

Figure 2.2 Lesson Plan for First-Grade Organization in Writing

<p>Assessed Need: I have noticed that my students need: <i>To organize the presentation of facts in their informational writing.</i></p>
<p>Standard(s) Addressed: <i>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.</i></p>
<p>Text(s) I Will Use: <i>Seed to Plant (Rattini, 2014)</i></p>
<p>Learning Intention for This Lesson: <i>We will examine the table of contents for this book to brainstorm the information we will need to plan our class book on trees.</i></p>
<p>Success Criteria for This Lesson: <i>We will make our own table of contents for our class book.</i></p>
<p>Direct Instruction: Model: Strategies/skills/concepts to emphasize <i>Model and think aloud about what I expect to learn from this book, based on the table of contents. They have read this book before and are familiar with the content. I will confirm the alignment between the TOC and the topics addressed in the book.</i> Guide and Scaffold: Questions to ask <ol style="list-style-type: none"><i>1. What would our readers expect to learn from a book titled <u>Trees of Southern California</u>?</i><i>2. How could I be sure that we are organizing our writing efforts so we don't skip information or keep repeating ourselves?</i>Assess: These are the students who will need further support <i>Pair Ahmed with Sabah, as she speaks the same dialect as he does and can broker language.</i> <i>I will partner with Jeremy, so that I can support his occupational therapy goals as they relate to handwriting.</i></p>
<p>Dialogic Instruction: Teacher-Directed Tools <i>Assigned partners share ideas and write them on their whiteboards.</i> Student-Enacted Tools <i>Partners will verbally compose, and then write on their assigned topic, in the next segment of this lesson.</i> <i>I will need to review the rubric for informational writing with them.</i> Assess: These are the students who will need further support <i>Meet with Arturo, Angel, and Marissa before lesson to discuss ideas they will be sharing with partners.</i></p>
<p>Feedback Opportunities: <i>We will analyze our table of contents to see if we have met the learning intention of planning our class book. I will also meet with Precious, Suha, Adriana, and Francisco to look at the items they generated for this lesson.</i></p>
<p>Independent Learning and Closure: <i>Students will meet with their writing partners to begin composing their sections for the class book. They will also review their success and compare it with the learning intentions.</i></p>