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Introduction

Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. As students continue to develop an understanding of the writing process; the elements of writing; text forms, genres, and formats; and technology, they are able to express themselves more confidently and effectively. An effective writing program does many things. It ensures that students develop and apply strategies that allow them to write with understanding, skill, and confidence in a variety of genres and styles. It offers many opportunities for students to writing independently. It encourages them to question and think critically, and to reflect on what they and others have written. It motivates them to express their ideas, feelings, beliefs, and opinions and empowers them to become writers who take risks. It promotes the continuous development of writing skills and, in doing so, fosters a love of writing.

Teachers use their professional judgment and careful observation in order to provide explicit instruction that will support students as they become effective writers. Explicit instruction refers to the clear, direct, and purposeful teaching of specific knowledge, skills, and strategies. It takes the guesswork out of what teachers want students to learn. In an effective writing program, students have many opportunities to

- write about a variety of topics;
- observe on an ongoing basis teacher demonstrations of the processes used by effective writers:
- have their writing assessed and receive feedback;
- and learn from a variety of instructional approaches focused on their individual strengths and needs.

The gradual release of responsibility is as critical for writing as it is for reading. To become proficient writers, students first need opportunities to observe and understand the physical and metacognitive processes involved in writing. Best practice involves strong teacher instruction, support, coaching, and encouragement, and these can best be delivered to students by using the key instructional approaches and the strategies described below. The key instructional approaches for an effective writing program include:

- modeled writing
- shared/interactive writing
- guided writing
- independent practice

These approaches enable the teacher to scaffold student learning by modeling writing strategies, modeling the thinking process through think alouds, sharing writing experiences with students, coaching and guiding students in their application of strategies, and providing students with opportunities to write independently.

In **modeled writing**, the teacher demonstrates a specific aspect of writing to the whole class: for example, a new writing skill, text form, genre, or format. The text produced during the lesson is usually based on a situation or experience with which students are familiar so that they can relate to the content of the writing. The teacher is the scribe and provides full support by thinking aloud and modeling what a proficient writer does, thus demonstrating the process

of putting thoughts and feelings into written form. By observing this process, students learn that even proficient writers make mistakes, and that all work can be revised or edited. Finished products should be displayed at eye level to allow students to read and reread the text.

Shared writing allows students and teachers to work together on a piece of writing. The teacher is the scribe, and the students and the teacher collaborate to create the text. The writing that is produced should be easily available to students so that they may read it over and over and use it as a model for their own writing. Shared writing can be taught in large- or small-group settings.

Interactive writing allows the students and teacher share the task of scribing the message. The teacher and the students collaboratively compose and construct a written message. Interactive writing can be taught to a large or small group. The finished product should be displayed so that students can revisit it, and perhaps use it as a model for their own independent writing.

Guided writing is a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing. A guided writing lesson generally follows modeled and shared writing lessons and comes about when a teacher determines that a group of students could benefit from further teacher support to develop a particular writing skill. The guided writing group comes together for the purpose of learning or practicing this writing skill. Guided writing group are fluid and temporary, with membership depending on need or ability. Throughout the year, formative assessment will guide the teacher's decisions about the composition of groups and the concepts and skills to be addressed.

Independent practice gives students opportunities to do their own writing using both self-selected and assigned topics and forms. Independent writing could occur as a follow-up to a series of writing lessons – involving modeled, shared, and guided writing, as well as feedback from the teacher – with a focus on a particular concept or skill. It could also occur during a period of time when students have free choice of the topic and form for their writing.

Teachers do not necessarily use the key instructional approaches in a linear fashion, always starting with modeling; rather, they select the approach that matches the students' learning needs for the specific lesson or task. Ongoing assessment helps you decide which instructional approaches to incorporate into your literacy block. In this way, effective teachers connect their instruction directly to the information that they gather about students' needs. Ultimately, the goal is to have students move toward independent writing practice

Assessment helps you recognize individual students' strengths and needs and choose which next steps will work best for your students. Assessment helps you identify the specific minilessons, text selections, and think alouds that best support the categories of learning in which students have shown lower levels of achievement.

For more information, please refer to the following resources:

OWA ~ *Ontario Writing Assessment*, Grades K-8. 2008. Mary Reid and Steven Reid. *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*. 2005. Ministry of Education.

A Guide to Effective Literacy Instruction, Grades 4 to 6 ~ Volume Six: Writing. 2008. Ministry of Education.

Kindergarten

Lesson Name	Sports of all Sorts	
Grade/Timeline	Grade K - Start of Year	
Expectations	Self Awareness and Self Reliance 2. identify and talk about their personal preferences 3. express their thoughts 11. interact cooperatively with others in classroom events and activities Language Oral Communication 2. listen and respond to others for a variety of purposes 4. use language in various contexts to connect new experiences with what they already know 6. use specialized vocabulary for a variety of purposes Writing 23. demonstrate interest in writing 24. demonstrate an awareness that writing can convey ideas or messages 25. write simple messages 26. begin to use classroom resources to support their writing 27. experiment with a variety of simple writing forms for different purposes and in a variety of contexts	
Catholic Graduate Expectations	CGE2b Reads, understands and uses written materials effectively. CGE2c Presents information and ideas clearly and honestly and with sensitivity to others. CGE2d Writes and speaks fluently one or both of Canada's official languages. CGE4e Sets appropriate goals and priorities in school, work and personal life. CGE5a Works effectively as an interdependent team member.	
Achievement Categories	Knowledge and Understanding Thinking Communication Application	
Text Form	Procedure	
Genre	Information Piece	
Format	List	
Lesson Prompt	Your parents are taking you shopping to buy sports equipment to play your favourite sport. Write a shopping list of sports equipment you will need to play your favourite sport.	
Materials/Resource	Interactive White Board Overhead Transparencies Overhead projector Chart Paper	

	Markers Pictures of Students
Assessment Task	Your teacher is taking your class shopping to buy treats for a class party. Write a shopping list of your favourite foods.
Differentiation	Group Work
Suggested Graphic Organizers	
Suggested Anchor Charts	Sports Chart Equipment Chart Equipment List
Cross Curricular Connections	Physical Education

Day/Time	Gradual Release	Lesson
1	TM IP	Gather the class in the meeting place.
30 min		Tell the students that you will be talking about sports today.
		Read a story about your favourite sport.
		Teacher Prompt: "I love that story because it has my favourite sport in it. I love"
		The teacher will draw a picture of themselves playing their favourite sport.
		Teacher Prompt: "Think about your favourite sport. What is it? Why is it your favourite sport?"
		Allow students to turn and talk with a partner about their favourite sport.
		Teacher Prompt: "You will now draw yourself playing your favourite sport."
		Give each student a piece of paper to draw their "Favourite Sport" on. Ask students to write about their favourite sports underneath their picture.
		After students have finished their drawings, allow them to share their drawings with the class or if there is not enough time to share with the whole class students can share with a partner.
		Have the students hand their drawing into you.
		Materials/Resources: Story about your favourite sport Favourite Sport Sheets Pencils
		Crayons/pencil crayons/markers
Day 2	TM, SP	Teacher Prompt: "Sports are so much fun and there are so many of them to play."
20 min		In our writing we are going to use the word sport. It is an important word. What do you think the word sport starts with?' Allow students to sound sports out loud.
		Student Prompt: "s"
		Teacher Prompt: "Great! To help us learn and remember how to spell sports let's sing about it.

		Sing: Sports (sung to old MacDonald) There were some students who loved to play and sports were their favourite. S-P-O-R-T, S-P-O-R-T, S-P-O-R-T, and sports were their favourite. Sing it to the students first and then have them repeat it. Do this as many times as you need to until the students are able to sing it independently.
		Teacher Prompt: "There are many different sports to play."
		Use the sports cards and matching word. Place them on chalkboard or bulletin board.
		Point to each picture and then read the word card.
		Have the students read the sports words all together.
		Materials/Resources: Sports Picture Cards Sports Word Cards
Day 3 20-30 min	TM, SP,	Reread the sports words all together. Tell the students that you are going to rearrange all the sports words and give each (if there are not enough sports cards have the students work in groups) of them a sports picture. Their job will be to place their picture beside the matching sports word. If a student is having difficulties allow them to choose one of their friends to help.
		After the students have all put their pictures beside the matching word, reread the words.
		Have the students return to their seats. Hand out the student's picture of their favourite sport.
		Teacher Prompt : "On the line on your picture I would like you to write, "I like (favourite sport). Use the word cards to help you spell the word correctly."
		Show students how to write "I like because"
		Tape or glue the picture and word cards onto a piece of chart paper and hang around the room so students can refer back to it later.
		(Use these word and picture cards in a center so students become every familiar with them. Use them everyday.)
		Materials/Resources: Sports Picture Cards Sports Word Cards Student Drawings Chart paper Glue Markers

Day 4 30 min	TM,SP, GP, IP	On the bulletin board or chalkboard place the equipment picture cards and the matching word cards. Read the equipment words. Have the students read along with you the equipment words. Bring out the picture you drew during the first lesson and revise it. On this picture add the proper equipment you would need while playing the sport. If you cannot add the equipment on your picture start from scratch. The equipment could include proper foot wear, a helmet, knee pads, a stick, a glove, a hat, etc. Label your drawing by showing the students how to copy the right word from the word cards. Have the students return to their seats to add the proper equipment to their drawing or start over. Encourage students to use the words to label their drawing as well. Walk around and help anyone needing help. If you notice that a group of students are struggling, meet with them and guide them.
		Materials/Resources: My Favourite Sport sheets Equipment Picture Cards (Add any that may not appear here. Have one of the students draw it.) Equipment Word Cards
Day 5 20 min	TM, SP,	Reread the equipment words all together. Tell the students that you are going to rearrange all the equipment words and give each of them an equipment picture. Their job will be to place their picture beside the matching equipment word. If a student is having difficulties allow them to choose one of their friends to help.
		After the students have all put their picture beside the matching word reread the words.
		Teacher Prompt: "Take the equipment cards that you need to play your favourite game off the board. I know all the equipment I need to play my favourite sport. I am going to create a list of everything I need so I can go and buy them.
		My list needs to have a title to tell the reader what they are going to be reading about. My title will be "Equipment for" (chosen sport).
		"When I make my list I write my ideas one per line. Then I skip a line and write another idea."
		Model for the students what this looks like. As you are writing your equipment sound out the words or use the equipment words to help you. Have a discussion about why each piece of equipment is important. Write some of these ideas in your list.
		I will also draw a picture to help my reader know what I have written.
		Once your list is complete read it all together.

		Materials/Resources: Chart Paper Markers Equipment Word Cards Equipment Picture Cards
Day 6 30 min	TM, SP,	Read the list that you created in the previous lesson all together.
		Chose one of the other sports randomly. Tell the students that you will be creating a list of equipment needed for this sport all together.
		Teacher Prompt: "Think back to the last lesson what we need first for our list?"
		Student Prompt: "A title"
		Teacher Prompt: "Great! Should our title be "My Christmas Wish List?"
		Students Prompt: "NO!"
		Teacher Prompt: "Why not?"
		Student Prompt: "Because we are not writing about our Wish List, we are writing about the equipment we need to play"
		Teacher Prompt: "What would be a good title?"
		Student Prompt: "Equipment for"
		Teacher Prompt: "Great! What should we add next?"
		Student Prompt: "Our equipment"
		Teacher Prompt: "How do we write it? Do we write all of our equipment on the same line?"
		Student Prompt: "No, we put each one on a different line. We skip a line."
		Have students help to sound out words or use the word cards and write the words. Discuss why each piece of equipment is important. Add some of these ideas to your list.
		Put chart paper up around the room so students can refer to it later.
		Materials/Resources: Chart Paper Markers
Day 7 30 min	IP, GP	Today students will create their own lists of equipment. Remind them to use the lists and word cards around the room to help them. Also remind them to use pictures because pictures can help make the list clearer.
		As the students are working meet with students to help them create

		their list.
Day 8 15 min	TM	Using the students' work find a clear level 1 and level 4 piece of writing. Photocopy the work onto overhead transparencies or scan into the computer and use your interactive white board to view them. Teacher Prompt: "Today boys and girls we are going to have a look at several students' lists." (Remember, ask the students whose work you want to use if it is okay to do so. Tell the students why you are using it. If they have a level 1 let them know why it is a level 1. Explain that it is okay because they will get a chance to try again.)
Day 9	IP, GP	Students will read over their list and using what they have just learned about a level 4 list change or re-write their list so it looks like a level 4 answer as well.
Day 10 30 min	IP	OWA Assessment
Next Steps	•	
Reflections		

Lesson K Start of Year Resource – Anchor Chart 1: My Favourite Sport

My Favourite Sport



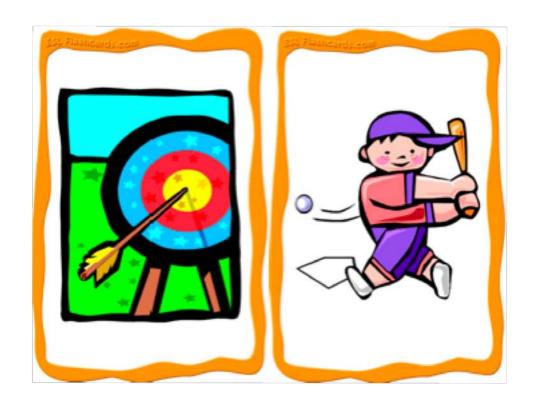
Draw your favourite sport here.

Lesson K Start of Year Resource – Anchor Chart 2: Equipment for My Favourite Sport

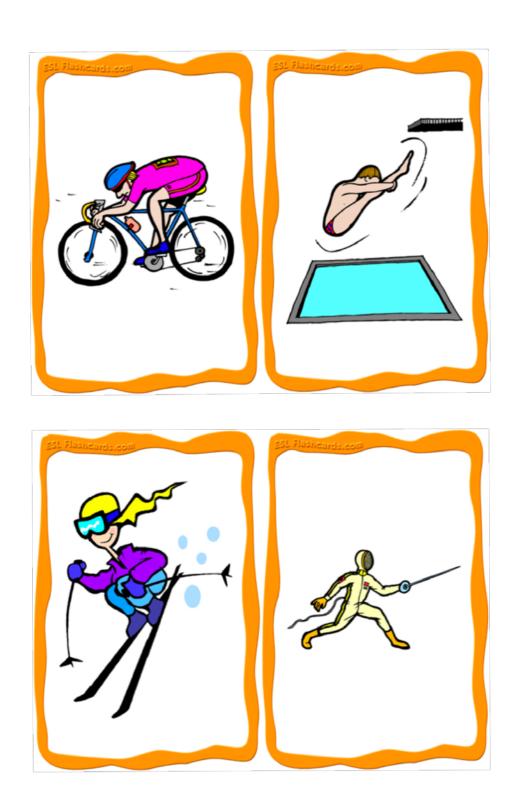
Equipment for My Favourite Sport

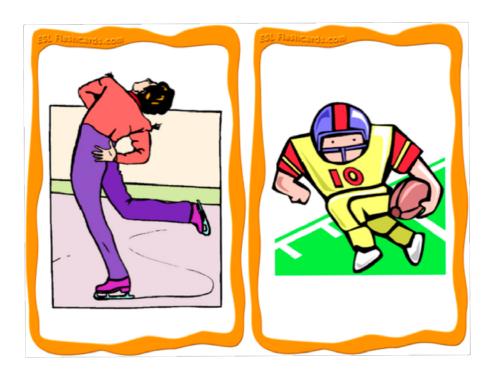


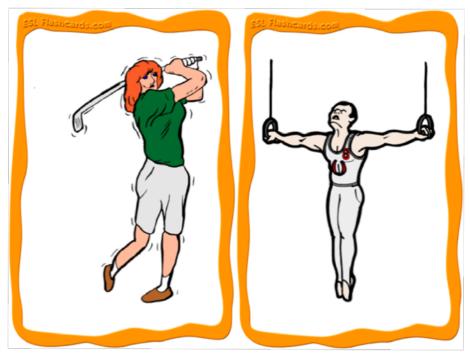
Write your **list** here.

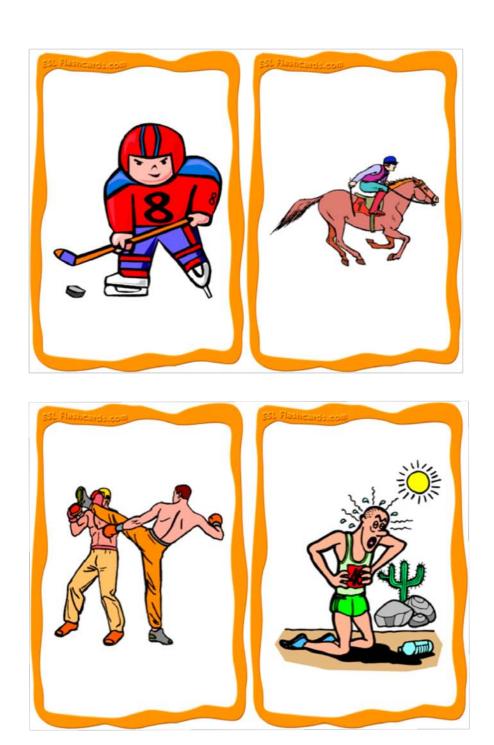


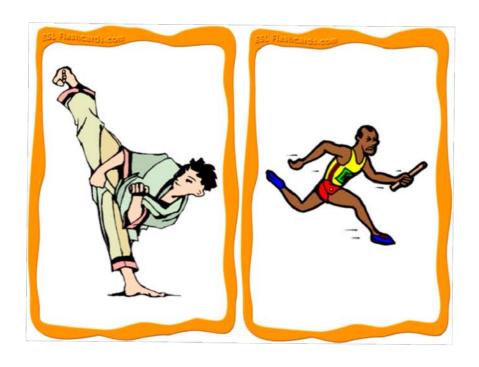


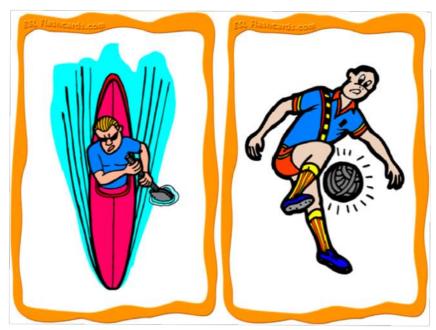


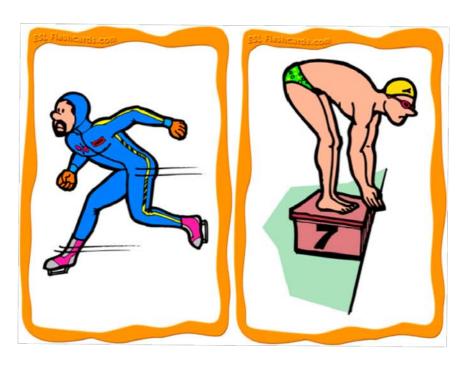








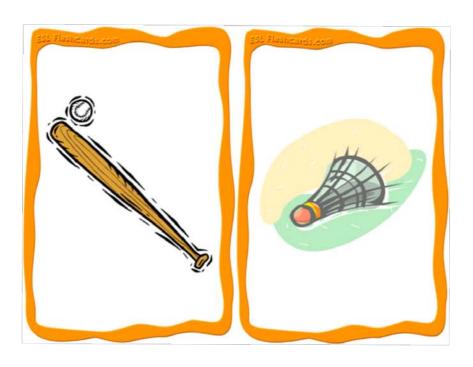




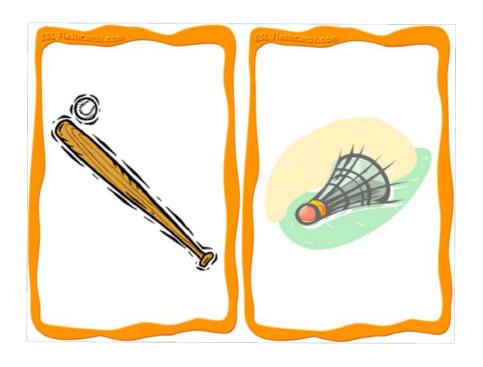


Archery	Baseball
Basketball	Bobsled
Cycling	Diving
Skiing	Fencing
Figure	Football
Skating	
Golfing	Gymnastics
Hockey	Equestrian
Kick Boxing	Running

Karate	Relay Racing
Speed	Swimming
Skating	

























Lesson K Start of Year Resource – Anchor Chart 3: Sports Equipment Words

Bat and Ball	Birdie
Bow and	Shoes
Arrow	
Goggles	Helmet
Golf Clubs	Hockey and
	Puck
Skates	Net
Mitt	Knee Pads
Racket	Saddle
Skis	Ski Boots
Tees	Dumbbell
Volleyball	Uniform

	Order it!	
Lesson Name		
Grade/Timeline	K - Mid-Year	
Expectations	 Writing: 24. demonstrate an awareness that writing can convey ideas or messages 25. write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words 27. experiment with a variety of simple writing forms for different purposes and in a variety of contexts 28. communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing Oral Communication: 9. describe personal experiences, using vocabulary and details appropriate to the situation 	
	 10. orally retell simple events and simple familiar stories in proper sequence. Reading: 18. retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props 	
Catholic Graduate Expectations	 CGE2b Reads, understands and uses written materials effectively. CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE6a Relates to family members in a loving, compassionate and respectful manner. CGE6c Values and honours the important role of family in society. 	
Achievement Categories	Knowledge and Understanding Thinking Communication Application	
Text Form	Recount	
Genre	Information Piece	
Format	Journal/Story	
Lesson Prompt After listening to the story Goldilocks and the Three B a picture and write about your favourite character.		
Materials/Resources	Ministry of Education. (2005). A Guide to Effective Literacy Instruction, Kindergarten to Grade 3. Toronto, ON: Queen's Printer for Ontario.	
	Galdone, Paul (1985). Goldilocks and the Three Bears. Clarion Books.	

	BLM 1 The Story of Goldilocks and the Three Bears BLM 2 Retelling Goldilocks and the Three Bears
	Chart paper, black board or digital document viewer
	Websites: www.dotolearn.com http://teacherweb.com/CT/MilfordSchoolDistrict/KindergartenR esources/storysequence.pdf http://www.kinderkorner.com/me.html
Assessment Task	Draw a picture of yourself. Write about yourself.
Differentiation	Lessons may be differentiated with using the BLMs in different ways with different student responses.
Suggested Graphic Organizers	
Suggested Anchor Charts	Our Writing Process
	Mathematics:6. use ordinal numbers in a variety of everyday contexts
Cross Curricular Connections	Personal and Social Development 6. talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others

Day/Time	Gradual Release	Lesson
1 30 min	TM, SP	Lesson Focus: The Concept of Order
		Teacher Prompt: "When we get ready to go out for recess in the winter time we put our outside clothes on in a certain way or order. Let's think about what we put on first, second, etc."
		Student Talk: "First we put on our snowsuits. Then we put on our boots."
		Teacher Prompt: "What would happen if we put our mittens on before our snowsuit and our boots?"
		Student Talk: "We wouldn't be able to get dressed."
		Teacher Prompt: "We follow a certain order for other things that we do each day. Can you think of some examples?"
		Student Talk: "I know that when I get ready for school, I do it the same way every day. First I get up. Next I have breakfast. Then I brush my teeth"
		The teacher will record student responses of order in their lives on a class chart.
		The teacher may have prepared pictures of the steps for getting dressed in winter. Visuals may be downloaded from the website: www.dotolearn.com
		Working with partners, students may practice putting the visuals in order. Teachers may also ask students to draw themselves getting ready for recess, demonstrating the proper order.
		Resources: www.dotolearn.com Various picture cards for students to sequence
		Lesson Focus: Ordering Events in a Story
		The teacher will read a children's favourite picture book, Goldilocks and the Three Bears by Paul Galdone or Jan Brett.
2 40 min	TM, SP, GP, IP	Teacher Prompt: "I have a picture book in my hands. Looking at the cover, can you name what the title of the book might be? If you have heard the story before do you remember anything about the story?"
		Student responses may be recorded on chart paper or digital document viewer.

