Grade Level	**1st Grade**	**Content Area**	**Writing**
Course Title (grades 9-12 Only)			
Length of Unit	**5 days**	**Time of Year**	**3rd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 1 standards: 1.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 1.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. 1.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1.LS.2. (a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In addition, and as a part of regular instruction, students have practice in: How to make a list, summarize ideas, and write journal entries to document learning, use graphic organizers, specifically a Venn Diagram, T-chart and a Web. Student possesses basic knowledge about the geography of Mexico and its Indian and Spanish heritage.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 1.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Instruction in Small Class Size: 30-2 student-teacher ratio. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions, prior knowledge; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).		
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 demonstrate synthesis of informative/explanatory texts by writing about some aspect (their choice) of a Mexican holiday of their choice. The students will write 5 sentences to support their chosen topic. Students will use their Writer's Notebook, the word wall, and any reference material provided in the classroom to help them include their learning in their writing.		

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 assessed using a 6-point, 6-trait scoring guide/rubric. A score of 80% will show mastery of the standard. Grading Scale: A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89%, A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%
Materials/Resources Needed	Mexico: A New True Book, student Writer's Notebook, pictures of piñatas (paper or electronic), Mexico flag stickers, a Calaveras mask for each student, a poinsettia plant, pictures of people celebrating Las Posadas, Day of the Dead by Tony Johnston and Jeannette Winter

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective ─ Students will write three informative/explanatory texts about Mexican fiestas.** • Introduce the lesson by explaining to students that they will be writing about a topic of their choice related to Mexican holidays. Explain, "As we learn about the holidays, you will write down ideas in your writer's journal. • Today we will learn about the Mexican fiesta as a way to celebrate special events. Write the word "fiesta" on the board and prompt students to share ideas about what they think they know about a fiesta. (Use the board to record other relevant words from the discussion about fiestas that follows). • Emphasize that a fiesta is a party. To help students access prior learning, prompt them to share ideas about their own families' parties (birthdays, Valentine's, graduation, weddings, babies, etc.). • Using guided reading strategies, together read pages 37-43 in Mexico: A New True Book. • Write the word piñata on the board and explain to students that in	Prompted by the teacher, students share ideas about what they think they know about a fiesta. Since students understand that a fiesta is a party, they willingly share ideas about their own families 'parties such as birthdays, Valentine's, graduation, weddings, babies, etc. They write the word "fiesta" in their Writer's Notebooks. Students read along with the teacher as she reads about fiestas and piñatas in the book, Mexico: A New True Book. Students write the word "piñata" in their Writer's Notebooks. They listen to the teacher as she is talking about piñatas.

	Mexico, a piñata is used at fiestas to help celebrate. "A piñata is filled with candy so that when it is broken the candy comes out." Ask students if they have ever had a piñata at one of their parties. Allow students time to share about this tradition. • Show students pictures of piñatas and people playing with them at parties. • Ask students to chat with a buddy about three interesting things to know about fiestas. Then have them write an informative/explanatory sentence for each one of the three ideas in their Writer's Notebook. • Use formative assessments to identify at-risk students, and provide them with small groups or one-on-one differentiated instruction with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations). Ask the teacher-aid to help provide differentiated instruction.	Students look at piñatas pictures. Students discuss with the ones sitting near them what they know about piñatas; how, where and when they are used. Students then choose three interesting things or ideas about piñatas and write an informative/explanatory sentence for each one of these things or ideas in their Writer's Notebook. At-risk students receive differentiated instruction in small group or one-on-one with scaffolding tools.
2	**Day 2: Objective ─ Students will write three informative/expository texts on three facts about Mexican Independence Day.** • The teacher writes key words for today's discussion on the board, and refers to them during discussion. • Review what a fiesta is in Mexico and allow students to use their Writer's Notebook entry from the previous lesson to name one idea about fiestas. • Transition the discussion to the question, "What is your favorite holiday?" Take all answers. Direct the conversation to the 4th of July holiday. Students should be able to tell you why we celebrate the 4th of July because this was taught previously in the American Revolution Unit. Remind students that the 4th of July is our Independence Day.	Students write today's key words in their Writer's Notebooks. Students review with the teacher what a fiesta is and name one fact about fiestas from yesterday's lesson. Guided by the teacher, students share their favorite holiday and follow the teacher into the discussion about the 4th of July.

	• On the board, draw a T-chart. At the top of column one, write American Independence Day, July 4th. At the top of column two, write Mexican Independence Day, September 16th.	
	• Ask students to buddy chat about what they know about July 4th. As they share with whole group, record answers on the T-chart under the first column.	Students buddy chat about what they know about July 4th, then share with the whole group.
	• Tell students that Mexicans have an Independence Day, too. Using prompting and questioning, read pages 22-26 in Mexico: A New True Book.	Students listen to the teacher read about Mexican Independence Day in Mexico: A New True Book, and respond to her prompting questions.
	• Using the t-chart to record their ideas, ask students what they have just learned about Mexican Independence Day. How is it similar to our independence day? How is it different?	Students volunteer facts about what they have just learned as the teacher records their responses on the T-chart.
	• Direct students to turn to the next clean page in their Writer's Notebook and give each of them a Mexican flag sticker to put at the top of the page. Tell students to write three informative/explanatory sentences about Mexican independence based on what was learned today.	Students write three informative/exploratory sentences about Mexican independence in their Writer's Notebook.
	• Provide additional help to at-risk students in small group or one-on-one differentiated instruction with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	At-risk students receive differentiated instruction in small group or one-on-one with scaffolding tools.
3	**Day 3: Objective ─ Students will demonstrate knowledge of Christmas in Mexico by making a web and writing informative/expository texts.**	
	• The teacher writes key words for today's discussion on the board, and refers to them during discussion.)	Students write today's key words in their Writer's Notebooks.
	• Gather the children together and show them a poinsettia plant. Pass it around so they can have a good look. Ask them what they notice about the plant, and then tell them a little about it. Tell them that this plant is important to Mexican Christmas traditions.	Guided by the teacher, the students relay details of what they notice about a poinsettia plant. They listen as the teacher tells them the importance of the plant to Mexican Christmas traditions.

