Writing Lesson Plan

Grade: 1st Grade - 2nd Grade

Lauren Phillips

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Writing Standards of Learning Addressed:

* SOL 1.13 The student will write to communicate ideas for a variety of purposes.

1. Generate ideas.
2. Focus on one topic.
3. Revise by adding descriptive words when writing about people, places, things, and events.
4. Use complete sentences in final copies.
5. Begin each sentence with a capital letter and use ending punctuation in final copies.
6. Use correct spelling for commonly used sight words and phonetically regular words in final copies.
7. Share writing with others.

* SOL 2.12 The student will write stories, letters, and simple explanations.

1. Generate ideas before writing.
2. Organize writing to include a beginning, middle, and end for narrative and expository writing.
3. Expand writing to include descriptive detail.
4. Revise writing for clarity.

Lesson Objectives:

1. Ensure students can effectively stay on topic and generate creative ideas for writing.
2. Ensure students are able to revise their own writing as well as peer-edit if needed.
3. Ensure students are able to describe, name examples of and use descriptive words in appropriate contexts within their writing.
4. Ensure students can comfortably share writing with others.

Materials / Equipment:

* *Many Luscious Lollipops* by Ruth Heller
* *The Cat in the Hat* by Dr. Seuss
* White board
* Expo markers
* Paper
* Pencil

Procedures:

1. Introduce the concept of descriptive, or “Juicy” words. I would ask opening questions such as: What is a descriptive word? What does it do to a sentence? What are some examples of them? Do you know of any particular ones? How about ones you might have read about today?
2. I would then withdraw 4 pre-chosen sentences from the previously listed books we would have already read and have them already pre-written on the board before the lesson. There would ideally be two sentence examples from each book. I would ask students to circle and/or point to the descriptive words in the sentences. I will then rewrite these chosen words in a separate column on the board.
3. Motioning to the words rewritten on the board in the column, I would then ask the students to use these words, or any other descriptive words they may already know, to create their own descriptive story. The story can be about whatever topic they want, but must be at least 4 sentences long and use correct spelling and punctuation.
4. After that, I would divide them into groups to share their mini-stories amongst their classmates and have a peer review session. They can choose to help edit their classmates’ stories to make them more descriptive, if needed. Or, they can help their classmates’ with spelling and punctuation; ensuring overall clarity. I would suggest some potential revision questions to ask, such as the ones listed in Barone Chapter Six (Pg. 130).
5. Afterwards, I will then ask for volunteers from each group who would be willing to share their story with the class.

Differentiation:

1. Name examples of different ideas or experiences to write about for those whom may be unsure of writing topics. This can include going to the zoo, riding the bus to school, playing at recess or going with their parents to the grocery store.
2. List examples of descriptive words to use in their writing; creating a word bank on the board for them to withdraw from.
3. Take students outside of the classroom to different parts of the school such as the cafeteria or the library and then ask them to write about these places. They would describe things in their writing such as what they see, what they hear, what they smell, etc.

Assessment:

1. Auditory assessment to see if the students were able to give a proper definition of what descriptive words are as well as examples. This could also be used to assess thought processes of students on how they were able to generate topics for their writing.
2. Visual assessment to see if the students were able to write and include descriptive words within their writing. This includes checking their writing for revision. This could also be used to assess if the students writing was on topic, included a beginning, middle and end, and incorporated descriptive detail.

Closures/Extenders:

1. Open a brief discussion with the class. I will ask questions such as:

What are a few things you learned from this activity? How do descriptive words change your writing?

1. Double check with them about the group activity. I will ask questions such as:

Did you like working in groups? Were you able to revise your own writing or your classmates? Would one person from each group like to share their story with the class?

Resources:

1. *Teaching Early Literacy- Development, Assessment, and Instruction* by Barone, Chapters 4 and 6.
2. <http://www.readingrockets.org/strategies/descriptive_writing>

Part of the reason I chose these particular SOLs in general is because descriptive writing as well as its processes are one of the most important concepts within beginning writing. These SOLs seem to be a sort of official starting point for students in learning to evaluate their writing. While the students have already begun to learn how to write correct words and understand placement of them, these particular SOLs now take it to the next level and go into some of the most fundamental, basic parts of beginning writing. These include generating topic ideas, descriptions, setting a beginning, middle and end as well as revision. Due to that, I really wanted to analyze these concepts and create a lesson plan based entirely off of these SOLs. Future writing is nearly completely dependent on students understanding these fundamental concepts and as such, the lesson plan I created here may actually be useful for my future classroom.

According to Chapter Four of *Teaching Early Literacy: Development, Assessment and Instruction* (Barone), there are several aspects discussed that would back up my lesson plans’ effectiveness. Especially in terms of my usage of incorporating group work and peer review within the lesson. One quote states this: “Children need to take responsibility for their own ideas and writing. Choices may include topic selection, genre, length of the piece, the time they will spend on a piece, the audience they will appeal to, and the time and place where they will share their piece. Allowing children opportunities to evaluate their own writing can increase their sense of ownership over their writing,” (Pg. 90). The book emphasizes how important it is to include all of these aspects within teaching writing and because of that, I wanted to be sure to include several if not all of them within my lesson. Especially in providing opportunity for ownership within their writing. In other reference to the quote, I also agreed with its concept of giving your students a sense of responsibility as well as opportunity to peer evaluate their writing. The quote heavily emphasizes how important these aspects are and as such, I feel it helps to portray my lesson’s potential effectiveness.

Some other research that would back up my lesson plans’ effectiveness on including revision would also come from Chapter Six of this same book. Under the section titled *Writing Traits* (Pg. 130), it gives suggestions on the types of questions to ask during the student’s peer review and revision process as well as the effectiveness of these questions. It also talks about six traits that students can focus on during the writing and revision process. While reading this chapter, I found some of the suggestions and potential questions particularly interesting; especially the discussion on how applying them can help improve students’ work. As such, I made sure to incorporate these aspects as well into my lesson plan. If need be, I can also use some of these example questions within the book to give some brief starter inquiries for the class to ask themselves during their revision process.

The last website will prove to be particularly helpful on this lesson plan as well for several differing aspects. For a start, it includes strategies of differentiation in terms of teaching descriptive writing. It provides several means and examples on reaching different types of learners; being sure to provide different references/research to back up these strategies and their effectiveness. Differentiated instruction is one of the most important parts of a lesson and is something I will definitely need to be sure to keep in mind while teaching my created lesson plan. Because of that, this website will prove highly useful in giving me some pointers. The site also discusses how to integrate descriptive writing into other subjects such as Math, Science and Social Studies. This is another concept that I could also apply into my lesson and the site itself gives great ideas on how to best take this route. There is also a large list of several book resources provided and listed at the bottom of the article. These could be used as not only part of this current lesson plan if need be, but also as a future resource for lesson plans I will need to create as a future teacher. Overall, each of these resources as well as the research they presented, seem to make my lesson out to be a generally effective one when applied.