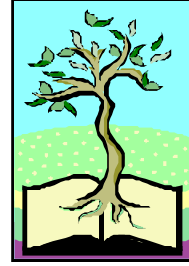


Greeting Cards:

Grade : 3-Adult

An integrated lesson plan covering 4. sessions of approximately 1-2 hours each.



Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

Americans bought nearly 6 billion cards last year. The style requirements for formatting submissions are strict, but the scope for creative release (and some financial gain) is immense. Teaching the basic aspects of greeting card writing and submission is an effective way to start students focusing on creative release, grammar and punctuation, style and impact in small pieces of work.

Lesson Objectives

Lesson Project: Create Greeting Cards

Project Objectives: When students complete this project, they will be able to...

- Use the Writing Process
- Release their creativity through Freewriting
- Identify the format of Greeting Cards
- Use the Internet for research purposes
- Use Microsoft Publisher for the creation of Greeting Cards

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading:	Identify their likes and dislikes in Greeting Card verse, Find the main point behind Greeting Card verse, and Identify Audience.
Writing:	Summarize ideas, Use the Writing Process to develop a Final Draft, Understand that different writing requires different formats, Release creativity through Freewriting.
Grammar:	Apply standard punctuation and sentence structure
Technology:	Apply basic features of Microsoft Publisher and search a site on the Internet.

State/National Standards

Reading and Writing Skills:

1. Students read and understand a variety of materials.
2. Students write for a variety of purposes and audiences.
3. Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Websites

Required:

<http://www.hallmark.com>

Support:

<http://www.americangreetings.com>

Pre-requisites

Read at a 3rd grade level or above. Basic knowledge of Microsoft applications (i.e. opening a program, etc.)

Required Materials

- Several greeting cards to be used as examples during discussion.
- 3x5 or 4x6 blank index cards for sketching samples.
- Card Stock for printing final drafts.

Handouts

All handouts are included at the end of the lesson plan.

- Chart One: Research
- Chart Two: Constructive Criticism and Revision
- Hallmark © Example Cards handout

Required Equipment/Technology

- 1 computer with Internet connection and Microsoft Publisher for every group of 2 or 3 students.
- Printer.

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Time Estimate	Instructor Notes
Prompted Freewrite	10 minutes	<p>Begin with the reading of 2 or 3 cards. After reading them, ask, "Would you buy these cards? Why or why not?" Do they state a message? How well, or badly do they state it?" Then allow students to freewrite, guiding this freewrite with the idea: What makes a good card? What would I write about, if I were writing a card?</p> <p>The students should understand that no one will see or grade their freewrite.</p>
Topic Discussion	20 minutes	<p>"How many greeting cards did you buy last year?... Americans bought nearly 6 billion cards last year, supporting the multi-billion dollar greeting card industry. The kinds of cards we buy say something about our relationships. We pick from categories that speak about the relationship- alternative humor, inspiration, mechanical or pop-up, and soft-line cards that express personal feelings.</p> <p style="padding-left: 40px;">90% of card buyers are women. The artwork is generally what prompts these buyers to pick a card up, but the words are what sell a card- or sends it back to the shelf."</p> <p style="padding-left: 40px;">Pass out copies of several greeting cards and ask the students to share what they think of them. Do the cards remind them of somebody? Share a story behind where you got one of the cards, or a particular person a card reminds you of. Then continue the discussion.</p> <p style="padding-left: 40px;">"Every greeting card must do one thing: it must say something that someone would want to send to someone else. The card is a symbol. It shows the relationship between the sender and the receiver.</p> <p style="padding-left: 40px;">"Say a mother goes to a store for a birthday gift. The card she buys will probably show whether it is for a daughter or son, and through its words the card will show a level of maturity. She won't buy an 8-yr-old a card expressing what a beautiful woman her daughter has become. She also would not buy a 19-yr-old a card saying</p>