	• Depending on time, read Tomie DePaola's *The Legend of the Poinsettia.* If time does not allow, share a basic version of this legend, using pictures from the book. • Explain that most Mexicans celebrate Christmas. "In Mexico, the people do not just celebrate for one night! Christmas holidays start on December 16th and last 9 nights. This nine-day celebration is called Las Posadas. Their celebrations focus more on the religious aspect of the holiday. Each night families act out the journey that Mary and Joseph made to Bethlehem. They knock on doors asking for shelter (a place to keep warm and dry). At the last place, the families are welcomed in and celebrate with a piñata and fiesta." • On a large piece of chart paper, make a web that students can see. Have students give words that tell about Mexican Christmas celebrations. Get students started with 3 or 4 words, and then have students create their own webs in their Writer's Notebook, with additional words of their own. Then, have them write one informative/expository sentence for each idea represented in their Writer's Journal. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	Students listen to the reading of *The Legend of the Poinsettia*. After the reading and follow-up discussion about Mexican Christmas traditions, students give words to the teacher that tell about Mexican Christmas celebrations. The teacher writes them on the web poster. Then students create their own webs in their Writer's Notebook, adding more words. Next they write one informative/expository sentence for each idea represented in their Writer's Journal. At-risk students receive differentiated instruction in small group or one-on-one.
4	**Day 4: Objective – Students will demonstrate knowledge of the Day of the Dead by writing informative/expository texts.** • The teacher writes key words for today's discussion on the board, and refers to them during discussion. • Ask students what they do for Halloween. Ask if they know when Halloween is celebrated. Tell students that in Mexico, they celebrate a holiday called "Dia de los Muertos" which means, "The Day of the Dead." "It is celebrated at the same time as our Halloween, but is a very different celebration. This day is for remembering family members that have died, and it is an extremely important day in Mexican families."	Students write today's key words in their Writer's Notebooks. Prompted by the teacher, students share with the group what they do for Halloween.

	• Introduce and read to students, Day of the Dead. Discuss the things that people in Mexico do on the Day of the Dead. • Give students a Calaveras mask and talk about the skeleton as a symbol of Day of the Dead. Have them buddy chat with a partner about what the mask means. Discuss why the skeleton would be a symbol. • Direct them to open their Writer's Notebooks to draw lines on their journal page and divide it into 4 boxes. In each box, they should draw and label a picture that tells something about the Day of the Dead. Monitor their work. Next, have students write one informative/expository sentence for each idea from the boxes. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	Students listen as the teacher reads, Day of the Dead. Guided by the teacher, students discuss facts they have learned about the Day of the Dead celebrations in Mexico. Each student is given a Calaveras mask and participates in discussion about this symbol. Students buddy chat with a partner about what the mask means. Students, when prompted, offer ideas in large discussion about the skeleton as a symbol of Day of the Dead. In their Writer's Notebooks students, draw lines on their paper to divide it into 4 boxes. In each box, they draw and label a picture that tells something about the Day of the Dead. Then students write one informative/expository sentence for each idea from the boxes. At-risk students receive differentiated instruction in small group or one-on-one with scaffolding tools.
5	**Day 5: Objective 5 ─ Summative Assessment.** **Students will demonstrate synthesis of informative/explanatory texts by writing about some aspect (their choice) of a Mexican holiday of their choice. The students will write 5 sentences to support their chosen topic. Students will use their Writer's Notebook, the word wall, and any reference material provided in the classroom to help them include their learning in their writing.** • Explain the assessment: Working independently, student choose one topic for their writing summative assessment based on any information provided in the lessons about Mexican holidays. They can use journal notes and graphics, words and pictures on the board, and classroom resources to consider ideas for the topic. Independently, they must write 5 sentences that provide information about the topic. • Remind them about writing a closing sentence. • Their writing will be scored using the attached scoring guide/rubric.	Students work independently to complete the summative assessment.

Student Name: _____

Scoring Guide/Rubric for 1st Grade Informative/Explanatory Writing

Summative Assessment: Students will demonstrate synthesis of informative/explanatory texts by writing about some aspect (their choice) of a Mexican holiday of their choice. The students will write 5 sentences to support their chosen topic. Students will use their Writer's Notebook, the word wall, and any reference material provided in the classroom to help them include their learning in their writing.

Writing Trait	**Criteria**	**Score**			
		F 1-2	**A 3**	**M 4**	**E 5-6**
Ideas & Content	1. Student writing **names a topic.**				
	2. Writing **includes facts about the topic**.				
	3. There is a **concluding statement** that makes sense.				
Conventions	4. Punctuation, capitalization, spelling meet grade level expectations.				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. 80% is Mastery.)