

Bulletin Board

Overview:

This activity creates a hands-on message board or newsfeed similar to those used in popular online forums. Students are given the opportunity to practice their writing skills by posting their responses to questions or statements proposed by the teacher.

Procedure:

1. A question or statement is posted on the board.
 - a. "What's your favorite movie and why?", "Who's going to win the Super Bowl?", "Name the 5 coolest animals."
2. Staff, students and any classroom visitor write their responses on the board.
 - a. Post responses with: large piece of paper and marker, white board and markers, index cards and pens, teacher provided responses, visuals
 - b. You can add to and revise your response or refute someone else's throughout the day.
3. Read the responses aloud.
 - a. At the end of the day, individuals can read their own responses or a chosen person can read them all.

ASOL Covered in this Activity:

There is the potential to teach all writing ASOLs through this activity.
Plan assignments based on individual instructional needs of students.
Here are a few standards on which you might focus:

- 5E-WE 1b:** The student will produce all letters.
- 5E-WE 2a:** The student will spell common high-frequency words.
- 5E-WE 4a:** The student will spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
- 5E-WE 4b:** The student will write routinely for a variety of tasks, purposes, and audiences.
- 8E-WP 3c:** The student will write routinely for a variety of tasks, purposes, and audiences.
- 8E-WP 5c:** The student will produce writing that is appropriate for the task, purpose, or audience.
- 8E-WE 1a:** The student will use standard English rules when writing by using question marks at the end of written questions.
- 8E-WE 2b:** The student will spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- HSE-WP 1a:** The student will write about a personal opinion and give more than one reason supporting and rejecting the claim.
- HSE-WP 1d:** The student will produce writing that is appropriate to a particular task, purpose, and audience.
- HSE-WP 1e:** The student will develop writing by planning and revising own writing by adding more information.
- HSE-WP 5b:** The student will develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- HSE-WE 1b:** The student will spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
- HSE-WE 2a:** The student will peer edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Extension Activities:

5E--WP 6a: The student will use technology to produce and share writing.

5E--WP 7e: The student will use technology, including the Internet, to produce writing.

8E--WP 4a: The student will use technology, including the Internet, to produce writing work or research report.

HSE--WP 6a: The student will use technology, including the Internet, to produce, publish and update an individual writing project.

Extension Idea: Begin an online forum to allow for responses submitted online. Print the responses to be placed on the board.

3E--RW 2a: The student will use newly acquired vocabulary drawn from reading and other content areas.

5E--RW 1f: The student will demonstrate understanding of content-specific words.

5E--WP 3b: The student will select a topic and write about it including one fact or detail.

5E--WE 2a: The student will spell common high-frequency words.

5E--WE 4b: The student will write routinely for a variety of tasks, purposes, and audiences.

6E--CN 1c: The student will use content words and phrases from nonfiction text.

7E--CN 1e: The student will use content words and phrases from a nonfiction text.

8E--RW 1e: The student will acquire and use content words and phrases.

8E--WP 1d : The student will use content specific vocabulary when writing about a topic.

HSE--RW 2c: The student will acquire and use content words and phrases.

Extension Idea: Extend this activity for a week to allow for more difficult questions and more well thought out and researched responses. A weekly graph of the responses can also be included to address math skills.

3E--CF 1j: The student will ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

3E--CF 2d: The student will answer questions to demonstrate understanding of fictional text.

4E--CF 1c: The student will use details from fictional text to describe a character in a story.

5E--WP 4a: The student will select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.

5E--WP 5b: The student will recall information from literary and informational text to support writing (e.g., "Use details from text to describe a character in a story." "Use details from the text to retell what the text says.").

6E--CF 1c: The student will identify the episodes or significant events in a story or drama.

8E--CF 1f: The student will make connections between key individuals or events in a fictional text.

8E--WP 4 c: The student will use information from literary or informational text to support writing (e.g., Recognize the difference between fictional characters and nonfictional characters." "Delineate the specific claims in a text.").

8E--WP 4d : The student will use information from literary or informational text to support writing by using specific claims in a text.

HSE--CF 1b: The student will determine the central idea of the fictional text and select details that relate to it to retell the text.

HSE--WP 6c: The student will cite evidence from literary or informational texts.

Extension Idea: Base the question or statement on a fictional character in a familiar story. The purpose of the activity can be to relay information, inquire about a subject or event.

5E--WE 4b: The student will write routinely for a variety of tasks, purposes, and audiences.

8E--WP 1b: The student will write about an event or personal experience by introducing the event or

experience, at least one character, and two or more events in sequence.

HSE--WP 1c: The student will write about an event or personal experience by introducing the event or experience, at least one character, and describing multiple events in sequence.

Extension Idea: Ask the students to describe themselves. Have them include basic facts and details (name, age, likes/dislikes, etc.) as well as describe a significant event that helped shape their lives (vacation, birth/death in the family, going to a new school, etc.)

Materials Needed:

- writing materials (pens, markers, paper, index cards)
- bulletin board, large piece of paper
- topic choices
- online forum (optional)

Instructional Setting:

classroom

Community Connections and/or Peer Interaction:

The activity invites all who visit the classroom to participate.

Functional Activity/Routine:

This activity creates a forum and builds a dialogue which is very functional.

Strategies to Collect Evidence:

- individual student product
- anecdotal evidence can be used to document individual student performance during the group activity.

Specific Options for Differentiating this Activity:

- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, a keyboard, or an alternative pencil.
- Images can be provided for emergent readers.
- A student in any of the developmental stages of writing can complete this activity.
- Since parts of this activity requires participants to respond to the posts of others, you may need to read posts to some of your students.