Teacher Prompt: "Let's listen to the story and see how much we remembered." While reading the story, the teacher may invite the students to chime in, especially when Goldliocks says "This porridge is too hort. This porridge is too cold. This porridge is just right." "Just like we follow an order when we do certain things, stories follow a certain order or sequence. Let's put the pictures of the story in order together." Pictures for sequencing this story can be found on the website: http://teacherweb.com/CT/MilfordSchoolDistrict/KindergartenRe sources/storysequence.pdf Teacher Prompt: "We will also match these sentences to the correct pictures." Teachers may use BLM 1 as a reference when creating the sentence strips. Resources: BLM 1 The Story of Goldliocks and the Three Bears http://teacherweb.com/CT/MilfordSchoolDistrict/KindergartenResources/storysequence.pdf Lesson Focus: Differentiated Lessons-Retelling the Story This lesson will focus on having the students retell the story. Students may respond to the retell in different ways. Teachers may choose from the following options by using BLM 2: 1) Students may cut out the pictures and paste them on separate pages to make a book. Students will write what they remember about that event. 2) Teachers may cut out the pictures and give to students out of order. Students will work to order the events of the story. 3) Teachers may cut out the pictures and give to students out of order. Students will work to order the events on another page. Students will put the numbers 1-4 beside the correct event. Resources: BLM 2 Retelling Goldilocks and the Three Bears Lesson Focus: Awareness of Concepts of Print Teacher Prompt: "In the last lesson, you retold the story of Goldilocks and the Three Bears. Today I am going to ask you to share your stories with a partner. Turn to the person sitting next to you. Each of you will take turns reading your book." After students have had an opportunity to share their books, the teacher will continue with the large group less	1	
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Resources: BLM 1 The Story of Goldilocks and the Three Bears http://teacherweb.com/CT/MilfordSchoolDistrict/KindergartenR esources/storysequence.pdf Lesson Focus: Differentiated Lessons-Retelling the Story This lesson will focus on having the students retell the story. Students may respond to the retell in different ways. Teachers may choose from the following options by using BLM 2: 1) Students may cut out the pictures and paste them on separate pages to make a book. Students will write what they remember about that event. 2) Teachers may cut out the pictures and give to students out of order. Students will work to order the events of the story. 3) Teachers may cut out the pictures and reorder the events on another page. Students will put the numbers 1-4 beside the correct event. Resources: BLM 2 Retelling Goldilocks and the Three Bears Lesson Focus: Awareness of Concepts of Print Teacher Prompt: "In the last lesson, you retold the story of Goldilocks and the Three Bears. Today I am going to ask you to share your stories with a partner. Turn to the person sitting next to you. Each of you will take turns reading your book." After students have had an opportunity to share their books, the teacher will continue with the large group lesson.		-
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		Teacher Prompt: "I noticed that when you read your book that you held it in a certain way. You held it just like I did when I read the book Goldilocks and the Three Bears. This is important."
		"I am going to print a sentence from one of your books on chart paper (or digital document viewer or blackboard). Notice where I begin to print. When we start to write we always begin at the top and at the left hand corner. I want you to check your work and see if you have done the same."
		Students will have the opportunity to look at their books to see if they have done the same. Some students may require assistance from the teacher or another peer.
		Teacher Prompt: "You will also notice that I have put spaces between my words. Notice the sentence Goldilocks went to the house (for example). If I had written this sentence without spaces it would look like this. That would be difficult to read. Check your books to see if you have put a space between your words. Are there some that you would like to fix up? We will take some time now to fix up our work."
		The students will be given the opportunity to revise and edit their work as required.
		Resources: Chart paper, black board or digital document viewer
	TM, SP	Lesson Focus: Identifying a Favourite Character from Goldilocks and the Three Bears
		Teacher Prompt: "In the story, Goldilocks and the Three Bears, there were several characters. Do you remember what the word character means?"
		The teacher will record student responses.
		Student Talk: "It is someone in the story."
_		Teacher Prompt: "Let's name the characters in the book."
5 30 min		The teacher will engage students in a discussion about their favourite character.
		Teacher Prompt: "My favourite character in this book is Goldilocks. She is my favourite character because she isn't afraid. Who is your favourite character? Raise your hand if you like Goldilocks the best. Raise your hand if you like one of the bears the best. Is there anyone else that we missed?"
		Teacher Prompt: "When authors create a character they have to think about a lot of things such as how the character will look, what the character will be like, what the character might say. This helps the reader to get to know the character better. I want

		you to think about why you chose the one you did as your favourite character. Turn to the person closest to you and share one thing about the character that you like."
		After students have shared with a partner, the teacher may ask students to share as a large group and record student responses.
		Resources: Picture book Goldilocks and the Three Bears Chart paper, black board or digital document viewer Pictures of each character
		Lesson Focus: Representing a Favourite Character in a Drawing
6 45 min	TM, SP, GP, IP	Teacher Prompt: "Let's review what we learned in our last lesson about characters. Remember that when authors create their characters they have to think about a lot of things. You have already chosen your favourite character from this book. Today you are going to draw a picture about this character."
		"Before you begin drawing, I am going to show you how I illustrated my favourite character. You may remember that my favourite character is Goldilocks. Here is a picture that I have drawn about Goldilocks. Tell me what you see in the picture."
		The teacher will show an illustrated picture of Goldilocks. This picture will not only show Goldilocks but will show her feelings, how she acts etc. For example, Goldilocks may be trying out one of the beds. Her actions in the picture will show how she feels about the bed.
		Students will orally share everything that they see in the picture. Discussion will occur about the importance of showing as much as possible about the character in the picture.
		Students will independently complete a detailed picture of their favourite character.
		Lesson Focus: Writing about a Picture
7 25 min	TM, SP	Teacher Prompt: "Let's share the pictures that you drew of your favourite character. At your table, you are each going to take a turn and tell about your character. You might tell what your character is doing, what your character is feeling or how your character looks."
		Students will spend about 10 minutes in their small group discussions.
		Teacher Prompt: "I noticed when I was listening to your discussion that your pictures can tell a story. You were using words to describe what your character was doing, feeling, saying and acting. You know that books not only have pictures but also words. This is because the words tell us exactly what

the author is thinking. We are all able to read words. Today you are going to write what your picture is about. You are going to write as much as you can to tell about your favourite character." "These questions will help you to write about your character: Who is your character? What is your character doing? What is your character saying? How is your character feeling? What happens to your character in the book?" "I am going to demonstrate what I would write about the picture of my favourite character." The teacher will once again post the illustrated picture of his/her favourite character. Using the questions above, the teacher will begin to write, demonstrating top to bottom, left to right progression as well as proper spacing between words. The teacher will think aloud while writing. Once the teacher's description is complete, the teacher will reread what has been written. The teacher will invite students to join in on this reading. **Lesson Focus:** Writing about Favourite Characters **Teacher Prompt:** "Now it is your turn to write as much as you can about your favourite character from Goldilocks and the Three Bears. Remember how I drew a picture of Goldilocks and then I wrote the story about the picture? I tried to write as much as possible about Goldilocks. I wanted you as the reader to know how Goldilocks thinks, feels and acts. Before we begin to write let's review the questions that we will keep in mind." The teacher will review the questions from day 7 with the TM, SP, GP, 8 students: 30 min IΡ "Who is your character? What is your character doing? What is your character saving? How is your character feeling? What happens to your character in the book?" **Teacher Prompt:** "Let's take out our pictures and begin to write." Some students will be able to write independently while others will require support in a small teacher led group.

9 30 min	SP, GP, IP	Teacher Prompt: "You have all worked hard to write your stories about your favourite character. Some of you have finished and will share your stories with a partner and some of you will continue to write. Let's look at the chart called Our Writing Process. Writers do different things when they write. They write, they reread their work, they fix up their work, and they share their work." Students will name where they are in the writing process and will follow the writing process chart to complete their work, revise their work and share their work. Teacher Prompt: "If you have finished your writing, I would like you to come to the front and we will work on editing our work. We will look to see if we have proper spaces between our words and if the words that we have learned are spelled properly. " The teacher will work with the group that is revising their stories while others share their work or are continuing to write. Resources: Anchor Chart Our Writing Process, Word wall words in classroom Lesson Focus: Preparation for Assessment Task-Draw a picture of yourself. Write about yourself.		
10 30 min	TM, GP, IP	Teacher Prompt: "Just like when we wrote about our favourite characters in a book, we are going to write about ourselves. It is easier to write about ourselves because we know ourselves better than we know about characters in a book. We are all special. Listen while I read the poem called I'm Glad I'm Me." I'm Glad I'm Me No one looks The way I do. I have noticed That it's true. No one walks the way I walk. No one talks the way I talk. No one plays the way I play. No one says the things I say. I am special. I am me. There's no one else I'd rather be! www.kinderkomer.com/me.html		

	Teacher Prompt: "You are now going to draw a picture of yourself and then write about yourself. We learned a lot about writing in the last few lessons. Try to remember as much as you can so that you will be able to do a good job when you are drawing and writing about yourself." Students will be presented with the assessment task: Draw a picture of yourself. Write about yourself. Resources: http://www.kinderkorner.com/me.html
Next Steps	Students will complete the assessment task.
Reflections	

The Writing Process Day 1 Day 3 Day 4 Day 5 Day 2 GRM: TM, SP GRM: TM, GRM: TM, GRM: TM, GRM: TM, SP, GP, IP SP, GP, IP SP, GP, IP SP Week 1 Day 1 Day 2 Day 4 Day 5 Day 3 GRM: TM, GRM: TM, GRM: GRM: SP, GRM: TM, IP SP, GP, IP TM,SP,GP, IP GP, IP SP Week 2

GRM = Gradual Release Model

GRM = Gradual Release Model			
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.		
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.		
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.		
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)		

Lesson K Mid Year Resource — BLM 1:

Ideas and Details

The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

Lesson K Mid Year Resource — BLM 1:

Ideas and Details

The Story of Goldilocks and the Three Bears (Continued)

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

THE END

Lesson K Mid Year Resource — BLM 2:

Ideas and Details

Retelling Goldilocks and the Three Bears

Lesson K Mid Year Resource — Anchor Chart A:

Our Writing Process

Our Writing Process



Lesson K Mid Year Resource — Anchor Chart B:

Our Writing Process

I am writing.



Lesson K Mid Year Resource — Anchor Chart B:

Our Writing Process

I am checking.



Our Writing Process

I am sharing.



Lesson Name	Communicating with Drawings, Labels and Text
Grade/Timeline	K - End of Year
Expectations	Oral Communication 2. listen and respond to others for a variety of purposes 5. use language to talk about their thinking, to reflect, and to solve problems 6. use specialized vocabulary for a variety of purposes 9. describe personal experiences, using vocabulary and details appropriate to the situation 10. orally retell simple events and simple familiar stories in proper sequence Reading 16. use prior knowledge to make connections 20. demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print Writing 23. demonstrate interest in writing 24. demonstrate an awareness that writing can convey ideas or messages 25. write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words 26. begin to use classroom resources to support their writing 27. experiment with a variety of simple writing forms for different purposes and in a variety of contexts 28. communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing
Catholic Graduate Expectations	CGE2a Listens actively and critically to understand and learn in light of gospel values. CGE2b Reads, understands and uses written materials effectively. CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience. CGE4f Applies effective communication, decision-making, problemsolving, time and resource management skills. CGE5e Respects the rights, responsibilities and contributions of self and others. CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
Achievement Categories	Knowledge and Understanding Thinking Communication Application

Text Form	Opinion Writing (Persuasive/Exposition)			
Genre	Information Piece			
Format	Journal/Story			
Lesson Prompt	What is your favourite holiday? Draw your favourite holiday. Label the picture. Explain why this holiday is your favourite.			
	Chalkboard/chalk, whiteboard/markers, chart paper, markers crayons, pencil crayons, markers Student books, lined paper, student pencils & erasers Existing anchor charts, checklists, word lists, word walls, brainstorming lists, and graphic organizers that have already been generated and used Write Trait Program, if available All the writing samples generated by the teacher and the class in these activities "ELMO" – document camera			
Materials/Resources	Resources included or generated in this unit: Sensory Word Chart Graphic Organizer Sensory Word Chart Anchor Chart Sentence Starters Outline Sentence Starters Anchor Chart Transition Words (Anchor Chart) Sentence Building 5W & 1H Graphic Organizer Revising Checklist Revising Anchor Chart Editing Checklist Editing Anchor Chart			
Assessment Task	What are your favourite animals? Draw your favourite animals. Label them. Explain why these are your favourite animals.			
Differentiation	Use of previously developed graphic organizers that students are familiar with Use of technology (e.g., Inspirations, Dragon, other voice recording technology) Use of Guided Practice groups to work on specific aspects of writing (e.g., form and organization, idea generation, etc.) Working with a partner, or sharing work with a partner who will guide student onto the next step Personal dictionaries or personal word walls Examples of Level 3 work easily accessibly (e.g., at desk, at table, on the carpet) Checklists			
Suggested Graphic Organizers	Any graphic organizers that the class is already familiar with Sensory Word Chart Graphic Organizer Sentence Starters Outline Sentence Building 5W & 1H Graphic Organizer Revising Checklist Editing Checklist			
Suggested Anchor Charts	Any anchor charts that the class has already generated and used Sensory Word Chart Anchor Chart Sentence Starters Anchor Chart Transition Words Anchor Chart Revising Anchor Chart			

	Editing Anchor Chart
Cross Curricular Connections	Data Management & Probability: pictographs/bar graphs

		Lesson
Day/Time	Gradual Release	
Day 1	TM, IP, GP	Focus: Expressing Opinion with Pictures Graph: Favourite
		Invite students to retell some prompts that you used in your explanation that they could use in their explanation. For example,

	is my favourite	because	", "I really	like _	_ because	", 6	and
so or	n. Record their	ideas so tha	t students	can e	easily refer t	to the	list
wher	sharing their	opinions eith	er orally or	r in wi	riting.		

Brainstorming: Sensory Language

Invite students to share words that they could use to describe the things around them, like their favourite things. Record their ideas in a Sensory Word Chart. If the class already has a Sensory Word Chart, review the words that are already on it and invite students to add more.

Teacher Prompt: "What are some words that we can use to describe the things around us, including our favourite things? What language can we use to explain why we like something? How can we describe things that we can see? Smell? Taste? Hear? Touch? How can we describe how things make us feel?" (e.g., a circle makes me happy because I think of a happy face; a circle makes me nervous because I think of a cave)

Student Talk:

Sight (words that describe colour, texture, shape, size, pattern) Smell (good, bad, stinky, yummy, yucky)

Taste (words that describe temperature, texture, flavour) Sound (words that describe volume, instruments, pitch, aesthetic value)

Touch (words that describe surface texture, temperature, consistency, edge texture, point texture, shape, size, weight) Feelings (happy, sad, scared, excited, angry, surprised, good, bad, etc.)

Independent Practice: Expressing Opinions with Pictures & Oral Communication

Invite students to complete the same task – draw a picture of their choice or their favourite. Then give them the opportunity to present their opinions to the class through oral communication (the reasons why it is their favourite and why they chose it). Invite students to make use of word charts around the room to help them explain and describe (express their opinion). If any student happens to label their drawings, make a special note.

Teacher Prompt: "Wow, those labels really helped me to understand what you are communicating with your picture. What a wonderful idea. I think that maybe we should all try this activity again tomorrow and this time we'll add labels to our pictures!"

Guided Practice: Mini Lessons

While some students are writing independently, work with small groups on different skills, as needed. For example, some students may need some assistance with spelling (generate a word list), some students may need help with the writing (you can write, "I like ___ because __" and students can fill in the blanks), etc.

Resources:

Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words Anchor Chart

		Focus: Expressing Opinion with Labelled Pictures		
		(same format as Day 1 but adding labels to pictures)		
		Graph: Favourite (Prepare a different graph from Day 1) (The topic of this graph can be determined by the teacher, depending on other units of study, topics already covered in the school year, class interests, etc.) Some "favourite" topics could include shape, colour, month, subject, game, farm animal, exotic animal, reptile, mammal, bird, seasonal activity, place, inside activity, outside activity, cartoon, cartoon character, sport, movie, special treat, holiday, food, fruit, vegetable, meal, community worker, field trip, playground structure, etc		
		Select a topic and 4 items/choices. Create a pictograph/bar graph on which each student can record his/her choice. (e.g., the topic could be favourite shape and the items or choices could be circle, square, triangle, rectangle)		
Day 2		NOTE: You can always use graphs that the class has already generated this year. If you have generated lots of graphs with students throughout the year, students could be responsible for choosing the topic, as well as the items to go on the chart.		
	SP, IP, GP	Introduce the topic to the students, as well as the choices. Invite students to place stickers or other markers on the graph to record their choice. Discuss the results.		
		Teacher Prompt: "What observations can you make about this graph?"		
		Student Talk: tallest, shortest, the same height, the same number of people, most, least, none, everybody likes, nobody likes, etc. (Refer to any classroom anchor charts about graphing.)		
		Shared Practice: Labelling Pictures & Expressing Opinion Recall the drawing and sharing from yesterday; if a student happened to use labels yesterday, ask permission to once again share his/her work.		
		Teacher Prompt: "Yesterday, added labels to his/her pictures and it really helped me to understand what he/she was communicating. Let's see if we can all add labels to our pictures today! First, we'll write an example together."		
		Using the advice, suggestions and recommendations of the students, select a "choice" item from today's graph, draw a picture and label it. Then, invite students to express their opinion orally about why that "choice" item might be a favourite (if it's not their own personal favourite, then they will be thinking from a different perspective.)		
		During the oral communication, encourage students to use the sentence prompts, starters and patterns that were discussed yesterday. For example, use the pattern, "I like because		

		" Or "My favourite is because" Use this opportunity to ALSO model the use of transition words (e.g., also, as well, another thing, another reason, too, etc.). Refer to any "word generating" charts in the classroom, including the sensory word lists that were brainstormed yesterday. As students express opinions orally, identify the use of new words that could be added to the sensory word chart. Record these new words on the chart. Independent Practice: Labeling Pictures & Expressing Opinion Invite students to complete the same task – draw and label a picture of their choice or their favourite. Then give them the opportunity to present their opinions to the class through oral communication (the reasons why it is their favourite and why they chose it). Invite students to make use of word charts around the room to help them explain and describe.
		During the oral communication component, make special note of any students who attempted to write complete sentences or who tried to express their opinions/ideas in writing (rather than just labeling). Be sure to explain the difference between labeling (usually one word) and writing a complete sentence. While still praising the students who wrote sentences for going beyond what was expected, encourage them to listen carefully to the assignment; when they are asked to label their pictures, they should simply provide a one-word label. Also make note to the class that you really like the idea of writing sentences and that maybe tomorrow they can all try expressing their opinions in sentences.
		Guided Practice: Mini Lessons While some students are writing independently, work with small groups on different skills, as needed. For example, some students may need some assistance with spelling (generate a word list), some students may need help with the writing (you can write, "I like because" and students can fill in the blanks), some students may need assistance in identifying the letter-sound relationship for writing, etc. Resources:
		Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words Anchor Chart
		Focus: Expressing Opinion with Labeled Pictures and Written Text (same format as Day 2 but adding sentences/text to the labeled pictures)
Day 3	TM, IP, GP	Graph: Favourite (Prepare a different graph from Day 1 and Day 2)) (The topic of this graph can be determined by the teacher, depending on other units of study, topics already covered in the school year, class interests, etc.) Some "favourite" topics could include shape, colour, month, subject, game, farm animal, exotic animal, reptile, mammal, bird, seasonal activity, place, inside activity, outside activity, cartoon,

cartoon character, sport, movie, special treat, holiday, food, fruit, vegetable, meal, community worker, field trip, playground structure, etc..

Select a topic and 4 items/choices. Create a pictograph/bar graph on which each student can record his/her choice. (e.g., the topic could be favourite shape and the items or choices could be circle, square, triangle, rectangle)

NOTE: You can always use graphs that the class has already generated this year. If you have generated lots of graphs with students throughout the year, students could be responsible for choosing the topic, as well as the items to go on the chart.

Introduce the topic to the students, as well as the choices. Invite students to place stickers or other markers on the graph to record their choice. Discuss the results.

Teacher Prompt: "What observations can you make about this graph?"

Student Talk: tallest, shortest, the same height, the same number of people, most, least, none, everybody likes, nobody likes, etc. (Refer to any classroom anchor charts about graphing.)

Teacher Modeling: Writing Opinions

Demonstrate to students how you could record your opinion. First, draw a picture of your choice or your favourite. Then label the picture ("I remember when __ used labels to help express his ideas and I really liked that so I'm going to put a label on my picture."). Pretend to be finished and then remember the student(s) who used sentences to communicate his/her idea ("oh, I remember when __ added sentences to help him communicate his ideas. I thought that was a really smart thing to do, so I think I will also write sentences."). Use the charts around the room to help you brainstorm sentence prompts, starters and patterns (e.g., "I like ____ because ____."

"My favourite ___ is ___ because ____."). Use the word charts, word wall and the sensory language chart to come up with ideas, to select vocabulary and to check spelling.

Independent Practice: Writing Opinions

Invite students to complete the same task – draw and label a picture of their choice or their favourite and then write the reasons why in sentences. Encourage students to make use of word charts around the room to help them label their picture, to select sentence prompts/starters/patterns and to select vocabulary words. Give them the opportunity to present their opinions to the class by reading the text that they have written (the reasons why it is their favourite and why they chose it).

Praise the class for thinking of ways to use words and sentences to help them communicate their ideas and opinions.

Guided Practice: Mini Lessons

While some students are writing independently, work with small groups on different skills, as needed. For example, some students

may need some assistance with spelling (generate a word list), some students may need help with the writing (you can write, "I like ___ because " and students can fill in the blanks), some students may need assistance in identifying the letter-sound relationship for writing, etc. **Extension:** Students may be so inspired with their ability to use writing to communicate that they wish to add text (and labels) to their pictures from Day 1 and Day 2. Praise this eagerness. Explain that what they are wanting to do is called "revision" or "revising" – the process by which a writer returns to what he/she has written and tries to make their work better. Decide when students will have an opportunity to do this revising ... on Day 4 instead of creating new text, on Day 4 in addition to creating new text, or as a guiet opportunity during centre time or "down time" (when students have completed work early). Resources: Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words (Anchor Chart) **Focus:** Written Text (same format as Day 3) **Graph:** Favourite (Prepare a different graph from Days 1-3) (The topic of this graph can be determined by the teacher, depending on other units of study, topics already covered in the school year. class interests, etc.) Some "favourite" topics could include ... shape, colour, month, subject, game, farm animal, exotic animal, reptile, mammal, bird, seasonal activity, place, inside activity, outside activity, cartoon, cartoon character, sport, movie, special treat, holiday, food, fruit, vegetable, meal, community worker, field trip, playground structure, etc. Select a topic and 4 items/choices. Create a pictograph/bar graph on which each student can record his/her choice. (e.g., the topic could be favourite shape and the items or choices could be circle, square, Day 4 SP, IP, GP triangle, rectangle) 20-30 min. **NOTE:** You can always use graphs that the class has already generated this year. If you have generated lots of graphs with students throughout the year, students could be responsible for choosing the topic, as well as the items to go on the chart. Introduce the topic to the students, as well as the choices. Invite students to place stickers or other markers on the graph to record their choice. Discuss the results. **Teacher Prompt**: "What observations can you make about this graph?" Student Talk: tallest, shortest, the same height, the same number of people, most, least, none, everybody likes, nobody likes, etc. (Refer to any classroom anchor charts about graphing.)

Shared Practice: Writing Opinions

Recall the drawing, labelling and writing from yesterday. Facilitate a discussion about the importance and the power of written text.

Teacher Prompt: "Why would it be important for all of us to be able to write our opinions? How will this skill help us?"

Students Talk: Communicating our ideas when we're not there to talk, people understanding us, being able to communicate, being able to tell how we feel or what we think, etc.

Emphasize how impressed you were with the sentence writing of the class yesterday. If there is time, ask a couple of students if you could share their writing again with the class – identify strengths in student work.

Teacher Prompt: "Let's see if we can create some text together!"

Using the advice, suggestions and recommendations of the students, select a "choice" item from today's graph, draw a picture and label it. Then, invite students to express their opinion about why that "choice" item might be a favourite (if it's not their own personal favourite, then they will be thinking from a different perspective.)

During this oral communication	ation, e	ncourage stude	nts to use the
sentence prompts, starters	and pa	atterns that were	e discussed
yesterday. For example, us	se the p	attern, "I like _	because
" Or "My favourite	is	because	" Use this
opportunity to ALSO mode	I the us	e of transition w	ords (e.g., also, as
well, another thing, another	r reaso	n, too, etc.). Re	fer to any "word
generating" charts in the cl	assroo	m, including the	sensory word lists
that were brainstormed yes	sterday		

As students express opinions orally, record their ideas under/beside the labelled picture. In addition, add new sensory language to the sensory word chart.

Independent Practice: Recording Opinions

For independent practice, there are two activities from which to choose. Make the choice based on student interest and available time ...

A: students can use today's graph and choices to create a new labelled drawing with text to support it (new text)

B: students can add text to their already completed drawings from Day 1 and/or Day 2 (revising text)

Regardless of whether students complete a new piece of text or simply "revise" text they have already generated, give them the opportunity to present their opinions to the class by reading the text that they have written (the reasons why it is their favourite and why they chose it). Once again, record any new sensory words on the sensory word chart.

Praise the class for thinking of ways to use words and sentences to help them communicate their ideas and opinions.

