



Google: A Day in the Life

By: Jessica Shaffer

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Technology
Grades 6-8



Introduction

Could you imagine being Google? Not the founder of Google, but Google itself. Write a fictional narrative from the viewpoint of Google about how life is for a day, a problem you might encounter, and how it is resolved!

Learning Objectives

([CCSS.ELA-LITERACY.W.6.3](#)) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Materials Needed

- [Pre-writing graphic organizer](#)
- [Writer's checklist](#)
- Story map anchor chart
- Additional activities
- Chromebook/tablet/computer

Procedure

1. Develop background knowledge about Google. There are links to various articles and videos. Make sure to preview each before assigning as links and videos can change frequently. Make sure the information is appropriate for the grade level you are teaching.
 - <https://www.britannica.com/topic/Google-Inc>
 - <https://www.computerhope.com/jargon/g/google.htm>
 - <https://www.youtube.com/watch?v=0eKVizvYSUQ>
 - <https://www.youtube.com/Google>
 - <https://www.youtube.com/watch?v=DcKEPI-MpLA>
2. Have students fill in a graphic organizer to organize ideas for writing. Students will use the ideas in this organizer to create their fictional narratives.

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3. Have students create the rough draft of their fictional narrative.

• **Paragraph 1: Exposition (Introduction)**

- Grab the reader's attention.
- Introduce and get the reader excited about the characters.
- Create "unknowns"; make the reader want to continue to read the narrative.

• **Paragraphs 2 & 3: Body – Rising Action**

- Present the conflict that the main character will face.
- Make sure to determine internal or external conflict.
- Keep the details in chronological order.
- Include details that make the conflict exciting!
- Use dialogue! (This can be for conversation or for what a character is thinking.)
- Use great word choice in order to show your character's personality.

• **Paragraph 4: Body – Climax and Falling Action**

- Climax: Turning point in the story
- Make sure to include details about how the character(s) has/have changed throughout the story.
- Falling Action: The events that happen after the climax.

• **Paragraph 5: Conclusion – Resolution**

- Make sure to include why all events that happened in the story are important.
- Discuss what the character learned.
- Include the final outcome of the story.

• **Important Reminders:**

- Write from the viewpoint of Google, the search engine.
- Have a clear beginning, middle, and end.
- Use vivid details and descriptions of characters and events.
- Reference the story map anchor chart.

4. Teachers will conference with students as they create their writing piece. If teachers do not wish to conference throughout the creation of the narrative, the teacher can help on an as-needed basis.

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5. When the rough draft of the fictional narrative is completed, students should have two peers edit the essay and make the appropriate changes before creating the final draft. Teachers may want to revise as well for students before they create a final draft.
6. Students will complete the final draft of the essay and prepare for the Writer's Celebration.

Assignment: An extension activity is to have students explore the website, [Scratch](https://scratch.mit.edu/). Students can practice computer programming and coding on this program and is a great extension of STEM.

Writer's Celebration/Sharing Circle: The final product should take one to two weeks to complete (depending on the length of time you spend each day). At the completion of the fictional narratives, you can have a Writer's Celebration in your classroom. Students will share their writing with the class.

Evaluation

You should use the writing rubric that your district requires to grade the writing. You can use the rough draft and checklists as classwork grades.