

21st Century Lesson Cycle Template

Grade: 9 EAL Support
Subject: 9 Language Arts
Unit: Novel Study: "Home of the Brave", Character Blogging

Driving Question: Do you blog? What is a blog?

Curriculum Outcomes:

1.3 Articulate, advocate, and support points of view, presenting viewpoints in a convincing manner.

6.2 Express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence.

10.3 Experiment with the use of technology in communicating for a range of purposes with a variety of audiences.

Prior Knowledge: Students have an understanding of point of view and writing in the voice of another person.

Screencast Link(s): KIDBLOG TUTORIAL:

<https://www.youtube.com/watch?v=Z1mAjHgKfYs>

Resources:

Kidblog student instructions:

http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/kidblog_student_instructions.pdf

➤ Blogging safely:

http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/blogging_safely.png

➤ Character blog requirements:

http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/character_blog_requirements_handout_lesson_3.pdf

➤ Character blog rubric:

http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/character_blog_rubric.pdf

➤ Blog peer editing questions:

http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/peer_e

[diting_character_blog.pdf](#)



www.kidblog.org

www.edupics.com or http://commons.wikimedia.org/wiki/Main_Page (for free images)

<http://www.netsmartz.org/Resources/Pledges>

Expected Time: 1 class for blog tutorial/ ongoing blogging with novel reading

**Resources:
(Tools & Tech)**

Lesson Procedure

I do:

- Ask students if they blog. Discuss what blogging is and why people blog: to express thoughts, feelings and history
- Explore different blog sites.
- While discussion of blogging is happening, discuss how to blog safely:
<http://www.netsmartz.org/Resources/Pledges>
- Tell students that as a class we will use www.kidblog.org but that they should explore other blogs for personal use and share ones they like for an extension lesson of blogging about their international experience in a Nova Scotia school.

- ☐ **find, validate**
- ☐ **remember, understand**
- leverage**
- ☐ **collaborate, communicate**
- ☐ **analyze, synthesize**

- ☐ **critical thinking**
- ☐ **evaluate,**
- ☐ **create, publish**
- ☐ **citizenship**

You do:

- Students will set up their www.kidblog.org account and explore the site with each other. Use handout: **'Blog Creation Steps'**
- Students will add a profile pic (of their character).
- Students will make a comment on a post by the teacher (they will need to comment on other blogs of their classmates over the course of the novel study.)

	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize	<input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
	<p>We do:</p> <ul style="list-style-type: none"> ➤ Students will write their first blog as the chosen character and be reminded of what they need to include in their blogs using the handout: 'Character blog requirements' • They will insert an image from the Internet that connects to their blog using www.edupics.com or http://commons.wikimedia.org/wiki/Main_Page • Students will comment on a classmate's blog. 	
	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize	<input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
	<p>We share:</p> <ul style="list-style-type: none"> • Students are sharing and commenting on blogs throughout the reading of the novel. ➤ At the end of the novel unit, students will use the peer editing guidelines to make a final comment about their peers' blog, as a whole. This will be their final blog comment. Use handout: 'Blog peer editing questions' 	
	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize	<input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
WRAP UP/REMINDERS: Students need to remember that they have to write two blogs/week.		
Differentiation:		
Modification: Some students may find it difficult writing from the point of view of a character so instead could write their own reflections of what they have read each week by using guided questions from the teacher.	<ul style="list-style-type: none"> • Enrichment: Their last blog is going to include an Animoto video of images storytelling their character's journey. 	

Evaluation: Rubric attached	
<p>Teacher Reflection: Students did extremely well with this lesson and their blogs were reflective and showed point of view of the character. Kidblog was easy for students to navigate and easy for me to set up a class, as a teacher.</p> <p>A like that the blog is easy to share with the classroom teacher so that they are able to see that the EAL student is meeting outcomes with the Independent Novel Study. It also allows me to see growth in writing and vocabulary.</p> <p>Students can choose their own blog site and keep a blog of their experience as an International Student in Nova Scotia. Student will share the blog with the EAL teacher and possibly other international students and link it to the NSISP website.</p>	