Max. 8 Pages

Grade Level	First	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	5 lessons, each lesson will be one day long	**Time of Year**	Second quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will know how to form words and put them together to form sentences. They will be able to draw descriptive pictures.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Teachers will use direct instruction to teach students throughout this unit using scripted phrases and choral responding. Students will learn through repeated guided practice. The teacher will use scaffolding when prompting and assisting students with their work to ensure appropriate help is always given to every learner. She will place the students into cooperative learning groups so they can help and learn from one another. She will also use differentiated instruction to meet the needs of diverse learners by providing highlighted sentences that have been dictated to her, charts on the board, partner and independent work and repeated practice.		
Standard Number and Description *List the Number* and full description for the required Standard.*	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will show proficiency in writing informative/explanatory texts by writing a report about someone in their community who helps them. They will be asked to include a title, an illustration and four supporting sentences.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Student will be scored using a rubric. They will be scored in four different areas, 1. Title, 2. Illustration, 3. Supporting sentences, and 4. Conclusion. For each section the will receive a 1-4 rating whereas 1=poor, 2=fair, 3= good, and 4=excellent. They must get a total of 13 out of the possible 16 points (81%) to show mastery.		
Materials/Resources Needed	Big book *Hello, Hello* written by Miriam Schlein, *Fox on a Rock* by: Marsha Gilmore, pictures of different animals, stuffed animals, Sam's report on Student Book (from the MacMillian/McGraw-Hill Tresures		

	series, grade 1, unit 2) page 34, chart paper, writing paper

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	The teacher will have the students go to the carpet and she will read the big book *Hello, Hello* written by Miriam Schlein. After reading the book she will discuss with the class the different ways the animals in the story greeted each other. On chart paper, and with input from the students, she will compile a class list of the ways animals in the story greeted each other. She will tell the students that they are going to be writing a report, which is a type of writing that gives information about a topic. She will read aloud the class-composed list about the ways animals greet each other. She will have the children dictate sentences telling how they greet different people. She will tell the students that each sentence must contain a noun: a word that names a person, place, or thing. She will write these sentences on the board, reminding students that sentences begin with capital letters and end with a period. Once the sentences are on the board, she will pass out writing paper to each of the students. She will have them write a least one sentence describing how they greet someone. The teacher will walk around the room and conduct formative checks for understanding. When they are finished they will be asked to draw a picture of themselves greeting someone at the top of the paper. *Students who have difficulty writing may be able to choose their sentence and have the teacher write it on the paper with highlighter so they can practice tracing the sentence.	• Sit and listen to story being read by the teacher • Provide ideas about the ways animals greet each other • Dictate sentences to the teacher telling how they greet different people. • Write a sentence on the paper describing how they greet someone. • Draw a picture of themselves greeting someone.
2	The teacher will put the students into small groups of 4-5 students. The students will rotate through four centers. The teacher will review each of the centers and tell and ask the students for any questions they may have. In the first center, the students will work collaboratively to create sentences about pictures that are scattered out on the table. The students will be asked to pick a picture, write one sentence that describes the picture and then draw the picture themselves on the paper. In the second center, students will work together to create names for different stuffed animals. They will look at the animals and work together to come up with a name that somewhat describes the animal and writes them down on a piece of paper. In the third center, students will sit and read quietly from their books. In the fourth center, students will work with the teacher and take turns independently reading *Fox on a Rock* by: Marsha Gilmore. The teacher will provide	• Students will work in cooperative groups and rotate through four literacy centers. • They will write sentences about a picture, name stuffed animals, read quietly, and read aloud to the teacher.

	corrective feedback on their reading and let the students know that they will be using the information from this book to work on a writing project the following day.	
3	The teacher will review the book *Fox on a Rock* and discuss how it describes how an animal mom takes care of her baby when she thinks it is lost. The teacher will explain that mom and dad animals take care of their babies in different ways. They usually protect them from harm and provide food for them. The teacher will brainstorm with the students some other animal moms and dads and the ways they care for their families. She will record the children's answers on chart paper. The teacher will then use the children's ideas to write a class sentence on the board, one word at a time. She will start by saying the first word slowly. She will say things like "what sound do you hear at the beginning of this word, what letter do we write for this sound, should it be a capital or a lowercase letter, what other sounds do you hear?" The teacher will let the students write the known sounds in each word, and then fill in the remaining letters for them. The teacher will then collaborate with the children to compose three more sentences that tell about how animals take care of their babies. She will point out that as a class they are composing sentences that give information about animals and that this information is referred to as facts. The teacher will have the students copy down two of the sentences onto a separate piece of paper. Once they have the two sentences copied she will remind the students about how they named the stuffed animals during centers the day before. She will tell that students that is a good idea to name the topic when you are writing. She will look at all of the information on the board and tell the students that she is going to name the classes writing 'Taking care of animal babies' and she will write this at the top of the board. She will have the students look at the sentences they wrote and have them come up with a name for their piece of writing. She will walk around the room and provide assistance. She will also encourage them to share with a partner and ask each other for help and suggestions.	• The students will listen as the teacher reviews the book *Fox on a Rock*. • They will brainstorm with the teacher different animal moms and dads and the way they care for their families. • They will work with the teacher to create a class sentence on the board. • They will copy down two sentences onto a separate piece of paper. • They will come up with a name for their writing passage and write it at the top of their paper.
4	The teacher will remind students that they are talking this week about writing reports that share information about a specific topic. They will read out loud together Sam's report on Student Book page 34. The teacher will ask the students what they notice about Sam's report. Specifically, how did he organize his information to tell how family members protect and provide for each other like the animals they have been reading and	• The students will read out loud Sam's report in their Student Book. • They will participate in a discussion about the writing. • They will give ideas on closure