Guided Practice: Mini Lessons While some students are writing independently, work with small groups on different skills, as needed. For example, some students may need some assistance with spelling (generate a word list), some students may need help with the writing (you can write, "I like because ___" and students can fill in the blanks), some students may need assistance in identifying the letter-sound relationship for writing, etc. Included is a 5W & 1H graphic organizer that can be used to assist students with adding more detail to their explanations. Resources: Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words (Anchor Chart) Sentence Building 5W & 1H Graphic Organizer Focus: Revising Use any revising charts that students are familiar with and review any lessons that the students have already completed that focused on revising. If the Write Trait Program is accessible, it will offer wonderful age-appropriate lessons. Invite students to quickly look at all the writing that they have created over the last few activities. Refer back to the picture they drew on Day 1, the picture they drew and labelled on Day 2, and the labelled drawings and written text they created on Days 3 & 4. Invite students to compare their 4 writing samples. **Teacher Prompt:** "Which one is your "best" work and why? Which one tells the reader the most information and why? Which one shares your opinions the best and why?" Student Talk: (off-topic) Day 1 because I spent all my time drawing, Day 2 because I like this picture, Day 1 because I used the colour orange and I like orange, Day 3 because I like the topic, etc. ... but Day 5 TM. SP. IP. GP also (on-topic) ... Day 3/4 because it has a picture, a label and sentences. Day 3/4 because I wrote a story. Day 3/4 because readers can now what my ideas were just by reading my text, Day 3/4 because readers don't have to guess my ideas, etc. Emphasize the importance of the written word. Briefly brainstorm all the things that they and others write every day (e.g., lists, names, notes, letters, items on the calendar, etc.). Discuss the importance of making sure that the words we write communicate the ideas that we intend. **Teacher Modeling:** Revising/Revision Share with students that the drawings and text that you have completed over the last few lessons is probably not your best work. Explain that when you drew those pictures and wrote those sentences, you were so full of ideas that you didn't really pay attention to how they were organized.

Teacher Prompt: "I think I will go back to one of the texts that I wrote and see if I can make my ideas more clear and understandable to the reader. I could use more powerful words like those on the sensory word chart. I could make sure that my ideas are organized and make sense."

Select a text from one of the Teacher Modeling sessions to revise. If it does not yet have labels or text, be sure to add the labels and text as part of the revision process. Demonstrate the revision process, making use of the sensory word chart, other printed word in the room, the sentence prompts/starters/patterns. Do not worry about spelling, grammar, punctuation at this point as that is the focus for the next lesson; in other words, feel free to make minor errors.

Invite student comments, did adding labels and text improve the writing? Did the use of stronger, sensory words make the text come alive for the reader? Did I use different kinds of sentences rather than always using the same prompt/starter/pattern? Do the ideas make sense in the way that they are written?

Shared Practice: Revising/Revision

With the class select a text that has been created during a shared modeling session and repeat the same revision process that was just modeled.

If the piece does not yet have labels or text, be sure invite students to first add the labels and text as part of the revision process. Invite students' ideas and comments through the revision process, encouraging them to use the sensory word chart, other printed word in the room, the sentence prompts/starters/patterns. Encourage them to focus on simple labels, clear sentences, a variety of sentence types, organized ideas that flow, and strong descriptive language. Do not worry about spelling, grammar, punctuation at this point as that is the focus for the next lesson; in other words, feel free to make minor errors. Again, invite student comments.

Teacher Prompt: Did adding labels and text improve the writing? Did the use of stronger, sensory words make the text come alive for the reader? Did I use different kinds of sentences rather than always using the same prompt/starter/pattern? Do the ideas make sense in the way that they are written?"

Student Talk:"This word is stronger, let's change this word, it's all the same sentence (prompt etc.) so we should change that, etc."

Independent Practice:

Invite students to select one of their own pieces of work from over the past few lessons and encourage them to revise their work. Make note of some main revision questions ...

Do I have a simple label?

Have I written text that is easy to understand and is organized? Did I use strong powerful words to help my reader understand my message?

Guided Practice: Revising/Revision While some students are writing independently, work with small groups on different skills, as needed. Focus on the three guiding questions above (Do I have a simple label? Have I written text that is easy to understand and is organized? Did I use strong powerful words to help my reader understand my message?). Resources: All teacher modeled texts from Days 1-4 All shared practice texts from Days 1-4 All independent practice texts from Days 1-4 Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words (Anchor Chart) **Revising Checklist** Revising Anchor Chart Focus: Editing Use any editing charts that students are familiar with and review any lessons that the students have already completed that focused on editing. If the Write Trait Program is accessible, it will offer wonderful age-appropriate lessons. Encourage students to use word walls, word lists, and any other text around the room to help them. Invite students to share the revisions that they made in the previous lesson. In their oral presentation, students should identify all the things that they added or changed (details to pictures, labels, writing, words/vocabulary, and sentence structure). **Teacher Prompt:** "Is it now your best work? Is it perfect? Is there anything else that good writers do before they are completely finished with their piece of writing?" Student Talk: "It's my best because I made changes, I need to check my spelling, I think I forgot a period, I still need to colour my picture, etc." Day 6 TM, SP, IP, GP Teacher Modeling: Editing Share with students that even though they made excellent changes in the previous lesson when they were revising their work, that there is still one more step -- editing. Explain that when writers are first writing and even when they are revising, that the focus is one of the ideas. Once the ideas are the way the writer wants them, it's time to edit. **Teacher Prompt:** "What is editing?" **Student Talk:** spelling, periods, letters are correctly written and not backwards, sentences have spaces between the words, the words are written from left to right and top to bottom, etc. Teacher Modeling: Editing

my spelling is correct, that I have spaces between my words and that

Teacher Prompt: "I think I need to go back to the piece I revised yesterday and make sure that all my letters are written properly, that

my text is written from left to right and from top to bottom."

Proceed to edit the piece that you used in the previous lesson to model revision. Demonstrate the editing process, making use of the sensory word chart, other printed word in the room, the sentence prompts/starters/patterns, editing charts, dictionaries, a spacer for ensuring spaces between words. This is the last opportunity for you to perfect your writing and ensure that it is ready for publication.

Invite student to make observations about your editing – you used a word list and dictionary, you used the words spacer, you double checked to make sure that text was written left to right and top to bottom, etc.

Shared Practice: Editing

Pull out the piece of text that the students helped to revise during the previous lesson. Guide them through the editing process just as you modeled it earlier. Invite students' ideas and comments through the editing process, encouraging them to use the sensory word chart, other printed word in the room, the sentence prompts/starters/patterns, dictionaries, a word spacer, etc. Encourage them to focus on one thing at a time – for example, invite them to go through their piece just looking at spaces, or just looking at spelling, or just looking at letter formation, etc.

Teacher Prompt: "What did we change in our written text to make it perfect?"

Student Talk: spelling, letters are written the right way, words have spaces, sentences have periods, sentences have capital letters, etc.

Independent Practice:

Invite students to edit the written piece that they worked on revising in the previous lesson. Make note of some main editing questions ...

Are the letters written properly?

Do I have spaces between my words?

Is the spelling correct?

Does every sentence begin with a capital and end with a period?

Guided Practice: Revising/Revision

While some students are writing independently, work with small groups on different skills, as needed. Focus on the guiding questions above (Are the letters written properly? Do I have spaces between my words? Is the spelling correct? Does every sentence begin with a capital and end with a period?).

Resources:

Teacher Modeled text from Day 5
Shared Practice text from Day 5
Independent Practice text from Day 5
Sentence Starters Outline & Anchor Chart
Sensory Word Chart Graphic Organizer & Anchor Chart
Transition Words (Anchor Chart)
Revising Checklist
Revising Anchor Chart

		Editing Checklist Editing Anchor Chart
Day 7	TM, IP, GP	Focus: Lesson Prompt (drawing) Over the next four days, students will gradually piece together one more sample of writing. Graph: Favourite Holiday Introduce the topic to the students, as well as the choices (the choices could be Easter, Halloween, Christmas, and Birthday, but these choices can easily be changed). Invite students to place stickers or other markers on the graph to record their choice. Discuss the results. Teacher Prompt: "Was your favourite holiday on the graph? If not, what is your favourite holiday?" Invite students to share other holidays that may be their favourite. Teacher Modeling: Drawing Identify your favourite holiday to the students and explain why. (You may wish to choose a different holiday so that students don't try to copy your ideas and text. For example, choose Mother's Day or Father's Day.) Draw a picture that shows why that holiday is your favourite. Add labels to the picture if you'd like, but don't add text (you'll have a chance to do that in the next lesson.) Independent Practice: Drawing Invite students to draw a picture of their favourite holiday. Make note of students who immediately label their pictures and add text following the "I like because" sentence pattern. While students are only expected to draw the picture today, it's interesting to observe which students want to more clearly express themselves by offering text. Guided Practice: Drawing By now the students should be very comfortable with this writing process and the steps into which it has been broken down. Hopefully, the need for Guided Practice has passed at this point, but offer small group mini-lessons for skill clarification and reinforcement if needed. Resources: Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words (Anchor Chart) Revising Checklist Revising Anchor Chart Editing Checklist Editing Anchor Chart
Day 8	SP, IP,GP	Share yesterday's graph once again with the students and invite them to share their drawings from the previous lesson. Praise any

detail that is included in the picture and explain that the detail helps the reader to understand what the writer is communicating. **Shared Practice:** Labelled Drawings with Text Select a different holiday to write about today (again, so that students don't simply copy your ideas and text) - for example, Canada Day, Labour Day, Thanksgiving, etc. Using the suggestions from the students, draw a picture that shows why that holiday is a favourite. Then, use students' suggestions to add labels and text to the picture. Encourage students to use the sensory word chart, other word charts and word lists around the room, as well as the sentence prompts/starters/patterns. **Independent Practice:** Labelled Drawings with Text Invite students to add labels and text to their drawings from the previous lesson. (If students already added labels and text, they can decide if there are any changes that they wish to make, add detail to the picture, or work on something else.) Encourage students to use the sensory word chart, other word charts and word lists around the room, as well as the sentence prompts/starters/patterns. **Guided Practice:** Labelled Drawings with Text By now the students should be very comfortable with this writing process and the steps into which it has been broken down. Hopefully, the need for Guided Practice has passed at this point, but offer small group mini-lessons for skill clarification and reinforcement if needed. Resources: Graph from Day 7 Student writing from previous lesson Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words (Anchor Chart) **Revising Checklist** Revising Anchor Chart **Editing Checklist Editing Anchor Chart** Focus: Lesson Prompt (revising) Prior to this lesson, add labels and text to your writing from the Teacher Modeling on Day 7. Once again, post the completed graph from Day 7. Invite them to share their labeled drawings with text from the previous lesson. Praise and identify student work using sensory language, sentence starters/prompts/patterns, proper letters and spacing between words, Day 9 TM, SP, IP,GP etc. Teacher Modeling: Revising Invite students to recall the next step in writing. Then, as you did on Day 5, model the revising process to the students using your text

from the Teacher Modeling Lesson on Day 7 (you will first need to add text and labels). Use the sensory word chart, other word charts

and word lists around the room, as well as the sentence

prompts/starters/patterns. Use the guiding questions that you used before. Do I have simple labels? Have I written text that is easy to understand and is organized? Did I use strong powerful words to help my reader understand my message? Invite students at the end of the modeling to offer their opinions. Shared Practice: Revising Invite student suggestions for revising the work created during the shared modeling on Day 8, encouraging the use of any charts and resources in the room. Use the guiding guestions ... Do I have simple labels? Have I written text that is easy to understand and is organized? Did I use strong powerful words to help my reader understand my message? When the revision process is complete, again invite students to share their opinions. **Independent Practice:** Revising Invite students to complete the revision process with their own writing from Day 7. Encourage the use of charts and resources in the room. **Guided Practice:** Revising By now the students should be very comfortable with this writing process and the steps into which it has been broken down. Hopefully, the need for Guided Practice has passed at this point, but offer small group mini-lessons for skill clarification and reinforcement if needed. Resources: Graph from Day 7 Teacher Modeled writing from Day 7 Shared Practice writing from Day 8 Students Writing from Day 8 Sentence Starters Outline & Anchor Chart Sensory Word Chart Graphic Organizer & Anchor Chart Transition Words (Anchor Chart) Revising Checklist **Revising Anchor Chart Editing Checklist Editing Anchor Chart Focus:** Lesson Prompt (editing) Once again, post the completed graph from Day 7. Invite them to share their revisions from the previous lesson. Praise and identify students who made changed to their writing that really did enhance Day 10 TM, SP, IP, their writing. GP Teacher Modeling: Editing Invite students to think of the next step in writing. Then, as you did on Day 6, model the editing process to the students using your text from the Teacher Modeling Lesson on Day 7 and that you revised in the previous lesson. Use the charts and other resources around the room to help you edit your work. Edit one thing at a time; for example, look first for capitals at the beginning of sentences and periods at the end, then look at letter formation and directionality, then look at spelling, etc. Use the guiding questions from Day 6:

Are the letters written properly?

Do I have spaces between my words?

Is the spelling correct?

Does every sentence begin with a capital and end with a period?

Invite students at the end of the modeling to offer their opinions.

Shared Practice: Editing

Invite student suggestions for editing the work created during the shared modeling on Day 8 and was revised in the previous lesson. Encourage the use of any charts and resources in the room. Use the guiding questions ...

Are the letters written properly?

Do I have spaces between my words?

Is the spelling correct?

Does every sentence begin with a capital and end with a period?

When the editing process is complete, again invite students to share their opinions.

Independent Practice: Editing

Invite students to complete the editing process with their own writing from Day 7/8/9. Encourage the use of charts and resources in the room.

Guided Practice: Editing

By now the students should be very comfortable with this writing process and the steps into which it has been broken down. Hopefully, the need for Guided Practice has passed at this point, but offer small group mini-lessons for skill clarification and reinforcement if needed.

Resources:

Graph from Day 7

Revised Teacher Modeled writing from Day 9

Revised Shared Practice writing from Day 9

Revised Student Writing from Day 9

Sentence Starters Outline & Anchor Chart

Sensory Word Chart Graphic Organizer & Anchor Chart

Transition Words (Anchor Chart)

Revising Checklist

Revising Anchor Chart

Editing Checklist

Editing Anchor Chart

Next Steps

Using a slightly modified OWA rubric, assess students' final drafts of their journal/story. Review data: if students are still struggling, repeat some of the activities or use some of the additional activities in the OWA document on pages 67-81. Meet

with students to discuss their strengths and areas for improvement.

Administer the assessment task for this mini-unit (What are your favourite animals? Draw your favourite animals. Label them. Explain why these are your favourite animals.).

Assess the task using the OWA rubric; conference with students in small groups or one-on-one. Praise the strengths of the class and address weaknesses through guided practice mini-lessons (redo the activities above or complete new activities as needed).

Administer and assess the OWA assessment task, providing feedback to students on their improvements and areas of need.

Notes to teachers:

The lessons do not need to be completed all in one sitting. For example on Day 5 & 6, the Teacher Modeling could be done first thing in the morning, the Shared Practice could be completed after morning snack and the Independent Practice and Guided Practice could be completed after lunch.

Reflections

Use existing charts, writing routines, etc. for continuity and familiarity.

Use whatever mentor texts that you already have or that students are familiar with to support and reinforce opinion writing, text directionality, vocabulary, etc.

	The	e Writing P	rocess		
	Day 1	Day 2	Day 3	Day 4	Day 5
	GRM: TM,SP Brainstorming: Sensory Chart	GRM: Word Lists	GRM: Writing	GRM: Writing	GRM: Revising
	TM & IP: Expressing	SP & IP: Expressing opinions	TM & IP: Expressing opinions through	SP & IP: Expressing opinions through	TM, SP & IP: Expressing opinions
Week 1	opinions through	through labelled	labelled drawings &	labelled drawings &	through labelled drawings &
	drawings & oral communication		written communication	written communication	written communication (focus on
	GP: mini-	GP: mini-	GP: mini-	GP: mini-	sentences)
	lessons as needed	lessons as needed	lessons as needed	lessons as needed	GP: mini- lessons as needed
	Day 1	Day 2	Day 3	Day 4	Day 5
	GRM: Editing TM, SP & IP:	GRM: TM & IP: Lesson Prompt	•	GRM: TM, SP & IP: Lesson Prompt about favourite	GRM: TM, SP & IP: Lesson Prompt about favourite
Week 2	Editing written text	holiday (drawing, labelling,	favourite holiday (written) GP: mini-	holiday (sharing and revising)	holiday (sharing and editing)
	GP: mini- lessons as needed	sharing orally) GP: mini- lessons as needed	lessons as needed	GP: mini- lessons as needed	GP: mini- lessons as needed

GRM = Gradual Release Model

TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)

Sentence Starters

Sentence Starter	rs Name		
I like	because		
I really like	because		
My favourite is _	because		
because	is/are my favourite		

5Ws & 1H

5 Ws & 1 H		Name
Sente		Nume
	Who?	
	What?	
	When?	
	Where?	
STA.	Why?	
3	How?	

Sensory Word Chart

Sensory Word Chart	Name
Topic:	

Sight	Sound	Taste	Touch	Smell	Feelings

Revising Checklist

Revising Checklist	Name	
My labels are sin	nple and clear	
I have written m	y opinion.	
I have explained	my opinion.	
I have used stro	ng words.	

Editing Checklist

Editing Checklist	Name		
My sentences hav beginning.	e a capital at	the	BCDI
My sentences hav end.	e a period at	the	ORS VNX Z
There are sp words.	aces betw	een my	
My writing moves right.	from left to		
My writing moves bottom.	from top to		
I checked the spe words using the wo charts and/or a di	ord wall, word	d C	

Grade 1

Lesson Name	Safety is a Must	
	Grade 1 – Start of Year	
Expectations	 Language Writing 1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction 1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered is suitable for the purpose 2.1 write short texts using a few simple forms 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies 2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations 3.1 spell some high-frequency words correctly 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structure and word meanings 3.3 confirm spellings and word meanings or word choice using one or two resources Reading 2.2 identify some text features 3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts Oral Language 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions 2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 	
Catholic Graduate Expectations	CGE2a Listens actively and critically to understand and learn in light of gospel values. CGE2b Reads, understands and uses written materials effectively. CGE2c Presents information and ideas clearly and honestly and with sensitivity to others. CGE2d Writes and speaks fluently one or both of Canada's	

	official languages. CGE4e Sets appropriate goals and priorities in school, work and personal life. CGE4f Applies effective communication, decision-making, problem-solving time and resource management skills. CGE5a Works effectively as an interdependent team member.
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Procedure
Genre	Information Piece
Format	List
Lesson Prompt	Draw a picture of yourself on the school bus. Write a list of school bus safety rules.
Materials/Resources	Interactive White Board Overhead Transparencies Overhead projector Chart Paper Markers Sticky Notes Pictures of Students Rule Cards for Gym Safety (included) Story or video on Bus Safety or Home Safety Guest Speaker to speak about bus safety http://www.eslflashcards.com/ (sports flashcards)
Assessment Task	Draw a picture of yourself playing at recess. Write a list of recess rules.
Differentiation	Group Work
Suggested Graphic Organizers	T-Chart Ideas Web
Suggested Anchor Charts	List Anchor Chart
Cross Curricular Connections	Physical Education: Healthy Living Personal Safety and Injury Prevention - out-line the potential safety risks in the home, school, community

Day/Time	Gradual Release	Lesson	
Day 1 1 Hr 30 min	TM, SP	Teacher Prompt: "Today we will talk about classroom safety. To begin I will put each of you in a group. Your group will get a picture of a student in the classroom doing something. The student could be doing something safe or unsafe. With your group discuss what the student is doing and decide whether it is safe or unsafe. Be sure to give reasons why you think that." Put children in groups and give each group a different picture. Have the groups scatter around the room. Allow students 5-10 minutes to discuss their picture and the behaviour they see. When students have completed their discussion have them gather back at the meeting place. Allow groups to show their picture and tell about it. As each group shares, have the students place their picture on a T-Chart (on chart paper) either as a safe behaviour or unsafe behaviour. Safe Behaviour Unsafe Behaviour Teacher Prompt: "We are going to place our pictures on a T-Chart. In the first column we will put the pictures showing the students who are being safe and in the second column we will put the pictures of the students who are being unsafe in the classroom. Below each picture I will write a sentence that tells what the student is doing." Materials/Resources: Pictures of Students Chart Paper Markers	
Day 2 30 min	TM	Reread the T-Chart created on the previous day of safe and unsafe behaviours in the classroom. Teacher Prompt: "Being safe in the classroom is very important. We want to make sure that everyone enjoys being at school and that our classroom is safe. Yesterday we discussed some safe and unsafe behaviour in the classroom. Today I will create a list of safety rules for the classroom. To make a list there are several important features that need to be included. The first feature is a title. The title goes at the top and tells the reader what they are reading about. Since I am writing about classroom safety rules my title will be "Classroom Safety Rules"."	

		Teacher Prompt : "Next I need to write my rules. First rule "walk, don't run." Before I write my idea I will use a bullet. Then I will write my idea."
		Show students what a bullet is and where it goes. Then write your first idea. Next create several more classroom safety rules. Continue to model until all your rules are written down on your list.
		Discuss how you can add information to each rule by saying WHY each rule should be followed. Talk about what can happen if you run instead of walk and the reasons for each rule.
		When you are finished writing, read the list of safety rules all together.
		Materials/Resources:
		Chart Paper or Interactive White Board Markers
		Teacher Prompt: "Yesterday I wrote a list of classroom safety rules. Today you will help me write safety rules for the gym. Before we begin to write down our idea, what feature of a list do we need to write first?"
		Student Prompt: "A title!"
		Teacher Prompt: "What should we call our list?"
		Student Prompt: "Gym Safety Rules"
		Have students turn knee-to-knee and eye-to-eye with a classmate and discuss Gym Safety Rules.
		Before this lesson be sure to cut out rule cards.
Day 3	SP	Teacher Prompt: "Great I heard lots of great ideas for gym safety.
30 minutes	3r	Next, I will need some volunteers to come up and choose from this container. In the container there are safe and unsafe rules for the gym. One student at a time will pull out a card and will then read it to the class. As a class we will decide whether it is a safe or unsafe rule. If it is safe we will give two thumbs up and if it is unsafe we will give two thumbs down."
		Choose a student to come up and pick the first card.
		Student Prompt: "My card says, "Do not push".
		Teacher Prompt: "What do you think? Is this a safe or unsafe rule?"
		Students should give two thumbs up.

		Teacher Prompt: "Great! Now who would like to write out the rule?" "But, before we begin to write our list of rules we need put something special in — a special punctuation mark that shows that we are writing a list. Can anyone tell the class what it is? If you can't remember, look back to the list that I wrote yesterday" Student Prompt: "A bullet." Continue to do this until all the cards have been chosen and you have a list of Gym Safety Rules. Discuss how you can add information to each rule by saying WHY each rule should be followed. Talk about what can happen if you don't tie your running shoes in the gym and the reasons for each rule. "When you are finished your list, read it all together." Materials/Resources: Cards of safe and unsafe behaviours Container (for cards) Chart Paper or Interactive white board Markers
Day 4: 30 - 40 minutes	TM, SP	Teacher Prompt: "Today we are going to watch a video (or read a book) about safety at home. Before we begin can anyone think of any rules you already know about home safety?" Have students turn and talk with a nearby partner. Teacher Prompt: "We are going to create a web of ideas for home safety rules. On the web we will write our ideas. Remember we are coming up with ideas for safety at home." Good writers stay on topic and use only ideas that help get their message across. Draw the web on chart paper or on an Interactive White Board. In the middle circle write "Safety at Home." Have students share their ideas for home safety. Write student ideas in the outside circles. Teacher Prompt: "Who would like to share an idea with the class?" Student Prompt: "Do not jump on the bed." Teacher Prompt: "Great! What other ideas can we add?" Continue to do this until all students have shared their ideas. Show a video or read a story about safety at home. As the students watch the video encourage them to find new ideas to add to the web.

