)
- Different parts of a newspaper (headings, editorials, advertisements, etc.)

Skills

Students will be able to...

- Utilize the writing process to create a persuasive argument
- Collaborate & share ideas in communal setting
- Research supporting facts for their argument

Stage 2: Assessment Evidence

Performance Task:

Green Mighty Morrison Gazette

Students will engage in the publication of a newspaper. All aspects of the newspaper will be solely to persuade and promote why we should go green and how we should go green. Each student will have a specific role on the newspaper staff, thus contributing to the final product. On the final publication day, the Green Mighty Morrison Gazette staff will present our newspaper to school administrators. Some staff members, depending on desire and capability will be presenting, others will be respectful audience members. During the presentations, the video interviews conducted by reporters & recorders will also be shown.

***See assignment sheet**

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Self-assessments every 2 to 3 days
- Final Rubric—Day of Publication Presentation

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: Introducing Persuasive Writing—the student’s goal in persuasive writing is to try to convince people to agree with them about a specific issue. It is important for the students to understand that persuasive writing relies heavily on facts—not opinions. It is essential that they have content to back up their claims.

- Teacher model—how to brainstorm topic ideas for persuasive writing in their writer’s notebook. Students brainstorm independently on own topic ideas for persuasive writing
- Use Writer’s Toolkit (pre-selected persuasive examples)—Anchor Chart
- **Essential Question: How does change happen?** (in writer’s notebook)

Day 2: Read *I Wanna Iguana* by Karen Kaufman Orloff. Then use the book to model PREWRITE page. Teacher gives each student a prewrite page and asks him/her to begin brainstorming ideas of why the boy wanted an iguana and how did he persuade his mother to get one?

- Anchor chart/student's write in Writing Notebook
- **Essential Question 2: What makes an argument successful?** (in writer's notebook)

Day 3: Persuasion—how to make an effective argument

- **Review responses from E.Q.1 & E.Q. 2**

Day 4: Introduce “Go Green” Research Form

Day 5: Library/Computer Lab day— preview of research tools (books & websites)

Utilize librarian!

- www.pbskids.org/eeoworld
- www.amnh.org/ology
- <http://pbs.org/dragonflytv/show/earthspace.html>

-Self Assessments

Day 6: Computer Lab/Library- research * “GO GREEN Research Form”

Day 7: Computer Lab/Library- research * “GO GREEN Research Form”

-Self Assessments

Day 8: Teacher Model opening/topic sentence, Students draft opening/topic sentence

Day 9: Teacher Model the “WHY” paragraph. Students draft WHY paragraph

Day 10: Teacher Model the “HOW” paragraph. Students draft the HOW paragraph

-Self Assessments

Day 11: Teacher Model the closing. Students draft closing

Day 12:

- Introduce Green Mighty Morrison Gazette (show example) of where we're headed.
- Introduce Parts of a Newspaper (bring in newspapers)
- **Essential Question 3: How does having a division of labor in a company impact the product made?**

Day 13: Discuss Staff Jobs, Performance Task, Rubrics, Salaries

- Distribute applications (controlled choice)
- Mini-Persuasive Writing assignment “What strengths could you bring to our newspaper? What job would you be the best at and why?”
- Teacher assigns positions & assess persuasive writing
- **Review Response from E.Q. 3**

Day 14:

- First staff meeting—establish norms
- Individual staff writing jobs

Day 14-24

- Staff meeting
- Individual staff writing jobs
- Self-Assessments every 2-3 days

Day 25

- Staff meeting—determine presenters for formal presentations
- Finalize newspaper (all hands on deck)

Day 26

PRESENTATION DAY

Day 27

- FINAL Self-assessments
- Director conducts rubric assessments
- Determine what salaries could be spent on
- Co-Director sets up bank

Day 28

Unit officially done—salaries can be spent in the coming weeks at teacher's discretion

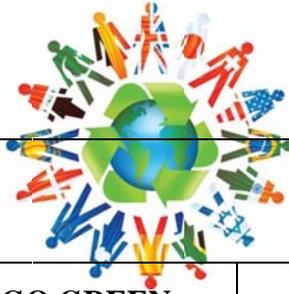


GREEN MIGHTY MORRISON GAZETTE

What can I spend my money on?

