*Lesson Plan 2*

***Geneva Harter   
Language Arts Lesson Plan***

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| **GENERAL INFORMATION** |

**Lesson Title & Subject(s):** I can teach you how to do that!

**Topic or Unit of Study:** Informational writing

**Grade/Level:** 2nd grade

**Instructional Setting:** 2nd grade classroom of 24 students with four ELL, one gifted, and one student with an auditory/hearing disability. Students sit at desks arranged in pods of six. Room consists of a whiteboard, an LCD projector, 24 chrome books, and a reading corner with a large rug.

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| **STANDARDS AND OBJECTIVES** |

**Your State Core Curriculum/Student Achievement Standard(s):**

2.W.3.2 Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

**Lesson Objective(s):**

Given a writing guide, students will be able to explain how to catch a dragon using the five steps of the writing process with a minimum of 15 out of 18 points on the rubric.

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| **MATERIALS AND RESOURCES** |

**Instructional Materials:**

“Hamburger” writing guide, LCD projector, writing journals, pencils.

**Resources:**

Online Rubric Creator: <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2630937&>

Indiana Department of Education Standard: <https://www.doe.in.gov/standards/englishlanguage-arts>

Hamburger writing guide: https://www.timvandevall.com/language-arts/hamburger-graphic-organizers/

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| **INSTRUCTIONAL PLAN** |

**Sequence of Instructional Procedures/Activities/Events**

1. **Student Prerequisite Skills/Connections to Previous Learning:**

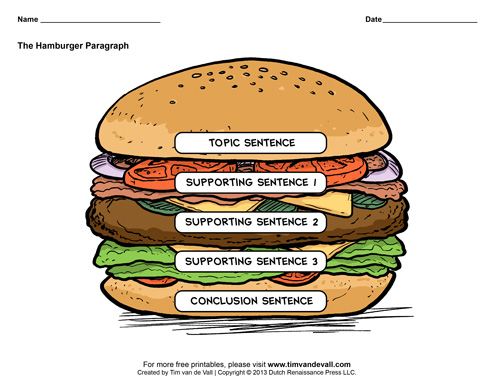
Students are familiar with the process approach to writing. Students have practiced their skills in self-assessing grammatical mistakes and sentence structure. Students are ready to apply their prior knowledge of following steps in a sequence to writing an informational paragraph. (5 min)

1. **Presentation Procedures for New Information *and/or* Modeling:**

***Presentation Procedures for New Information****:*

As part of whole group instruction, I will instruct students to take out their writing journals. I will pass out the Hamburger writing guide handouts. Students are instructed to cut and glue it onto a fresh page in their journal. I’ll explain that the steps in writing an informational paragraph is similar to what we see when we look at a hamburger. On top is the bun, which is the topic or introductory sentence. In the middle we have the burger and condiments. Those are the juicy and delicious details that we don’t want to leave out. Last, we have the bun on the bottom. As it is last it is fitting that this is the conclusion of our paragraph. It’s what finishes it all up.

I explain that an informational or expository writing explains, gives directions, or reports. I explain that before I begin any writing, I brainstorm topics. I explain that I chose the topic “how to wash dishes” after jotting down ideas in my own writing journal. I explain that I feel confident explaining how to wash dishes because it is something I do every day and that I’m good at. Next, I model how I follow the Hamburger writing guide when I am writing. I write my sentences a part for now, and follow the outline of the Hamburger guide. I explain to the students that I don’t worry so much about being perfect the first time I write, but that concentrate on getting my thoughts out. Next, I model how I revise my essay and include transitions. I ask myself out loud, “does my paragraph make sense?”, “will my audience understand what I am trying to say?”, and “do I need to add any more details?” After revising, I move onto editing my work. I make sure that my sentences start with a capital letter, I have correct punctuation, and that my spelling looks good. Last, I model how I take my revised and edited five sentences from my hamburger guide, and copy them over onto a clean piece of lined paper. I explain that this is my published work. (15 min)

