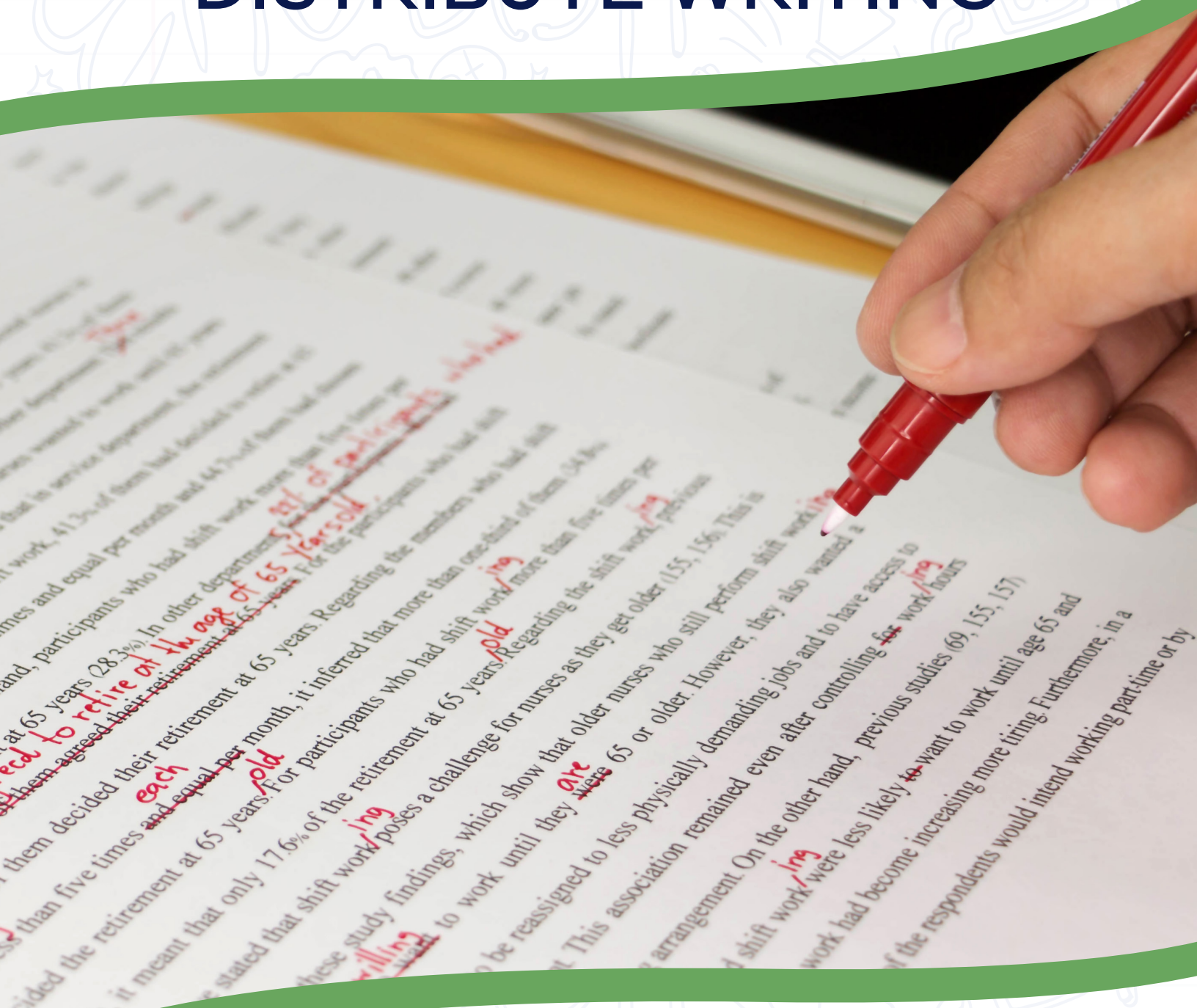


# PRODUCE AND DISTRIBUTE WRITING



**GRADE 5**

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# Classroom Procedure:

1. Display the following terms: *collaborate, publish, produce, write, technology*. Ask students: What do each of the terms have in common? What is the connection between each of the terms?
2. Allow for responses and discussion. Guide students to an understanding that writing can be a collaborative effort with their peers. When two or more of the students work together, they can produce and publish a wide variety of writing pieces, whether a single page essay or an entire research report for presentation to the class or distributed via the Internet. Ask students: What are some ways you can distribute and publish your writing for readers?
3. Allow for responses and discussion which will include blogs, emails, sharing PDFs, presentations to the class, social media, etc. Finally, ask students why it is important to type essays and reports quickly, efficiently, and accurately.
4. Allow for responses and discussion. A variety of responses will include better production, easier for others to comprehend, saves time when editing/revising, etc. Introduce *Produce and Distribute Writing* to the class.
5. Distribute *Produce and Distribute Writing* content pages. Read and review the information with the students. Discuss any bold questions with the class. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
6. Distribute the Activity page. Read and review the instructions. Students must be given access to Google Docs and the sharing feature. As an alternative, students may use pen and paper after typing a document using WP and then using the WP program to make comments, edits, etc. When complete, discuss the assignment and questions.
7. Distribute the Practice page. Pair students. Discuss and review.
8. Distribute the Homework page. The next day, review the students' responses.
9. In closing, ask students: *What piece of your writing has made you most proud? Why? How many different people have read it?*
10. Allow for responses and discussion. Students may answer with personal/academic examples. Further, ask students how interested they would be in publishing it so the whole world could read it. As an option, students' work may be published on the school's/teacher's website.