Using a fluffy-fluffy while I work (1 hour)	\$20
Happy Basket	\$50
Free Computer Time (30 Minutes)	\$30
Stage Pass	\$30
Free Draw Time (30 minutes)	\$20
Playing with Recess Games (30 minutes)	\$50
Eat in Classroom	\$15
Playing Multiplication War (30 minutes)	\$15
Stuffed Animal (all day)	\$10
Move clip up	\$80
Free Homework Pass	\$90
Bring Equipment for Recess	\$10
1 Road Runner Pride	\$5

GO GREEN



RESEARCH FORM

<i>WHY</i> WE SHOULD GO GREEN	<i>HOW</i> WE CAN GO GREEN
<p>PRETEND: Miss Morrison doesn't think it's important to take care of the Earth. What's the point? Why should I care?</p> <p>As you research websites, watch Earth videos, and read start writing notes of reasons why it actually IS important to be green.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>	<p>PRETEND: Okay, finally you've convinced Miss Morrison that she should take care of the Earth and environment... now what?</p> <p>What are actions that people can take, what can we DO to take care of the Earth?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>

STAFF MEETINGS

WHAT IT SHOULD LOOK/SOUND LIKE:

- All students on floor (in circle) or in chairs (in circle)
- Quiet, professional
- Only bring materials necessary, leave everything else at desks
- Show respect to speaker by looking at them
- Teacher, as director, sits in circle (fosters equality & community)

WHAT IT SHOULD NOT LOOK/SOUND LIKE:

- Students in desks
- Some students in desks while others are on the carpet
- Interruptions
- Loud
- Silly, immature behavior

GREEN MIGHTY MORRISON GAZETTE HEADQUARTERS

WHAT IT SHOULD LOOK/SOUND LIKE:

- Purposeful chatter & movement
- All students utilizing different parts of the classroom
 - Some at desks, some at laptops, some out of classroom for interviews or photo-taking
 - Director & Co-Director at horse-shoe table (“their office”)

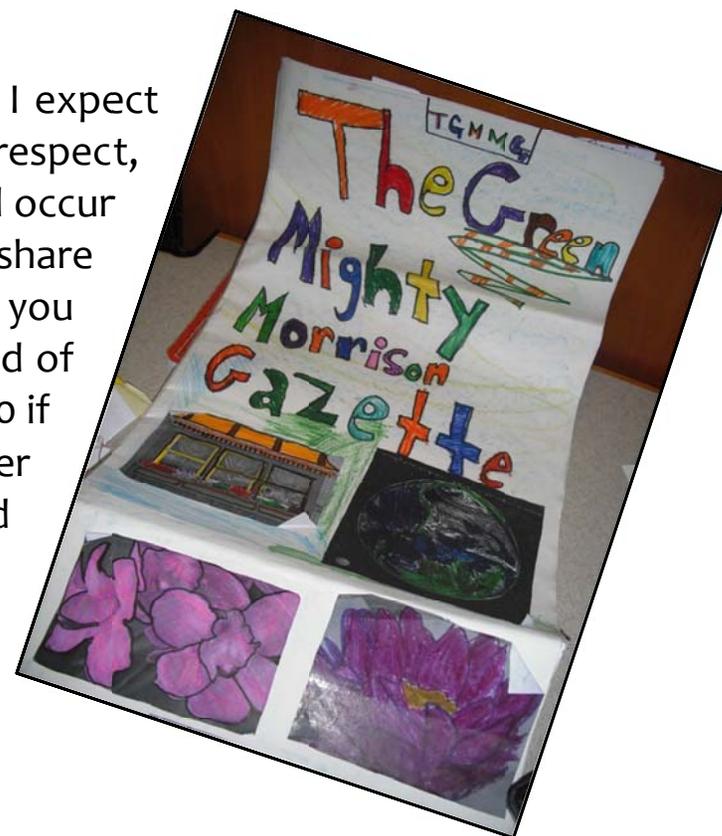
WHAT IT SHOULD NOT LOOK/SOUND LIKE:

