**Gina L. Gullo**

**Lesson Plan**

**1.** **Lesson**: 2 Para Writing S**ubject:** ELA **Dates:** March 12, 19, 20, 24, 25, 27, April 2, 8, 2014

**2. Target Grade Level:** 4th grade

**3. PDE Standards:**

1.5. Quality of Writing

1.5.4.C. Organize writing in a logical order.

* Include a recognizable beginning, middle, and end.
* Use appropriate transitions within sentences and between paragraphs.

**PA Common Core Standards:**

CC.1.4.4.A  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Summative Assessments** |
| --- | --- |
| Given an organizer and writing prompt, the student will produce one two paragraph essay that describes a personal story including the following elements: 2 topic sentences, 1 closing sentence, 1 transitional sentence, and 3 details per paragraph with at least 90% completion of all elements.  Given an organizer and writing prompt, the student will produce one two paragraph essay using proper grammar, proper word usage (tense, meaning), consistent focus, correct spelling, and good vocabulary (2 points for each) with at least 80% accuracy. | Final essay graded by rubric (see attached) with separate completion and mechanics grades. |

**5. Materials Needed:**

* Handouts, lined paper, pencils

**6. Expectations for Behavior and Class Activities:**

* The student will follow teacher directions.
* The student will actively engage in all activities to her best ability.
* The student will use respectful language towards others.
* The student will keep hands and feet to him or herself.
* The student will remain quiet and seated during the lesson.
* The student will use a quiet raised hand to respond to or ask questions.

**7. General or Specific Accommodations for Special Needs Learners:**

* Students with attention challenges will be allowed to stand at their desks rather than sit. They will also be given extra attention to help redirect them during the lesson and allowed to take verbally requested breaks as needed throughout the lesson.
* Students with learning challenges will be conference with during independent work to double check for thorough understanding of all concepts introduced or revisited in this lesson.

**8. Description of Learning Activities**

|  |
| --- |
| **Lesson Implementation** |
| Introductory Activity:  Read a teacher written piece using one of the writing prompts to the students. Then, tell students that they will write similar pieces inspired by the novel, Because of Winn-Dixie.  Modeling/Demonstration:  Describe each prompt to the students and let them pick their favorite. Give students the brainstorm and graphic organizer for writing handouts. Model how to complete the brainstorming side using a different prompt on the board.  Guided Practice and Feedback:  Give the students time to brainstorm and write their thoughts for the paragraphs. Collect the handouts and review them to provide feedback to the students on the focus of their ideas. (End of first day.) Pass the handouts back out for the next writing lesson.  Introductory Activity Day 2:  Read another teacher written piece using one of the writing prompts to the students. Then, tell students that today they will begin to organize their thoughts into paragraphs.  Modeling/Demonstration:  Now, model how to arrange the information from the brainstorm into the graphic organizer. Tell students that they may use the given topic, transition, and closing sentences or create their own. You only need to complete one paragraph and may do so on a different topic.  Guided Practice and Feedback:  Give the students time to organize their first paragraph into the graphic organizer and collect them to review to make sure students understand how to use the organizer. Reteach as needed. (End of second day.)  Introductory Activity Day 3:  Read another teacher written piece using one of the writing prompts to the students. Then, tell students that today they will continue to organize their thoughts into paragraphs.  Independent Practice/Exploring:  Hand back the organizers and allow students to independently organize their 2nd paragraphs. Walk around to help as needed, but no further intermediate assessment of the organizers will be provided. (End of third day.)  Modeling/Demonstration:  Today, review the checklist and rubric with the students. Explain to them that they are simply expected to take the sentences from the graphic organizer and put it on paper. Then, they should proof read it for grammar, spelling, focus, word usage, and vocabulary. Finally, they should write it for publication. Have an edited first draft and publication copy of one of the teacher pieces available for students to review.  Guided Practice and Feedback:  Allow students to work in pairs during editing and provide peer review and feedback. (**Accommodation**: Students with learning support needs must have another teacher review between the first and publication drafts. A second draft should be made available as needed to these students)  Independent Practice/Exploring:  Allow students to make first drafts and edit each other’s drafts independently (they have experience doing this). Give students the option to either type or neatly write their publication drafts. Set a due date to hand in the piece that allows at least a week from the date when the graphic organizer is completed.  Formative Assessment:  These assessments are built into the lesson whenever students turn in their brainstorms or organizers for feedback.  Review and Preview:  After papers have been graded and returned. Place an ungraded copy of each student’s work in a binder and make a classroom book to celebrate their writing. Add this to the classroom library for the remainder of the school year. |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Students may have issues with editing their own papers despite practice throughout the year. If this becomes apparent, students will be paired with students who excel in editing skills during peer review.