  ***Hamburger Writing Guide***

1. **Guided Practice:**

I explain to students that we are going to brainstorm our topics together to create a “how to complete a task” expository paragraph together. Students share examples, and I write them on the board. We take a class vote and pick one that is popular with the students, “how to play dodgeball.” I guide the start of the composing process by offering a sentence starter for the topic sentence. I use the overhead projector and instruct students to follow along using their Hamburger writing guides in their writing journal, as we document student responses. Next, I model how we add in transitions to make our sentences flow better. We read it again as a class to make sure that it would make sense if a new classmate entered the room. After, I call on students’ to fix errors such as spelling mistakes and punctuation as we edit the sentences as a group. Last, each of the students copy the sentences to create their paragraph on a fresh page in their journal as their final copy. (25 min)

1. **Independent Student Practice:**

Students will brainstorm a different “how to complete a task” individually and pick one that interests them. Students will follow the five steps of the writing process to write an informational paragraph. (30 min)

1. **Culminating or Closing Procedure/Activity/Event:**

Students will write in their journals the five steps of the writing process and the definition of an expository paragraph. (10 min)

**Differentiated Instruction Accommodations:**

I differentiated instruction to meet the needs of my diverse learners. To assist my student with an auditory disability, I wore an amplifier around my neck which connected to my students’ hearing aid so that she could better hear me during the lesson. I gave my gifted student the opportunity to write an expository paragraph on the topic of their choice. I allowed my ELL students to work with a peer tutor during the brainstorming and editing phase of their writing.

**Student Assessment/Rubrics:**

I am using a formative assessment in the form of an 18 point rubric. Students are assessed on their “how to complete a task”.

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| CATEGORY | 3 | 2 | 1 |
| Prewriting | Student has clearly shown adequate work in the selection of a topic as well as brainstorming and organizing ideas about the topic. | Student has shown unclear but adequate work or clear but inadequate work in the selection of a topic as well as brainstorming and organizing ideas about the topic. | Student has shown unclear and inadequate work in the selection of a topic as well as brainstorming and organizing ideas about the topic. |
| Composing | Student has composed an initial draft of their paragraph. | Student began an initial draft of their paragraph, but is unable to adequately complete the initial draft. | Student has not composed an initial draft of their paragraph. |
| Revising | Student has clearly and adequately made all necessary revisions to their paragraph. | Student made revisions that are unclear or inadequate to their paragraph. | Student did not make revisions to their paragraph. |
| Editing | Student corrected all misspelled words, capitalization, and punctuation errors. | Student corrected some, but not all, misspelled words, capitalization, or punctuation errors. | Student did not correct any misspelled words, capitalization, or punctuation errors. |
| Publishing | Student prepared a final copy of their paragraph that is ready to be shared with others. | N/A | Student prepared a final copy of their paragraph that is not ready to be shared with others. |
| Expository Paragraph | Student has composed an expository paragraph that clearly and adequately explains and/or informs about his or her topic. | Student has composed an expository paragraph that is unclear and adequate or clear and inadequate in explaining and/or informing about his or her topic. | Student has composed an expository paragraph that is unclear and inadequately explains and/or informs about his or her topic. |

C. This lesson supports ELLs to write expository texts in many ways. First, the hamburger writing guide is a concrete example of how to organize information. According to Haynes (2010) teachers are encouraged to “use graphic organizers to introduce the skill of arranging information for writing” (para. 5). A writing guide is a visual aid for students which makes following the steps to writing an expository text less confusing. It encourages students to concentrate on the content of their writing, instead of the mechanics.

Another way that this lesson supports ELLs is by giving students’ a choice to choose their own topic. During the brainstorming stage of the writing process, students’ are encouraged to make connections and think about topics important to them. Research has proven that when students are allowed to explore topics of interest to them that put more of themselves into their writing (Gunning, 2013). The lesson’s theme of “how to complete a task” gives ELLs the opportunity to share something that they are comfortable and familiar with doing. Students are more likely to retain information if they are actively engaged and have a say in their learning.

Works Cited

Gunning, Thomas G. Creating Literacy Instruction: for All Students. 8th ed., Pearson, 2016.

Haynes, Judie. “Tips for Teaching ELLs to Write.” EverythingESL: The K-12 ESL Resource from Judie Haynes, 2010, www.everythingesl.net/inservices/tips\_teaching\_ells\_ write\_10803.php.

Indiana Department of Education. (2014, July 15). English/Language Arts. Retrieved September 26, 2017, from https://www.doe.in.gov/standards/englishlanguage-arts