		<p>what a delightful little boy her son is.</p> <p>“Even more than what is said in a card, the mother will buy a card based on <i>how</i> it is said. Inspirational cards are serious, filled with concrete images. Humor depends heavily on the structure of the message. Puns, implied swearings, jokes on age, and slams also have their place- when written correctly, these reward the receiver with the unexpected. An unpredictable punch line or some other surprise are the hallmark of these cards. Personal relationship cards rely more on figurative imagery.</p> <p>The trick to card writing is to create a message that a wide audience can appreciate, but which the receiver will feel was simply meant for them.</p> <p>We're going to learn to write greeting cards. To do that, we will be looking at greeting cards and learning how to format them. Greeting cards are a fun, creative outlet. If they get published, they can also earn money- the fee for a greeting card idea can be from \$50 - \$200. An artwork and idea package could earn more.”</p>
Research:	20 minutes	Pair the students into groups of 2 or 3 and allow them to go to hallmark.com or another greeting card website. Ask them to fill out Chart One during this time, listing their own ideas inspired by the research, etc.
Socratic Seminar:	10 minutes	Ask students to share their thoughts/insights gained using the help of their charts. If needed, guide them with questions like, "What cards presented ideas or designs that you'd never seen before? Did you like them?", "What kind of cards do you think you could write best? Why?"

Presentation

Activity		Instructor Notes
Prompted Freewrite:	10 minutes	<p>Begin with the reading of a poem or verse addressed to someone (a parent, grandparent, etc.) Prompt the freewrite with "Address this freewrite to someone. It doesn't matter who- freewrite things you'd like to say to them."</p> <p>The students should understand that no one will see or grade their freewrite.</p>
Topic Discussion:	10 minutes	<p>"Every time we write, there is a process which must be followed. The first step is to discover a topic and begin a rough draft."</p> <p>Ask students to help compile a list- in their own</p>

		notes or on a board- of possible topics. Obvious choices are birthdays, get-well, birth announcements... Once a short list has been made, help students decide how to make a topic more specific. For instance, "Birthday" might reveal a "baby girl's first birthday" or "Sweet Sixteen". Then quickly count off some ideas within these more specific categories. Maybe "Sweet 16" would become "A humorous card that jokes about the keys to everything-except the family car."
Research/Writing:	30 minutes	Allow more time for research and discussion in groups. This time should be spent toward the goal of several specific, detailed ideas which are then sketched into rough drafts on the blank index cards. Be available for any questions and make constructive suggestions where appropriate. Sketch several ideas of your own to share with the students. If you are doing the work yourself, it gains a sense of importance.
Socratic Seminar:	10 minutes	Ask students to share their work, ideas, and constructive comments. Share your work with them as well.

Practice and Performance

(Students help you perform the project steps. You help them perform project steps. They perform steps with little or no instructor help.)

Activity		Instructor Notes
Prompted Freewrite:	10 minutes	Begin simply, with the prompt, "What does good writing mean to you?"
Topic Discussion:	15 minutes	<p>Editing is the skill of knowing what works. As writers, we develop this skill every time we come back to a rough draft. When we edit, we select and revise our material and make it suitable for publication. This can mean many things; as a student, you publish work for your teacher and make it appropriate for receiving a good grade. Freelance writers gear their writing efforts toward acceptance by an agent, editor, or publisher. Whatever your purpose and audience, editing is an essential task in writing.</p> <p>Every writer, as they become more comfortable using the Writer's Tasks, develop the editing and revision steps which work best for them. However, the one step which is indispensable is that of criticism. This can become dangerous, if a writer expects perfection and consistent high praise. The writer can begin to feel that his/her work is inadequate.</p>

		<p>Writers who go too far with self-criticism should remember: 1) though their work should be of quality, not every piece of writing will be a masterpiece; and 2) there is a point where the writer must let go of their fears and use criticism constructively. What this means is that, while it's natural to worry about the quality of your writing, most comments can actually help and are not intended to hurt."</p> <p>Pass out Chart 2 and ask students to pair up with their rough drafts and lists in hand. They should read their rough drafts to their partner, then take notes and ask questions about the constructive criticism offered. Advise that comments should be constructive, not hurtful, but honest. If there's a problem, or a good idea, state it.</p>
Research/Writing:	25 minutes	On their own, students should revise and polish their writing. Offer help and suggestions, keeping in mind that the students will have many doubts about the merit of their own work, but that they are ready by this time to do most of the work on their own. By Socratic Seminar, students should feel that they have a very nice set of at least 3 revised drafts.
Socratic Seminar:	10 minutes	Ask students to share their ideas on the revision process, what did/didn't work for them. What comments during pairing up most helped during the revision process? Did they delete ideas and start new ones? Emphasize the revision process more than work produced.

