

Lesson Plan: Purdy News
LMC Computer Lab
Creating Cue Cards with MS Word
Library Media Skills
Spring, 2004

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Objectives

After completing lesson, students will be able to:

- ❑ Compare and contrast readability and legibility
- ❑ Define Sans Serif fonts
- ❑ Explain how font style and size affects readability and legibility
- ❑ Utilize MS Word's Page Setup feature to create an 11" X 17" page, landscape orientation with ½ inch margins top, bottom, left, and right.
- ❑ Explain what is meant by "chunking" information
- ❑ Edit and revise selected news scripts and "chunk" the information for an intended/targeted audience.
- ❑ Create scripts for the "on-air" newscast personalities.
- ❑ Working collaboratively with the newscast editors and producers, edit and revise news scripts to reflect the desired style for the newscast and the "on-air" personalities.
- ❑ Utilize MS Words Spell and Grammar Check to produce a final draft of cue cards with a font style and size that will be ready for reading "on the air."

Prior Learning

Before starting this lesson, Mr. Twedt's class has:

- ❑ Monitor the school's newsletter for items of interest to students, parents, and other community stakeholders (Reading & Social Studies).
- ❑ Identify issues and topics that merit further discussion or analysis (Social Studies and some Geography).
- ❑ Relate these issues to social issues within the geographic area served by the Fort Atkinson School District. (Social Studies and some Geography).
- ❑ Utilize Purdy LMC resources to build and reinforce information and technology literacy while gathering additional information, when appropriate, to extend the dialog of issues that have been presented in the school's newsletter. (Information and Technology Literacy).
- ❑ Write supplemental or follow-up articles that expand on the initial presentations in the school's newsletters (Language Arts & Social Studies).
- ❑ Utilize the Purdy LMC computer lab and MS Word to key, edit, and revise each student's writing (Information and Technology Literacy).
- ❑ As a class, review the creation of a news script from a news article.

- ▣ Utilize MS Word in Purdy’s LMC to rewrite the initial news pieces as news scripts (Language Arts & Information & Technology Literacy).
- ▣ Form a Purdy TV News Team (assign selected students to act as editors, writers, producers, production crews, editing personal, and “on-air” personalities) (Collaborative Skills & Information and Technology Literacy).
- ▣ Working with each news team group, review the roles each group will perform and relate each role to the overall objective of producing a high-quality Purdy Newscast.
- ▣ Working with “editors,” identify stories for the Purdy News, edit, and revise stories to fit the production’s style and time constraints (Collaborative Skills, Language Arts, Information and Technology Literacy).

Opening Activities

Class Discussion. Ask students what news shows (or sportscasts (i.e. ESPN/entertainment news shows (i.e. MTV) that students watch. Identify information type shows that as many students as possible have seen. Ask students to identify:

- ▣ What aspects of the show get their attention
- ▣ How newscasts maintain attention and inform
- ▣ What makes an announcer or on-air personality easy to understand and trustworthy
- ▣ Whether or not they believe that the on-air personalities are just “talking off the top of their heads” or if they are reading scripts

Review Lesson Objectives. Inform the class that today’s activities will:

- ▣ Compare and contrast readability and legibility.
- ▣ Define Serif and Sans Serif fonts
- ▣ Explain how font style and size affects readability and legibility
- ▣ Explain that for short bursts of texts or text that is to be read on a computer monitor, Sans Serif fonts are most readable.
- ▣ Explain that for extended text, Serif fonts are more readable.
- ▣ Utilize MS Word’s Page Setup feature to create an 11” X 17” landscape orientation with ½ inch margins top, bottom, left, and right. (Note: This will have to be printed on a district office digital printer).
- ▣ Explain what is meant by “chunking” information
- ▣ Edit and revise selected news scripts and “chunk” the information for an intended/targeted audience.
- ▣ Create scripts for the “on-air” newscast personalities.
- ▣ Working collaboratively with the newscast editors and producers, edit and revise news scripts to reflect the desired style for the newscast and the “on-air” personalities.
- ▣ Utilize MS Words Spell and Grammar Check to produce a final draft of cue cards with a font style and size that will be ready for reading “on the air.”

Review Prior Learning. Discuss basic features of MS Word that will be utilized to create cue cards from news scripts. Ask the class if they have utilized MS Word's page setup features to create different page layouts than traditional, academic style reports (it is likely that they have not worked with page orientations before and perhaps even with page margins because computer instruction at Purdy Elementary School is only sporadically integrated across the curriculum and MS Word is usually only used to key academic reports from drafts that have been created in class).

