Write about an Embarrassing Moment

Summary

Students will read and listen to narratives based on a single experience. Then Students in the class will write about a time they were embarrassed, nervous, laughed at, or said something wrong. They will submit a rough draft to the teacher via email, the teacher will proofread the paper using the collaboration tool in Microsoft Word and send it back to the student to make corrections. The students will then submit the final draft. Students will share their stories with the class.

Time Frame

3 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Thinking & Reasoning, Communication

Materials

Books - Ah Love! Ah Me! by Max Steele - There's a Party at Mona's Tonight by Harry Allred - Ira Sleeps Over by Bernard Waber - Computers for the students.

Background for Teachers

Teachers must have a background knowledge of the collaboration tool in microsoft word.

Student Prior Knowledge

Students must have an understanding of Microsoft Word and the Collaboration tool in Microsoft Word.

Intended Learning Outcomes

Students will read and /or listen to narratives based on single personal experience, will write a narrative based on a single personal experience, and will produce a final draft of a narrative based on single personal experience.

Instructional Procedures

1. Read one or more of the above suggested literature selections. 2. Teacher relates an embarrassing story to the students. 3. Students brainstorm embarrassing experiences in small groups on paper. 4. Assign each child the assignment of writing about an embarrassing moment they have had in their life. 5. Have the students do this in the computer lab where they all have access to Microsoft Word. 6. After each child has written a rough draft have them email it to the teacher. 7. The teacher will then use the collaboration tool in Microsoft word to proofread and make comments on the paper. 8. The teacher will then email it back to the student so they may make corrections. 9. The student emails the final draft back to the teacher. 10. The teacher prints it, grades it, and gives it back to the student. 11. The students share their stories with the class.

Strategies for Diverse Learners

If diverse learners are having trouble with this assignment have them pair up with another student and they can make up their own embarrassing moment paper together. As a pair they can write and

correct the narrative.

Assessment Plan

The teacher will assess the student by reading the rough and final draft of the student making sure that they made the corrections suggested and followed the rubric.

Rubrics

Writing assignment

Bibliography

Utah LessonPlans UEN.org

Authors

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