

Apple Theme	TITLE	Tree handwriting activity
	DURATION	1 class period – 60 minutes
	MATERIALS	<ul style="list-style-type: none"> Smart board Apple Handwriting smart board presentation (see appendix 1) “My Letter Printing Book” activity booklet (see appendix 2)

SUBJECT AREA	English Language Arts	
LEVEL	Elementary Cycle One	Grade 1
LEARNING OBJECTIVES	<p>Students will be able to:</p> <ul style="list-style-type: none"> When printing lowercase letters on wide ruled paper with dotted lines <ul style="list-style-type: none"> recognize that not all letters begin and end on the same line <ul style="list-style-type: none"> some letters have sticks that reach the top line some letters reach the middle-dotted line some letters have tails that go below the bottom line Identify which lowercase letters reach the top line, the middle line & those with tails going below the line Correctly write down every lowercase letter Make attempts to spell words and write them down in proper handwriting 	
SUBJECT-SPECIFIC COMPETENCIES	<p>Competency 2: To write self-expressive, narrative and information based text <u>To follow a process when writing</u></p> <ul style="list-style-type: none"> Students will learn that when printing letters they must follow specific guidelines to produce legible handwriting When completing the “words I can spell” & days of the week portion of the activity booklet students will construct their own process of interacting with language by searching for words in the classroom to spell <p><u>To construct profile of the self as a writer</u></p> <ul style="list-style-type: none"> Students will begin to understand and see themselves as writers by: <ul style="list-style-type: none"> learning how to write using legible handwriting By independently discovering which words they can spell rather than being told which words to spell students are able to experience themselves as writers with a sense of autonomy <p>Competency 4: “To use language to communicate and learn” Key competency: <u>To use language (talk) for listening and thinking</u></p> <ul style="list-style-type: none"> By taking part in a discussion about the different parts of a tree and the different ways the lower-case letters are written students are encouraged to use appropriate language strategies to communicate their thoughts 	

	<p><u>To apply her/his knowledge of linguistic structures and features”</u></p> <ul style="list-style-type: none"> • When spelling out the words they know how to spell • By asking the students to identify which letters reach the top middle and those that go below the line students apply their knowledge of the features of letter printing
<p>CROSS-CURRICULAR COMPETENCIES</p>	<p>Competency 1: “To use information” <u>To gather information</u></p> <ul style="list-style-type: none"> • Students must look around the classroom to find the words they know how to spell, students must recognize in which areas to look for specific information (eg; around the calendar to find the days of the week) <p>Competency 5: To adopt effective work methods</p> <ul style="list-style-type: none"> • Students are required to follow instructions, use effective work methods and demonstrate good behavior during the lesson.
<p>Classroom setup</p>	<ul style="list-style-type: none"> • A carpet is setup in front of the smart board for students to sit at during the introduction part of this lesson • The classroom is a literacy rich environment <ul style="list-style-type: none"> ○ Students can look around the classroom to find the letters of the alphabet, key words from the unit theme, days of the weeks, colors and other frequently used words • Students sit in groups at tables marked by numbers <ul style="list-style-type: none"> ○ Students are invited to sit at the carpet and return to their seats by calling a table number ○ Each table has a monitor which is in charge of bringing the materials to the table and returning them after the lesson is complete.
<p>LESSON</p>	<p><u>Prior to lesson</u></p> <p>Students:</p> <ul style="list-style-type: none"> • Prior to this lesson students had several lessons surrounding the apple theme, are familiar with the parts of an apple tree and are anticipating a field trip to an orchard. • Students have had experience writing on the wide ruled dotted handwriting paper <ul style="list-style-type: none"> ○ it has been noticed that students are struggling to follow the guidelines provided but the lines on the paper • During the “morning message” students participate in correcting mistakes on the board or filling in the blanks <ul style="list-style-type: none"> ○ Mistakes that they have corrected in the past include illegible handwriting (letters too stretched/too squished, letters flying in space, etc...) <p>Teacher (prior setup):</p> <ul style="list-style-type: none"> • Prepare <ul style="list-style-type: none"> ○ Apple Handwriting smart board presentation (see appendix 1) ○ “My Letter Printing Book” (see appendix 2)

