

		Act: 4W7
Grade: 4	Strand: Writing	Concept: Compose a five “Ws” poem
Description of Task:	Students compose and publish a 5 “Ws” poem using the various text formatting tools to enhance communication.	
Expectations:	<p>4e1 communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);</p> <p>4e5 produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing</p> <p>4e7 revise and edit their work, using feedback from the teacher and their peers;</p> <p>4e8 proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;</p> <p>4e9 use and spell correctly the vocabulary appropriate for this grade level;</p> <p>4e12 identify various parts of speech (e.g., verbs, adjectives, adverbs);</p> <p>4e19 use a dictionary and thesaurus to confirm spelling;</p> <p>4e22 choose words that are most effective for their purpose (e.g., to describe vividly)</p> <p>4e23 use a dictionary and thesaurus to expand vocabulary;</p>	
Software Type:	Word Processing AppleWorks 6	
Computer Skills Prerequisite	<p>Students must be able to:</p> <ul style="list-style-type: none"> • Use the spell check function; • Access the thesaurus • Format text (e.g. align centre) 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Tell students they will compose a 5-line poem based on the “5 W’s”. 2. Review the 5 W’s: who, what, when, where, why. 3. The answer to each of the five question words will produce one line of the poem. 4. Brainstorm ideas for a theme for a poem with the class as a whole. 5. Using the organizer chart provided in the template to organize ideas for the poem. 6. Emphasize that the question words are connected to a certain part of speech (e.g. “who” questions are usually answered with nouns; in this example, the “what” questions produce a verb;) 7. Next, write the first draft of the poem, using the information in the organizer as a guide. 8. Revise and edit the poem, by: <ol style="list-style-type: none"> a. checking spelling; b. improving descriptive words by using a thesaurus. 9. If you have access to an LCD projector, model the activity on the computer. 	
Teacher Notes:	<p>Students may complete the plan for their poems and/or compose their poems on the computer. Instructions are provided for both activities. A template is provided for the chart organizer.</p> <p>For the centring icon to appear at the top of the page, you must “show” the rulers. If you don’t see them...</p> <p>Click on Format.</p> <p>Click on Rulers.</p> <p>Click on Show Rulers.</p> <p>Once the poems have been published, they may be used for a</p>	

	<ul style="list-style-type: none"> • classroom bulletin board display • book for the library • gift for a book buddy • book for a primary grade classroom <p>Related offline activities: Students may use a print copy of the organizer chart to record ideas for their poems. Once the poems have been printed, students may illustrate them by hand.</p>
	<p>Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/></p>
Assessment:	<ol style="list-style-type: none"> Did the student complete each section of the planner? (curriculum/learning skills) Did the student use the correct vocabulary for the 5 Ws? (curriculum) Did the student follow the plan in creating the final poem in the specified form? (curriculum) Do all words in the poem address the theme? (curriculum) Are the font and text size appropriate for the poem? (ict)