

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Sequential Writing with HyperStudio

Subject(s): Writing (Can be content related)

Intended Grade Level(s): Primary (Grades 1-2)

Description:

The primary focus of this unit is the teaching of sequential writing to primary age students. Students will use HyperStudio to add information (for expository writing) or details (for narrative writing) to “cards”. Students will use their “cards” to create logical sequence. Additionally, students will add pictures to their “cards” and create “buttons” to program their work.

Curriculum Benchmarks:

[MI.ELA.2.EE.1](#). Write with developing fluency for multiple purposes to produce a variety of text, such as stories, journals, learning logs, directions and letters.

[MI.ELA.2.EE.2](#). Recognize that authors make choices as they write to convey meaning and influence an audience.

[MI.ELA.2.EE.3](#). Begin to plan and draft text and revise and edit in response to the feelings and ideas expressed by others.

[MI.ELA.2.EE.4](#). Begin to edit text and discuss language conventions using appropriate terms.

[MI.ELA.4.EE.5](#). Explore and begin to use language appropriate for different contexts and purposes.

[MI.ELA.6.EE.1](#). Identify elements of effective communications that influence the quality of their interactions with others.

[MI.ELA.8.EE.1](#). Identify and use mechanics that enhance and clarify understanding.

[MI.ELA.8.EE.4](#). Identify and use aspects of the craft of the speaker, writer and illustrator to formulate and express their ideas artistically.

MI.ELA.12.EE.1. Identify the qualities of their own oral, visual, and written text that help them communicate effectively for different purposes.

Materials/Hardware/Software:

- *HyperStudio* from Roger Wagner Publishing
- *Kid Pix 2* from Broderbund Software

Activities/Procedures:

Students prepare a paper and pencil story-web for either expository or narrative writing.

Once this is complete, students are introduced to the features of HyperStudio including text, graphics, buttons, and sound. After students understand the basic features of HyperStudio (text, graphics, buttons and sound), they prepare text for their story. This may be done by students writing independently or by dictation to teacher.

Using previously learned paint skills with the Kid Pix 2 software; students create and import artwork to each “card” to accompany text. Buttons are added to establish organizational sequence. Editing and revision conclude the activity and address mechanics, text sequence, and language enrichment.

Assessment/Evaluation:

Student and teacher together evaluate central ideas, content, organization, voice and language conventions (including mechanics).

The standards of writing by which all students are will be assessed are:

Ideas	A recognizable central idea is evident throughout.
Organization	Writing has a sense of wholeness.
Style	Organization helps the reader move through the next.
Conventions	Surface features errors do not interfere with understanding.

Follow-Up Activities:

Students share their completed HyperStudio projects with other students and parents.

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