Max. 8 Pages

Grade Level	Second	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	5 lessons, each lesson will be one day	**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 are able to write in complete sentences about a specific topic that is appropriate for beginning second grade level.		
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.*	Throughout this unit the teacher will be using scaffolding/shaping to support students at a level that is appropriate for them. She will use modeling, prompting, and visual cues as necessary. She will also use differentiated instruction to meet the needs of the diverse learners in the classroom by color-coding and using hands-on engaging materials. She will have the students work in cooperative learning groups throughout the unit to share and learn from one another. * Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more writing practice along with a task-analysis that will break down the steps needed to complete the writing passages.		
Standard Number and Description *List the Number* and full description for the required Standard.*	2.W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
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 completing a writing assignment about their favorite pet. They will be given a template to brainstorm their ideas and then a space for writing their final papers. They will be able to use a computer with the help of their teacher to research their toy on the internet to find a definition that works with their paper.		
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.*	Students will be scored using a rubric. They will be scored in four different areas: 1. Introducing the topic, 2. Providing three factual sentences, 3. Providing one definition, 4. Providing a conclusion sentence. 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	Several brown bags with mystery items, Reading passage *My Pet Horse,* Facts & Definitions Writing worksheet, several National Geographic Magazines, chart 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 begin the unit by putting the students in pairs and passing out one brown paper bag to each pair with a secret item inside. She will tell the students that they cannot look in the bag or touch the bag. Once all of the bags have been passed out she will tell the students that they have to pick who will be the explorer and who will be the recorder. She will tell the explorer to pick up the bag and feel the item through the bag without opening it. She will tell the explorer to describe to the writer what he feels and the recorder will create a list of what the explorer says. She will then tell the explorer to place their hand in the bag and without looking feel the object. The explorer will again describe what he feels to the recorder and he will write it down. The explorer will be told to put the bag off to the side and together they will write three sentences about what the explorer felt in the bag. Next they will be told to switch roles and the new explorer will be told to close his eyes and smell inside the bag. He will describe to the new recorder what he smelled and he will write it down. The teacher will next tell the students to hold the bags and shake them. The explorer will dictate what he hears to the recorder and the recorder will write it down. They will then work together to write three more sentences detailing what the explorer smelled and heard inside the bag. The teacher will tell the students that when they are writing their sentences, it is important to use facts to develop the points they are trying to make and she will put an example on the board. Once all six sentences are written, the students will be asked to draw a picture of the item that they think is in their bag. The teacher will come around the room and check to see if the students are on the right track and offer help when needed. When everyone is done, the pairs will come up one at a time to read their reports to the class, share their pictures, and finally take the item out of the bag to reveal their mystery item.	• Students will break up into pairs and assign roles (explorer and recorder) and will examine the mystery items in the bag and write about it. • They will switch roles and continue to examine the mystery item and write about it some more. • They will draw a picture of their mystery item. • They will share their writing and drawing with the class • They will reveal their mystery items.
2	The teacher will review the experience from the lesson before about writing about a mystery item. She will tell the students that they used facts about what they felt, smelled and heard inside the bag to develop the points that they were trying to make. She will tell the students that it is also important to use definitions to develop the points in their writings. In order to inform and explain about a topic they need to help the reader understand by providing definitions when appropriate. She will explain that the	• The students will follow along while the teacher discusses the importance of providing facts and definitions in their writing. • They will take turns reading aloud

