

Teacher Name:	Katja Schatte	Date:	January 19, 2018
Subject:	ELA	Grade Level:	Sixth grade
Lesson Length:	56 minutes	Topic of Instruction:	Writing instruction
Lesson Standards	<p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>		
Lesson Objective	<p>Introduction to revision: Students will be able to write a paragraph with appropriate organization and sequencing and to critique another student's writing using a rubric.</p> <p>Student-friendly wording: I can write about a real or imagined experience or event using relevant details and putting events in an understandable order.</p> <p>I can give another student feedback on their writing looking for specific things, such as transition words.</p>		
Pre-requisite knowledge and Common Misconceptions	<p>Prerequisite knowledge</p> <ul style="list-style-type: none"> • Students have been honing their writing skills throughout the school year. • Students have begun learning and using transition words. • Students understand the importance of sequencing. <p>Common Misconceptions</p> <ul style="list-style-type: none"> • Assumption that students will remember to write in accordance with standard paragraph structure (Introduction – Main Part – Conclusion). • Assumptions that all students remember and know how to use a variety of different sentence beginnings. • Assumption that students will know how to use each of the different transition words presented to them at the beginning of class. 		
Lesson Agenda	<p>DO NOW (15 min.) Reading time (10 minutes) followed by writing an entry in the reading log (5 minutes).</p> <p>DIRECT (5 min.) Open your writing journals, write down today's date, and copy the transition words on the board right on top of the page: then after that, later, when in the end,</p>		

Reactivation of existing knowledge:

- Point to the sandwich poster on the wall and remind them of the standard paragraph structure.
- Ask students what it means to revise one's writing. Remind them of last week's exercise where they made sure that their partner had used the correct verb forms.
- Explain to students that we will focus on two things today:
 - 1) We will write a paragraph and focus on using transition time-related transition words. These are transition words that help us put events in order time-wise and to not start every sentence in the same way. (Hold up the plot graphic organizer we filled out last week to remind students of the importance of sequencing events.)
 - 2) We will continue to revise each other's writing after we finish writing the first draft by partnering up and focusing on two different elements in our writing. (I will explain after writing which two elements.)
- Read out the transition words on the board and provide one example sentence with each of them. Ask students to start at least two of their detail sentences with a transition word.
- Introduce the writing prompt:
Write about a time you did something nice for someone else.

INDIVIDUAL (15-20 min.)

Students write a paragraph in response to the writing prompt.

DIFFERENTIATION:

- Writing the paragraph with or without the use of the sandwich graphic organizer
- Teacher & TA support as needed

GROUP (15-20 min.)

Teacher explains that they will pair up and check each other's paragraphs.

Write the steps on the board:

- 1) Highlight verbs and check if the verb forms are correct:
 - Do verbs in the past tense have an "-ed" at the end?
 - If the subject of a sentence is he, she, or it: Does the verb have an "-s"?
- 2) Has the writer used at least two transition words in their text?
Underline them.

Remind students of the importance of respect: You are able to work with anyone in this class and will present your feedback in an encouraging way. (Model)

	<p>Students pair up through HandUp-StandUp-PairUp. (One group of three.) Ask students to write their own name <i>under</i> the text they are about to read, so I will know who the reader was.</p> <p>Guide students through the reading process by referring to the board throughout the reading process.</p> <p>WRAP-UP: Tell students that during tomorrow’s writing time, they will incorporate their partner’s suggestions into today’s paragraph.</p>
Lesson Assessment	Students demonstrate writing skills, correct use of verb forms, and use of transition verbs in their own writing and the application of their skills to revising their partners’.
Materials Needed	<ul style="list-style-type: none"> • White board • Writing prompt & revision rubric • Writing journals