	1	T
		Teacher Prompt: "As you watch the video (or listen to the story), see if you can find some more safety rules that we can add to our web. Think about why it is important to follow each rule."
	Hand students a small piece of paper or a sticky note to record their ideas.	
		When the video or story is finished, ask the students if there are any more rules that we can add to our web. Record new ideas.
		All together read the ideas on the web. Post the web around the room so the students can refer back to it later.
		Materials/Resources: Video or story on home safety Sticky notes or small pieces of paper Chart paper or Interactive White Board Markers
		All together read the ideas on the web the class created the previous day.
		Teacher Prompt: "Today we will take only the best ideas and put them into a list. Let's use five of the best ideas. Any ideas that are not on topic or that are not as strong as we would like we will not use."
		Allow the students to share their thoughts on the best ideas.
		When you have narrowed down the ideas with the help of the students, use these ideas to create a list.
	TM 00	Teacher Prompt: "What is the first feature we need to include in our list?"
D 5		Students Prompt: "A title!"
Day 5	TM, SP	Teacher Prompt: "What should our title be?"
		Student Prompt: "Safety Rules at Home"
		Teacher Prompt: "What special feature – or punctuation mark - do we need to include before we write our ideas?"
		Student Prompt: "A bullet"
		Teacher will write the ideas. Allow students to draw the bullet, write the first word and sound out words. Post around the room for students to refer to later.
		Materials/Resources: Chart Paper Markers Web

Day 6 60 min	TM, SP	Have a special guest come in today to discuss bus safety with the students. The special guest could be a bus driver or police officer or both. Gather all the students in the meeting place. Have the special guest share their ideas on bus safety. Have the bus driver or police officer show a video or read a story on bus safety. After the video or story, if possible, have the bus driver show the students proper procedures for getting on and off the bus, sitting properly and appropriate noise levels. Allow students to practice these behaviours several times. When you get back to the classroom have students talk with a partner about what they have learned about bus safety. Materials/Resources Special Guest Video or movie on bus safety
Day 7	SP, IP	With the help of the students create an anchor chart for writing a list. Use student ideas and allow the students to write parts of it so it is meaningful to them. Post around the room for students to refer to later. Read through all previously created lists, webs and anchor charts so students know where they are and can find them when they need them. Teacher Prompt: "It is time for you to write your own list now. Remember all that we have learned about writing lists. If you are having difficulty refer to the lists and anchors we have already created. Before we begin to write our list we need to do some planning and write out our ideas. What can we use to write our ideas?" Student Prompt: "A web." Teacher Prompt: "Great! Let's have a look at the web we created for home safety. Your web should look just like it but should include bus safety rules instead of home safety rules. Begin by completing your web. Then you will use these ideas to create your list. Don't forget to think and write about why it is important to follow each rule and what could happen if you do not follow each rule." Materials/Resources: Web for each student Writing paper for list writing Pencils

Day 8	GP, IP	Allow students more time to complete the web. While students work independently, gather groups of students to guide them through the brainstorming and list writing process and to review parts/features of a list. Encourage students to meet with a partner to read each others' lists and to offer suggestions for improvement. Have all students hand in their lists today. Using the students' work, find a clear level 1, 2, 3 and 4 piece of writing (or create your own samples of leveled work). Photocopy the work onto overhead transparencies or scan into the computer and use your Interactive White Board to view them. Teacher Prompt: "Today boys and girls we are going to have a look at several students' lists." (Remember to ask the students whose work you want to use if it is okay to do so. Tell the students why you are using it. If they have a level 1 let them know why it is a level 1. Explain that it is okay because they will get a chance to try again.) Review the features of a list and the expectations for the task. Teacher Prompt: "Today you will get to see examples of lists that are levels 1-4. We will talk about why each list is a level 1-4. You will get your list back and think about the level you might have received and why. You get the chance today to revise and edit your work and make it a level 4." Take the time to conference with students regarding their lists. Give them descriptive feedback regarding ways to improve
		their writing and to review the expectations. Materials/Resources: Overhead projector Transparencies of student work
Day 10	IP	OWA Assessment

Gym Safety Rules



Lesson 1 – Start of Year Resource :

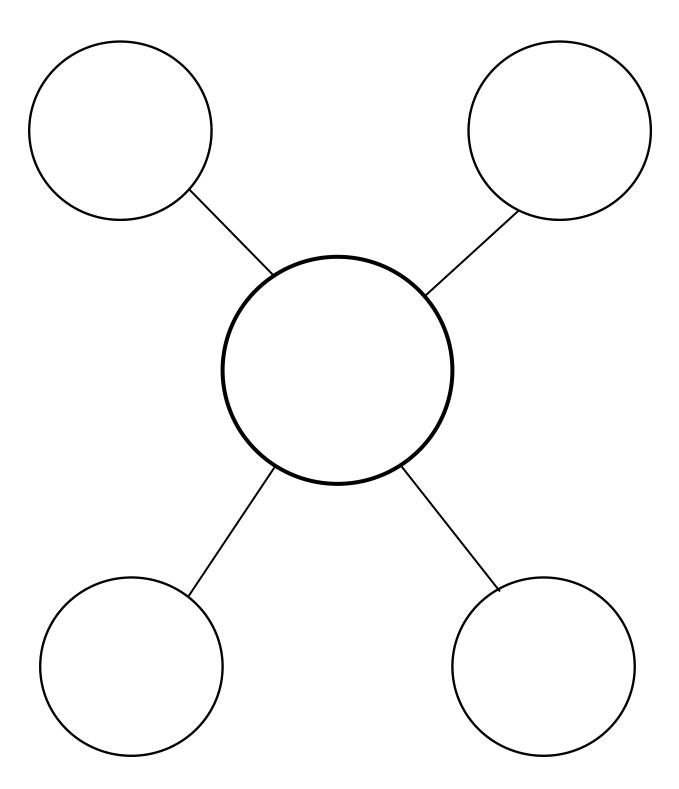
Self Portrait on School Bus

 Name:	Date:	
	f yourself on the s hool bus safety ru	
Draw your picture	e h ere.	SCHOOL BUS D
•		



Write your **list** here.

Ideas Web



Lesson Name	It Happened Like This	
Grade/Timeline	Grade 1 Mid Year	
Expectations	Oral Communication: 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea. 2.3 communicate ideas orally and information orally in a clear, coherent manner. Reading: 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea. 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts and to the world around them. 1.7 identify the main idea and a few elements of texts, initially with support and direction 2.2 recognize simple organizational patterns in text of different types and explain, initially with support and direction, how the patterns help readers understand the text. 2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts. Writing: 1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns. 2.1 write short texts using a few simple forms. 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the	
	subject or audience. 2.3 use familiar words and phrases to convey a clear meaning. 3.1 spell some high-frequency words correctly.	
Catholic Graduate Expectations	CGE2b Reads, understands and uses written materials effectively. CGE2c Presents information and ideas clearly and honestly and with sensitivity to others. CGE5a Works effectively as an interdependent team member.	
Achievement Categories	Knowledge and Understanding	
Text Form	Recount	
Genre	Realistic Fiction/Humour/Adventure	
Format	Journal	
Lesson Prompt	You are as hungry as the very hungry caterpillar. Draw and write about all of the things that you would eat in one week. Retell your experience in a journal entry.	

Materials/ Resources	Ministry of Education. (2005). A Guide to Effective Literacy Instruction, Kindergarten to Grade 3. Toronto, ON: Queen's Printer for Ontario. Carle, Eric. (1987) The Very Hungry Caterpillar. New York: Penguin Books. Barrett, Judi (1978). Cloudy with a Chance of Meatballs. New York: Aladdin Books. Teacher prepared laminated cards showing the steps for baking chocolate chip cookies (or another recipe). Cards that show the ordering of events with the words: First, Next, Then, Finally Baking Tools (if the teacher chooses to prepare and bake the chocolate chip cookies) Chart paper or Whiteboard or Digital Document Viewer Markers Class lists of high frequency words Websites: http://www.dltk-kids.com http://www.youtube.com/watch?v=HpISHA8Fs4w&feature=related http://www.dltk-teach.com/books/hungrycaterpillar/felt_fun.htm http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-teach.com/books/hungrycaterpillar/csequencing.gif http://www.teachingheart.net/veryhungrycaterpillar.html http://edtech.kennesaw.edu/traci/insects/food.htm http://ecthech.kennesaw.edu/traci/insects/food.htm http://ecchange.smarttech.com/search.html?q=The%20Very%20Hun gry%20Caterpillar
Assessment Task	Pretend that you live in the town of Chewandswallow. You wake up one morning and it is raining food. In your journal, retell what you did on this day.
Differentiation	 Within this lesson there are several areas where differentiation may occur. 1) Students may complete BLM 3 at the beginning of the lesson, during the lesson or at the end of the lesson. 2) Students may be presented the information in visual or musical format.
Suggested Graphic Organizers	BLM 1 The Very Hungry Caterpillar Story Frame BLM 2 The Very Hungry Caterpillar Food Picture Cards BLM 3 Fiction or Non-Fiction? BLM 4 Main Idea and Supporting Details BLM 5 The Very Hungry Me!
Suggested Anchor Charts	Anchor Chart1 Characteristics of a Recount Anchor Chart 2 Our Writing Process
Cross Curricular Connections	Science-Understanding Life Systems Mathematics-Patterning

Day/Time	Gradual Release	Lesson
1 45 min	TM, SP	Teacher brings in a newspaper (or a few examples of newspapers) to the classroom to question, read and discuss what newspapers and newspaper articles are all about (purpose, form, audience). Teacher Prompt: "I have brought in an example of one of the newspapers we have in our city. How many of you recognize this newspaper? Have you seen your parents or other family members read from the newspaper? Have you ever read from the newspaper? What can you tell the class about what you know about newspapers? " Student Talk: Students discuss their answers with their table partners and then share them with the class. Record results on chart paper with the title, "Newspapers" under the headings, "purpose," "format," and "audience." This will be your first Anchor Chart. Ensure students understand the basic format of the newspaper, including the importance of the major articles going on the first page and the different sections of a newspaper. Ensure the students understand that the "stories" written in a newspaper are called "articles" and that they are non-fiction reports, based on research and real life events. Emphasize that a newspaper article is a type of report. They need to know the vocabulary "report." Reporters report! Ask students to cut out an article in the newspaper at home to share with the class (alternatively, they could find newspaper articles from major papers from different cities online and print them). Ask them to try to find a good news article about people helping each other and/or their community. Resources: Example(s) of city newspapers Chart paper Markers 6+1 Traits: Ideas, Organization, Voice
2 45 min	TM, SP GP, IP	Lesson Focus: Characteristics of a Recount/Sequencing The teacher will review what was learned about sequencing in the last lesson. Students should see that sequencing is the order of events. The teacher can demonstrate that it is not only in cooking that sequencing is important. There is a specific order in which we carry out our daily tasks and there are many examples of sequencing in our lives. Teacher Prompt: "We can sequence the events of our life from the time we are born until we become an adult." The teacher will have prepared pictures of the stages of human development from the time that a child is a born to adulthood. Students

will be invited to assist in sequencing the pictures (i.e. the pictures may include: baby, toddler, young child, teenager, young adult, older adult).

Teacher Prompt: "I would like you to help me to order these pictures from baby to adulthood."

Student Prompt: "I know how to do this because this looks like my family."

Teacher Prompt: "Understanding the order of events helps us understand a story when we read a book. Authors follow an order when they write. A type of writing that retells an experience or event is called a **recount**. I am going to write the word recount on the board for you to see. There are several books that are examples of a recount. One such book is by a favourite author called Eric Carle. This book is called <u>The</u> Very Hungry Caterpillar."

The teacher will show the book to the students. Then the teacher will take the students on a "picture walk" showing each page and looking for "clues" as to why this book is a good example of a recount. Student answers may be recorded for future reference. The teacher may have prepared a chart which lists the elements of a recount or may create this chart with the students. Please refer to *Anchor Chart 1 Characteristics* of a Recount.

The teacher may want to pre-teach vocabulary such as egg, caterpillar, chrysalis, butterfly, emerges.

Teacher Prompt: "Together we are going to put the pictures and words of what the caterpillar ate in the correct order according to the days of the week."

Pictures can be found at the following websites: http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-teach.com/books/hungrycaterpillar/csequencing.gif http://edtech.kennesaw.edu/traci/insects/food.html

The teacher will have prepared pictures of the foods that the caterpillar ate on cards and will invite students to the calendar to post the food that the caterpillar ate on the corresponding day of the week. The teacher may use the digital document viewer instead of the calendar. As a large group, students will participate in orally retelling what the caterpillar ate each day.

Next, the teacher will show students sentence strips from the story. For example, "On Monday, he ate through ______but he was still hungry." The teacher will read each sentence strip out of order. Students will be invited to assist the teacher in correctly ordering the sentence strips and the food picture cards. These will be posted in the correct order. Students will orally participate in retelling the story in the correct order. The teacher can draw attention to the fact that the caterpillar ate according to a pattern. On Monday he ate through 1 apple. On Tuesday he ate through 2 pears etc. This activity could extend into a series of lessons on patterning in mathematics.

Guided Practice Activity 1: The teacher may prepare pictures for the feltboard. Students may practice sequencing at the feltboard centre. The following website has excellent pictures: http://www.dltk-teach.com/books/hungrycaterpillar/felt_fun.htm

Guided Practice Activity 2: The following activity may also be beneficial for students who require extra practice or may be used as a reinforcement activity at a centre.

Teacher Prompt: "I am going to give you each a story frame with the story of <u>The Very Hungry Caterpillar</u> copied on to it. Notice that there are some blank spaces. What do you think you will do in the blank spaces?"

Student Talk: "I will put the numbers in."

Teacher Prompt: "You are correct. You are each going to fill in the number that matches what the caterpillar ate each day. I am also going to give you a second paper that has all of the foods that the hungry caterpillar ate. After you put in the number, you will cut out the pictures and paste them below the sentence that matches the food. Remember to look at the posted story if you need help."

The teacher will provide each student with the materials to reproduce the story including:

- BLM 1 The Very Hungry Caterpillar Story Frame
- BLM 2 The Very Hungry Caterpillar Food Picture Cards

Resources:

Carle, Eric (1987) <u>The Very Hungry Caterpillar</u>. New York: Penguin Books.

Calendar

Digital Document Viewer

BLM 1 The Very Hungry Caterpillar Story Frame

BLM 2 The Very Hungry Caterpillar Food Picture Cards

http://www.dltk-teach.com/books/hungrycaterpillar/felt_fun.htm

http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk-

teach.com/books/hungrycaterpillar/csequencing.gif

http://edtech.kennesaw.edu/traci/insects/food.htm

3 TM, SP, 40 min GP

Lesson Focus: Text Forms and Genres

Teacher Prompt: "We have learned that a recipe is a form of text that outlines a procedure. We have added the word recipe to our class chart. We know that an author chooses a certain type of text before writing. This is because the author already knows what the purpose for writing is. Imagine trying to bake cookies if the recipe didn't follow the proper order or if the author chose to use words that weren't related to cooking!"

"There are many different types of stories that authors can write. Some stories are funny. Some stories are sad. Some stories are true (nonfiction) and some stories are not true (fiction). Do you think that <u>The</u> Very Hungry Caterpillar is an example of fiction or non-fiction?" Students

will turn to a partner to share their thoughts and then participate in a group discussion. The teacher can record their thoughts on a chart such as BLM 2 or on the digital document viewer. BLM 3 has been titled Fiction or Non-Fiction? The words 'Fiction Clues' and 'Non-Fiction Clues' have been listed as two separate columns under the title.

Differentiated Lesson: Teachers may choose to have students complete BLM 3 at three different points in the lesson:

- 1) Initially when sharing their thoughts with a partner;
- 2) During the teacher led lesson;
- 3) After the group sharing has been completed.

Teacher Prompt: "Let's listen to the book again (or watch the video clip) and this time let's pick out the "clues" that tell us whether this text is one of fiction or non-fiction."

After reading the story the teacher may say, "Although the book <u>The Very Hungry Caterpillar</u> is a fictional story, it is based on true facts such as how a caterpillar turns into a butterfly. The book <u>The Very Hungry Caterpillar</u> is a fictional story but there is some information in it that is true. The caterpillar goes through a number of changes in its life before it becomes a butterfly. This is called a life cycle. We discussed a human's life cycle a few days ago and the stages that occur from the time that you are born until you are an adult. We will add this "clue" under the heading Non-Fiction Clues."

The lesson continues with students offering examples of fiction and non-fiction clues within the book.

Student Talk: "It is true that the caterpillar will be very hungry and does want to eat a lot but some of the foods are not true because a caterpillar wouldn't eat them. A caterpillar wouldn't eat chocolate cake."

Teacher Prompt: "We have listed a lot of clues. Some say that this text may be non-fiction and some say that this text may be fiction. When a text could be based on real life events (non-fiction) but also has characteristics of fictional events, we say that this text is an example of Realistic Fiction. We have read other texts this year that are examples of Realistic Fiction. I would like you to keep looking for more examples of Realistic Fiction when you read your books."

Teachers may have already begun to discuss the forms of genre with students. It is important to note that when presenting these terms it is not expected that students will remember the correct terminology but rather will be able to think of the characteristics when comparing texts. (i.e. students will be able to say that these two texts are similar because they have elements of fiction and non-fiction).

Resources: BLM 3 Fiction or Non-Fiction?

<u>http://www.teachingheart.net/veryhungrycaterpillar.html</u>
<u>http://lifecycle.onenessbecomesus.com/egg.html</u>
Videoclip:

http://www.youtube.com/watch?v=HpISHA8Fs4w&feature=related

Lesson Focus: Retelling Story and Concentrating on Word Choice Teacher Prompt: "Let's think about the book The Very Hungry Caterpillar. Tell me how the caterpillar started out in the book."

Student Talk: "The caterpillar wasn't a caterpillar. It was an egg."

Teacher Prompt: "What happened to the caterpillar next?"

Student Talk: "The caterpillar comes out of the egg."

Teacher Prompt: "What happens after the caterpillar comes out of the egg?"

Student Talk: "The caterpillar eats a lot and gets big."

The teacher will record student responses in the proper order on chart paper or digital document viewer. The chart may look something like this:

- 1) First, there was an egg.
- 2) Next, the caterpillar hatched out of the egg and ate a lot.
- 3) Then, the caterpillar became a chrysalis.
- 4) Finally, the caterpillar became a butterfly.

4 40 min

TM, SP, GP **Teacher Prompt:** "A few days ago we talked about the stages that we go through to become an adult. We talked about first being a baby, then a toddler etc. The caterpillar also goes through many stages before becoming a butterfly. I have been recording your thoughts on this chart and making sure that I put them in the proper sequence or order."

Together the students will read the sentences that the teacher has recorded.

Teacher Prompt: "Here are the words that we used to order the stages of our lives: **First, Next, Then, Finally.** Together let's put these words beside the sentences above."

Differentiated Lessons:

- 1) As a review or to accommodate visual learners, teachers may have students watch a video clip of the life cycle of the butterfly which can be found at http://exchange.smarttech.com/search.html?q=The%20Very%20 Hungry%20Caterpillar
- **2)** To accommodate students who respond well to music, teachers may introduce this song (based on the Christmas Song, *Up On the Housetop*).

First comes a butterfly and lays an egg, Out comes the caterpillar with many legs. Oh, see the caterpillar spin and spin, A little cocoon (chrysalis) to sleep in. Oh, oh, oh, look and see Oh, oh, oh, look and see Out of the cocoon (chrysalis) my, oh, my Out comes a pretty butterfly.

http://www.teachingheart.net/veryhungrycaterpillar.
This lesson also ties in well with Science. For this extension to Science, the following website may be helpful:

http://lifecycle.onenessbecomesus.com/egg.html

Teacher Prompt: "Let's look again at the sentences that tell how the caterpillar becomes a butterfly.

- 1) First, there was an egg.
- 2) Next, the caterpillar hatched out of the egg and ate a lot.
- 3) Then, the caterpillar became a chrysalis.
- 4) Finally, the caterpillar became a butterfly.

"Authors are careful to choose certain words to make their sentences more interesting. One way to make a sentence more interesting is by adding adjectives."

Teachers will lead students in a discussion to describe what they remember about adjectives. Before proceeding with the lesson below, teachers may read examples from texts where adjectives have been used effectively.

Teacher Prompt: "Let's read the first sentence together. Help me to fill in the blanks. What adjective could we add to describe the word "egg"?"

Student Talk: "Instead of just saying "First there was an egg." We could say, "First there was a little egg."

Students will continue to suggest adjectives that can be inserted into the following sentence frames:

1)	First, there was a _	egg.	
2)	Next, theand ate a lot.	_caterpillar hatched out of the _	egg
3)	Then, the	caterpillar became a	chrysalis.
4)	Finally, the	caterpillar became a	butterfly.

Teacher Prompt: "Remember to concentrate on adding adjectives when you write your own stories. This will help to make your stories more interesting to the reader."

	1	
		Resources:
		http://exchange.smarttech.com/search.html?q=The%20Very%20Hungry %20Caterpillar
		http://lifecycle.onenessbecomesus.com/egg.html http://www.teachingheart.net/veryhungrycaterpillar
		Lesson Focus: Main Idea and Supporting Details
		Teacher Prompt: "What do you think the author is trying to tell the reader in this book? Turn "knee to knee and eye to eye" to the person beside you. I want you to share one thing that you remember about the caterpillar".
		Student Talk: "The caterpillar ate a lot. There were a lot of different foods that the caterpillar ate."
		Teacher Prompt: "An author writes to convey a message to the reader. This message always has a main idea. The main idea is a statement of the most important thing the author is trying to tell the reader. The main idea can often be found just by looking at the title. Turn to the person next to you and talk about what you think the main idea of this story is."
		The teacher can record the responses of the class on chart paper, white board or digital document viewer.
_	TD 00	Teacher Prompt: "As well as the main idea, there are several different points in the story. It would be a very short and uninteresting story if there weren't details to go with the main idea."
	The teacher will record student responses on the graphic organizer BLM 4 Main Ideas and Supporting Details.	
		Teacher Prompt: "Together we are going to write a story that has a main idea and supporting ideas. First, we will complete the graphic organizer (BLM 4 <i>Main Ideas and Supporting Details</i>). Think about a time that you have been very hungry, as hungry as the very hungry caterpillar. If we were writing a paragraph about this topic what would the main idea be?"
		Student Talk: "It could be that I was very hungry or that I was as hungry as the very hungry caterpillar."
		Teacher Prompt: "Great idea. I am going to write that as the main idea on the BLM. What would we talk about in the paragraph? Turn to the person next to you to discuss what might be in the paragraph. Let's share our answers with the class."
		Student Talk: "We could follow the same pattern as the story and we could say that "On Sunday, I ate On Monday, I ate"
		The teacher will listen to the student responses and then add the responses to the BLM in the boxes for supporting details.

	1	11 7 1 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		Teacher Prompt: "We have started to outline what our story will look like. We will continue to work on our story in the next lesson."
		Resources: BLM 4 Main Idea and Supporting Details
		Lesson Focus: Writing a Pattern Book
		Teacher Prompt: "We are going to continue to pretend that we are as hungry as the very hungry caterpillar. We started to write what the main idea and supporting details might be. Today, you are each going to begin your own pattern book, drawing and writing about all of the things that you would eat each day of the week. I am going to use myself as an example first. "I was very hungry when I went to the beach. On Monday, I ate through 1 piece of corn. On Tuesday, I ate through 2 bananas"
		Teacher Prompt: "Using this booklet, you are each going to create your own <i>Very Hungry</i> (child will insert his or her name) book. Instead of <u>The Very Hungry Caterpillar</u> your book will say <u>The Very Hungry Jason or Sarah or Anne</u> . You will put your name in the blank because the book is about you! What food would you eat if you were hungry?"
		The teacher will record student responses on the board, chart paper or digital document viewer.
6	TM, SP	Teacher Prompt: "Let's talk about the first page. It says" I was very hungry when I" I said that I was very hungry when I went to the beach. "Let's think about some other times that we are very hungry." The teacher will record student responses on a chart.
45min	GP, IP	The teacher will provide each student with BLM 5 and guide the students in completing the cover and the first page.
		The teacher will invite the students to share their first page in a large group.
		Teacher Prompt: "We are now going to choose a food that we pretended to eat on Sunday. Who would like to come up and fill in the name of the food in the sentence?"
		Teacher Prompt: "Notice that there is a space before the word for the food. What do you think that the space is for?"
		Student Talk: "For the number, like in the book."
		Teacher Prompt: "I would like you to fill in the food for Sunday and the number. How many of these foods will you eat? You get to choose. The box that is below the sentence is for a picture of you eating the food for that day. We will work on the pictures after we complete our writing. If you think that you are able to complete the number and name of the food for Sunday, go ahead and work on Monday and then Tuesday."
		Resources: BLM 5 The Very Hungry Me! Teacher created sentence strips outlining his/her Very Hungry book Digital Document Viewer

7 45 min	TM, SP GP, IP	This lesson will continue from yesterday. The teacher will remind students of the stages of the writing process that are posted in the class. These are listed as Anchor Chart 2 Our Writing Process. Teacher Prompt: "Today you will finish the book that you started yesterday. Let's review the stages of the writing process. Think about where you are in writing process. You may be working to complete your book. You may be writing the words or drawing the pictures. You may be checking your work or you may be sharing your work with a partner." Guided Practice: Some students may benefit from working with the teacher in a small guided practice group. Some students may need additional time to complete writing or illustrating. Resources: Anchor Chart 2 Our Writing Process
8 45 min	TM, SP GP, IP	Lesson Focus: Revising Our Work-Looking at Word Choice, Vocabulary and Conventions. Teacher Prompt: "Today we are going to take another look at our pattern books. Remember how we talked about how authors use adjectives to make their stories more interesting? I would like you to join with a partner to look at your book. You are going to see if there are any places that you could make your writing more interesting by adding adjectives. Remember to refer to the word wall and our lists of descriptive words posted in the room." (This may be an ongoing class list that has been created when students find an interesting word while reading). Students will work in partners to revise and edit their books. Guided Practice: Some students may require more intensive assistance and will benefit from working with the teacher in a small group. After the students have worked to revise and edit for approximately 20 minutes, the teacher may call the class together again. Teacher Prompt: "I would like you to raise your hand if you made a change today to your book by adding an interesting word. Now, we are going to look at our work to see if there are any other words that we can fix up. We will need to look at our word wall and class charts to see if we have spelled words correctly. We also want to check our work to see if we have put in capitals and periods." Students may work independently, in pairs or in small groups with the teacher. Books may be shared with the entire class, with another class, with parents and then displayed in the classroom. Resources: Class lists of high-frequency words

9 45 min	TM, SP GP, IP	Lesson Focus: Expanding Pattern Book to Journal Writing concentrating on Author's Voice, Word Choice, Expanding on Own Experience. Teacher Prompt: "You have each written a story retelling how you were as hungry as the very hungry caterpillar. This story was presented in the form of a pattern book. Today we are going to write in our journals. We are going to take the ideas from our pattern books and write more so that our readers will learn more about these events. These are the things that I want you to think about before writing." 1) Is the story that you have written true (non-fiction) or not true (fiction)? Most of you have written stories that may be based on true facts. For example, you may have been very hungry but you didn't really eat all of the things that you put in your book. 2) Does the story show a good choice of words (adjectives)? Teacher Prompt: "When you write your journal entry you are going to add more detail and use your imagination. Let's look at an example together. I am going to use a student's pattern book to show how you can take the sentences and expand them to write a longer story." The teacher will have already written an example on a chart or digital document viewer. This may be similar to the example that is used: Teacher Prompt: "Someone in our class wrote: 'On Monday, I ate 5 hotdogs'. Let's change this sentence to make it more interesting. It could say 'On Monday, I ate 5 delicious hotdogs.' We could also go on to tell how we felt. 'I was so full that I had a sore tummy.' Think about the purpose for this story. The purpose of this story is to tell how hungry the author is, but it also is a story that will entertain the reader. Often when authors want to entertain readers and demonstrate
		The teacher will lead the students to read their sentences and then ask them to think about what could be added to demonstrate author's voice. Students will then be asked to write their journal entries retelling about their very hungry experience.
		Resources: Journals and pencils Example on chart paper or digital document viewer
		Students will be introduced to the book, <u>Cloudy with a Chance of Meatballs</u> by Judi Barrett in order to prepare for the assessment task. While reading the book the teacher will focus on author's style and word choice.
10 30 min	ТМ	Assessment Task: Pretend that you live in the town of Chewandswallow. You wake up one morning and it is raining food. In your journal, retell what you did on this day.
		Resources: Barrett, Judi (1978). Cloudy with a Chance of Meatballs. New York: Aladdin Books.