Some students may struggle creatively with their story. If this occurs, the students may work in a small group or pair to dictate a story and have a peer write notes on the conversation. This can be used as a supplemental tool to the brainstorm to help facilitate the creative process.

**10. Summative Assessments:**

Students will be summatively assessed for writing based on the publication copy of their submitted two paragraph essay. The following checklist and rubric will be used with separate grades for writing elements and writing mechanics.

Writing Elements Checklist:

Paragraph 1:

* Topic Sentence
* Detail 1
* Detail 2
* Detail 3
* Transition Sentence

Paragraph 2:

* Topic Sentence
* Detail 1
* Detail 2
* Detail 3
* Closing Sentence

\_\_\_\_/ 10 = \_\_\_\_\_\_%

Writing Mechanics Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Points** | **Grammar** | **Word Usage** | **Focus** | **Spelling** | **Vocabulary** |
| **2** | No grammar errors (i.e. punctuation) | All words are used correctly (i.e. form, tense, no double negatives). Sentences make sense logically. | The essay is always on topic and paragraphs are consistently focused. | 0 to 1 spelling errors. (Words used in wrong spelling count against word usage, not spelling as in their for there) | Student uses at least 3 advanced vocabulary words that are 3 syllables or more. |
| **1** | 1-3 grammar errors | 1-2 words are used incorrectly. Sentences make sense logically. | 1 sentence is off topic. | 2-4 spelling errors | Student uses at least 1 advanced vocabulary word that is 3 or more syllables OR at least 3 grade level or higher words that are under 3 syllables. |
| **0** | 4 or more grammar errors | More than 2 word usage errors OR sentences do not make logical sense. | More than one off topic sentence. | More than 4 spelling errors. | Vocabulary is on or below grade level. |

Total points: \_\_\_\_/10 = \_\_\_\_%

**11. Reflections**:

I’m quite happy with this whole process. This really helped guide every student though the writing process and even students who needed one-on-one support were easily helped using this format with the teachers. Nearly all students were successful on the final draft. We later added a family interaction component to this lesson by having families submit complementary photos of their student or topic to go with each story. These stories are published in a classroom book and are being made into a bulletin board.

**12. Sources:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How my pet makes me feel

⯆ My pet makes me feel \_\_\_\_\_\_\_\_\_\_\_\_\_ when/because it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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▲Closing: My pet, \_\_\_\_\_\_\_\_\_\_\_\_\_, is a \_\_\_\_\_\_\_\_\_ pet that I got \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and still makes me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How I got my pet

⯆ I got my pet \_\_\_\_\_\_\_\_\_ named \_\_\_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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▶Transition: I am \_\_\_\_\_\_\_\_\_\_\_\_\_ that I have my pet.

How I got my pet

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why I’m still scared

⯆ Now I am scared of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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▲Closing: I had a scary experience that stays with me today.

Scary story

⯆ I was scared when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I was \_\_\_\_\_\_\_\_\_\_\_\_\_ years old.

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▶Transition: That was a very scary time that made me afraid of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How I got my pet

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How I got it

⯆ I got \_\_\_\_\_\_\_\_\_\_\_ from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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▲Closing: I was very happy when I got the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I really wanted that day.

What I really wanted

⯆ When I was \_\_\_ years old, I really wanted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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▶Transition: I was lucky, and got \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How I got my pet