Technology and Final Project

Prompted Freewrite:	10 minutes	Prompt the freewrite simply with, "How does <i>getting the job done right</i> apply to your life?"
Topic Discussion:	10 minutes	<p>The final step in the writing process is creating a final draft. Not only does this mean making your words present the best picture they can, but it means formatting your work appropriately. The form of your writing depends on the writing you're doing; essays, short-stories, poems, reports, greeting cards- all types of writing, but they each have a different format. In other words, the way you make each of these look is different.</p> <p>Card writers submit their greeting card ideas on 3x5 or 4x6 cards in "batches" of 10 or 15. They would look a lot like the sketches we did.</p> <p>The message is typed on the center of the card, the author's name and information on the back. Depending on your card ideas, you may include "dummies". These are samples with clip art or rough</p>

		drawings to convey the general idea of the card. You might also include professional artwork. Or you might simply type a description of the card idea."
Writing:	40 minutes:	Allow the remainder of this final session for students to type their final drafts in Microsoft Publisher. They can work as groups or on their own. Print out the cards on the card stock. 2 complete, polished greeting cards should be turned in. Make sure that the students know they'll be getting the cards back UNMARKED so that they can give them to family or friends.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- Did I address the instructions on each activity to meet the needs of the students?
- Did I allow enough time for each lesson?
- Was I knowledgeable with lesson to make everything clear to the students?

Performance and Practice (Student)

- Did the lesson provide a high enough interest to the students?
- Were the students feeling overwhelmed?
- Was the lesson plan and related activities flexible for the needs of all students and learning levels?

Technology

- Were the students comfortable using the technology from the lesson?
- Were the required sites accessible and understandable to the student?
- What is the "Real World" connection using this type of technology?

Handouts

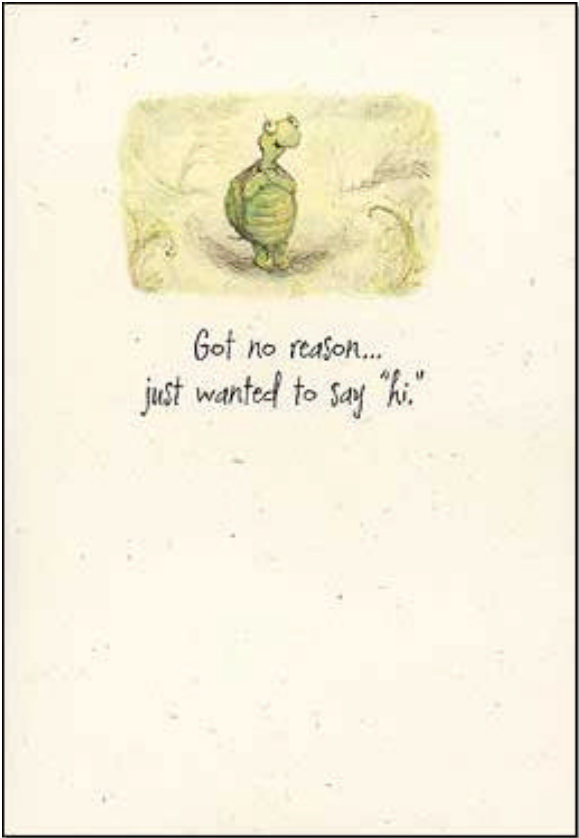
The handouts associated with this lesson are the files [Charts.pdf](#) and [Hallmark.pdf](#).

Activity Checklist (Daily)

