

## Lesson Plan: Life Event Timelines

**Objectives/Outcomes:** Students will be able to...

- ✓ Use a laptop and the program *Kidspiration* to create a timeline of Zinkoff's life events
- ✓ Use the graphic organizer to identify major life events in the character's life and how he has changed over time

**Rationale/Michigan Content Standards:** I chose to include this lesson to integrate use of the laptops to extend the students' reading experience by providing them a means to creatively represent information. The graphic organizer will also help comprehension of the text.

**Materials needed:** laptops with *Kidspiration* and student sheets of recorded life events

### **Teacher Procedure/Development:**

Motivation: The students will be motivated because they enjoy working with the laptops and have used the *Kidspiration* program before. They will be able to make their timelines unique using different colors, graphics, etc.

1. Activate prior knowledge by having students take out their sheets where they have recorded Zinkoff's life events according to grade level and discuss what types of events they included and which were most important to the plot.
2. Pass out student laptops and instruct students to start them up, log in, and open *Kidspiration*.
3. Under teacher guidance, students will open a new picture and begin constructing their timeline by entering the grade levels 1-6 in linked bubbles.
4. After all students have reached this point, students begin working independently to add in their information for each grade level. Teacher assistance will be provided if necessary or their partners may help if possible.
5. When students have finished entering information, remind them how to insert pictures and allow students to personalize their timelines by doing so.
6. When ten minutes are remaining in the computer hour, students must stop where they are, save their work, close all applications, shut down their laptop, and return it properly to the computer cart.
7. Once the computers are returned, for closure discuss what kind of information was included in the timelines, what changed for Zinkoff over time, and ask for opinions for what students think might happen to Zinkoff in the future.

**Adaptations:** Students who finish early with the assignment may be instructed to continue their timelines into the future and predict what might happen to Zinkoff. Students might also provide assistance to their peers. Students who have trouble using the program may receive assistance from the teacher or fellow students. Seating of certain students is arranged so they have a competent partner who would be willing to assist them. The program being used creates graphic organizers, so this lesson is especially effective for visual learners.

**Possible Extensions of this Lesson:** The lesson could be extended by requiring students to predict what might happen in the future to Zinkoff, had the book continued past middle school. After this, students might have written another chapter to the book to develop one of their ideas and share them with the class to integrate reading, listening, and writing in addition to the visually representing.

**Evaluations of Children:** Observe if students...

- ✓ Successfully operate the laptop and *Kidspiration* to create a timeline of Zinkoff's life events, listing at least one event per grade level
- ✓ Are able to use their graphic organizer to correctly identify major events in Zinkoff's life and what has changed over time when prompted

**Self-Evaluation:** I evaluate the success of the lesson by observing the level of student enthusiasm while completing the assignment. I also look at the finished products to determine the students' competence using the laptops and *Kidspiration*. I feel the lesson was successful as every student was able to visually represent their information, although time did not allow for everyone to personalize their timeline using the different features of the program. I think it was helpful that they had used the program before to make a timeline for a different subject, however more experience would have allowed the students to be more creative and productive. I was not prepared for computer problems unrelated the assignment, such as students unable to log in, and next time I will know how to deal with this problem so as not to waste time. I also did not use the data projector, which would have been helpful to more explicitly show the students how to create the timeline and work certain features. The student teaching competency I displayed while teaching this lesson included Competency 4, "Stimulates students to be creative and critical thinkers by using varied dimensions and methods including the use of technology."