- Quiet
- All students in desks
- Teacher at desk –grading papers, disengaged

Dear Staff Member,

As the Director of the Green Mighty Morrison Gazette, I expect the very best. Our newspaper press will be one founded on respect, strong work ethic and accomplished goals. Staff meetings will occur promptly at 9:00am. Please come ready to listen quietly, share ideas, and collaborate with other members of the staff. If you play, you don't get paid. Salaries will be distributed at the end of the work day; however, the Co-Director will not pay you \$10.00 if he or she has noticed off-task, silly behavior. This newspaper does not get published without the support, effort and creativity of every single individual. Thanks, in advance, for all you do.

Sincerely,
Director, Miss Morrison



Job Descriptions

Staff Writer	Complete a persuasive essay on reasons of HOW to go green and WHY to go green; must be research based (evidence support); must be taken through the writing process with diligence, thought & care
Co-Director	Great leadership skills; Assist Director; distribute salary; facilitate staff meetings; address any problems or needs that arise during “Newspaper Press” hours; Manage store for staff members to spend their salary; create & distribute badges for staff members leaving the newsroom
Photographer	Must have skilled use of digital cameras/computers; in charge of taking pictures relevant to the mission of the newspaper; understands value of technology & equipment; communicates with staff writers to connect photos with article content
Artist	Must enjoy art; skilled artist; in charge drawing & coloring pictures relevant to the mission of the newspaper; communicates with staff writers to connect photos with article content
Reporter	Great people skills; Great communication skills; Mature in front of a camera; asks relevant questions pertaining to the mission of the newspaper
Recorder	Must have skilled use of digital cameras/computers; Mature understanding that what they film and how they film it affects the interview—power to make an interview successful or unsuccessful
Typist	Works well under pressure; great keyboarding skills; must have knowledge of Microsoft software
Editor	Great understanding of C.U.P.S. (Capitalization, Usage & Grammar, Punctuation, Spelling); Collaborate with staff writers
Cartoons/Advertisements	Creative; sense of humor; great awareness of the function/purpose of cartoons & advertisements in newspapers; Work must reflect mission of the newspaper
Design/Layout	Organized; Able to see the big picture; Goal-minded; Works well under pressure; creative; collaborate with others
Publisher	Collaborate with others; Assist Design/Layout, Editors and Cartoons/Advertisement with any needs; Helps generate ideas; Ensures the successful outcome of all aspects of the newspaper

Student _____

Job _____

RUBRIC for assessment

	1	2	3	4
On Task	Off-topic conversations, silly, immature, not appearing to take the job seriously	On task 50% of the time	On task 75% of the time	On task 100% of the time
Task Completion	Did not complete task	50% task completion	75% task completion	100% task completion
Quality of Task	<u>Did not meet expectations</u> Poor quality, messy, spelling/grammar errors	<u>Met some expectations</u> Okay quality, some mistakes, some spelling/grammar errors	<u>Met most expectations</u> Good quality, Little to no mistakes or spelling/grammar errors	<u>Exceeds expectations</u> Evidence of thought, care, neatness; best work; something to be proud of
Collaboration	Did not follow <u>R-Time rules</u> <ul style="list-style-type: none"> • Show respect/good manners at all times • Follow instructions with thought & care • Care for everything & everyone 	Followed <u>R-time rules</u> 50% of the time	Followed <u>R-time rules</u> 75% of the time	Followed <u>R-time rules</u> 100% of the time

PARTS OF A NEWSPAPER

www.google.com

Headline

The words printed in large type across the top of a newspaper article to catch the reader's attention.