**Approximate Grade Level:** 5

**Objectives:** The students will be able to use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. The students will be able to use a keyboard to type a minimum of two pages.

**State Educational Standards\***  
LB.ELA-LITERACY.W.5.6

**Class Sessions (45 minutes):**  
At least 2 to 4 class sessions

**Teaching Materials/Worksheets:**  
*Produce and Distribute Writing* content pages (2), Activity pages (2), Practice page, Homework page

**Student Supplies:** handouts

**Prepare Ahead of Time:**  
Group students for the activity.  
Copy handouts.

**Options for Lesson:** Students may work alone or in groups for the activity. Create a booklet of students' best writing and sell it to parents and others in the community, the school, etc.-perhaps a local store. Assign students to write a letter to the editor of a news site related to a topic of interest. Conduct a contest to determine who is the most accurate and quickest typist.

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



# Teacher Notes

The lesson enhances a variety of skills many students may already be familiar such as keyboarding, using the Internet to produce and publish writing, and the general use of technology for writing. In addition, students will collaborate with peers to produce and publish their writing. It is recommended students access an online writing program such as Google Docs to collaborate on a piece of writing. These skills should be honed throughout the school year across the curriculum and students should receive sufficient opportunities to use these skills for academic writing assignments and projects. This lesson may be used in conjunction with a variety of writing lessons when necessary.

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# Technology and Writing

In the past, students your age, just like you, were required to write rough drafts, essays, research reports, paragraphs, poems, and other pieces of writing using pencils, pens, and paper. In some schools, students may have used a device called a typewriter. However, today, many students will use technology to produce and publish their writing.



Of course, it is acceptable to write using a pencil and paper; and in fact, many famous writers still use paper and pencil to write novels. For example, Stephen King and J.K. Rowling still write using pen and paper because they say it helps them remain focused without the distraction of technology, the Internet, etc. However, eventually, their award-winning stories and novels are written and published using modern technology such as word processing programs and the Internet.

If you have the opportunity to use word processing programs, there are several advantages:

1. **It is much faster (with practice) and easier than writing by hand.**
2. **The written documents can be easily stored on your device and can be returned to later.**
3. **You can easily review and rewrite the text in every document.**
4. **There is a wide range of formatting options available such as font size and type, bullets, etc.**
5. **Spelling, grammar, and other tools are useful to help with proofreading/editing your writing.**

In addition to word processing programs available on computers, you can easily use an online word processing program such as Google documents. Using online word processing tools, you and a partner (or an entire group) can easily access the same document. All of you can **collaborate** (work together to produce something) to create a better piece of writing, a more interesting story, or much more.

In addition, you can interact with each other by adding comments, making suggestions, or recommending changes to the document. In fact, each person collaborating on the document can be inside their own home discussing and editing the same piece of writing as it is stored in the “cloud”.

As with many writing assignments that may require the use of technology and the Internet, you may need assistance, guidance, and support from your teacher, an older brother or sister, or an adult family member. It is okay to ask for help. In reality, many of you may already know how to use the Internet and technology to produce and publish your writing but knowing how to use and using it are not the same. It would be similar to a great writer not writing.



# Using Technology to Write

The first step in using technology to write is to learn and demonstrate sufficient command of keyboarding skills to type a minimum of two pages during a single sitting. Two pages may sound like a lot of writing, but because typing a story or research report is much easier than writing it longhand, with practice, you can easily type two pages very quickly. In fact, two pages are usually about 1,000 words single-spaced and only 500 words double-spaced.

And as with all skills, whether using an on-screen or regular keyboard, it takes practice to increase your

**The menu is similar to other word processing programs and includes a SHARE option.**

**Two people are collaborating on this document - Chris and Mendi.**

**The changes are shown as part of the document**



sufficiency when typing. Initially, you may type very quickly but have many mistakes. However, when you slow down, there might be fewer errors, but it takes longer to complete the work. Eventually, though, with practice, your speed will increase and there will be very few errors. Once your keyboarding skills become sufficient, you can then focus on the content and quality of your writing.

Before you know it, you will be easily typing two pages in less time than a typical class period at school.

Once you are comfortable using the keyboard to type, you and your partners from school can collaborate on a research paper or another document using the Internet. Review the following Google Doc sample:

Once everyone has made suggested changes, added comments, and made some edits, the group can then discuss the creation of the final document, that is, produce a final copy and then publish the writing. It can be published on the Internet as a blog, shared with classmates, or printed and distributed to others. Of course, you can use it during a group presentation to the class as well.

