**WRITING LESSON 1**

Name: Frances Rickard

Date: April 5th

Grade Level/Subject: 5th grade Writing

Prerequisite Knowledge:

* Knowledge about the stories they will be reading
* Knowledge about Langston Hughes “Thank You, Ma’am”
* Understanding of how to expand on ideas and making inferences using text

Approximate Time: 45 minutes

Student Objectives/Student Outcomes:

* Students will be able to produce at least 2 paragraphs of writing about one topic
* Students will be able to summarize their main ideas orally

Content Standards:

**3.A.2** Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

**3.B.2b** Establish central idea, organization, elaboration and unity in relation to purpose and audience.

**3.B.2c** Expand ideas by using modifiers, subordination and standard para­graph organization.

Materials/Resources/Technology:

* Microsoft Word Processor
* Langston Hughes “Thank You, Ma’am”
* Assorted Short stories including “Chivalry” by Neil Gaiman, “Fly Away Home” by Eve Bunting, “The Pest” by Anonymous and “How Many Stars in My Crown” by Rosemary Wells
* Writers notebooks

Implementation:

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|  | Opening:  In the opening of the lesson I will describe what we will be doing. First off, I will tell the students that in today’s lesson we are going to be thinking and reading deeply into our stories. I will tell them that good readers, and good writers, don’t just read the words that are on the page they read the words that are not on the page as well. I will explain that part of what will help them better understand text, is getting inside of their reading and reading very deeply and creating pictures in your mind. I will tell the students that I will model what I expect from them, then we will have time to discuss, then they will have a chance to write on their own. |
|  | Procedure:   * First I will model for the students. I will read a portion of the text “Thank You, Ma’am” by Langston Hughes until I reach a good stopping point and then I will think aloud to myself. I will ask myself questions like “What did I see when I read this passage” and “how do I know what this character is feeling right now?” and then I will answer those questions aloud as well like “Well, during this portion of the text, I see Mrs. Jones walking down a dark, dimly light road, and the streets are wet and it’s hazy out because of a recent rain. Mrs. Jones herself is a very large, tall, black woman with horned glasses and a flowery dress on, with curly black hair hidden under a Sunday hat…” etc. I will then write all of this down in the word processor I have open and projected onto the SMARTboard, so I can model the writing process. * Next, I will tell the students to mimic what I just showed them with a partner. First, they will listen to the next passage of “Thank You, Ma’am” and then think for a moment, and then they will share their thoughts with their partners and their partners will share their thoughts with them. After a minute or so, the class as a whole will share their thoughts and inferences and how they saw the passage in their minds and we will have a short discussion. * Finally, the students will choose one of the 4 short stories to choose a passage from, and they will think, read, and write deeply about it just as they practiced and I modeled. As the students are doing this, I will be walking around the room supplying comments on their writing and helping them to generate ideas. |
|  | Summary:  To conclude, I will have a few willing students share what they have written but only in summarized form. |
|  | Student Assessment:  Students will be assessed on their participation, the length and depth of their writing, and more than likely at a later date when I collect all of their journals to give them more one on one feedback, or during conferencing when they will have to share their writing with me. |

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| Student Motivation: |
| Student Interest: |
| Teacher Knowledge: |
| Teacher Organization: |
| Teacher Articulation: |
| Student Understanding: |