Introduction/Accessing Prior Knowledge

- Begin the lesson by showing the students a picture of an apple tree with roots on the smart board
 - Ask the students to help identify the different parts of the tree
 - Roots
 - Trunk
 - Leaves
- Show the students an image of letters written on alphabets and begin a discussion with the students about how sometimes apples letters remind you of apples on a tree
- Using the apple tree as a guideline demonstrate to students how some letters go all the way to the top of the tree, while some letters stay around the trunk and other letters have tails like roots that go under the line
- Allow students to take part in a discussion giving examples of letters=

Development

- Invite one students at a time to write down a lower-case letter on the smart board
 - Prior to writing the letter on the board ask the student to identify which line the letter reaches

*** during the introduction and development use the apple handwriting smart board presentation (see appendix 1)

Activity:

- Once all students have been given the chance to participate on the smart board students will return to their seats and complete the “My Letter Printing” activity booklet (see appendix 2)
 - The activity book is divided into several parts
 - In the first part students identify and write the letters that reach the top of the tree, the trunk and letters who have tails that go under the line
 - In the second part students build on their understanding of letter formation by writing down their names and days of the week
 - In the third part, students make attempts to spell the words they know

Extension:

- Students who complete the work early can be encouraged to spell more words, help their peers or color their booklet

MULTI LEVEL MODIFICATION

Differentiation

- The activity booklet has been designed to challenge the students at different levels
 - Some students may feel challenged by the first portion of the activity when trying to identify and write the letters, these students may spend a large portion of the class working on this part
 - Other students may feel challenged by the portion of the activity where they are asked to write down their names, date and spell words. These