Next Steps	Students will be asked to complete the assessment task
Reflections	

		The Writing P	rocess		
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	GRM: TM,SP	GRM: TM, SP, GP, IP	GRM: TM, SP, GP	GRM: TM, SP, GP	GRM: TM, SP, GP
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2	GRM: TM, SP, GP, IP	GRM: TM, IP			

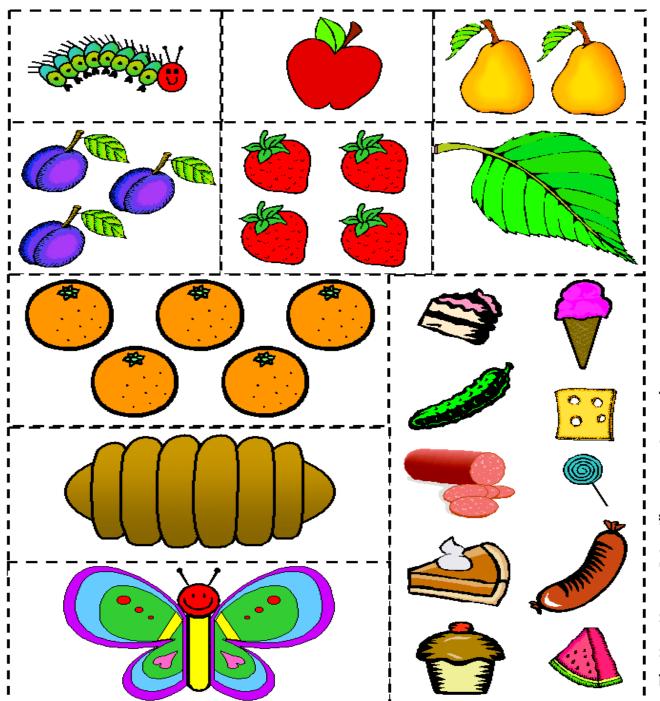
GRM = Gradual Release Model

GRM = Gradual Release Model		
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.	
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.	
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.	
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)	

Lesson 1 Mid Year Resource - BLM 1: The Very Hungry Caterpillar Story Frame

By:	
The Very Hungry Caterpillar was very hungry whe	n he came out of the egg!
On Monday he ate through	_apple but he was still hungry!
On Tuesday he ate through	_pears but he was still hungry!
On Wednesday he ate through	_ plums but he was still hungry!
On Thursday he ate throughstrav	wberries but he was still hungry!
On Friday he ate through o	oranges but he was still hungry!

The Very Hungry Caterpillar Food Picture Cards

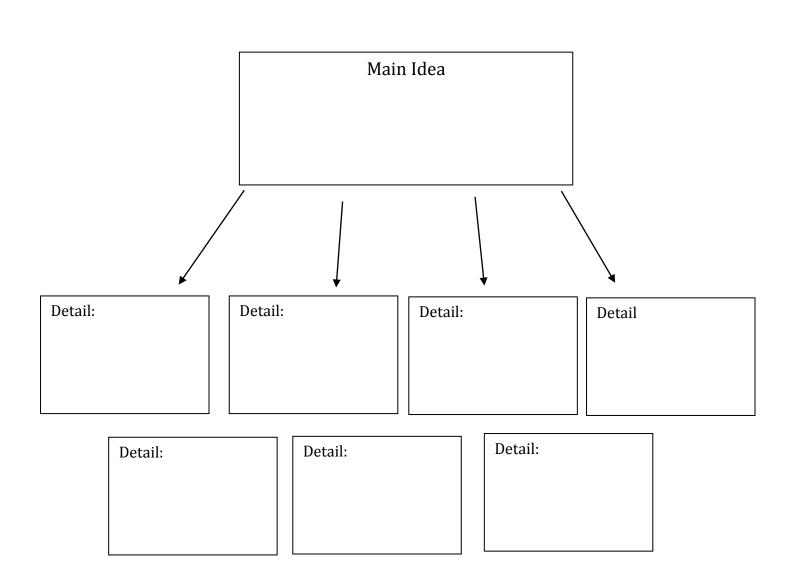


http://www.dltk-teach.com/t.asp?b=m&t=http://www.dltk teach.com/books/hungrycaterpillar/csequencing.gif

Fiction or Non-Fiction?

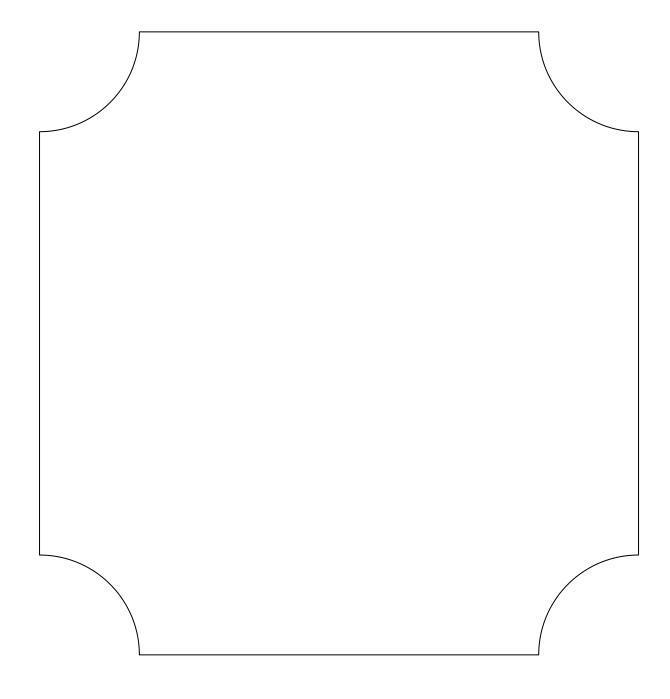
Fiction Clues	Non-Fiction Clues

Main Idea and Supporting Details



The Very Hungry Me!

The Very Hungry _____



I was very hungry when I	
On Sunday I ate through hungry!	but I was still

On Monday I ate through nungry!	but I was still
On Tuesday I ate through nungry!	but I was stil

On Wednesday I ate through ungry!	but I was stil
	but I was still
	but I was still
On Thursday I ate throughungry!	but I was still
	but I was still

On Friday I ate throughhungry!	but I was stil
On Saturday I ate throughhungry!	but I was still

Lesson 1 - Mid Year Resource - Anchor Chart 1:

Characteristics of a Recount

Purpose:

To retell an event

Characteristics:

- Follows an order or sequence
- Uses words that relate to time such as *first, next, then, finally* or *first, second, third* or *before, after*
- Uses the past tense (example: *I saw* instead of *I see*)
- Includes a setting and events
- Tells about the characters
- The words tell how the characters are feeling

Our Writing Process



I am writing.



I am checking.



I am sharing.



Lesson Name	Expressing Opinions in Letter Writing
Grade/Timeline	Grade 1 – End of Year
Expectations	Oral Communication 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea 1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them 2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience Writing 1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction 1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose 2.3 use familiar words and phrases to convey a clear meaning 2.4 write simple but complete sentences that make sense 2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic 2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies 3.1 spell some high-frequency words correctly 3.3 confirm spellings and word meanings or word choice using one or two resources 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end 3.6 proofread and correct t
Catholic Graduate Expectations	CGE2a Listens actively and critically to understand and learn in light of gospel values.CGE2b Reads, understands and uses written materials effectively.

	CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills. CGE5e Respects the rights, responsibilities and contributions of self and others. CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Opinion Writing (Persuasive/Exposition)
Genre	Information Text
Format	Letter
Lesson Prompt	Many people have a favourite pet or a favourite animal that they would like to have as a pet. What animal would be your favourite pet? Write a letter to your parents about your favourite pet. Give reasons for your opinion.
Materials/Resources	Chalkboard/chalk, whiteboard/markers Chart paper &markers Crayons, pencil crayons, markers Student books, lined paper, student pencils & erasers Existing anchor charts, checklists, word lists, word wall, brainstorming lists, and graphic organizers that have already been generated and used All the writing samples generated by the teacher and the class in these activities "ELMO" – document camera Dear Mrs. LaRue (a picture book showing letter writing) I Wanna Iguana (a picture book showing letter writing) A Dick and Jane book (or any book that uses simple repetitive sentences) Resources included or generated in this unit: Friendly Letter Organizer Friendly Letter Outline Letter Writing Anchor Chart Sentence Starter Anchor Chart Sentence Starter Anchor Chart Sentence Building (5W & 1H) Outline 5W & 1H Anchor Chart Copinion Writing Anchor Chart Sentence Fluency Anchor Chart Revising Anchor Chart Revising Anchor Chart Revising Checklist Editing Anchor Chart Editing Checklist Transition Words Chart
Assessment Task	Many people have a favourite activity that they like to do – maybe it is a sport, a game, or even a hobby. What is your favourite activity? Write a letter to your teacher about your favourite activity. Give reasons for your opinion.

Differentiation	Use of previously developed graphic organizers that students are familiar with Use of technology (e.g., Inspirations, Dragon, other voice recording technology) Use of Guided Practice groups to work on specific aspects of writing (e.g., form and organization, idea generation, etc.) Working with a partner, or sharing work with a partner who will guide student onto the next step Personal dictionaries or personal word walls Examples of Level 3 work easily accessibly (e.g., at desk, at table, on the carpet) Checklists
Suggested Graphic Organizers	Any graphic organizers that the class is already familiar with: Friendly Letter Organizer Friendly Letter Outline Sentence Starter Outline Sentence Building (5W & 1H) Outline Opinion Writing Anchor Chart Revising Checklist Editing Checklist
Suggested Anchor Charts	Any anchor charts that the class has already generated and used: Letter Writing Anchor Chart Sentence Starter Anchor Chart 5W & 1H Anchor Chart Opinion Writing Anchor Chart Sentence Fluency Anchor Chart Revising Anchor Chart Editing Anchor Chart Transition Words Chart
Cross Curricular Connections	Data Management & Probability: pictographs/bar graphs

Day/Time	Gradual Release	Lesson
Day 1	TM, IP	Read-Aloud: Dear Mrs. LaRue Lead a picture walk through the book and brainstorm what the book is about. Focus students' attention on the text and if they notice anything interesting or unusual about it (e.g., letter writing). Read the book, stopping occasionally to ask questions. Teacher Prompt: e.g., "I found a pattern to this text – all the text is written in the form of letters!" Invite students to make observations about patterns that they heard in the letters and record their observations on chart paper or on the board. Student Talk: e.g., It always said, "Dear" somebody. It always ended with the name of the person who was writing the letter. After the "Dear" there was always a comma. With ideas from the class, create a "Characteristics of a Letter" anchor chart. Teacher Modeling: Letter from a Pet Teacher Prompt: "Wow, this book gives me lots of ideas! I have a pet at home – I wonder what s/he would like to tell me in a letter." Write a letter from the perspective of a pet, explaining your thought processes as you go. If you make changes to your letter, explain to the students why you've made that change. If it would help some or all of your students, record your letter in a letter graphic organizer. Independent Practice: Letter from a Pet Invite students to write a letter to themselves from their pet (if they do not have a pet, imagine a pet that is in their extended family or even imagine having their own pet). Invite students to write in a book, on lined paper, or on the letter graphic organizer. Resources: Dear Mrs. La Rue Friendly Letter graphic organizer, student books or lined paper Friendly Letter Outline Letter Writing Anchor Chart Opinion Writing Anchor Chart Opinion will be ideal for this kind of read aloud, allowing children to make more detailed observations and conclusions.
Day 2	SP, GP	Focus – Letter Writing Sharing: Revisit yesterday's lesson

Teacher Prompt: "Tell me the story of Dear Mrs. La Rue in your own words. What was unique about the way the author chose to share his ideas? What did we decide are the main characteristics of a letter?" Student Talk: everything was written in letter format (similar discussion to Day 1). Invite students to share their letters from their pet from yesterday. As students share, record some key vocabulary (e.g., snuggle, play, warm, outside, inside, diet, food, etc.) that they used when writing in the role of the pet. Also invite students to identify the characteristics of a letter when they are listening to their classmates share. **Teacher Prompt**: "Did Student X use all the characteristics of a letter? Is there a salutation? Is there a body? Is there a closing? Did the student write the letter from the perspective of the pet?" Student Talk: She used a comma after "Dear ", She used a comma in the closing, He included some really funny information in the body. He signed off with the pet's name instead of his own name. **Shared Practice:** Write a letter from a pet Compliment everyone on their wonderful letter writing and suggest that you all work together to create another letter from a pet. Encourage everyone to be as creative as possible when writing in role. Invite students to select the pet. Invite students to guide you, the writer, through the letter writing process with particular attention to the characteristics of letter writing. Allow student mistakes and omissions (e.g., forgetting a comma at the end of the salutation) - other students will point out the information that is missing and what is needed. **Independent Practice:** Revising letters Invite students to add new ideas to the letter that they wrote yesterday. Or students can write a whole new letter. **Guided Practice:** Small Group Mini-Lessons Invite some students to work with you on the carpet for reinforcement mini-lessons on writing in role, using spacing between words, using correct punctuation, characteristics of a letter. Resources: Students letters from yesterday Dear Mrs. La Rue Letter Writing Anchor Chart Friendly letter graphic organizer Friendly letter outline Focus – Persuasive Writing (offering opinions) TP, IP, GP Day 3 Graph: Favourite (The topic of this graph can be determined by the teacher, depending on other units of study, topics already covered in the school year, class interests, etc.)

Some "favourite" topics could include ... shape, colour, month, subject, game, farm animal, exotic animal, reptile, mammal, bird, seasonal activity, place, inside activity, outside activity, cartoon, cartoon character, sport, movie, special treat, holiday, food, fruit, vegetable, meal, etc.

Select a topic and 4-5 items/choices. Create a pictograph/bar graph on which each student can record his/her choice. (e.g., the topic could be favourite place and the items or choices could be bedroom, home, outside, grandparents, school).

NOTE: Students can always be responsible for choosing the topic, as well as the items to go on the chart.

Introduce the topic to the students, as well as the choices. Invite students to place stickers or other markers on the graph to record their choice. Discuss the results.

Teacher Prompt: "What observations can you make about this graph?"

Student Talk: tallest, shortest, the same height, the same number of people, most, least, none, everybody likes, nobody likes, etc.

Teacher Modeling: Recording Opinions

Demonstrate to students how you	could record you	ır opinion. First, draw a
picture of your choice or your favo	urite. Then, reco	rd your opinions. For
example, use the pattern, "I like	because	" Or "My favourite
is because" U	se this opportunit	ty to ALSO model the
use of transition words (e.g., also,	as well, another	thing, another reason,
too, etc.)		

Brainstorming: Opinion Prompts or Sentence Starters

Invite students to suggest some prompts that you used in your writing that they could use in their writing. For example, "___ is my favourite because ... ", "I really like __ because ___", and so on. Record their ideas so that students can easily refer to the list when writing

Independent Practice: Recording Opinions

Invite students to complete the same task – draw a picture of their choice or their favourite and write down their opinion (the reasons why it is their favourite and why they chose it).

Guided Practice: Mini Lessons

While some students are writing independently, work with small groups on different skills, as needed. For example, some students may need some assistance with spelling (generate a word list), some students may need help with the writing (you can write, "I like __ because __" and students can fill in the blanks), etc.

Resources:

Sentence Starter Outline
Sentence Starter Anchor Chart
Opinion Writing Anchor Chart
Characteristics of a Letter Anchor Chart
Friendly letter graphic organizer
Friendly letter outline

		Focus – Persuasive Writing (offering opinions)
		Graph: Favourite (The topic of this graph can again be determined by the teacher, depending on other units of study, topics already covered in the school year, class interests, etc.) Some "favourite" topics could include shape, colour, month, subject, game, farm animal, exotic animal, reptile, mammal, bird, seasonal activity, place, inside activity, outside activity, cartoon, cartoon character, sport, movie, special treat, holiday, food, fruit, vegetable, meal, etc
		Select a topic and 4-5 items/choices. Create a pictograph/bar graph on which each student can record his/her choice. (e.g., the topic could be favourite place and the items or choices could be beach, home, playground, grandparents' house, school)
		NOTE: Students can always be responsible for choosing the topic, as well as the items to go on the chart.
		Introduce the topic to the students, as well as the choices. Invite students to place stickers or other markers on the graph to record their choice, just as they did on Day 3. Discuss the results.
		Teacher Prompt: "What observations can you make about this graph?"
Day 4		Student Talk : tallest, shortest, the same height, the same number of people, most, least, none, everybody likes, nobody likes, etc.).
	SP, IP. GP	Shared Practice: Recording Opinions Invite students to recall the picture and writing that you the teacher completed yesterday. Invite students to share their ideas so that the class can create a picture and text together. Record their ideas by first drawing a picture and then recording their opinions. If there is time, the class may want to complete a few different writing tasks to offer opinions on more of the graph choices.
		When recording opinions, use phrases like "I like because" And, "My favourite is because" Use this opportunity to <i>ALSO</i> model the use of transition words (e.g., also, as well, another thing, another reason, too, etc.)
		Independent Practice: Recording Opinions Invite students to complete the same task – draw a picture of their choice or their favourite and write down their opinion (the reasons why it is their favourite and why they chose it). Discuss the concept of the choice "other" and allow students to write about their favourite even if it is not a choice on the graph.
		Guided Practice: Mini Lessons While some students are writing independently, work with small groups on different skills, as needed. For example, some students may need some assistance with spelling (generate a word list), some students may need help with the writing (you can write, "I like because" and students can fill in the blanks), etc.

	Resources: Sentence Starter Outline Sentence Starter Anchor Chart Opinion Writing Anchor Chart Transition Words Chart
Day 5 TM, SP, IP, GP	Read Aloud: A Dick and Jane book or any other text that contains a lot of simple sentences Invite students to discuss whether or not they enjoyed the book and why. Teacher Prompt: "Is there anything about this book that you would like to change? What observations can you make about the text in this book? How could you improve the text in this book to make it more interesting and appealing?" Student Talk: short sentences, not a lot of description, add more detail, add more words, tell why/when/what/who/where and how, need to look at pictures to get details, pattern book Guide the discussion to the concept of adding more detail to the text and invite students to watch as you build or reconstruct a sentence by asking the w and h questions. Teacher modeling: Building Sentences Record a simple sentence from the book or from your own ideas. Aloud, go through the 'w' & 'h' questions (who, what, when, where, why & how) and make choices about details that you could add to the sentence to make it better. Record your ideas. Cross out ideas that you later decide you don't want. Reflect on your completed sentence, thinking out loud tha a really long, descriptive sentence presents problems just like a really short sentence does: Is the sentence too long? Too short? Too descriptive? Too wordy? Confusing? Not detailed enough? Invite students to share their observations of your modeling. Teacher Prompt: "What were your observations while I was building this sentence?" Student Talk: lots of choices, some ideas you got rid of, you used each question one at a time, sometimes you changed your mind, you didn't answer all of the questions, you made the sentence longer/more descriptive, etc. Shared Practice: Building Sentences Complete the same activity: choose a different sentence from the text or from your own ideas and invite students to go through the questions one at a time to build the sentence and make it more interesting. When the sentence is built, invite students to suggest changes. Teacher Prompt: "How is our sent

Student Talk: too long, too short, too descriptive, too wordy, confusing, not detailed enough, still simple, too much information, etc.

Hopefully, *Sentence Fluency* is a term with which the students are already familiar. Revisit previous learning about Sentence Fluency. Encourage students to remember that sometimes short sentences are good (e.g., BANG!, It worked!, I felt great! WHAT?) and sometimes longer sentences are good. The best stories are made up of sentences of different lengths.

Independent Practice: Building Sentences

Invite students to build their own sentences using the 'w & h' questions. Decide whether you'd like to give students one sentence that they all develop separately (great for comparison afterwards) or if you'd like students to select a short sentence from their writings on Day 3, Day 4 or from another text.

Guided Practice: mini-lessons

While some students are independently building sentences, invite some student back for mini-lessons as needed. Perhaps they require a graphic organizer with the questions listed on it and with room to write in the details and their ideas.

Resources:

Sentence Starter Outline
Sentence Starter Anchor Chart
Sentence Building (5W & 1H) Outline
5W & 1H Anchor Chart
Opinion Writing Anchor Chart
Sentence Fluency Anchor Chart
Transition Words Chart

Focus – Sentence Fluency

Sharing: Building Sentences

Invite students to share their revamped sentences from yesterday's activity. Compliment their efforts, identify excellent sentences and gently reconstruct those sentences that may be too long or confusing. Use some of the language from yesterday (e.g., Is the sentence too long? Too short? Too descriptive? Too wordy? Confusing? Not detailed enough?) Revisit any anchor charts that you have already created for sentence fluency.

Day 6 TM, SP, IP, GP

In particular, identify any sentences in which the students have used sensory language and/or any compound or complex sentences (e.g., It liked it because of the colourful pictures and the fun story. After dinner, we went for a walk.) Make note of these sentences and invite students to discuss how these sentences are different.

Select a few sample sentences from the students and, with their permission, revamp them even more. You might select a sentence that is too long, too confusing, too short, etc. but you might also choose wonderful sentences and try to change the words around, creating compound and complex sentences.

Teacher Modeling, Shared Practice, Independent Practice, Guided Practice: Sentence "Play"
First, revamp a sentence or two through teacher modeling. Then, revamp

a sentence or two through shared practice. Finally, give students one sentence to "play" with – they can rearrange the text, change the content to make it their own, embellish it with more detail, or eliminate some of the detail to make it less wordy or less confusing. Provide a sentence that will strengthen sentence fluency skills of your students. (e.g., I love chocolate ice cream because it tickles my taste buds!) Use the 'w' & 'h' questions to guide ideas.

While some students are working independently, provide extra support or practice to other students using Guided Practice mini-lessons.

Resources:

Sentence Starter Outline
Sentence Starter Anchor Chart
Sentence Building (5W & 1H) Outline
5W & 1H Anchor Chart
Opinion Writing Anchor Chart
Sentence Fluency Anchor Chart
Transition Words Chart

Focus – Lesson Prompt (warm-up)

Read Aloud: I Wanna Iguana

Before reading the story to the students, briefly review all the work that they have completed over the last week and a half. Focus their discussion onto three main topics: opinion writing, letter writing and sentence fluency. Invite them to pay attention to those three topics while you are reading.

Take a picture walk through the book (using an "ELMO" (document camera) would be ideal so that students can see the book better).