	writing about. The teacher will point out that Sam has written a report. A report is a kind of writing that tells information about something. She will point out that there is a title at the top of the report (*What Families Do)* and then two sentences that support that title (Families can help each other. Families can play together). She will also point out that each sentence starts with a capital, contains a noun and ends with a period. She will discuss that there is something missing from Sam's report, closure. She will explain that it is good to have a sentence that ends the report and provides a sense of closure. She will provide an example for Sam's report (*I love my family*.) She will ask the students if they can think of any other closure sentences that they think would fit with Sam's report and write them on the board. The teacher will pass out writing paper and tell the students that they are going to write about their family members and how they take care of each other. She will have the students draw a picture at the top of the paper about a person they would like to write about. She will encourage them to think about what types of things their family members do to take care of each other and include these in their picture. Once they have drawn their picture, the teacher will tell the students that they are going to write three sentences about the picture. Two facts about their family and how they help each other and one sentence that provides closure to the writing. She will walk around the room and provide assistance where needed. She will use systematic prompting to provide help where needed and fade back when students are showing more independence. If students need help writing, she will have them dictate the sentence and she will use highlighter to write it on the paper for them to trace. Once the students have a picture and all three sentences, she will have them come with a title for their report. If there is time left at the end of class, the teacher will have the students share their work with a partner and provide encouragement and feedback.	statements. • They will draw a picture about someone in their family that they would like to write about. • Write three sentences about the picture, specifically what their family members do to take care of each other. Students will include facts and a conclusion statement. • Write a title at the top of the report • Share with a partner and provide encouragement and feedback
5	The teacher will review with the students that they have been discussing how animals take care of each other and people in their family take care of each other. She will ask the students if they can think of other people in their community who helps take care of them. She will write ideas on the board to help get the students thinking (policeman, mailman, garbage man, doctor,…) She will tell the students that they are each going to be choosing a person in their community who they think helps take care of them and they will be writing a report about that person. She will tell the students that they will need to	• Students will listen as the teacher explains the summative assessment assignment • They will use class time to work on their report and will turn it in at the end of class.

	write a title, draw a picture, and write four sentences (three will be factual and one will be a conclusion sentence). She will remind students that sentences begin with capital letters, contain at least one noun, and end with a period. She will pass out writing paper and give the students the remainder of the class time to work on their reports independently. She will collect the reports at the end of the class.	

Student Name:_____

Write about someone in your community who helps take care of you. Write a title at the top of the page, draw a picture, and write four sentences.

Title: _____

_____

_____

_____

_____

_____

Student:_____

Summative Writing Assignment Scoring Rubric Total _____/16

	4 - Excellent	3- Good	2- Fair	1- Poor
Title	Student gives the paper a title that supports the writing topic	Student gives an adequate name.	Student gives a title, but it does not support the writing topic	Student does not give a title.
Picture	Student creates a detailed picture that supports the writing topic.	Student creates an adequate picture.	Student creates a picture, but it is not consistent with the writing topic.	Student does not create a picture.
Supporting sentences	Student writes three sentences that support the topic. The sentences start with a capital letter, include at least one noun and end with a period.	Student writes two sentences that support the topic and are well written or thee sentences that support the topic that do not have all the key components (capital, noun, period).	Student writes two sentences that do not support the topic or are missing the key components (capital, noun, period).	Student's sentences do not support the topic and are missing key components.
Conclusion	Student writes a sentence that provides closure to the report.	Student provides an adequate conclusion.	Student provides a conclusion sentence but it does not provide closure to the report	Student does not include a conclusion sentence.

Student will achieve mastery if they score a 13/16 (81%).