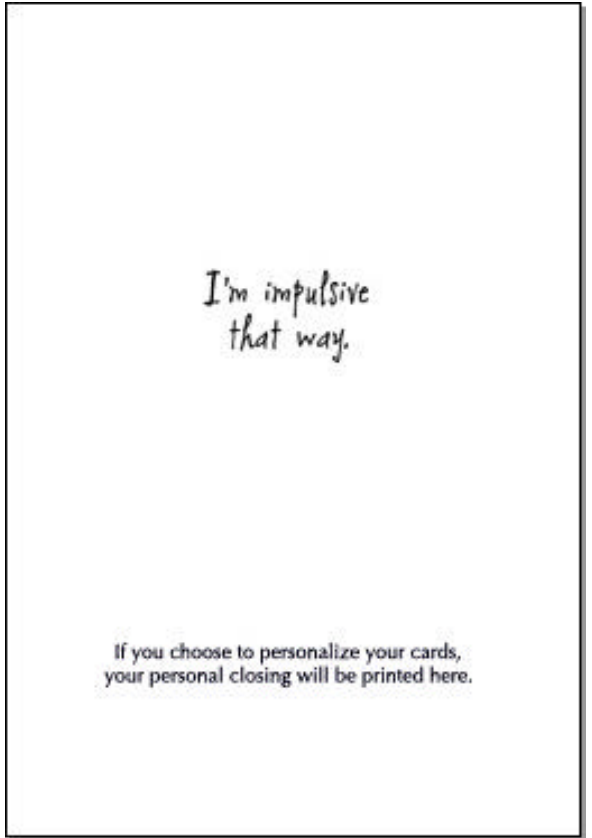
	Show & Tell: Show the students examples of greeting cards. Share what different cards mean to you- is there a childhood memory you can share? Don't forget the PowerPoint that goes with this lesson.
	Writing Process: During each session, the students are using the writing process from the freewrite, where they work through the idea creation process, to research and drafting. Remind the students periodically what step they are using.
	Research/Writing: Use the websites listed in this lesson plan to guide the students' research. They should also be using the handouts to aid the process. All research, writing, and creation of their greeting cards will be done on the computer.
	Socratic Seminar: Discussing ideas, not necessarily the writing which has been done if the students are uncomfortable, prompts new ideas. Sit in a circle and pull the session to a close.

Lesson Rubric

Score	Description
4	<ul style="list-style-type: none"> ~ Focused on the lesson and project. ~ Good understanding of verse. ~ Used thorough greeting card format (4 sides). ~ Created original verse for their card. ~ Used at least one picture/clipart/graphic for their card. ~ Participated and cooperated with their group very well.
3	<ul style="list-style-type: none"> ~ Focused on topic. ~ Average understanding of verse. ~ Used thorough greeting card format (4 sides). ~ Created original verse for their card. ~ Participated and cooperated with their group well.
2	<ul style="list-style-type: none"> ~ Somewhat focused on topic. ~ Poor understanding of verse. ~ Fair attempt to use thorough greeting card format (3 sides). ~ Used verse from another source. ~ Participated and cooperated with their group well.
1	<ul style="list-style-type: none"> ~ Not focused on topic. ~ Poor understanding of verse. ~ No attempt to use a thorough greeting card format. ~ No or very little participation and cooperation with group.



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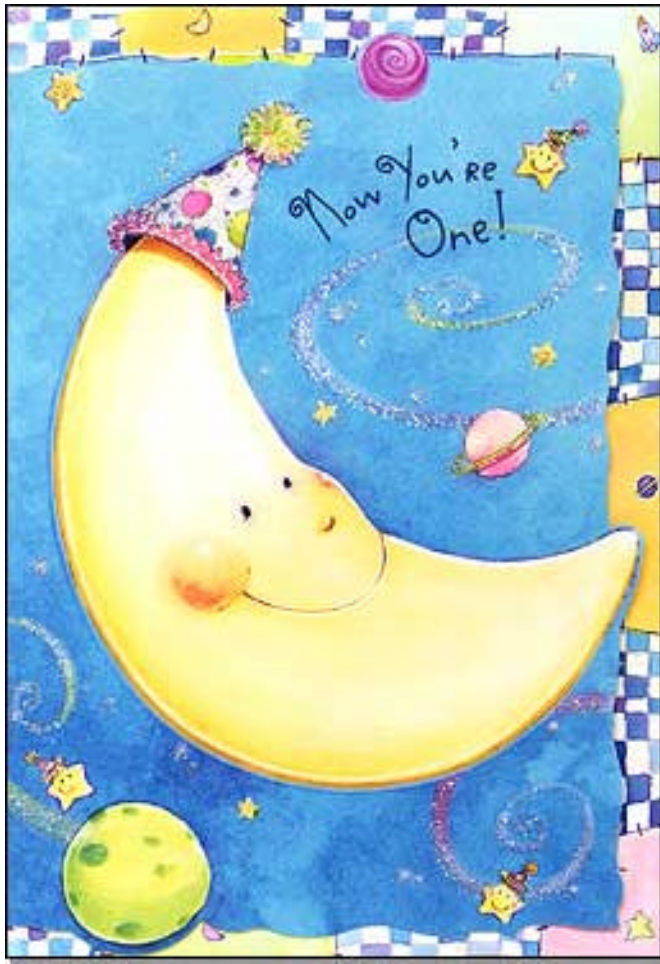