Remember, producing and publishing your writing should often be one of the goals prior to beginning the rough draft of an assignment or personal piece of writing whether alone or collaborating with others.



**What piece of your writing has made you most proud?  
Why? How many different people have read it?**





## Follow the instructions:

1. Collaborate with your group and complete **ONE** of the following writing assignments:
  - a. An essay about your school which will be used for newly enrolled students to read.
  - b. A fictional short story about a young boy or girl with a superpower.
  - c. A personal narrative related to a recent field trip your class had taken.
2. Once you choose the assignment, discuss the content with the group. Take careful notes and ideas related to the assignment that everyone has agreed upon.
3. Each group member will then type a rough draft based on the notes using Google Docs or another Internet word processing program.
4. Once the rough drafts are completed, each student will share the content with the rest of the group.
5. Group members will read all rough drafts, meet again, and choose **one rough draft** to use and work on for the final copy.
6. Using only the **chosen final rough draft**, students add and share comments, notes, make edits, etc. using the Internet program. (The teacher will set a pre-determined time limit for working on the rough draft.)
7. Students are not to make changes to other group member changes- but may add notes or comments related to any changes or parts of the rough draft.
8. Once the set time-limit has ended, the final rough draft should then be read and discussed by the group. A final copy is to be produced and published either for printing or other distribution.
9. As an option, each student may write their own FINAL COPY.
10. With your group, discuss (no need to write responses) each of the following questions:
  - a. What was most difficult about collaborating with other students?
  - b. Was it easy to make comments, edits, etc. on the shared document? Why or why not?
  - c. Was there anything frustrating about the assignment? Explain.
  - d. Do you think collaboration helps make writing content easier? Why or why not?
  - e. What would you change if you could do the assignment all over again? Why?



**Collaborate with a partner. Each of you will respond using your own practice page.**

1. On the lines below, write a very short fictional story that includes animals as characters: (Be creative.)

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2. Reread the above story. Circle the changes that need to be made. Repair writing errors. Rewrite it.

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3. If you produced and published this on the Internet, who would be the audience? Why?

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4. What could be added to the story to make it more appealing to readers? \_\_\_\_\_

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5. Using a word processing program, Google Docs, or similar program, type a final copy of the story. Each of you will type your own copy. Type as quickly and accurately as possible.

6. Once you have completed the typing, answer each question:

How many total words did you type? \_\_\_\_\_

How long did it take you to complete the typing? \_\_\_\_\_

How many errors did you make? \_\_\_\_\_

What was your most common error? \_\_\_\_\_





# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_



Follow the instructions. Time yourself or ask a parent or another adult to time you.

On each of the keyboards, **circle** each letter used in the sentence as the letter appears. If it appears a second time, **place an X** over the letter. Try to increase your speed for each sentence.

**1. *The quick-witted, older fox zealously jumped out of her chair and enticed the young pup with vegan treats.***



How long did it take you? \_\_\_\_\_

**2. *The quick onyx goblin jumps over the lazy dwarf.***



How long did it take you? \_\_\_\_\_

**3. *Two driven jocks help fax my big quiz.***



How long did it take you? \_\_\_\_\_

Type the sentences using a keyboard, texting, or word processing program and time yourself.

Can you think of a sentence that uses all the letters on the keyboard at least one time?

\_\_\_\_\_



**Collaborate with a partner. Each of you will respond using your own practice page.**

1. On the lines below, write a very short fictional story that includes animals as characters: (Be creative.)

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2. Reread the above story. Circle the changes that need to be made. Repair writing errors. Rewrite it.

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3. If you produced and published this on the Internet, who would be the audience? Why?

*Most likely, younger children depending on the story the pair of students write.*

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4. What could be added to the story to make it more appealing to readers? \_\_\_\_\_

*Using different fonts, adding images, video, etc.*

5. Using a word processing program, Google Docs, or similar program, type a final copy of the story. Each of you will type your own copy. Type as quickly and accurately as possible.

6. Once you have completed the typing, answer each question:

How many total words did you type? \_\_\_\_\_

How long did it take you to complete the typing? \_\_\_\_\_

How many errors did you make? \_\_\_\_\_

What was your most common error? \_\_\_\_\_



**Follow the instructions. Time yourself or ask a parent or another adult to time you.**

On each of the keyboards, place a dot next to each letter used in the sentence as the letter appears. If it appears again, place more dots next to the letter. Try to increase your speed for each sentence.

**1. *The big, quick-witted, older fox zealously jumped out of her chair and enticed the young pup with vegan treats.***



How long did it take you? \_\_\_\_\_

**2. *The quick onyx goblin jumps over the lazy dwarf.***



How long did it take you? \_\_\_\_\_

**3. *Two driven jocks help fax my big quiz.***



How long did it take you? \_\_\_\_\_

**Type the sentences using a keyboard, texting, or word processing program and time yourself.**

**Can you think of a sentence that uses all the letters on the keyboard at least one time?**

**Very challenging and students may not be successful.**