	definitions that they will be using in their writing will be the same as the definitions they use with their vocabulary words. She will pass out a writing passage titled *My pet horse.* She will have the students take turns reading the passage aloud. When finished she will brainstorm with the students the different facts and definitions in the reading passage and use chart paper to write it all down. She will also point out to the students that the beginning of the paper starts with a brief introduction that explains what the reading passage is going to be about. She will pass out a worksheet that has another reading passage on it. She will have the students take out colored pencils and use yellow to underline the introduction sentence(s), use blue to underline all of the facts, and red to underline any definitions. Once they are finished, she will go over the papers with the students and allow them to raise their hands to share their answers.	from *My Pet Horse*. • They will brainstorm facts and definitions that they found in the reading passage. • They will work on a worksheet color-coding the introduction, facts, and definitions. • They will share answers with the class.
3	The teacher will tell the students that today they are going to work on strengthening their writing with facts and definitions that they will find in National Geographic Magazines. She will pass out National Geographic Magazines to the students and give them five minutes to look through them and think about an animal that they would like to write about. Once they have each chosen an animal, she will write on the board "1. Introduce your topic, 2. Provide three facts, 3. Provide at least one definition, 4. Draw a picture of your animal" She will pass out paper and give the students fifteen minutes to look through the magazines and research their animal. She will give them a bubble map to help them organize their facts as they do their research. After fifteen minutes she will check to see if the students need more time to research or if they are ready to begin writing. Students that need extra help with their writing will be able to work 1:1 with the teacher during this time. She may provide a more specific writing template or will allow the students to dictate their information as she transcribes. When the students are ready, they will begin putting their information into sentences. She will remind the students to include an introduction sentence at the beginning of their writing so that the reader knows what they are going to read about. She will talk with them about grouping related information together so that the information flows well when reading it. She will give the students the remainder of the class time to work on their writing passages and draw their pictures. She will walk around the classroom and provide individualized assistance as needed. If there is time left, she will have them exchange with a partner and share what they wrote. Papers will be collected at the end of class.	• Students will look through National Geographic Magazines and decide on an animal to write about. • They will use the magazines to research their animal and find three facts and one definition. • They will put this information into a bubble map. • They will put their information into sentences to create a paragraph that includes an introduction and supporting sentences. • They will draw a picture of their animal. • If time is left, they will share their writings with a partner.

4	The teacher will review the previous lesson about writing using an introduction, facts and definitions. She will tell the student that today they are going to work on writing concluding sentences. She will write a paragraph on the board about an animal she wrote about during the previous lesson. She will read the lesson out loud to the students. There will be a long blank line at the end of the paragraph and she will ask for volunteers to think of a good sentence to go at the end of the paragraph. She will tell the students that a good conclusion sentence provides closure to the writing and sums up what the passage was about. She will write down the student's ideas. She will then go through each of the ideas and hold a discussion if it is a conclusion sentence or another factual sentence about the topic. She will provide an example of a good conclusion sentence and write it on the blank line. She will then pass out the reports that the students wrote about an animal. She will have provided feedback and will allow the students ten minutes to make any changes. She will come around and see if any help is needed. She will then have each of them think of a good conclusion sentence and add it to their paper. She will have them get into pairs and share their reports with each other and provide feedback on their conclusion sentences. As a review and a check for understanding prior to the summative assessment, the teacher will pass out a writing passage titled *My Trip to Chicago.* The teacher will have the students take out their colored pencils and will have them underline the introduction, facts, definitions and conclusion all in different colors. She will walk around the room to offer help where needed. When all of the students are done she will show the reading passage on the board and go over it line by line as a group.	• The students will follow along as the teacher reads the paragraph off the board. • They will share ideas of sentences to fill-in-the bank. • They will participate in a discussion about concluding sentences. • They will write a conclusion sentence for their animal report. • Work in pairs to share and provide feedback. • Complete *My Trip to Chicago* writing worksheet. • Review worksheet with the class.
5	The teacher will give the students class time to write a brief report about their favorite toy. She will review the assignment and remind the students to include an introduction, three facts, one definition, and a conclusion. She will collect the reports at the end of class.	• Students will spend class time working on their summative writing assignments.

Student Name:_____

Use the box to the left to brainstorm about your favorite toy. Use the box to your right to write a brief report about your favorite toy. Be sure to include an introduction sentence, three facts, at least one definition, and a conclusion. During the brainstorming process ask the teacher for help if you would like to use the computer to find a definition related to your favorite toy.

Topic:_____

Fact 1._____

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Fact 2._____

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Fact 3. _____

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Definition: _____

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Student:_____

Summative Writing Assignment Scoring Rubric Total _____/16

	4 - Excellent	3- Good	2- Fair	1- Poor
Introduction	Student does a proficient job introducing the writing topic.	Student gives an adequate introduction sentence.	Student gives an introduction but it does not introduce the topic.	Student does not give an introduction.
Three supporting facts	Student provides three well written factual sentences that support the topic.	Student provides three adequate sentences that support the topic.	Student provides at least two factual sentences that support the topic, but they are not well written.	The student's sentences are not well written and do not support the topic.
Definition	The student provides a relevant definition in a well written sentence.	Student provides an adequate definition.	Student provides a definition but it is not within a well written sentences.	Student does not provide a definition.
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%).