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Back

Notes:



Front

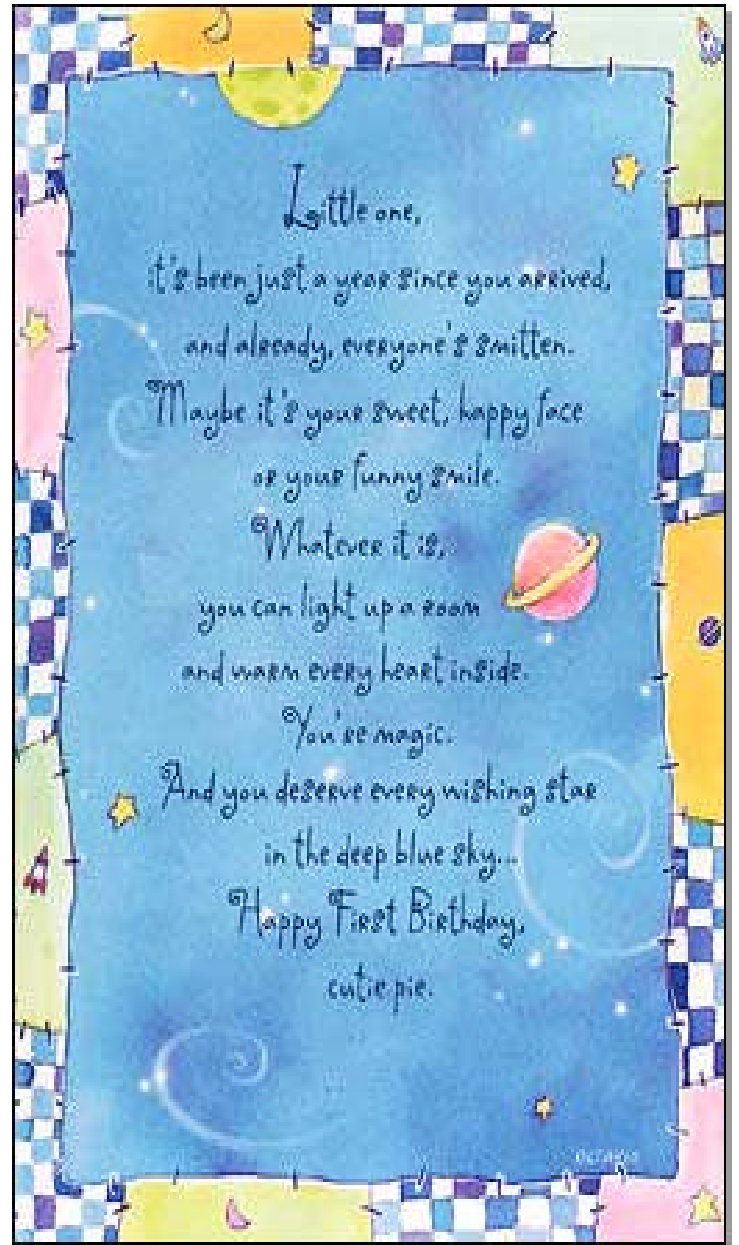
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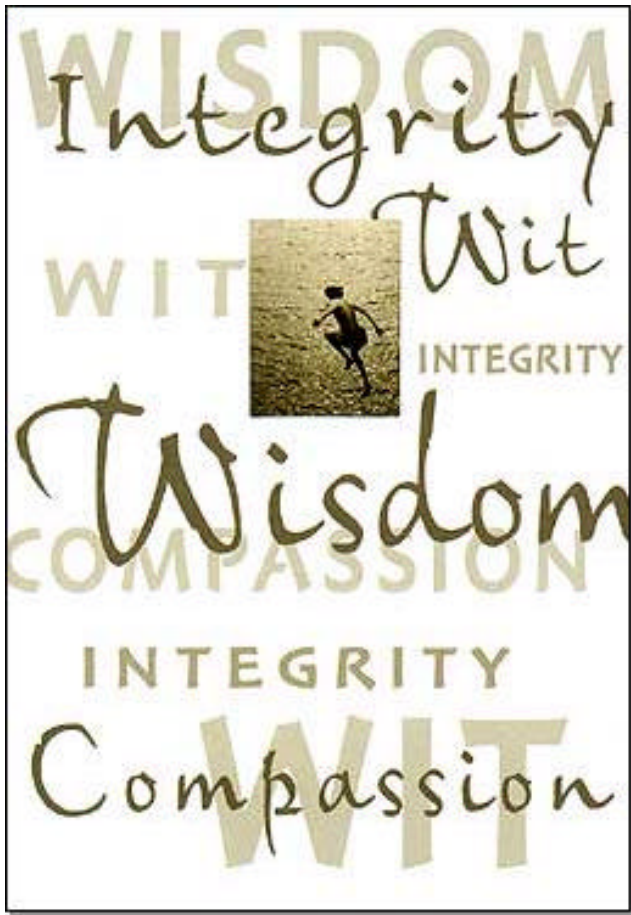
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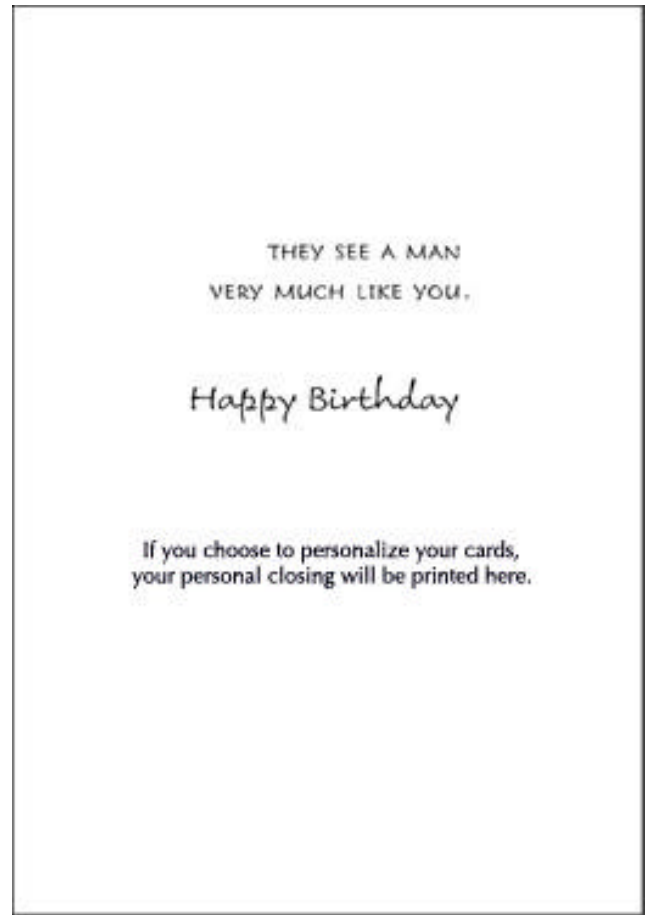
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Front