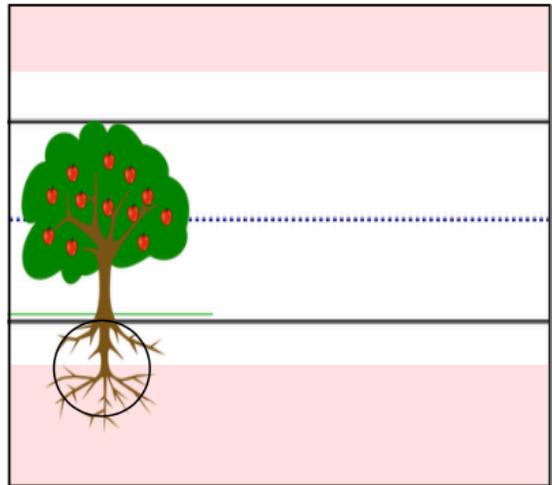
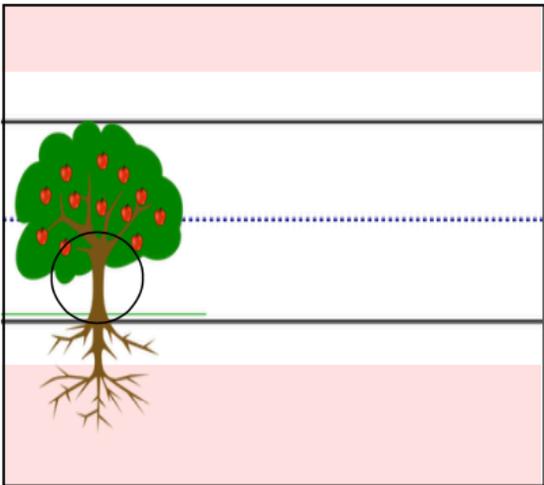
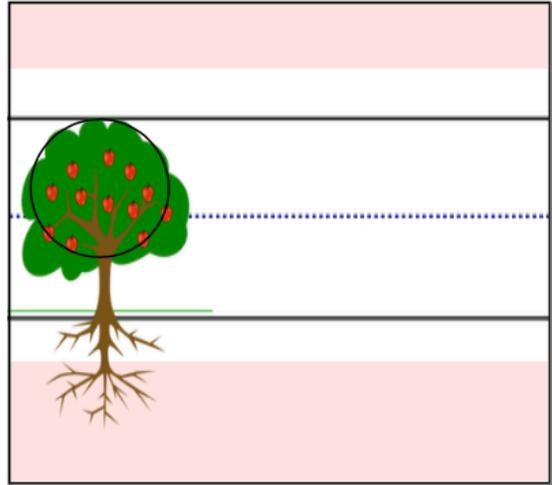
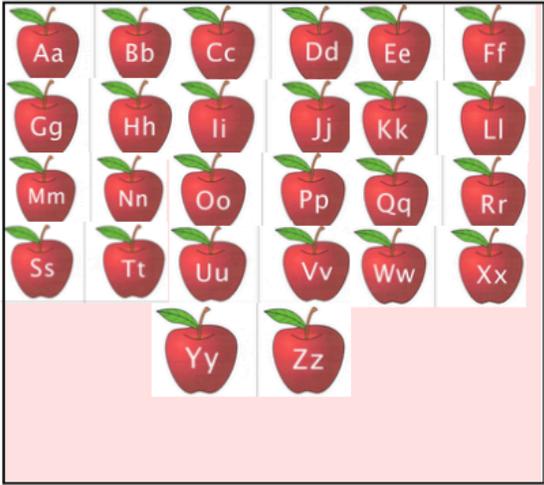
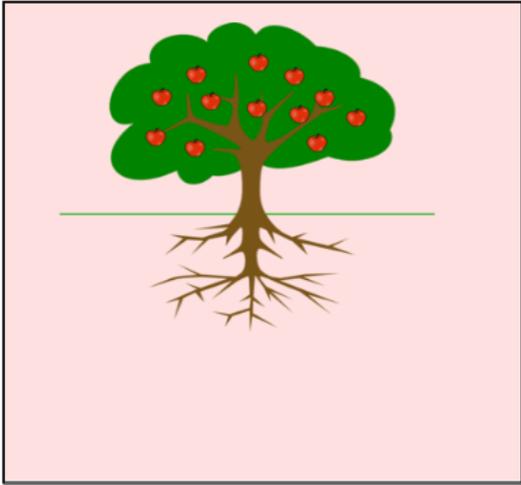
	<p>students will zoom through the first portion of the activity but feel challenged in the second and third</p> <ul style="list-style-type: none"> • Some students may require further assistance when trying to identify the letter or spell words <ul style="list-style-type: none"> ○ Work individually with these students at their desks <ul style="list-style-type: none"> ▪ Show them examples of each category of letter ▪ Show them where to look in the classroom for help identifying the letters and words
<p>PROFESSIONAL COMPETENCIES</p>	<ul style="list-style-type: none"> • Competency 3: To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study. <ul style="list-style-type: none"> ○ Attempting to find a way to explain the concept of producing legible handwriting and connecting the lesson to the apple theme of study • Competency 5: To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes. <ul style="list-style-type: none"> ○ Using the smart board to instruct the students in letter printing and giving them the opportunity to demonstrate their knowledge on the board.
<p>Evaluation</p>	<ul style="list-style-type: none"> • Observe the students at the different phases of the lesson: <ul style="list-style-type: none"> ○ Is the student able to write the letter on the board correctly? ○ Is the student then able to individually identify all the letters and write them on the correct page in the workbook? <ul style="list-style-type: none"> ▪ 7 letters that reach the top line ▪ 5 letters with tails that go below the line ▪ 14 letters that stay between the bottom line and the middle-dotted line ○ Is the student then able to use the same handwriting techniques when writing down the words rather than single letters at a time? <ul style="list-style-type: none"> ▪ Is the student able to write down the words making appropriate spaces between the letters and words? ○ Is the student able to look around the classroom for words and letters to try to independently complete the work ?

