Max. 8 Pages

Grade Level	First Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	1st quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Scholars should be able to write a complete sentence using capitalization and punctuation. Read or listen to a story and identify the main idea and some details with prompting and copy from the board or a model.		
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.*	Incorporating the six character traits into the writing curriculum. Students will work in a small learning group with differentiated instruction and more supports for the students below grade level. Scholars will solve real world problems through class work and activities		
Standard Number and Description *List the Number* and full description for the required Standard.*	W.1.2 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.*	The summative assessment will assess the scholar's ability to write an informative piece where they will write the title, using appropriate capitalization, supply at least two facts or details about the topic and write a concluding sentence. The scholar's will be assessed on the completeness of the topic and accurate facts and sentences and the use of capitalization and punctuation. Points will be given for writing the title, naming accurate facts and a concluding sentence. Each scholar is expected to use proper capitalization and punctuation.		
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.*	The assessment will be worth 10 total points demonstrating a scholar's mastery of the standard. 2 points will be given for naming the topic correctly, 2 points for each fact stated (minimum 2 facts), 2 points for a concluding sentence and 2 points for using a capital letter and punctuation. 8 out of 10 points will indicate mastery. If the scholar scores below an 8, the teacher will reteach the standard and re-assess the scholar until a score of 8 is achieved. Scores will be converted to a percentage. 80% indicates mastery		
Materials/Resources Needed	Teacher materials: 6 Pillars of Character Education Video, Chart paper, projector, colored markers. Student materials: crayons, pencil, and 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	**Objective: Students will learn how to introduce a topic when writing an explanation or informative text.** The teacher will inform the students they will be learning how to write an opening or introductory sentence. Let them know they will be watching a short video and writing about it. Teacher will ask the students if they have ever written a book report. Instruct the students that it is important to always start a report by telling the audience what you are writing about. Give some examples and the students will supply examples. Teacher will introduce the video about "Respect". Before watching the video, ask the students, "Are teasing and insults fun or funny? Watch the video. Acts I and II. (15 minutes) After the video is finished, discuss the key point and have students discuss the characters and the events that have happened. Record their answers on one side of the board. On the other, write introductory sentences that could be used when writing a summary. The students will give oral examples of how they would start the summary. Instruct them that it is important to always introduce the subject or the book you are writing about. Read each statement and determine if it is a good opening sentence. If it is not, correct it with student's assistance. Use different colors of markers for each sentence. (30 minutes) Group students into pairs and have each pair write a summary of the video. They must introduce the topic or the video they	Writing an introduction sentence. Assign student pairs. Instruct each pair that they will be writing a summary of two events that happened in the video. Sentences must be four words long. . The students will discuss the events of the story to get ideas and they will each write their own summary. The teacher will call each student up to her desk and teach each child how to write an introductory sentence based on the facts or events they have selected from the video.

	watched. (15 minutes) Collect summaries	
2	**Objective: Students will write an explanation using two facts**. Teacher will ask the students if they have ever been bullied or picked on. Then follow-up by asking their opinion of it. After many students give different opinions, instruct the students what an opinion is and each person has a different opinion. Play Act III of the video. (15 minutes) Ask the students what facts about respect were evident in the video. On the board, as a class, write facts in the video using two columns. Write a fact in the left column and evidence that support the fact in the right column. End with a closing sentence. (15 minutes) Instruct each student to write their own opinion of the entire video. Use the model on the board. The teacher will facilitate this activity and assist students spelling and sentence structure. Use questioning strategies to help the students write their opinion. (30 minutes)	Students will work in a collaborative small group to write their own explanation of the facts they have chosen and give a reason why. They can help each other with ideas. They will use the model on the board. The groups will consist of at least one person from each tier. The excelling students will be peer tutors when they are finished. Peer tutoring is consistent with the school mission to develop leaders among every scholar. The teacher will circulate from table to table facilitating the instruction and activity. (30 minutes)
3	**Objective: Students will learn how to close or end a paragraph.** Teacher will review the skills learned thus far: When writing you must have a good opening sentence that tells the readers what the writing is about. You must clearly state facts explanations with reasons to support the statements following the opening statement.	Each student will write a fact about respect from the video and a reason why or how they can be respectful to others. This is a review and an activity for students to write an opening sentence, their opinion and why and end with a closing sentence. As they work independently on their writing the teacher will

	Last, today we will learn how to close or end your writing. The last sentence closes or sums up the writing. We will practice writing ending sentences. The teacher will open a class discussion on bullying at school. Guide questions on the subject to give students ideas to include in their writing. Write the statements on the board. With the students practice writing closing sentences. Write the examples on the board. (15 minutes) **Collaborative groups** Teacher passes out a worksheet with four summaries. Students will read them and together write a closing sentence for each summary. The teacher will walk around the room facilitating the learning. (15 minutes) The teacher will assign each student a paragraph to write about "How can you be respectful of others". Students will write an opening sentence with at least two examples of how to be respectful and one closing sentence. If the students do not finish they will take the summary home for homework. Differentiated instruction: Using the RTI groups, the students in tier 2 and 3 will receive more supports from the teacher, whereas the tier 1 groups will work with more independence and using synthesis of learning new information.	facilitate the learning and assist groups or individual students on their work or re-teach the concept if necessary

4	**Objective: Students will be assessed in their ability to introduce a topic, explain about a topic including two facts and write a closing sentence**. The teacher will recap the lessons this week. Instruct the students to introduce your summary, write a few sentences with details and close by recapping what you wrote. The teacher will read a personal summary of why it is respectful to follow rules. Repeat the opening sentence and the closing sentence. Teacher will hand out the assessment for the students to write. They will have 50 minutes to complete the assessment.	Student will spend the class period writing independently their opinion piece

Paste Summative Assessment Here:

1st Grade Writing Assessment

"Respect"

Name _____

In the space below write a paragraph about something you have learned about "Respect". Include two facts, a beginning, middle and end with a closing statement. Make sure to begin each sentence with a capital letter and end with a period.

Title: _____

Paste Answer Key/Scoring Rubric Here:

1st Grade Writing Assessment – Rubric "Respect"

Name _____

In the space below write about something you have learned about "respect". You must include at least two facts, a beginning, middle and end. Make sure to begin each sentence with a capital letter and end with a period.

Title: _____

	2 points	1 point	0 points
Title	Write the title of the piece on the line. The word "respect" must be included in the title.	A title is written and the word "respect" in not used.	Did not write a title on the line.
State a fact	Write a complete sentence using a fact discussed.	Sentence is not complete or the fact is not correct	Did not write a fact or a complete sentence.
State a fact	Write a complete sentence using a fact discussed		
Closing sentence	Sums up paragraph. Complete sentence with capital letter and period.	Incomplete or was not a closing sentence	Did not have a closing sentence.
Punctuation	All sentences have a capital letter and a period	At least two sentences have a capital letter and a period	Sentences did not have a capital letter or a period

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