Information Presentation and Practice

- ☐ **Demonstration.** Illustrate Serif and Sans Serif fonts with examples from Web sites and in print. Explain that Sans means “without.” Serif fonts have extra lines to help readers differentiate each letter. Sans Serif fonts do not have the extra lines (1 minutes).
- ☐ **Demonstration – Readability.** Utilizing print and Web examples of Serif and Sans Serif fonts, direct students to read extended pieces of text on a monitor, in print. After students have expressed their thoughts, explain that to a typesetter, how extended text is read is referred to as readability. When in print, Serif fonts are clean and light. Times New Roman is an example of a common, readable font. On a computer monitor, Sans Serif Fonts are most appropriate. (2 minutes)
- ☐ **Demonstration – Legibility.** Utilizing print and Web examples of Serif and Sans Serif fonts, direct students to read short bursts (like a headline) of text on a monitor, in print. After students have expressed their thoughts, explain that to a typesetter, how short bursts of text are read is referred to as legibility. In general, Serif easier to recognize on a letter-by-letter basis (2 minutes).
- ☐ **Demonstration.** Font sizes and use some printed examples from 16 – 72. Ask students to discuss which size will be best for their cue cards. Inform the editors and their teams that they will need to decide what to use (1 minutes).
- ☐ **Illustrate “Chunking” information.** Show some sample “cue cards” that all contain related information without breaking up sentences or major ideas (chunking). Then show some examples where ideas and sentences flow onto 2 or more cards. Ask which cue cards would be more easily read on the air (1 minutes).
- ☐ **Guided Practice.** Demonstrate how to MS Word's Page Set Up (page size, margins, and orientation) (2 minutes).
- ☐ **Discussion.** Ask writing teams to identify their audience (consistent with newscast and “on-air” personalities) and how that should affect their writing styles (1 minutes).
- ☐ **Self-Directed Group Work.** Editing teams will create and save their cue cards on the school network so that the LMS can print the 11” X 17” layouts on the district office's digital copier (45 minutes).

Evaluation

Mr. Twedt uses a writing rubric each draft and revision (including cue cards) that students create. He does not formally assess the actual production. Informally, he does

maintain a list of potential improvements that the class identifies as appropriate for the next time this project is used.

In collaboration with Mr. Twedt, the writing rubric assess students as:

- 4 – Advanced
- 3 – Proficient
- 2 – Basic
- 1 – Minimal

The rubric for all the writing in this unit (including the cue cards) will look at (each area is assigned a score of 1-4):

Ideas/Content

- Is the writing focused on one main idea?
- Is the main idea supported with interesting details?
- Does the piece include interesting and original ideas?
- Does the writer seem to be an expert on the topic?

Organization

- Does the beginning of the piece grab the reader's attention?
- Are there transitions to connect ideas and details?
- Does the writing follow a logical sequence>?
- Does the ending sum up the main ideas?

Voice

- Does the writer clearly express his or her thoughts?
- Is the writer's point of view clear?
- Does the writing address its audience?
- Has the writer added a unique, personal touch to the piece?

Word Choice

- Does the writer use everyday words well?
- Do the words create detailed pictures in the reader's mind?
- Does the writer avoid repeating words?
- Are ideas expressed with strong and precise language?

Sentence Fluency

- Do sentences begin in different ways?
- Do sentences vary in length and structure?
- Can the reader move with ease from one sentence to the next?

- ☐ Does the writing have a natural flow when read aloud?

Conventions

- ☐ Has the writing been proofread and edited?
- ☐ Is each word spelled correctly?
- ☐ Are capitalization, grammar, and punctuation used properly?
- ☐ Does each paragraph explain only one thought or idea?

Presentation

- ☐ Is the writing neatly handwritten or word-processed?
- ☐ Does the appearance of the writing make it easy to read?
- ☐ Do the graphics support the writing?
- ☐ Is this piece ready to be shared with others?

Follow Up/Remediation

While students should be ready to utilize LMC resources and locate information that may be needed to create cue cards, LMS will monitor student work and informally assess if they are able to complete this task. As needed, LMS will provide additional instruction and direction (1 on 1 or in small groups) or accommodate any special needs that may be present.

Adaptation to Individual Differences

Students will be grouped by Mr. Twedt based on abilities. Before delivering this lesson, Mr. Twedt will be consulted for any areas of support or special attention that would be appropriate. He has indicated that only students that work well collaboratively in a self-directed manner are chosen for this phase of the production.

When appropriate, ENN teachers will be consulted and IEPs will be reviewed so that this lesson is modified when needed and strategies are implemented to more fully ensure that the activity can be reasonably completed by all students that have been selected for this phase of the activity.

Multiple intelligences have already been incorporated into this lesson via Mr. Twedt's groupings – students are assigned roles based on performance in the domains that are required to adequately complete each set of tasks within each role. If appropriate, LMS will informally monitor students and work with teams to cooperatively re-arrange tasks within each grouping to more fully reflect each student's abilities and readiness to complete the tasks that have been assigned. If necessary, Mr. Twedt will also re-evaluate his groupings so that students are assigned tasks that are appropriate for their interests, abilities, and readiness.

Motivation Techniques

While this unit features a video production (and students think of it as “Purdy News Show”), it is actually a unit that teaches writing as a process of drafts, revisions, and edits. Throughout the unit, students are writing and re-writing their responses to items from the Purdy Newsletter. Each draft changes the emphasis and is written for a different audience. The incorporation of the TV production is actually a motivator for the writing and rewriting that will be necessary to complete the video. Mr. Twedt reports that this emphasis is extremely effective.

Student motivation is also increased by giving them the freedom to choose stories of interest from the school’s newsletter. As the drafts are developed, students are put in teams (groupings) based on Mr. Twedt’s observations on how they work together. Being selected for a particular team tends to be intrinsically rewarding to students. Students that cannot or will not accept the challenges required for a given task are not selected for that task – instead they are considered for another role that is more consistent with what they would like to do and are able to accomplish.

Having the project featured on the school’s in-house cable network provides exposure for the class as a whole and many of the individuals involved with the project. The final project is also made available to the local cable company for inclusion on the public access programming. Mr. Twedt reports that this is a high motivator as well.