Teacher Prompt: "What do you think this book will be about? Do you notice anything interesting, special or different about this book?"

Student Talk: letters, strange animals, funny pictures, a very large iguana, mother and son

Day 7 TM. IP. GP

Read the book. Then discuss.

Teacher Prompt: "Did you look for sentence fluency? Opinion writing? Letter writing? Did this author use some of the characteristics that we have listed on our charts?"

Direct discussion to the main idea of the text – Alex was writing letters to his mother to share his opinion about why he should have his friend's iguana (persuasive writing – he was trying to convince his mother to share his opinion). Brainstorm with the class some of their "dream" pets (decide ahead of time if you want students to discuss only realistic pets or if they can also brainstorm unrealistic pets, like a tiger, dinosaur, etc.). Record their ideas on chart paper.

Also brainstorm some of the reasons why that animal should be considered a dream pet and some of the arguments that they would use to convince their parents.

NOTE: Keep this brainstorming as you will need it again on Day 8. **Teacher Modeling:** Writing a Letter about a Favourite Pet **Teacher Prompt**: "You've all suggested such wonderful pets – I am feeling inspired to write. In fact, I'm going to write a letter to my parents (if your students can handle a different audience, you can always write to the principal about a favourite classroom pet or to a spouse about a favourite pet to have at home) right now, expressing my opinion about having a for a pet!" Proceed to write a letter. Refer to the anchor charts that you have created with your class about letter writing, opinion writing prompts, and sentence fluency. When you pause to read back what you've written, revise your writing slightly using some of the language that you've been using with the class (e.g., I like this short sentence here, I need to make this sentence longer, Oops, I forgot the comma in the salutation!). Invite students to praise and critique your work. **Independent Practice**: Writing a Letter about a Favourite Pet Invite students to write their own letter now to their parents, expressing their opinions about why this pet is their favourite and trying to convince their parents why they should be able to have this pet. Guided Practice: mini-lesson or review While some students are working independently on their letter, work with other students in small groups to help clarify the assignment and expectations and/or to solidify any skills that still need some development. (This group will have an opportunity tomorrow to write independently.) Resources: I Wanna Iguana Friendly Letter Organizer Friendly Letter Outline Letter Writing Anchor Chart Sentence Starter Outline Sentence Starter Anchor Chart Sentence Building (5W & 1H) Outline 5W & 1H Anchor Chart **Opinion Writing Anchor Chart** Sentence Fluency Anchor Chart Transition Words Chart Focus – Lesson Prompt (writing) Invite students to retell the story of *I Wanna Iguana*. Ask them to highlight some of the arguments that Alex used to convince his mother that he should take care of the iguana. Day 8 SP, IP, GP Invite students to recall the letter that you wrote yesterday to your parents/principal/spouse. Ask students to identify the characteristic of your letter, the opinions you stated, and some of the different types of sentences you used. **Shared Practice:** Writing a Letter about a Favourite Pet

Redirect students' attention to the brainstorming list of favourite pets that they created yesterday. Invite them to select a different animal that they would like to write about today with the class.

Teacher Prompt: "Today, we're going to write a letter together – let's find another pet to write about, one that we can all agree on."

Once a pet has been selected, invite students to share their opinions about why that pet is wonderful and some of the arguments that they would use to convince their parents. Record these ideas. As a class, use this list to select which opinions/arguments are the best and which order they should go in; cross out the ideas that you don't wish to use and number the order of the ideas that you do wish to use.

Write the letter together, encouraging students to rephrase the opinions and arguments. Invite students to go up to the charts (letter writing, opinion writing, sentence fluency) to point out key characteristics that we need to remember. When finished, reread the letter and invite students to praise and critique the letter.

Independent Practice: Writing a Letter about a Favourite Pet Invite students to write their own letter independently. (The students who were involved in Guided Practice yesterday should have this time to write their own letter independently.) Students who are very skilled now at this task and do not need to be part of Guided Practice can either revisit yesterday's writing or write a completely different letter (e.g., they could write to the principal asking for a class pet).

Guided Practice: mini-lessons and review, as needed (The students pulled together for guided practice should have already had an opportunity yesterday to write independently.) While some students are working independently on their letters, work with other students in small groups to help clarify the assignment and expectations and/or to solidify any skills that still need some development.

Resources:

I Wanna Iguana

Friendly Letter Organizer
Friendly Letter Outline
Letter Writing Anchor Chart
Sentence Starter Outline
Sentence Starter Anchor Chart
Sentence Building (5W & 1H) Outline
5W & 1H Anchor Chart
Opinion Writing Anchor Chart
Sentence Fluency Anchor Chart
Transition Words Chart

Focus – Lesson Prompt (revising)

Day 9

TM, SP, IP, GP **Teacher Modeling:** Revising Letter from Teacher Modeling Pull out the letter that you wrote during the Teacher Modeling activity on Day 7.

Teacher Prompt: "Remember this letter that I wrote a couple of days ago? Could someone read it for me please?"

Teacher Prompt: "Today, we revise! I need to look at my ideas, my opinions and my arguments to make sure that they are the very best that they can be. I forget some of the things that I might need to do, but I know that there are (is a) charts around here somewhere that I can use to help me."

(Please make use of any resources, anchor charts, etc. that you have already created and used with the class this year!)

"Make changes to your writing using some of the revising vocabulary that you have used all year with your students (e.g., move words around, add words, delete words, rearrange sentences, delete sentences, add sentences, rephrase, look in the thesaurus for better words, circle words, highlight words, etc.). Refer to the charts about letter writing, opinion writing, and sentence fluency. Refer to <u>I Wanna Iguana</u> and/or <u>Dear Mrs.</u> La Rue.

Make changes to the writing based on your scanning of the charts and books. Use a thesaurus to find a synonym for a word. Frequently, reread your work in progress to determine flow. When you are finished revising, once again read your letter out loud and then declare it your very best work."

Invite students' comments.

Teacher Prompt: "How did I do? What did you notice that I used? When I got stuck on something, what did I do? Did I always use the new ideas that I had?"

Shared Practice: Revising Letter from Shared Practice

Teacher Prompt: "Remember this letter that we wrote yesterday? Could someone read it for me please?"

Teacher Prompt: "Today, we revise! I need your help to look at our ideas, our opinions and our arguments to make sure that they are the very best that they can be. Remind me what we might be changing when we revise."

(Please make use any resources, anchor charts, etc. that you have already created and used with the class this year!)

Student Talk: move words around, add words, delete words, rearrange sentences, delete sentences, add sentences, rephrase, look in the thesaurus for better words, circle words, highlight words, etc.

Make changes to the writing based on students' ideas. Encourage students to decide if the suggestions make the letter better or worse. Thank the students for all their help.

Independent Practice: Revising their own Letter

Remind students of existing brainstorming charts and anchor charts about revising and encourage them to use the charts when they are revising their own letter.

Students work independently to revise the ideas, opinions, and arguments in their letter from Day 7 or Day 8.

		Guided Practice: mini-lessons or review as needed
		Keep these mini-lessons short so that students still have the opportunity to revise their own work independently. Ultimately, when you assess their letter, the writing should reflect all of the STUDENT's work.
		Resources:
		I Wanna Iguana
		Friendly Letter Organizer Friendly Letter Outline
		Letter Writing Anchor Chart
		Sentence Starter Outline
		Sentence Starter Anchor Chart
		Sentence Building (5W & 1H) Outline
		5W & 1H Anchor Chart Opinion Writing Anchor Chart
		Sentence Fluency Anchor Chart
		Transition Words Chart
		Revising Anchor Chart
		Revising Checklist
		Focus – Lesson Prompt (editing)
		Teacher Modeling: Editing Letter from Teacher Modeling Pull out the letter that you wrote during the Teacher Modeling activity on Day 7.
		Teacher Prompt: "Remember this letter? I wrote it a couple of days ago and then revised it yesterday. Could someone read it for me please?"
		Teacher Prompt: "Today, we edit! I have already decided that it is my very best work, that my ideas, my opinions and my arguments are well-organized. Now I need to make sure that it is ready to be published! I need to double check my spelling, my punctuation marks, my grammar and so on. I forget some of the things that I might need to do, but I know that there are (is a) charts around here somewhere that I can use to help me."
Day 10	TM, SP, IP,	(Please make use any resources, anchor charts, etc. that you have already created and used with the class this year!)
	GP	Make changes to your writing using some of the editing techniques that you have used all year with your students (e.g., capitals at the beginning of all sentences, punctuation at the end of all sentences, commas in a salutation, commas in a closing, capitals on the names of people, places and things, etc.). Refer to the charts about letter writing, opinion writing, and sentence fluency. Refer to I Wanna Iguana and/or Dear Mrs. La Rue .
		Make changes to the writing based on your scanning of the charts and books. Use a dictionary, brainstorming list, book, word wall, personal dictionary, labels around the room, etc. to look up the spelling of words. Frequently, let a new idea occur to you, (Oh! I need to remember a capital letter on mom and dad in the salutation!) and go back to double check it and fix it. When you are finished editing, once again read your letter out loud and then declare it your very best work.
		Invite students' comments.

Teacher Prompt: "How did I do? What resources did you notice that I used? When I got stuck on something, what did I do? Did I always use the same resources to help me with my editing?"

Shared Practice: Editing Letter from Shared Practice

Teacher Prompt: "Remember this letter that we wrote a couple of days ago and revised yesterday? Could someone read it for me please?"

Teacher Prompt: "We have already decided that it is our very best work, that our ideas, our opinions and our arguments are well-organized. Now we need to make sure that it is ready to be published! We need to double check spelling, punctuation marks, grammar and so on. Remind me what we might be changing when we edit."

(Please make use any resources, anchor charts, etc. that you have already created and used with the class this year!)

Student Talk: capitals at the beginning of all sentences, punctuation at the end of all sentences, commas in a salutation, commas in a closing, capitals on the names of people, places and things, etc.

Make changes to the writing based on students' ideas. Encourage students to use all of the resources around them. Thank the students for all their help.

Independent Practice: Editing their own Letter

Remind students of existing brainstorming charts, anchor charts, and other resources for editing and encourage them to use those resources when they are editing their own letter.

Students work independently to edit the spelling, punctuation and grammar in their letters from Day 7 or Day 8.

Guided Practice: mini-lessons or review as needed

Keep these mini-lessons short so that students still have the opportunity to revise their own work independently. Ultimately, when you assess their letter, the writing should reflect all of the STUDENT's work.

Resources:

I Wanna Iguana

Friendly Letter Organizer

Friendly Letter Outline

Letter Writing Anchor Chart

Sentence Starter Outline

Sentence Starter Anchor Chart

Sentence Building (5W & 1H) Outline

5W & 1H Anchor Chart

Opinion Writing Anchor Chart

Sentence Fluency Anchor Chart

Transition Words Chart

Revising Anchor Chart

Revising Checklist

Editing Anchor Chart

Editing Checklist

Using a slightly modified OWA rubric, assess students' final drafts of their journal/story. Review data: if students are still struggling, repeat some of the activities or use some of the additional activities in the OWA document. Meet with students to discuss their strengths and areas for improvement.

Next Steps

Administer the assessment task for this mini-unit (Many people have a favourite activity that they like to do – maybe it is a sport, a game, or even a hobby. What is your favourite activity? Write a letter to your teacher about your favourite activity. Give reasons for your opinion.).

Assess the task using the OWA rubric; conference with students in small groups or one-on-one. Praise the strengths of the class and address areas for improvement through guided practice mini-lessons (redo the activities above or complete new activities as needed).

Administer and assess the OWA assessment task, providing feedback to students on their improvements and areas of need.

	The	Writing Proc	ess		
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	GRM: TM,SP Read Aloud TM & IP: Writing a letter from a pet	GRM: Sharing SP: Write a letter together GP: mini-lessons as needed	GRM: Graphing Favourites TM & IP: Recording Opinions Brainstorming GP: mini- lessons as needed	GRM: Graphing Favourites SP & IP: Recording Opinions GP: mini- lessons, as needed	GRM: Read Aloud: A Read Aloud: simple sentence text TM, SP & IP: Building Sentences GP: mini- lessons as needed
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2	GRM: Sharing Sentences TM, SP & IP: revamping already revamped sentences GP: mini- lessons as needed	GRM: Read Aloud: I Wanna Iguana Brainstorming & Word Lists TM & IP: Lesson Prompt (favourite pet) GP: mini-lessons as needed	GRM: SP & IP: Lesson Prompt (favourite pet) GP: mini- lessons as needed	GRM: TM, SP & IP: Revising GP: mini- lessons as needed	GRM: TM, SP & IP: Editing GP: mini- lessons as needed

GRM = Gradual Release Model

GRM = Gradual Release Model		
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. $2-3$ times per week for $10-15$ minutes.	
SP = Shared Practice	Many writers share the pen and interact to create a text. $2-3$ times per week for $10-15$ minutes.	
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.	
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)	

Lesson 1 – End of Year Resource – Anchor Chart 1:

Sentence Starters

Sentence Starters	Name	
I like	because	
I really like	because	·
My favourite is _	beca	 use
because	_ is/are my favourite	·

Lesson 1 – End of Year Resource – Anchor Chart 2:

Revising Checklist



Revising Checklist Name	
I have all the characteristics of a friendly letter.	
I have written my opinion.	
I have used descriptive languations	lage and
I have used different types	, - <u>,</u>
of sentences.	

Lesson 1 – End of Year Resource – Anchor Chart 3:

Sentence Building 5W's & 1 H

5 Ws & 1 H		Name
Sente	nce:	
	Who?	
	What?	
	When?	
000	Where?	
So of the second	Why?	
3,00	How?	

Lesson 1 – End of Year Resource – Anchor Chart 5:

Friendly Letter Organizer

Name _____

Friendly	y Letter Graphic Organizer
Date What is today's date?	
Salutation To? To whom are you writing?	
Body: What?	
What did you want to tell them?	
Closing: From? Who is the letter from?	

Lesson 1 – End of Year Resource – Anchor Chart 6:

Friendly Letter

Friendly Letter





w ·	 	 	_
Dear	 		
			_
			_



Lesson 1 – End of Year Resource – Anchor Chart 8:

Editing Checklist

Editing Checklist	Name	
My sentences ho beginning.	ave a capital at the	MIT MNG RST MXY
My sentences ho exclamation mark question mark at	k or	
There are words.	spaces between	my
There is a comm salutation.	na at the end of the	•
There is a comm	na before my name in t	he 9
·	pelling of my words vall, word charts and/o	or Car

Grade 2

Lesson Name	Your Life is Story
Grade/Timeline	Grade 2 – Start of Year
Expectations	 1.1 identify the topic, purpose, audience, and form for writing (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie) 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions such as the five W's [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner) 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from a variety of texts, including teacher read alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using simple graphic organizers such as webs or a Venn diagram) 2.1 write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modeled on stories read; their own variation on a patterned poem; an advertisement for a toy)
Catholic Graduate Expectations	CGE2a - listens actively and critically to understand and learn in light of gospel values; CGE2b - reads, understands and uses written materials effectively; CGE2c - presents information and ideas clearly and honestly and with sensitivity to others; CGE2d - writes and speaks fluently one or both of Canada's official languages;
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Recount
Genre	Realistic Fiction
Format	Letter
Lesson Prompt	Write a letter to a friend telling them about what you did on the first day of school.
Materials/Resources	Ontario Ministry of Education. (2006). A Guide to Effective Literacy Instruction, Grades 4 to 6. Toronto: Queen's Printers. Ontario Ministry of Education. (2005). A Guide to Effective Instruction

	in Writing, Kindergarten to Grade Three. Queen's Printers.
	Ontario Ministry of Education. (2003). Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario. Toronto: Queen's Printers.
	Palacco, P. (1998). Thank you, Mr. Falker. New York: Philomel Books.
	Sticky notes Pencils Markers Chart paper Digital document viewer (ELMO) Blackline Master (BLM) #1 BLM #2 Pre-written recounts Pre-written examples of letters
Assessment Task	Write a letter to a friend telling them about the best birthday party you have ever attended.
Differentiation	Small group work Individual instruction
Suggested Graphic Organizers	Webs
Suggested Anchor Charts	Elements of a letter Elements of a recount
Cross Curricular Connections	Drama

Day/Time	Gradual Release	Lesson
		The emphasis in this lesson is on oral language. This reflects the idea that students must develop oral fluency if they wish to become proficient writers (Ministry of Education, 2006) and ultimately promotes higher-order thinking (Ministry of Education, 2003).
		Teacher Prompt: "You know your lives are like a story. Instead of characters, there are the people you meet and talk to; the settings are all the places you go and the events are the things you do every day."
		Student Talk: Students will turn to a partner (knee-to-knee and eye-to-eye) and tell them about the people they talked with today. Students can then share responses with the group. Ask the students to repeat this process with the setting and the events.
Day 1 45 min	ТМ	The teacher should then recount their morning. The teacher should ensure to use organizing words such as firstly and next. Additionally, include comments, not simply events. For example, "I went downstairs for breakfast and had cereal. <i>Cereal in the morning is my favourite breakfast</i> ". The second sentence, the comment, adds voice to the writing and makes the writing more interesting.
		Students should then recount their morning to a partner.
		The teacher will explain that this is a recount and a recount is like a story that is told by the person it happened to (the author). The author will tell you what happened to them. Tell the students that when they tell their parents what happened at school, they are recounting their day.
		Resources:
		Ontario Ministry of Education. (2003). Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario. Toronto: Queen's Printers.
		Ontario Ministry of Education. (2006). A Guide to Effective Literacy Instruction, Grades 4 to 6. Toronto: Queen's Printers.
Day 2		Again, the majority of this lesson focuses on oral language and develops the students' ability to use a graphic organizer to sequence events.
	TM, SP	Teacher Prompt: "Yesterday, we talked about recounts and I
40 min		recounted my morning for you and you recounted your morning to a friend. I want to recount my morning for you again today: 'Today, I came to school. I like coming to school. Then I got my

breakfast and got in my car. Then I took a shower. It was a great morning.' Does anyone think there's anything wrong with my recount?" Student Talk: It's all out of order. **Teacher:** "Is that a problem?" Student: Yes, because it doesn't make sense. **Teacher:** "So what you're saying is that a good recount should put the events in order?" Student: Yes. **Teacher:** "I think we should start an anchor chart about recounts. What should we write on the anchor chart about events?" Student talk: Student will discuss sequencing of events. Teacher should write this down. **Teacher prompt:** "Putting a recount in the right order makes it make sense. If it is all jumbled up, the listener or the reader won't understand." Provide students with a short retell of events in random order (BLM#1); students will work independently to re-write/put them in the appropriate order. Resources: Markers chart paper BLM#1 Again, the majority of this lesson focuses on oral language and develops the students' ability to use a graphic organizer to sequence events. Teacher Prompt: "Yesterday, we talked about recounts and I recounted my morning for you and you recounted your morning to a friend. I want to recount my morning for you again today: 'Today, I came to school. I like coming to school. Then I got my breakfast and got in my car. Then I took a shower. It was a great Day 3 IP morning.' 60 min Does anyone think there's anything wrong with my recount?" Student Talk: It's all out of order. **Teacher:** "Is that a problem?" **Student:** Yes, because it doesn't make sense.

the events in order?"

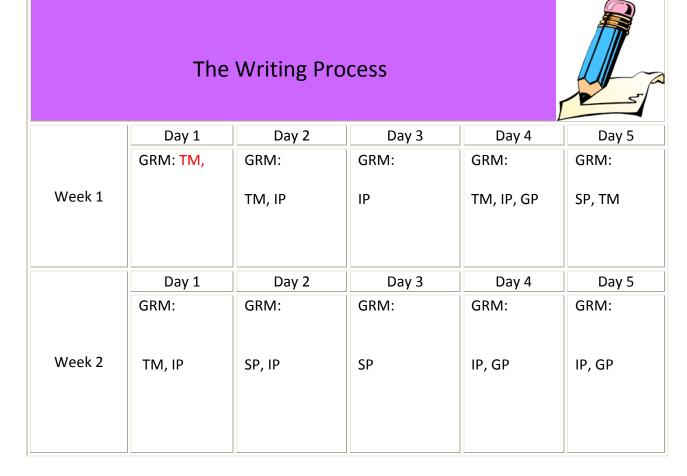
Teacher: "So what you're saying is that a good recount should put

	11	
		Student: Yes.
		Teacher: "I think we should start an anchor chart about recounts. What should we write on the anchor chart about events?"
		Student talk: Student will discuss sequencing of events.
		Teacher should write this down.
		Teacher prompt: "Putting a recount in the right order makes it make sense. If it is all jumbled up, the listener or the reader won't understand."
		Provide students with a short retell of events in random order (BLM#1); students will work independently to re-write/put them in the appropriate order.
		Resources: Markers chart paper BLM#1
		This lesson emphasizes the skill of developing voice in their writing. Ministry of Education (2005) suggests "voice gives style and personality to writing. It reflects the feelings and perspective of the author and can be found in illustrations as well as in the written word" (p. 16).
		Teacher Prompt : "Yesterday, we read the book <u>Thank you, Mr. Falker</u> and we found some interesting events. But, what we feel or think about the events can also make the writing more interesting."
Day 4 50 min	TM, IP. GP	Provide several examples of events and then have students provide the comments. For example:
		"Last night, we had broccoli for dinner. (Student response: It was really gross!)
		Provide students with BLM#2 and have them complete the events.
		Guided practice can also occur at this point.
		Resources: BLM#2
Day 5 45 min	Teacher Modeling Shared Practice	Teacher Prompt: "We have recounted our days to our friends; we have worked at putting events in order; we have read a recount and yesterday we learned about adding comments to recounts. Today, I have given you three different recounts and I want you to think about what you need to put in a recount if you are writing one. With your group, make a list of those things."
		The teacher should then model how to do this skill by looking at all three examples and identifying a common element for the anchor chart.

		Student Talk: When students are finished identifying the elements of a recount, bring the groups together and have each group discuss what they thought was necessary for a recount. From this, create a preliminary anchor chart for writing a recount. Resources: Three pre-written recounts (enough copies for all groups to have all three) Chart paper Markers Paper for the groups
Day 6 60 min	TM, IP	Teacher Prompt: "Today I'm going to write a recount to show you how I write a recount. The first thing I want to do is to look at my anchor chart so that I know what needs to go in a recount." The teacher should then identify a special event that they recently attended. The teacher should then use a web to list all of the events from that day. The teacher should then model the process through which they will choose four or five events that will form the basis of their recount. The teacher should begin the recount/letter by ensuring there is a salutation. Let the students know this part of the letter. Then the teacher should write the recount explaining their writing decisions and connecting them to the anchor chart. Then deconstruct the piece with the students: Teacher Prompt: "I need someone to use a marker and underline the events in the recount." Repeat this process for comments and organizing words. Students: Students use different colour markers to identify the elements of the anchor chart present in the writing and should be encouraged to add to the piece to create interest and clarity. Teacher Prompt: "Over the next couple of days, we are going to create a whole recount. We are all going write a recount of what happened to you on the first day of school. Not only that, you are going to write it as a letter and you can send it to someone you know. The first thing I want you to do is think about and write down all the things you remember doing on the first day of school." Student will then work independently by creating a web of the things they did on the first day of school (or a special day in the school year). Students should be encouraged to identify as many ideas as possible.
Day 7 60 min	SP, IP	Teacher prompt: "We have read a lot of recounts and we have even made an anchor chart, so now, it's time to start writing a recount. We are going to write part of this one as a whole group and then we're going to write part of it in partners. We are going to write a recount of (a recent event in which the whole class participated)." Discuss for whom you are writing the recount. This will help in determining which points should be included in the piece.

