

<b>Teacher Name:</b>	Katja Schatte	<b>Date:</b>	April 13, 2018
<b>Subject:</b>	ELA	<b>Grade Level:</b>	Sixth grade
<b>Lesson Length:</b>	55 minutes	<b>Topic of Instruction:</b>	Steps of the Writing Process
<b>Lesson Standards</b>	<b>CCSS.ELA-LITERACY.W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
<b>Lesson Objective</b>	Students will understand the importance of planning their writing and begin to make planning a part of their writing process.  <b>Student-friendly wording:</b> I know why it is important to plan before I start writing and how to do it.		
<b>Pre-requisite knowledge and Common Misconceptions</b>	Prerequisite knowledge <ul style="list-style-type: none"> <li>• Students have been honing their writing skills in the areas of writing, peer review, and editing.</li> <li>• Students are familiar with the purpose of informational texts.</li> <li>• Students have been learning about the subject of animal intelligence.</li> </ul> Common Misconceptions <ul style="list-style-type: none"> <li>• Assumption that students will readily be able to remember paragraph structure.</li> <li>• Assumption that students will know how to use the notes they took about a reading and video for their writing.</li> </ul>		
<b>Lesson Agenda</b>	<p><b>INTRODUCTION (5 min.)</b> Introduce Writing Day and ask students what we did on Writing Tuesday (peer review). Explain that we will learn about another step in the writing process today and write a text about what we have learned about animal intelligence. But first, we will review what we have learned about writing so far.</p> <p><b>GROUP (10 min.)</b> Put on the board and ask students: <b>Which parts of the writing process do you remember?</b> Remind students that the writing process does not stop once you finish writing. Remind them to think of what we did on Tuesday (peer review).</p> <p>Students get up to share in StandUp-HandUp-PairUp and Timed Pair-Share.</p> <p><b>DIRECT (15 min.)</b> Review, collect student input on the board, and create a three-part flow chart on the board, leaving the first part empty. Ask students to copy it on page 40L of their notebooks. Explain that today we will learn about another important step in the writing process: Planning</p>		

	<p>In whole-group instruction, ask what planning is and collect on the other side of the board. (Tell students not to copy it yet.)</p> <p>Then add a summary of what was said to the flow chart and have students copy it.</p> <p>Explain that today, we will use a graphic organizer to plan one paragraph. Next week, we will go up to two paragraphs. Students will see that planning will make it easier for them to write longer texts. This is a skill they should also use on the exams.</p> <p>Students glue the writing planning sheet on page 40R.</p> <p><b>INDIVIDUAL (25 minutes)</b>  Move students in table groups based on their writing ability, which will make it easier to support them.</p> <p>Students will plan one informational paragraphs [review both words] in response to the following prompt:</p> <p>What evidence do we have that animals are intelligent?  [Put question on the board and orally paraphrase it to make sure everyone understands.]</p> <p>Briefly explain how to use the graphic organizer under the document camera.</p> <p>Students fill out graphic organizer with teacher and TA support.</p> <p><b>EXTENSION ACTIVITY</b>  Students who finish early will write a paragraph based on their planning sheet in their writing journal. (Provide list of transition words.)</p>
<p><b>Lesson Assessment</b></p>	<p>Students demonstrate understanding at two different times:</p> <ol style="list-style-type: none"> <li>1) Sharing out after a Timed Pair Share about the parts of the writing process.</li> <li>2) Planning their writing with the support of a graphic organizer.</li> </ol>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>• White board &amp; markers</li> <li>• Document camera &amp; projector</li> <li>• Graphic organizer</li> </ul>

Topic

Introduction

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Fact 3

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Summary

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