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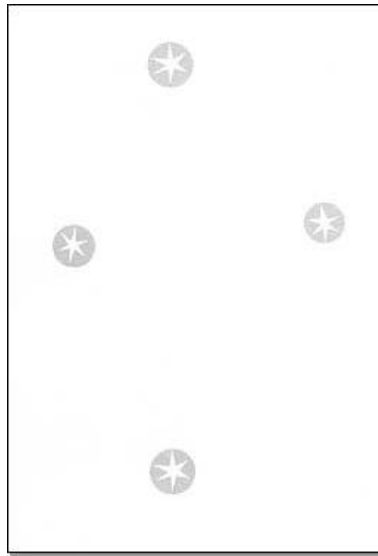
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Back



Front



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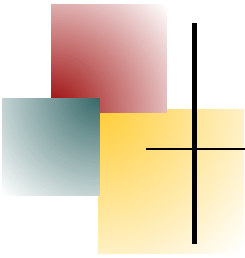


Chart One: Research

1. List the websites you visit: _____

2. What types of cards did you see? _____

3. Which cards did you like best? Describe them. _____

4. List the ideas you get from your research _____

5. Notes to yourself: _____

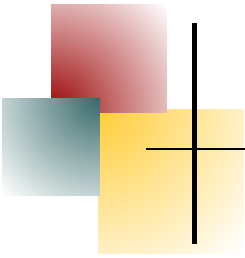


Chart Two: Constructive Criticism & Revision

1. Note what your partner offers for constructive criticism: _____

2. Based on your partner's comments, what things will you change? _____

3. After reviewing your partner's cards, do you have any new ideas for your own? _____

4. Detail the steps you will take to revise your work: _____
