**PIC Plan**

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**St-Vincent School**

**Grade 5**

**Title**: Maginificent Magazines

**Project description**: In my class, there are several students with IEPs. These students have difficulties in various subjects. However, writing remains their main difficulty. Although the other students in class may be more autonomous as they write, they still lack quality, originality and finesse in their writing skills. Their usage of vocabulary is very basic and repetitive. For these reasons, I have decided to help the students develop their writing abilities by asking them to create their own magazines. In groups of three or four, students will write different types of articles, surveys and interviews that follow a magazine theme, such as *sports*, *fashion* or *science*. As a team, they will also put together all the elements that define magazines, such as pictures, a cover picture, horoscopes and crosswords.

**Intervention intentions:** Although this project mostly addresses students with special needs as they really need to work on their writing skills, the magazines will also be beneficial to every other student in class. They all need to practice writing various texts. Moreover, it will introduce them to new types of texts, such as testimonials, editorials and interviews. The magazine project is also interesting due to its vocabulary aspect. This year, St-Vincent’s School is determined to focus on vocabulary development for all its students. The magazine will definitely cultivate this school-wide goal.

**Schedule**: The magazine project will mostly take place during the month of October and November. The students will work on this project during their writing classes and perhaps during their *project* classes. The main steps to follow are:

1. Students explore and analyze different types of magazines in class.
2. Each student choses 3 types of magazines according to their own interests.
3. Students are separated into 7 groups with similar interests.
	* 1. Sports
		2. Magic
		3. Animals
		4. Cooking
		5. Fashion
		6. Science
		7. Art
4. Students analyze the essential parts of a magazine.
	* 1. Cover page
		2. Table of contents
		3. Editorials
		4. Testimonials
		5. Informative articles
		6. Interviews
5. Students will be presented with examples and guide lines for each essential part of the magazines.
6. Students will have a ‘production meeting’ with their team members before they distribute tasks evenly and decide what their articles will be about to avoid overlap.
7. Students will each chose 1 long project, 2 medium projects and 2 short projects.
8. Students will do research in the library and on the computer for necessary information.
9. Students will begin writing their long projects individually, then their medium projects and finally, their short projects.
10. Students will meet with their teammates several times through the writing process in order to verify that all their individual work can be put together as a whole.
11. Once all the writing projects are done and corrected, students will type or neatly write their writing projects on a good copy.
12. Students will assemble their entire magazines.
13. Students will add pictures and color.
14. The finished magazines will be laminated.
15. With Ipads, each group will create a youtube trailer promoting their magazines.
16. Trailers and magazines will be presented to the class and perhaps to parents as well.

**Anticipated obstacles:** I believe the main obstacle will be creativity. Students usually find it hard to be inspired and to find ideas in order to begin their writing process. I also believe that as a group, their ideas will come more easily as they can discuss and recommend ideas amongst themselves. The second obstacle will definitely be writing a project of acceptable quality that respects the guidelines of a particular type of article. The vocabulary used in the articles may also be limited. For these reasons, students will be given a lot of time to research facts and information about their topics and thus be exposed to particular vocabulary, terms and structure.

**Resource team and materials needed:** The students that regularly go to consult the resource teacher will have an adapted plan. Their articles may be less long or less complicated, if needed. I will verify with the resource teacher in order to make sure that my expectations can realistically be met by these students. Students will need time in the library and time on computers doing some research. They will also need several magazines in class. These magazines could be consulted at any time during the project. For the final step of the project, students will need Ipads.

**Evaluations:** Students will each be evaluated individually for their writing projects. The long and medium projects will weigh more importantly in their final grade. The evaluation process will take place at the end of the project, once all the writing projects are done. However, I will keep an eye on each written project and make sure the students are all on the right track. Students will also be evaluated throughout the entire project for their cooperation and social skills when working in a small group setting.

**Long-term effects anticipated beyond the class setting**: I believe students will be better qualified to write specific types of texts. They will certainly be more knowledgeable towards their chosen topics. They will better understand the use of magazines and the creation process behind them. Also, their magazine trailers will expose them to new ways of using technology in class. Knowing how to create short movie clips is something they could benefit from in the future.