

## Best Practices of Technology Integration

**Title:** *Keepsakes*

**Subject:** Language Arts

**Grade Level:** Sixth Grade

**Description:**

Billy, the 12-year-old boy in *Where the Red Fern Grows* by Wilson Rawls, has a close relationship with his grandfather. The sixth grade students will develop questions, interview an adult over 50 years of age, preferably a grandparent, and write the results of the interview.

**Narrative:**

This has been an excellent assignment when our class has completed it in the past. The student has an opportunity to formulate interview questions, interview someone, record the information, and write the information in paragraph form using the skills that have been practiced in Language class. This project also gives the students a chance to relate to their grandparents. I plan to incorporate technology this year by providing the students with a camera to take a picture of the person they are interviewing and using a scanner to include the picture within the final report.

**Curriculum Benchmarks:**

[MI.ELA.3.MS.3](#)

Read and write fluently; speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.

[MI.ELA.2.MS.1](#)

Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.

[MI.ELA.2.MS.3](#)

Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.

[MI.T.3.MS.2](#)

Use technologies as tools for creative expression and communication of ideas (voice, data, video, graphics, etc.)

**Detailed Timeline:**

5-6 class periods of 45 minutes each -- Two of these periods would be devoted to preparation. Then class time would be devoted to another topic for about a week while the students did the actual interview. The rest of the allotted class time would be used to write, revise, and publish the final product.

**Materials/Hardware/Software:**

Copy of *Where the Red Fern Grows* for each student

Paper and pencils

4 One-Use cameras

Computer and Printer

Scanner

Overhead projector and screen

**Teacher Preparation:**

The students would have read at least the first 18 chapters of *Where the Red Fern Grows*. Then there would be a class discussion of the relationship between Billy and Grandpa and how Billy's respect for Grandpa and trust in Grandpa leads Billy to learn from him. Next, the students would be guided in developing interview questions to assist them in the actual interview.

**Prerequisite Student Skills:**

The students would need to know how to use a computer to publish their report. This published report would be expected to contain correct grammar, spelling, and other language skills that had been presented previously. They would also need to know how to use a scanner to be able to incorporate in the report a picture of the person that they are interviewing.

**Activities/Procedures:**

The students would need to write five interview questions for each of the following categories: childhood years, teen years, and adult years. Space would need to be left after each question for the reply. After writing the questions, the students would practice reading them silently and with a partner to check for clarity of the question.

After setting a time and place for the actual interview, the student would meet with the person they are interviewing. Recording could be done by writing answers after the questions or by using their personal cassette recorder. During the interview, the student could take a picture of the person they are interviewing or ask them for a photo that would be returned after it was scanned to put into the final product.

The students would then use class time to write their replies in paragraph form using correct spelling, grammar, sentence structure, punctuation, and capitalization. Five parts would need to be included in this report: introduction, childhood years, teen years, adulthood, and reaction. The introduction would let the reader know whom they had interviewed. The reaction section would be the writer's reaction to this project. Proofreading the report, completing revisions, and making corrections would follow the

writing of the report. The final step would be for the student to publish using a computer so that the photo could be scanned and placed within the final report.

**Assessment/Evaluation:** The published report will be evaluated using the following scoring chart --

	Possible Points
Wrote the required interview questions	5
Interviewed someone	5
Included 5 parts-Introduction, Childhood Years, Teen Years, Adult Years, and Reaction	10
Spelling	5
Paragraph form and sentence structure	5
Correct punctuation and capitalization	5
Correct word usage	5
Incorporated picture of person being interviewed	5
Neatness	5

Total points would be added and the grade would be based on the following:

45-50 points	Wow! A
40-44 points	Very Good B
35-39 points	OK C
30-34 points	Almost There D
0-29 points	Didn't Get It E

**Follow up Activities:**

The students and the teacher would complete a chart on the overhead comparing customs, school, dress, chores, etc. of the people they interviewed with themselves (the students). This would help them compare and contrast their lives with the lives of their grandparents.

**Submitted by:**

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