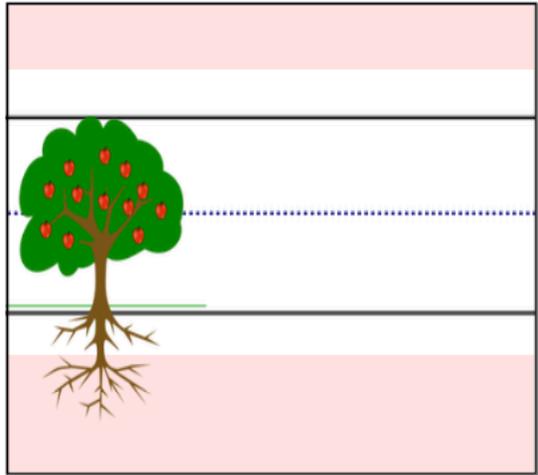
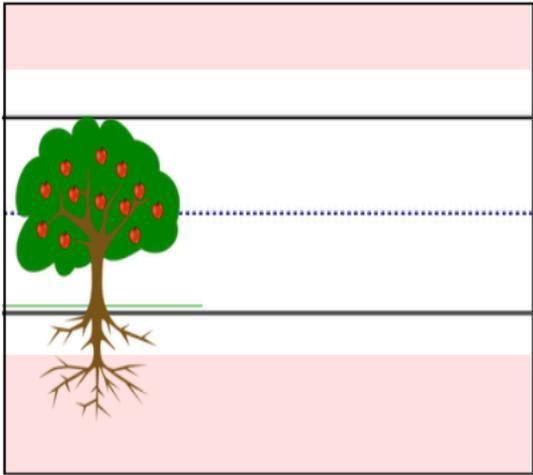
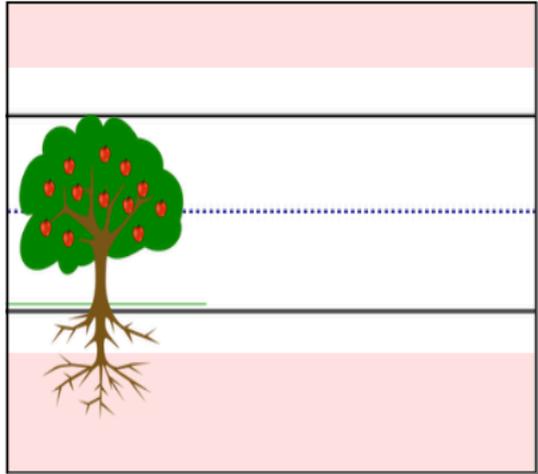
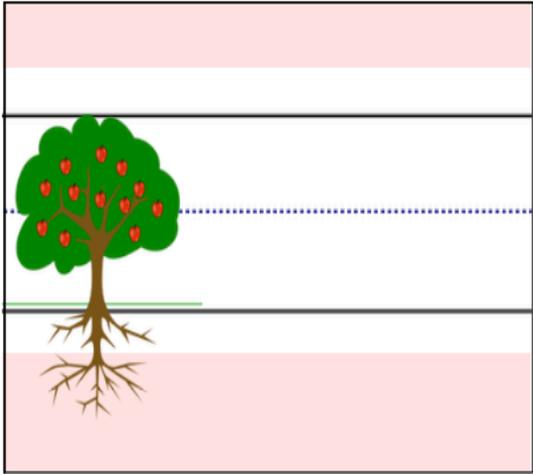
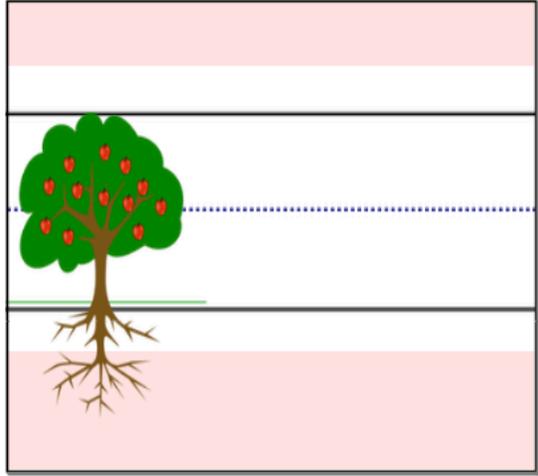
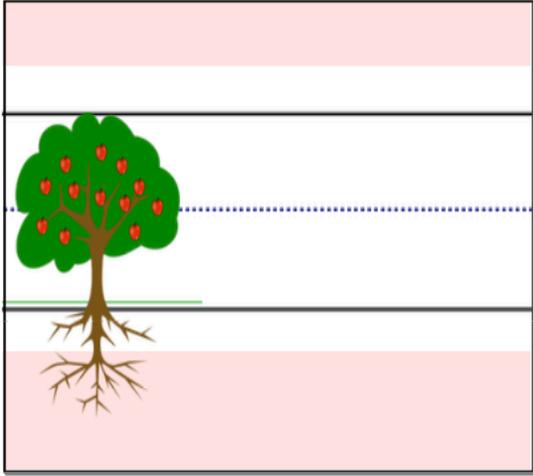
**POST LESSON
TEACHER
REFLECTION**

Future adjustments to be made:

- When asking students to each take a turn writing on the smart board during the development of the lesson, students began to lose interest and therefore became talkative.
 - Instead of giving every student a turn, allow three students to come up to the board show a few examples of the different categories of letters
 - A second alternative would be to give every student a turn but instead of having the students return to the carpet give the student the activity booklet and ask them to return to their seat and begin working
 - Invite the students who require more time to complete their work to write on the board before the students who tend to finish their work faster.