		As a class, create webs of events; then as a group determine the events that were most interesting and put them in order, emphasizing the idea of beginning, middle and end. As a group, write the salutation and the first line.
		Choose one event and write it. Prompt students to include relevant comments that add interest for the reader. Again, remind students to write like a reader.
		Put the students in pairs and have them write two more events. Students will then share their work with the group. The teacher may choose some to include in the co-constructed piece.
		As a group, write the conclusion.
		The teacher should keep returning to the anchor chart to inform the co-construction of the piece.
		Students should then begin working on identifying their audience for their recount of the first day of school. They should then talk with a partner about which items they should keep from their brainstorming to keep in the recount.
		Teacher Prompt: "One of the ways we use a recount is when we write a friend a letter. We want to tell them about something that we did and how we felt about it. When we write a letter, there are some things we need to include in it. Here is an example of a couple of letters."
		Teacher should show some examples of letters on the digital document viewer (ELMO).
Day 8 40 min	SP	Teacher prompt: "Talk with a partner and see what you notice is in each one of them that you think makes them letters. These elements should be written on a letter anchor chart."
		Discuss these elements and create an anchor chart for writing a letter.
		Resources:
		Teacher Prompt: Students will begin writing their own recount. While students are writing, the teacher should work with groups.
Day 9 50 min	IP, GP	Over the unit, the teacher should identify students who are having difficulty with elements of a letter, generating ideas and creating comments/supporting details. The teacher should then group students with similar difficulties together and provide mini-lessons. It is important that students at this point in the gradual release process are assuming the majority of the responsibility for the
		It is important that students at this point in the gradual release

		questions that help the student to complete the writing.
Day 10 50 min	IP, GP	Teacher Prompt : Students continue to write their recounts of the first day of school. Guide and support students as necessary.
Next Step	os	You can create good copies and mail the letters. Also, students can read the letters to the class. The multiple perspectives may be interesting.
Reflection	ns	



GRM = Gradual Release Model

GRM = Gradual Release Model			
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.		
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.		
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.		
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)		

Lesson 2 – Start of Year Resource – BLM 1: Recount

Read th the sensesenses.			•			_		
I had my Then, I g home. I v	ot out c	of bed. At	noon,	I had	my lur	ich. Th	en, I c	ame
				·				

Lesson 2 – Start of Year Resource – BLM 2: Events

Finish these events to make them more interesting.
I had to eat fish last night. I was so because
I watched hockey on TV with my Dad. I really felt because
This summer I went to It was really fun and I
I had a chocolate birthday cake. I thought it was because
We did a lot of running in gym today. I thought it was because

Lesson Name	A Meeting with a Curious Alien	
Grade/Timeline	Grade 2 – Mid Year	
Expectations	 1.1 identify the topic, purpose, audience, and form for writing 1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using simple graphic organizers such as webs or a Venn diagram) 1.7 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary 2.1 write short texts using several simple forms 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies 	
Catholic Graduate Expectations	CGE2a -listens actively and critically to understand and learn in light of gospel values; CGE2b -reads, understands and uses written materials effectively; CGE2c -presents information and ideas clearly and honestly and with sensitivity to others; CGE2d -writes and speaks fluently one or both of Canada's official languages; CGE5a -works effectively as an interdependent team member	
Achievement Categories	Knowledge and Understanding	
Text Form	Explanation	
Genre	Science Fiction	
Format	Essay	
Lesson Prompt	Write an explanation for aliens about one item in our world.	
Materials/Resources	Sticky notes K-W-L chart Pencils Digital document viewer Computers Non-fiction texts at a variety of reading levels Blackline master #1 (BLM#1) Venn diagram BLM#2 Anchor chart	

	Bennett, H.J., & Weber, M.S. (2008). <i>Harry Goes to the Hospital.</i> Washington: Magination Press.
	Ontario Ministry of Education. (2005). A Guide to Effective Instruction in Writing. Toronto: Queen's Printers.
	Ontario Ministry of Education. (2005). Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade Six. Toronto: Queen's Printers.
	Parker, S. (2005). The Science of Water: Projects and Experiments with Water Science and Power. Chicago: Heinemman Library
Assessment Task	You go into the future and you find something you have never seen before. Someone you meet from the future explains the item to you.
Differentiation	Small group work Peer editing Topic of personal interest can be chosen Writing prompt provided
Suggested Graphic Organizers	Webs Venn diagram
Suggested Anchor Charts	Elements of explanatory essay A revision/editing anchor chart
Cross Curricular Connections	Although this lesson makes links between the water cycle expectations in the Ontario Science curriculum, explanatory pieces can be used in tandem with many different areas of the science curriculum.

Day/Time	Gradual Release	Lesson
Day 1 30 min	TM	Teacher prompt: "If you met someone from a place that doesn't celebrate Christmas and they wanted to know what it was, what would you tell them?" Student talk: Responses will vary. Some will offer an explanation of why there is Christmas while others may explain their family traditions surrounding Christmas. The teacher should build upon these two concepts by indicating that when writing an explanation, we can explain what something does, how something works and, or why it works in that manner. Teacher prompt: "Imagine you had a time machine and you went back in time 120 years! By accident, you had a toy car with you. When you meet people from the past, they want to know what this strange item is. What would you tell them?" Talk to a partner about what you would tell them about the car. Student talk: Students may focus on the idea of the car as a toy. Make sure the students know that you are really talking about is people from the past did not have cars and, therefore, the real task is to explain the nature of a car. Once students have talked with a partner, the teacher should roleplay the role of a person from the past asking the student about the car. The teacher can also take another item and provide an oral explanation about the item. Resources: Toy car for reference
Day 2 60 min	TM, IP	This is a good time to integrate language with science. The teacher may wish to use a text that is connected to the science unit they are teaching at this point in the year. The water cycle, for example, is a concept from the grade two science program that might yield an appropriate example of an explanation. Teacher prompt: "Yesterday we talked about explaining. We talked about explaining what Christmas is. Today, we are going try explaining something from science. I want you talk to a partner and explain how rain falls from clouds. (This is an example. The teacher can use any science concept)." Students talk: Students will work with a partner to answer the question. The teacher should then encourage sharing with the larger group.

Teacher prompt: "Today we are going to read a book that explains the rainfall and the water cycle. I want to know what you already know about the water cycle." The teacher can use a K-W-L chart to record student ideas about the water cycle before reading. This idea ties into the reading skill of predicting and questioning. **Teacher prompt**: "While we are reading, I want you to write down three different facts about the water cycle on your sticky notes. I also want you to think about why someone would write a text like this." When reading the text, the teacher should point out several key elements of an explanatory piece including direct language, the use of many of the 5-W's, sequential order and the emphasis on facts. After reading, have the students discuss the main facts in the text and use them to fill in the K-W-L chart. At this point, discuss the point of writing a explanation. The teacher should help students understand that the point of an explanation is to teach or inform someone about a particular subject. Resources: K-W-L chart Non-fiction selection (can be connected to science) Sticky notes and pencils One suggested book is Parker, S. (2005). The science of water: Projects and experiments with water science and power. Chicago: Heinemman Library. This is a good time to integrate language with science. The teacher may wish to use a text that is connected to the science unit they are teaching at this point in the year. The water cycle, for example, is a concept from the grade two science program that might yield an appropriate example of an explanation. **Teacher prompt:** "Yesterday we talked about explaining. We talked about explaining what Christmas is. Today, we are going try Day 3 explaining something from science. I want you talk to a partner and explain how rain falls from clouds. (This is an example. The TM, SP 60 min teacher can use any science concept)." **Students talk**: Students will work with a partner to answer the question. The teacher should then encourage sharing with the larger group. **Teacher prompt:** "Today we are going to read a book that

already know about the water cycle."

explains the rainfall and the water cycle. I want to know what you

The teacher can use a K-W-L chart to record student ideas about the water cycle before reading. This idea ties into the reading skill of predicting and questioning. **Teacher prompt**: "While we are reading, I want you to write down three different facts about the water cycle on your sticky notes. I also want you to think about why someone would write a text like this." When reading the text, the teacher should point out several key elements of an explanatory piece including direct language, the use of many of the 5-W's, sequential order and the emphasis on facts. After reading, have the students discuss the main facts in the text and use them to fill in the K-W-L chart. At this point, discuss the point of writing a explanation. The teacher should help students understand that the point of an explanation is to teach or inform someone about a particular subject. Resources: K-W-L chart Non-fiction selection (can be connected to science) Sticky notes and pencils One suggested book is Parker, S. (2005). The science of water: Projects and experiments with water science and power. Chicago: Heinemman Library. **Teacher prompt:** "Today I want you to act like detectives. I have given you three explanatory pieces. The mystery is this: What do you need to put in your writing if you are writing an explanatory essay. " Give students the opportunity to work in groups to look at various explanatory texts. Students will create an anchor chart to delineate the elements of a explanatory piece of writing. You can use BLM#1 to facilitate the process. The teacher can model the skill by examining a piece of explanatory writing and suggesting that explanatory pieces have Day 4 facts about something. TM, SP 45 min Bring students together and have students present their anchor charts. The teacher should consolidate the differing opinions and create a classroom anchor chart with the students' ideas. Resources: BLM#1 Chart paper Markers A variety of explanatory texts

Teacher Prompt: "Wow – there are a lot of things people and things that we could interview. These are all great ideas. But over the next week or so, we will be working on pretending to interview a favourite animal or pet. The actual writing prompt is ...

You have interviewed a favourite pet or animal. Write a report for a television interview that includes the questions you asked and the answers given by the person you interviewed.

So, who will our audience be, who are we writing for (people watching the report on television)? And, what is our purpose for writing (to entertain and to inform)?"

Teacher Prompt: "We've already studied the structure of this type of writing (refer to the anchor charts), now we need to brainstorm some really interesting and unique ideas. What comes to mind when you think of animals and pets? Remember your ideas can be factual and real or you can be creative."

Record students' ideas on chart paper for future reference. Students are welcome to write about any animal, any animal that they would like to make up, any pet that they have actually had, or any pet that they would like to imagine having!

Teacher Prompt: "We've created a very long list! Continue thinking about this lesson prompt – what are some other animals and pets that you could interview? Let me know if you have more ideas and we can add them to our list."

Place the Brainstorming Chart in an accessible area in the classroom.

It would be beneficial at this time to share the rubric for this writing prompt with the students and to post it in the room for easy reference. Simply use the OWA rubric, but make reference to pets and animals rather than someone special. Each student should have access to their own copy of the rubric so that when you refer to it in the following lessons, they have it in their hands.

Teacher Prompt: "Using the rubric and all of our anchor charts, I'm going to show you how I would begin brainstorming about interviewing pets and animals."

Begin listing possible ideas, questions, answers, and responses on chart paper or overhead. Talk out loud about decisions you make about good ideas and bad ideas. You can even change your mind about what kind of pet or animals you'd like to interview – just start making notes under a different heading. Try to really demonstrate the skill of thinking and writing in perspective – what would the animal sound like (child-like simple language, a good command of the language, or an accent), will the animal make sound effects, what kind of experiences would this animal have, what are some of its frustrations, fears, joys, insights, and so on?

Teacher Prompt: "Is all my brainstorming all done? <invite responses> No, I'm not done. While I've brainstormed lots of ideas already, I can come back at any time and add more ideas. Do I have to decide right now which pet or animal I'm going to write about? <invite responses> No, I don't. I can change my mind at any time - I may even be inspired to write about a completely new animal/pet!" Using a shared practice approach, invite students to brainstorm ideas about a specific pet or animal (concentrate on one pet/animal at a time). Record ideas on chart paper. Assist student if they are having difficulty thinking from that pet/animal's perspective or point of view. Move on to another pet/animal if the discussion becomes stagnant or if you have time. Finally, invite students to complete their own brainstorming. Most of the class should brainstorm independently, though you may wish to give extra assistance to a few students (guided practice). Assessment: Anecdotal notes of students' participation and contributions during class discussion Anecdotal notes of students' ability to brainstorm ideas on their own **Teacher Prompt:** "Tell the students that they are going to begin planning to write an explanatory piece. Here is the task:" Aliens came down to the planet earth and while they are very smart, they have not seen a lot of the objects we have on earth. They want you to explain everything about earth. You choose one object to explain to them. What is that object? What will you tell them about it? The teacher should model this process. The teacher should choose an item that they can explain and model the brainstorming process using a web on a digital document viewer and then talk with the group to pare the original ideas down into the most relevant and clear concepts. Day 5 TM, IP Students should have time to research the item they wish to show 60 min to the aliens. Students should have access to a variety of nonfiction texts as well as internet access to facilitate this process. It may be necessary to encourage children to choose items about which they already possess some knowledge. The research process should, in fact, bolster what they already know about the item. Remind students that they should find the most important ideas about the item they have selected. Once they have completed researching the item, students should

clarity of their ideas before writing.

be encouraged to talk with others to discuss the relevance and

		Description:
		Resources: Access to the library and/or computer lab Digital document viewer Teacher should be prepared to explain a thing or event
Day 6 45 min	TM, SP	Teacher Prompt: "Today, we are going to see how to write an explanatory piece. I am going to write one for you. I have decided that if an alien asked me to explain one thing, I would explain a" (This can be done on chart paper or a digital document viewer). The teacher should then use the anchor chart and the web they developed the previous lesson to inform the writing process. It is important that the modeled writing be consistent with the grade two expectations in that the topic and the explanation are at the level of the students and not too detailed. The teacher should then have students work in partners and use the anchor chart to see if all the elements of the explanatory piece are present in the exemplar. The teacher should then have the class work as a group to create an explanatory piece. Resources: Chart paper Markers Digital document viewer (optional)
Day 7 45 min	writing groups.	
Day 8 45 min	IP, GP	Students should continue working on rough draft. Guided practice should also continue.
Day 9 45 min	IP	Teacher Prompt : "Today we are going to learn about making our writing the best it can be. We are going to learn about editing our writing. What are some of the things we should check to make sure our writing is as clear as possible. Talk with an elbow

		partner."
		Student Talk : Students will most likely generate ideas about using capitals, periods and spelling. These ideas should be written on a revision anchor chart.
		The teacher should then use a pre-written explanatory essay (see example 1) and model the editing process by reading the piece aloud, checking the beginning of sentences for capitals, the ends of sentences for appropriate punctuation and use the word wall and other resources to verify spellings. The teacher should also read the piece aloud and model how to improve the clarity of the piece through better word choice including more specific language.
		Students should then be given an opportunity to work with a partner to edit their work and the work of their partner. Students may choose to edit by themselves.
		Resources: Chart paper Markers Example 1 Previously constructed anchor charts
Day 10 55 min	IP: Final Draft	Teacher Prompt: "Students should be given time to make the necessary revisions to the piece of writing and create a good copy of the piece with the corrections."
Next Step	os	
Reflections		In this lesson, there is an attempt to make a very deliberate and planned movement from oral, to reading to writing.

The Writing Process



	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	GRM: TM,SP	GRM: TM, IP	GRM: TM, SP	GRM: TM, SP	GRM: TM, IP
	Day 1	Day 2	Day 3	Day 4	Day 5
	GRM:	GRM:	GRM:	GRM:	GRM:
Week 2	TM, SP	IP, GP	IP, GP	TM, SP, IP	IP:

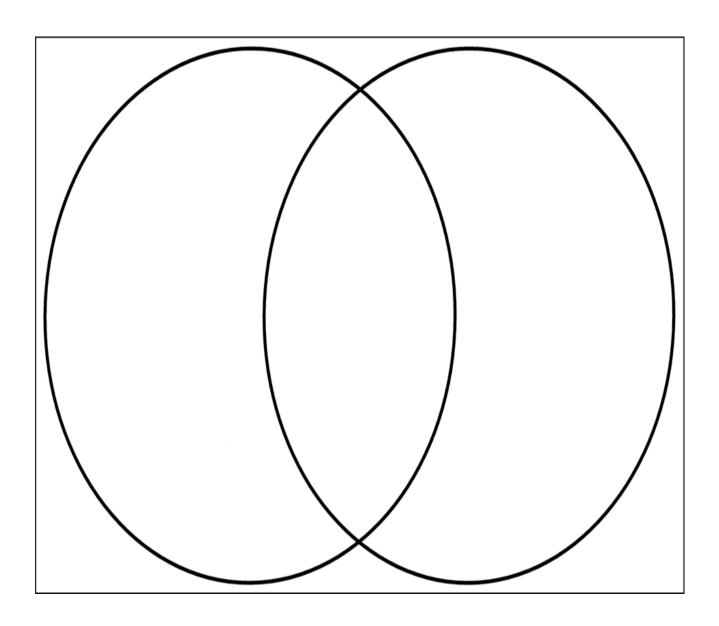
GRM = Gradual Release Model

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TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.			
SP = Shared Practice	Many writers share the pen and interact to create a text. $2-3$ times per week for $10-15$ minutes.			
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.			
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)			

Lesson 2 - Mid Year Resource - BLM 1:

Same and Different

What is the same? What is different?



Lesson 2 – Mid Year Resource - BLM 2:

Explanation essay

An explanation essay should have...

1	
I know that because I found it in	(name the pieces you found it in)
2	
I know that because I found it in	(name the pieces you found it in)
3	
I know that because I found it in	(name the pieces you found it in)
4	
I know that because I found it in it in)	(name the pieces you found
5	
I know that because I found it in it in)	(name the pieces you found
6	
I know that because I found it in it in)	(name the pieces you found

Example One

One night, I was sitting outside my house and a space ship landed in my yard! An alien came out of the ship. He wanted to learn about earth and he asked me to teach him about one object. I ran into the house and I a CD player.

I told him that a CD player is machine that let's you enjoy music. it is made out of plastic and metl. It has lost of buttons and you push them to here the music. If you want to make it work you have to have electricity or batteries. You can put a CD of music you lick in the player and you press the play button and you can here the music. You can also listen to music on the radio. The radio let's you here lost of different music. The CD player has a button that can make the music lowd or soft. It is a lot of fun and lots of people have them. They are really great machines.

The alien was amazed! He said thank you, went back in his space ship and flew away.

Lesson Name	Are You Sold On It?!
Grade/Timeline	Grade 2 – End of Year
Expectations Expectations	Oral Communication: Speaking to Communicate 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussion Reading: Reading for Meaning 1.8 express personal thoughts and feelings about what has been read 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives Reading: Understanding Form and Style 2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts Writing: Developing and Organizing Content 1.1 identify the topic, purpose, audience, and form for writing 1.2 generate ideas about a potential topic, using a variety of resources and strategies Writing: Using Knowledge of Form and Style in Writing 2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic Media Literacy: Creating Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
Catholic Graduate Expectations Catholic Graduate Expectations CGE2c presents information and ideas clearly and honestly sensitivity with others CGE3c thinks reflectively and creatively to evaluate situation solve problems CGE5g achieves excellence, originality and integrity in one and supports these qualities in the work of others CGE4e sets appropriate goals and priorities in school, wor personal life	
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Opinion Writing/Persuasive Exposition
Genre	Realistic Fiction
Format	Advertisement
Lesson Prompt	Our classroom needs new toys for indoor rainy-day recesses. Persuade your teacher to make sure to include a toy of your choice in your classroom's new toy collection.
Trehearne, M. P. (2006). Comprehensive Literacy Resource for 3-6 Teachers. Toronto: Nelson Canada. A Guide to Effective Literacy Instruction: Grades 4 to 6, Volume Tom Paxton's lyrics to "The Marvellous Toy" Any versions of "The Marvellous Toy" music (CD, YouTube)	

	BLM 1 - Persuasive Strategy Symbols Chart BLM 2 - Persuasive Strategy Symbols BLM 3 - Did I Persuade You? BLM 4 - Colour-Coded Graphic Organizer APPENDIX A - 4 Corner Activity/Graffiti Activity APPENDIX B - Persuasive Organization/Language Anchor Samples APPENDIX C - Persuasive Strategy Flags Photo APPENDIX D - Tom Paxton's lyrics to "The Marvellous Toy" Grade 2 OWA Persuasive Rubric (revised without prompt details) Document Reader (ie – ELMO) Chart Paper Various Writing Tools Various Art Supplies Assortment of Classroom Toys Assortment of Toy Ads (magazines, internet, catalogues, flyers)
Assessment Task	Write an advertisement about a new toy that persuades the teacher to buy the toy.
Differentiation	Topic Choice Assistive Technology/Scribing (KVA) Text Dissection/Rebuilding Using Persuasive Text Strategy Flags
Suggested Graphic Organizers	Persuasive Strategies with Visual Symbols Did I Persuade You? Peer Evaluation Form
Suggested Anchor Charts	Persuasive Strategies Persuasive Structure Persuasive Language
Cross Curricular Connections	Health and Physical Education The Arts Science and Technology Mathematics

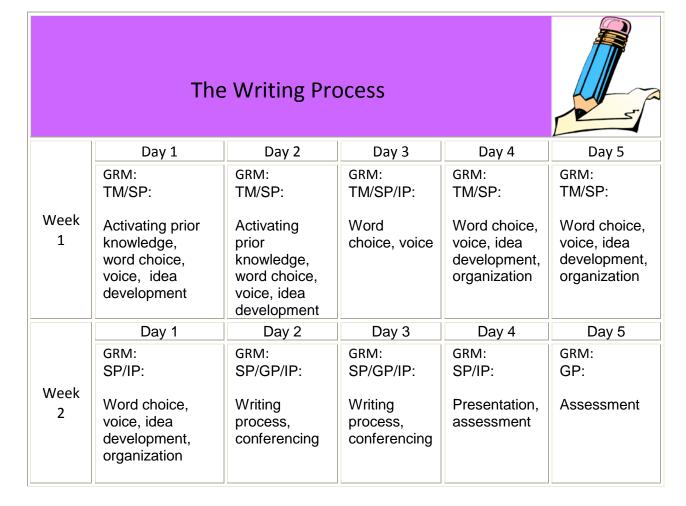
Day/Time	Gradual Release	Lesson
		Teacher arranges classroom indoor toys on the floor so that students can see the toys clearly. The teacher tells the students that they are going to make a graph to represent their favourite classroom toy. A tally is recorded, and a class graph is created. Based on the graph data, the 4 most popular toys are separated and the remaining toys are put away.
		Each toy is placed in a corner of the classroom. Of the 4 remaining toys, students (including the teacher) are asked to choose their favourite and move to that corner of the room. Introduce the 4 Corners Activity from <i>A Guide to Effective Literacy Instruction: Grades 4-6, Volume 1</i> (APPENDIX A).
		Once in groups, students are asked to discuss their reasons for choosing the toy they did. They are encouraged to think about descriptive words, including adjectives, verbs, sound words (onomatopoeia) and emotions. Once they have had some time for discussion, students will participate in a Graffiti Activity from A Guide to Effective Literacy Instruction: Grades 4-6, Volume 1 (APPENDIX A) and they will record their ideas on chart paper using a variety of writing tools. This activity will allow students to begin to develop persuasive word choice and ideas.
Day 1 50 min	TM, SP	Students will gather, with their Graffiti paper and share their ideas, trying to convince others that their toy is the best. The teacher should point out those examples that are strong models (ie – bolded words, subject-specific vocabulary).
		To wrap up this lesson, students will be asked to re-evaluate their choice of toy. They are asked to either return to their initial toy or, if they have been persuaded to change their mind, to walk to the new toy.
		After teacher observes movement, discussion follows as to why any changes were made. If there are not any students who move groups, the teacher should choose a different corner so that there is room to discuss how a group's argument has changed his/her mind.
		Teacher Prompt: "I noticed that Joey has moved. Joey, can you tell us what about that group's argument made you change your mind?"
		Once again, the teacher should ensure that those examples that are strong models (ie – bolded words, subject-specific vocabulary) are pointed out.
		Resources: A Guide to Effective Literacy Instruction: Grades 4-6, Volume 1

		APPENDIX A– 4 Corner Activity/Graffiti Activity Assortment of Classroom Toys Chart Paper Assorted Writing Tools
Day 2 40 min	TM, SP	Teacher Prompt: "You did a great job yesterday trying to convince others that the toy you chose was the most wonderful! Some of you used excellent word choice you used some great action/verbs, sounds, adjectives you also showed strong voice, even in the way you designed your words on our graffiti charts I could tell you felt strongly about your toy. Some of the sounds you used reminded me of a song that I heard as a child that's still popular today. You may have heard it yourself. The song is called "The Marvellous Toy" and it's been sung by many different entertainers. Here it is." Teacher can choose to sing the song, show the lyrics (a great, colourful version can be found in the Boldprint Magazine "Batteries Not Required", pgs. 36-37), download a YouTube video (many versions can be found) or play a CD (Fred Penner has a great version as well). After first introduction of the song, the lyrics can be shared and the students will enjoy singing along. Actions and expression should be encouraged. (APPENDIX D) Teacher then provides a variety of advertisement texts (ie — Sears Wish Book, sales flyers, Lego Magazines, Toy "R" Us Website) that children can search through (cut, print out) in order to gather samples of persuasive ads for the next day's activities. Resources: APPENDIX D — Tom Paxton's lyrics to "The Marvellous Toy" Any versions of "The Marvellous Toy" music (CD, YouTube) Document Reader (ie — ELMO) Computer Assorted Toy Ads Scissors
		Teacher Prompt: "Remember the song we heard yesterday. Who remembers the title? Today we are going to listen to the song again, but this time I'm going to ask you to visualize what you imagine this marvellous toy would look like what it would do how it would move just by listening to the words the songwriter has used. We'll listen a few times, so that we can record some of those words that have helped us to visualize."
Day 3 50 min	TM,SP, IP	Teacher plays the song once, while students close their eyes and visualize. When the song is played again, the teacher will pause and ask for words that can be added to a chart. Once the list is exhausted, the teacher will work with the students to categorize the words and will guide them to use the following groupings: verbs, adjectives, emotions, sound words. This anchor chart will be kept and displayed for further reference.
		As a follow-up and to reinforce the connection between word choice and visualization, the students will be invited to draw a

		picture of their version of 'the 'marvellous toy'. They will share their interpretations and talk about why they were drawn the way they were, referring to words in the song (ie – whirr may refer to a helicopter-type propeller).	
		When this is complete, the teacher will point out the word <i>marvellous</i> and suggest that the students come up with a list of synonyms for this word. This anchor chart will be kept for further reference.	
		Extension Activity: Using a thesaurus or dictionary to find synonyms for <i>marvellous</i> .	
		Resources: Thesaurus, Dictionary Collection APPENDIX D – Tom Paxton's lyrics to "The Marvellous Toy" Any versions of "The Marvellous Toy" music (cd, YouTube) Document Reader (ie – ELMO) Chart Paper Paper Writing Tools	
		Teacher Prompt: "All of this has really got me thinking about kids and their favourite toys it's even made me think about what my favourite toy was when I was your age! I would love to be able to bring that toy back and add it to our collection. Maybe if I write a convincing advertisement to a toy company they would bring that toy back and I could buy it for our classroom. Let me write about it!"	
Day 4-5	0 min TM, SP:		The teacher will model this, and during the writing will think aloud and incidentally incorporate the Persuasive Strategy Symbols by creating a 4-column anchor chart (BLM 1 and 2). The teacher will highlight that a good persuasive writer will: pull on heartstrings (use emotion), use data, use research/facts and quote experts/famous people. The teacher will show how strong word choice and voice is incorporated into these 4 strategies.
50 min each		The organization of a persuasive text will be outlined using the teacher's completed text. The deconstruction will be a KVA activity through the use of colour-coding the various parts of the text, either using markers or coloured paper/sticky notes. Colour-coded organization anchor charts will be created from this activity. Completed anchor charts will be displayed for future use.	
		Resources: BLM 1 - Persuasive Strategy Symbols Chart BLM 2 - Persuasive Strategy Symbols Document Reader (ie – ELMO) Chart Paper Coloured Paper/Sticky Notes Writing Tools	
Day 6	SP, IP	Teacher Prompt: "Today we're going to look over the persuasive advertisement I wrote yesterday. I have something	

40 min		that you can use to point out persuasive strategies that I have
		used. Do you remember the symbols we used on our strategy anchor chart? (Teacher points out symbols on chart and distribute student strategy flags).
		During this time, I would like you to use your strategy flags to recognize when I have used a strategy. When I am finished, if you notice that I have missed a strategy, or can add to what I already have, use your strategy flags to let me know.
		As well, I will be giving you each a rubric which summarizes all of our anchor charts. Please feel free to assess my text and we will share your thinking when I am finished."
		Once the discussion using the rubric is finished, the teacher will display the chart "Did I Persuade You?" (BLM 3) and ask students for their feedback.
		Resources: Grade 2 OWA Persuasive Rubric (revised without prompt details)
		BLM 3 - Did I Persuade You? BLM 2 - Persuasive Strategy Symbols
		Class Set - Student Strategy Flags Teacher-Created Persuasive Text
		All Anchor Charts
		Chart Paper Markers
		Document Reader (ie – ELMO)
		As a quick warm-up and review, students will use their strategy flags and indicate when they see a strategy used while the teacher shares one or two short examples or excerpts of persuasive writing. A few good mentor texts are: The Best Pet by Tony Stead, I Wanna Iguana by Karen Haufman Orloff and David Catrow, Hey Little Ant by Phillip and Hannah Hoose and Three Easy Steps to Getting a Dog by Melanie Joye (all of these are from Nelson's Literacy Place series).
Day 7-8		Teacher Prompt: "We have learned a great deal about persuasive writing. During the next 2 classes you will have the opportunity to write, revise and edit your writing."
40 min each	SP, GP, IP	Teacher gives the lesson prompt "Write an advertisement about a new toy that will persuade me to buy the toy" with the students and reminds them to use their anchor charts, strategy flags and persuasive rubric. They are also encouraged to organize their writing using the same colour-codes as the teacher model. This will allow students to see that they have included all necessary parts of a persuasive text.
		Students begin the writing process. Teacher will spend a great deal of time either supporting students individually or in small guided groups. As well, he/she may choose to teach a whole-class lesson on revising and editing. Conferencing throughout these 2 classes will be ongoing.