Dateline

The words at the beginning of a news article that tell when and where the story was written.

News article

In a newspaper, a story about an event that has just taken place.

Feature article

In a newspaper, a detailed report on a person, an issue, or an event.

Editor

One of the people who runs a newspaper.

Editorial

An article in which the people who run a newspaper give their opinion on an important issue.

International:

The international section of a newspaper tells you about news in different continents, such as Africa, the Americas, Europe, and Asia.

Business:

The business section is for things that are happening business-wise. For example, the business section might contain media and advertising, world business, the economy of the country that you live in, the stock markets, company researches, mutual funds, and stock portfolios.

Technology:

The technology section contains things that are going in and out of style in the technology world, things that are coming out, and things that have been out, but they're coming back in style.

Science:

The science section in a newspaper contains things that are happening in our medical world today. For example: a science section in a newspaper might contain what's happening in outer space, and it might contain things that are happening in and around our environment.

Health:

The health section in a newspaper would usually contain the things that are happening to a modern day person's health. For example: they might have come out with a new medicine that could clear the human race totally of allergies. In a health section, there might be news containing things about fitness and nutrition, new health care policies, and mental health and behavior.

Sports:

In a sports section, you may find out about last night's baseball, basketball, and football game. That's the second thing besides asking your buddies down at the pizza parlor. It may also tell you about a player on a team that might have gotten injured and cannot play. In a sports section, you can find out things about basketball, professional basketball, golf, soccer, tennis, professional football, and different sports that maybe you'd want to look for.

Education:

The thing that a student favors the most: the education section. In the education section you might be able to find out the overall average for students in a particular school, and maybe even a couple of awards that a student won for the school that they attend, or doing something that would help their school do better.

Weather:

In a weather section, you can find the weather, where ever you may need to know.

Obituaries:

In an obituary, you can find out about people who passed on recently, and people think that their death should be mentioned to the community. When you would go to this section in a newspaper, you can most likely find a picture about someone and a short biography.

The cover page story:

In this section, you'd just find the story that has the cover page has on it. It has more detail, and is usually found in the first few pages in the newspaper.

Table of contents:

This is the most important part of a newspaper. This part of the newspaper shows where to find all of these newspaper sections. Without it, reading the newspaper would take hours to read!

As you can see, There are many sections to a newspaper. They all play an important part, and when they act together, they make a newspaper.

A newspaper is any published paper that purports to report news of some kind of interest to a local community or to a specialized group (like lawyers or stockbrokers).

Since no newspaper can survive just on selling its papers, newspapers also carry advertising, usually divided into "showcase" or "display" ads that can take two pages, a whole page, half a page, a quarter of a page, etc., and "classified" ads that are only a few lines each and a lot cheaper than the display ads.

Modern newspapers also carry things to entice people who don't care for news, but are interested in entertainment, self-improvement, etc.

To provide some stimulus to people to buy their papers, many also carry "op-ed" columns, opinion pieces written by people who are known and sometimes respected for their opinions.

Many local newspapers also carry items like obituaries, foreclosures, bankruptcies, court proceedings, etc., out of a feeling they are "newspapers of record" and have a duty to report this information so members of the community know what is happening in the community.

So, there is no one definition of a newspaper and no standard divisions into sections.

Green Mighty Morrison Gazette Application

Your Name _____ Date of Birth _____

Age _____ Address _____

Phone Number _____

What strengths could you bring to our newspaper?

Jobs Available	Positions Needed	Salary/Day
Staff Writer	Need 22	\$10
Co-Director	Need 1	\$10
Photographer	Need 2	\$10
Artist	Need 2	\$10
Reporter	Need 2	\$10
Typist	Need 4	\$10
Editors	Need 4	\$10
Recorder	Need 2	\$10
Cartoons/Advertisements	Need 1	\$10
Design/Layout	Need 2	\$10
Publisher	Need 2	\$10