Appendix 1:





My Letter Printing Book

Appendix 2

Delete the following text box and print page 5 & 6 of this document as one double sided sheet

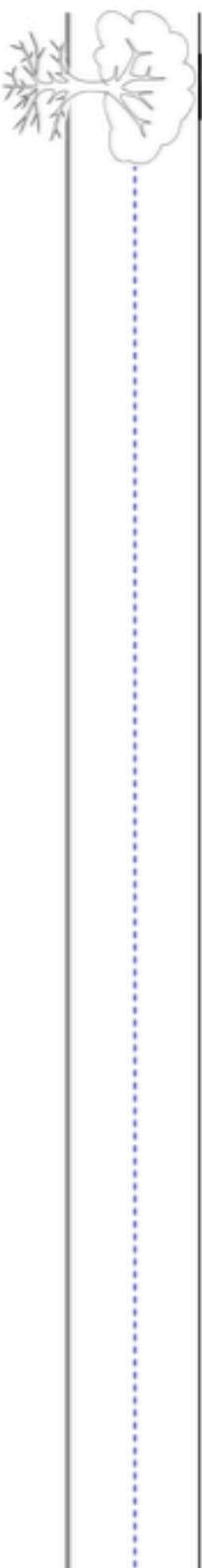
- Fold the paper down the middle both horizontally and vertically
- Cut the paper in half horizontally
- Insert the pages in order and staple

Name: _____

These are the letters that stay close to the trunk of the tree:



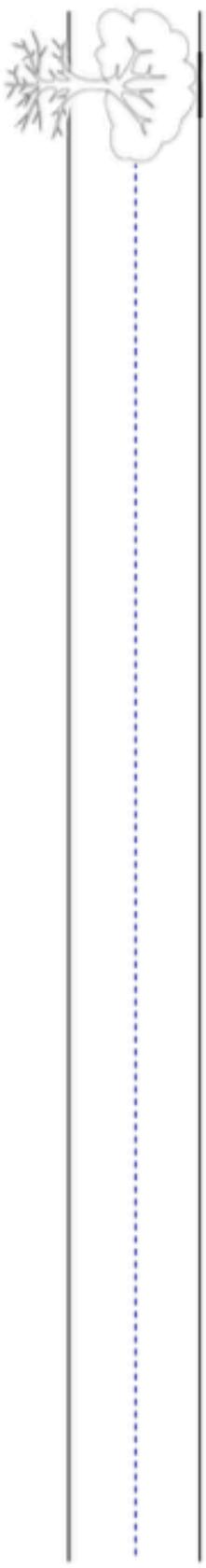
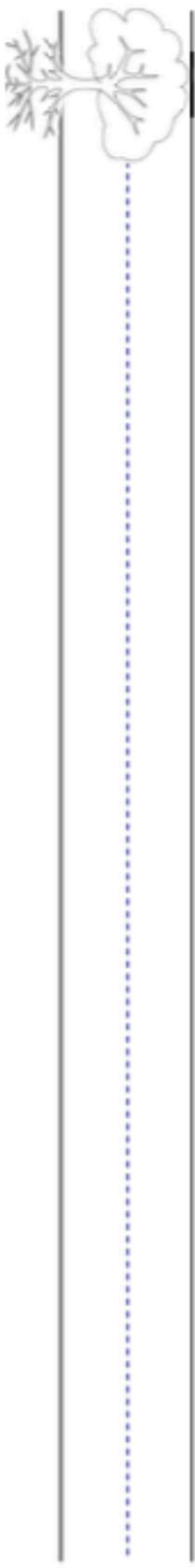
These are the letters that reach the top of the tree:



Handwriting practice lines consisting of five sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Yesterday was:

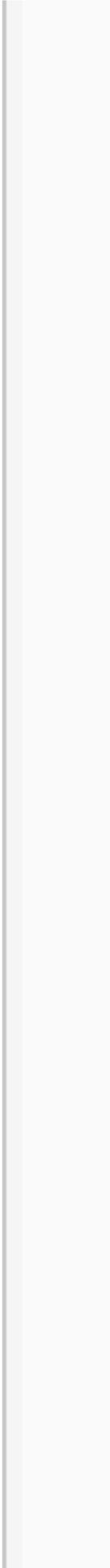
These are the letters that go to the roots of the tree:



My name is:

Today is:

Tomorrow will be:



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. This set of lines is repeated twice.

I can spell:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. This set of lines is repeated twice.