		As students finish their writing, they can begin the extension activity which will link art and literacy. They can choose any medium (ie – collage, paint, charcoal) to create a visual support that will enhance their opinion. Resources: All anchor charts used OWA Persuasive Rubric (revised without prompt details) Document reader (ie – ELMO) Paper Pencils Various Art Supplies Assistive Technology
Day 9 40 min	SP, IP	At the end of the process or as students finish revising and editing their work, student work will be shared within a whole group setting and discussed using the OWA revised rubric and the peer assessment "Did I Persuade You?" (BLM 3) provided. Resources: Grade 2 OWA Persuasive Rubric (revised without prompt details) BLM 3 - Did I Persuade You? Student Writing
Day 10 20+ min	GP	Assess completed student persuasive advertisements using the revised Grade 2 Persuasive OWA rubric and conference to provide feedback, especially to any students requiring additional support prior to OWA Task 3. Resources: Student Writing Samples/Rubrics
Next Steps		Administer Grade 2 OWA End of Year Task: Persuasive Advertisement
Reflections		



GRM = Gradual Release Model

TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.
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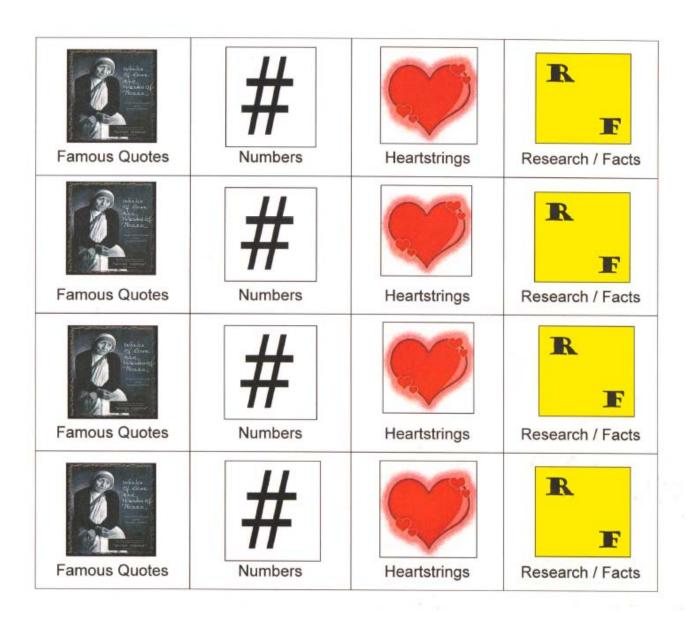
Lesson 2 End of Year – BLM 1:

Persuasive Strategy Flag Chart

To Cover	#		R
Famous Quotes	Numbers	Heartstrings	Research / Facts
d 10 strong words that w			

Lesson 2 End of Year – BLM 2:

Persuasive Symbols



Lesson 2 End of Year – BLM 3:

Did I Persuade You?

Name: Date:		
	Yes	No
1. You started with a strong beginning		
2. You provided at least three facts to support your argument		
3. Your facts were all written in an order that makes sense		
4. You used diagrams or drawings to support your opinion		
5. You ended up with a strong opinion		
6. I could hear your "voice" coming through when you read this out loud		
7. You convinced me - I agree!		
Suggestions to improve your writing:		

Lesson 2 End of Year – BLM 4:

Colour Coded Graphic Organizer

COLOUR-CODED PERSUASIVE ORGANIZER

Introduction:	
Reason 1:	Supporting Details:
Reason 2:	Supporting Details:
Reason 3:	Supporting Details:
Conclusion:	

Lesson 2 End of Year – Appendix A:

4 Corner Graffiti

Four Corners

"Four Corners" is a collaborative learning activity that gets students thinking about different points of view, and engages them in dialogue with others who have the same or differing viewpoints.

Method

- 1. Label the four corners of the classroom with four points of view (for example, "Agree", "Strongly Agree", "Disagree", and "Strongly Disagree").
- 2. Pose a question to the whole class.
- 3. Invite each student to go to the corner that best reflects his or her opinion about the question. Ask the students to share the reason for their choice with others in their corner possibly in smaller subgroups to ensure that everyone has an opportunity to be heard and to let the group reach consensus. Tell them to be ready to share the opinion of their group with the rest of the class.

For a similar activity, see "Value Line" in this appendix.

Graffiti

"Graffiti" is a collaborative activity that provides students with opportunities to brainstorm ideas, express their opinions and understanding about a topic and make connection s to their prior knowledge and experiences. Students work in groups to generate and record their ideas on chart paper. The strategy provides a safe environment for sharing information. It also allows students to build on the ideas of others.

Method

- 1. Before the lesson, decide how many groups there will be for the activity and then set that number of chart pages around the room. On each chart page, write a topic related to the assigned reading or writing task.
- 2. During the lesson, send each group to a chart page and tell them to quickly record all their thoughts about the topic. This might include examples, definitions, patterns, and/or drawings. Tell them not to take the time to read what other people have written.
- 3. After a short interval (two minutes) direct the students to rotate to the next chart page. Continue this process until everyone has been at each piece of paper.
- 4. Assign one group to each of the chart pages and tell them to do the following:
 - Read the information on the chart
 - Cluster the related ideas
 - Eliminate duplication
 - Reach a consensus about the main points that clearly represent the small group's thinking about the original question/statement
 - Appoint a spokesperson to share the main points with the whole group

Lesson 2 End of Year – Appendix B:

Persuasive Anchor Samples

PERSUASIVE ANCHOR CHARTS

PERSUASIVE TEXT ORGANIZATION

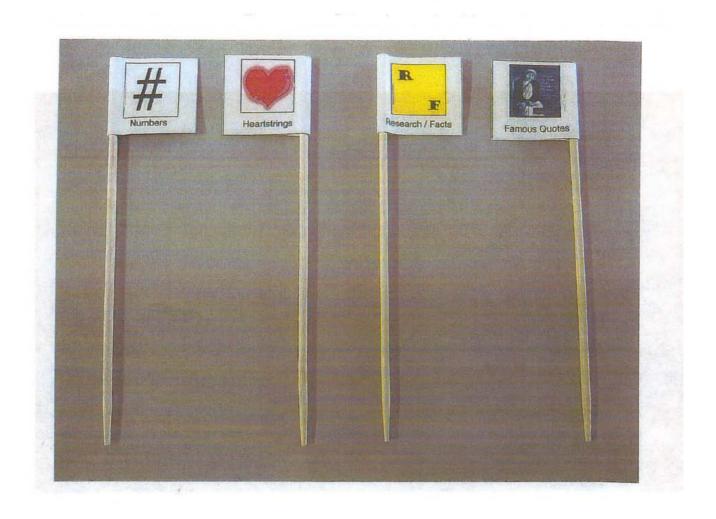
- 1. <u>INTRODUCTION</u> introduce topic and your viewpoint or opinion with a lead that will 'hook' the reader
- 2. <u>REASONS</u> list 2 or 3 reasons that support your viewpoint and support each reason with 2 or 3 details
- 3. <u>CONCLUSION</u> sum up your position or opinion on the topic in a way that makes the reader react

HOW TO PERSUADE ...

- Think about who your audience is
- State your opinion or your position (for/against) or your feelings about an issue
- Share at least 3 reasons and give details
- Research/Facts Share facts and research
- Tild you can, use some numbers or data to back up your opinion
- Include quotes or feelings from others who feel the same way as you
- Pull on your readers'
 heartstrings make them
 understand how you feel
- Use strong word choice
- Use connecting words to show sequence

Lesson 2 End of Year – Appendix C:

Flags Photo



Lesson 2 End of Year – Appendix D:

The Marvellous Toy Lyrics

The Marvellous Toy

When I was just a wee little lad
Full of health and joy
My father homeward came one night
And gave to me a toy.
A wonder to behold it was,
With many colours bright
And the moment I laid eyes on it,
It became my heart's delight.

It went zip when it moved,
And bop when it stopped
And whirr when it stood still
I never knew just what it was
And I guess I never will.

The first time that I picked it up
I had a big surprise

For right on its bottom were two green buttons
That looked like big green eyes.

I first pushed one and then the other,
And then I twisted its lid

And when I set it down again

Here is what it did:

It went zip when it moved,
And bop when it stopped
And whirr when it stood still
I never knew just what it was
And I guess I never will.

It first marched left and then marched right
And then marched under a chair
And when I looked where it had gone,
It wasn't even there.
I started to cry and my daddy laughed,
For he knew that I would find
When I turned around, my marvellous toy
Would be chugging from behind.

It went zip when it moved,
And bop when it stopped
And whirr when it stood still
I never knew just what it was
And I guess I never will.

Well the years have passed too quickly it seems

And I have my own little boy

And yesterday I gave to him my marvellous little toy.

His eyes nearly popped right out of his head,

He gave a little squeal of glee

Neither one of us knows just what it is

But he loves it just like me!

It still goes zip when it moves,
And bop when it stops
And whirr when it stands still
I never knew just what it was
And I guess I never will.

By Tom Paxton

Grade 3

Lesson Name	Narrative Writing and Invisible Heroes
Grade/Timeline	Grade 3 – Start of Year
Expectations	Oral Communication: Speaking to Communicate 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions and information in a logical sequence Reading: Reading for Meaning 1.7 identify specific elements of text and explain how they contribute to the meaning of the text Reading: Understanding Form and Style 2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, an informational text such as a nature magazine Writing: Developing and Organizing Content 1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns Writing: Using Knowledge of Form and Style in Writing 2.1 write short texts using a variety of forms 2.3 use words and phrases that will help convey their meaning as specifically as possible
Catholic Graduate Expectations	CGE3c thinks reflectively and creatively to evaluate situations and solve problems CGE4g examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities CGE5d finds meaning, dignity, fulfillment and vocation in work which contributes to the common good CGE7j contributes to the common good
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Narrative
Genre	Fantasy/Humour/Adventure
Format	Story
Lesson Prompt	With God's help any of us can be a hero and make the world a better place.
Materials/Resources	Really Big Book of Bible Story Coloring Pages (Reproducibles) BLM 1 – The Good Samaritan picture

	BLM 2 – The Good Samaritan text BLM 3 – The Lost Sheep picture BLM 4 – The Lost Sheep text BLM 5 – The Shape-GO! Map APPENDIX A – Narrative Organization/Language Anchor Grade 3 OWA Narrative Rubric (revised without prompt details) Bible: The Lost Sheep (Matt 18:10-14/Luke 15:3-7), The Good Samaritan (Luke 10:25-37) Wilson, Troy. (2004). Perfect Man. Washington: Orca Book Publisher Benson, Vicki and Cummins, Carrice. (2000). The Power of Retelling: Developmental Steps for Building Comprehension. Toronto: Wright Group/McGraw Hill http://www.ottawacatholicschools.ca/and/media.php?mid=35618 (Smart-GO!) https://mail.cdsbeo.on.ca/exchweb/bin/redir.asp?URL=http: //www.pvsd.org/modules/groups/homepagefiles/cms/13384 133843/File/Elementary%2520Curriculum%2520Night.pdf?sessio (Smart-GO! Fiction and Non-Fiction Use – pages 7, 8, 12-15) Chart Paper Markers Highlighters Pencils Construction Paper (Green, Yellow, Red, Pink) Scissors Sticky Notes Document Reader (ie – ELMO)
Assessment Task	You wake up one morning and discover that you are a hero. Write a narrative about the time your actions made a positive difference in someone's life.
Differentiation	Topic Choice (KVA) Text Dissection and Rebuilding (Shape-GO! Map) Assistive Technology/Scribing Teacher Scaffolding
Suggested Graphic Organizers	Shape-GO! Map
Suggested Anchor Charts	Narrative Organization/Language Anchor Chart Shape-Go Map Superhero Traits Hero/Actions Charts Grade 3 OWA Letter/Report Rubric (revised without prompt details)
Cross Curricular Connections	Religious and Family Life Education During 'hero' discussions connections may be made to other subject areas such as Science and Technology, Social Studies, and Health and Physical Education

Day/Time	Gradual Release	Lesson
Day 1 30 Min.	TM, IP, SP	Teacher Prompt: "How many of you know what a superhero is? Let's share the names of some superheroes who we're familiar with, as well as the powers that we feel make them superheroes." At this time, the teacher can have students pair/share to generate ideas. Then the teacher will record ideas on chart paper divided into 2 columns: Superhero and Power. Student responses might include: Superman – Ability to fly, Spiderman – Ability to spin webs to capture villains, etc. Teacher Prompt: "Now that our chart is complete, I would like you to think about what these superheroes all have in common?" Teacher guides the discussion so that students will understand that all superheroes strive for the common good. Teacher Prompt: "At this time, I would like to share a story with you. But first, there's something I'd like you to remember. Another word for story is narrative. I will be asking you to recall this word over the next few weeks as we look at more stories. I will write the word on the board, and I would like us to try to use the word narrative each time that we want to use the word story. While we read, let's see if we can identify a superhero or powers we already have on our chart, or if we can add a new superhero or powers to our chart". Using the Good Samaritan picture (BLM 1), teacher asks students to first make a prediction as to what they think will happen in this story and allows for shared discussion. Teacher prompt: "As I read the narrative that goes with your picture, think about how this narrative links with our discussion about superheroes. Do any of the characters have powers are any of the characters superheroes? Feel free to highlight any of the text that supports your thinking." Teacher Prompt: "Now that I have read the text and you have highlighted what you consider to be important, we will reread it together; however, you will only join in and read the parts you have highlighted. This way we can see if we share similar thoughts and ideas."

Teacher Prompt: "Now that we've read together, let's talk about the characters and events in this *narrative*. I asked you to consider the following questions. Do any of the characters have powers ... are any of the characters superheroes?" Discussion should reveal that superheroes are different from heroes in some ways, but similar in others. The average human cannot be a superhero because they lack "super powers". But the average human can be a hero because, like superheroes, they possess certain traits that push them to do good. Both heroes and superheroes are selfless, not selfish. **Extension Activity:** Homework 'think-about' assignment. **Teacher Prompt:** "Retell the narrative of the Good Samaritan to your parents and try to make some real-life connections. Be prepared to tell your classmates about another hero who has done something good ... a family member, a friend, someone you've heard about in the news." Resources: BLM 1 & 2: The Good Samaritan (text and picture) from The Really Big Book of Bible Story Coloring Pages (pg 227-228) or Bibles: The Good Samaritan (Luke 10:25-37) Chart Paper Markers Highlighters Post-it Notes Document Reader (ie – ELMO) **Teacher Prompt**: "Can anyone recall the word that I introduced to you yesterday and that I asked you to use instead of using the word story?" Ensure that the word narrative is revisited." **Teacher Prompt:** "Now, let's recall our discussion about superheroes and heroes. Can someone volunteer to share with us an example of a hero who was discussed at home, and we can talk about why that person is a hero." Follow-up discussion should review yesterday's ideas. Teacher will create a 2-column Hero - Actions/Verbs chart to provide students with a word bank of "do-gooder" verbs (word choice). Day 2 30 SP, GP **Teacher Prompt:** "Now that we've looked at "do-gooder" verbs, Min. I'd like to give you another narrative. The title of this narrative is Jesus Tells the Story of the Lost Sheep. Is this a story you've heard before? Where do you think this narrative comes from?" Students should recall that these are popular parables that they would have seen last year when they prepared for their sacraments. **Teacher Prompt:** "Read today's text with your elbow partner and on sticky notes, record who the hero is, and any "do-gooder" verbs. You will have 5 minutes to do this. Then you will share by placing your stickies on our Hero – Verbs chart.

		Class sharing and discussion. Resources: BLM 3 & 4: The Lost Sheep (text and picture) from The Really
		Big Book of Bible Story Coloring Pages (pg 223-224) or Bible: The Lost Sheep (Matt 18:10-14/Luke 15:3-7) Chart Paper Markers Highlighters Sticky Notes
		Document Reader (ie – ELMO)
		Teacher Prompt: "Today we are going to revisit a narrative that we looked at a few days ago. We are going to reread the <i>Good Samaritan</i> and talk about the features that make it a <i>narrative</i> ."
		Teacher will post the four shapes from the Shape-GO! Map (BLM 5) on the board, distribute coloured construction paper and scissors, and ask the students to duplicate the shapes in the same colours as the originals. Once all students have cut out their set of shapes, the teacher will model how the parts are used.
		Teacher Prompt : "The first shape, the green inverted triangle, will represent the beginning of the narrative. The triangle has 3 corners to remind us that there are 3 important details that make up the beginning of a narrative: characters, setting, and problem or conflict. Please write the word "beginning" in the middle of your triangle. On one corner, write the word "character". On another corner, write the word "setting", and on the bottom corner, the word "problem".
Day 3 50 Min.	TM, GP	The second shape, the yellow rectangle, represents the middle of the narrative. It has 4 corners to remind us that there are a series of events that move the story along. Please write the word "middle" in the middle of your rectangle. On each corner, write the word "event".
		The third shape, the red circle, represents the end of the narrative. This is where the problem is usually solved. Please write the word "end" in the middle of your circle.
		The last shape, the pink heart, represents how we, the readers, connect personally to the author's message or purpose. Please write the word "personal connections" in the middle of your heart.
		At this point let's listen to the <i>Good Samaritan</i> and using our retell shapes we'll identify the parts of this narrative. As I read, let's use our sticky notes to record the parts of the narrative that we find. You only need to jot it down in point form, not complete sentences. We'll be doing this together, and later you will try one on your own."

		Together, the teacher and students deconstruct the text, jot key points onto sticky notes and add sticky notes to the appropriate shapes. This model will remain posted for future reference. The teacher will retell the narrative using the sticky notes, and invite students to participate in this oral retell. It will be important for the teacher to ensure that the "heart" shape reflects the "hero" theme back to the author's purpose. Resources: BLM 1 & 2: The Good Samaritan (text and picture) from The Really Big Book of Bible Story Coloring Pages (pg 227-228) or Bibles: The Good Samaritan (Luke 10:25-37) BLM 5 – Shape-GO! Map template Construction Paper (Green, Yellow, Red, Pink) Scissors Markers Sticky Notes
Day 4 60 Min.	TM, SP, GP	Teacher begins by displaying a blank Shape-GO! Map (BLM 5), but with the shapes in the wrong order, in an effort to show the importance of why the shapes go in the order they do. Teacher Prompt: "Who remembers this map from yesterday? Does anyone notice anything about the map that is the same or different?" Students will recall the shapes and colours and purpose, but should point out that the shapes are in the wrong order. Teacher Prompt: "Now that our map is back into order, let's use it with this next story. While I read, I would like you to think about our Shape-GO! Map, as well as the hero theme we have been discussing for the last few days". Teacher reads aloud, pausing to discuss and highlight aspects of the text, and to allow students to record details on sticky notes and fill in their Shape-GO! Maps. Teacher guides methodically, ensuring that all students come to a clear understanding of how to deconstruct a longer text using the Shape-GO! Map. Resources: "The Perfect Man" by Troy Wilson and Dean Griffiths BLM 5 - Shape-GO! Map (teacher and student copies) Sticky Notes Pencils Document reader (ie – ELMO)
Day 5 40 Min	TM, SP	Teacher Prompt: "Now that we have seen examples of narratives and we have deconstructed them to look at their features, it's time to practise writing a narrative. We used our Shape-GO! Map to deconstruct a narrative, but we can also use it to help us plan to write a narrative. To help you out, I am first going to model to show you how I use the map as a way to help me organize my ideas and thinking.

		Keeping in mind the topic of heroes, I thought it would be interesting for us to think about times we have demonstrated heroic qualities or actions in our own lives. Let's, as a group, try to recall times when we feel we may have acted like a hero remember, anyone can be a hero let's think about our hero/action chart when we're trying to come up with ideas." Student Talk: Students may include ideas such as: befriending a new student, stopping a bully, saving a caterpillar, helping a neighbour with yard work, saving pennies for a penny drive Teacher will either include a personal idea or choose a student's idea (perfect opportunity for scribing for an identified student) for modeling purposes. As the teacher thinks aloud/writes, he/she will introduce the anchor chart which outlines the language used in a narrative (APPENDIX A). The teacher will discuss and give examples of: sensory, figurative, transitional, and 'point of view' vocabulary. He/she will model the writing on chart paper, using markers whose colours correspond to the shape colours. Resources: BLM 5 – Shape-GO! Map Hero/Action chart APPENDIX A – Narrative Organization/Language Anchor Chart Chart paper Markers
Day 6 30 Min.	SP, IP	Teacher will provide each student with a typed copy of yesterday's teacher-created narrative, ensuring that the 4 sections identified the previous day are out of order. The purpose of the lesson is to show the importance of order in narrative writing. Teacher Prompt: "I have given each of you a copy of the narrative that we wrote yesterday, but today your job is to read it, either alone or with a partner and to highlight any language that we said was necessary for good narrative writing. I will give you an example and then you can work on your own." Teacher will then point out an example of a word that fits the categories provided on the anchor chart, making reference to the anchor chart that is still displayed in the classroom. Student Talk: As the students work to find words or phrases, they should notice that the text is out of order. Once this is discovered, a discussion will follow that highlights order importance and how transition words help to move the story along in a sequential manner. Students will be asked to cut the text into paragraphs and then to re-order them back into their proper order. Once assembled, they can be glued onto paper for future reference.

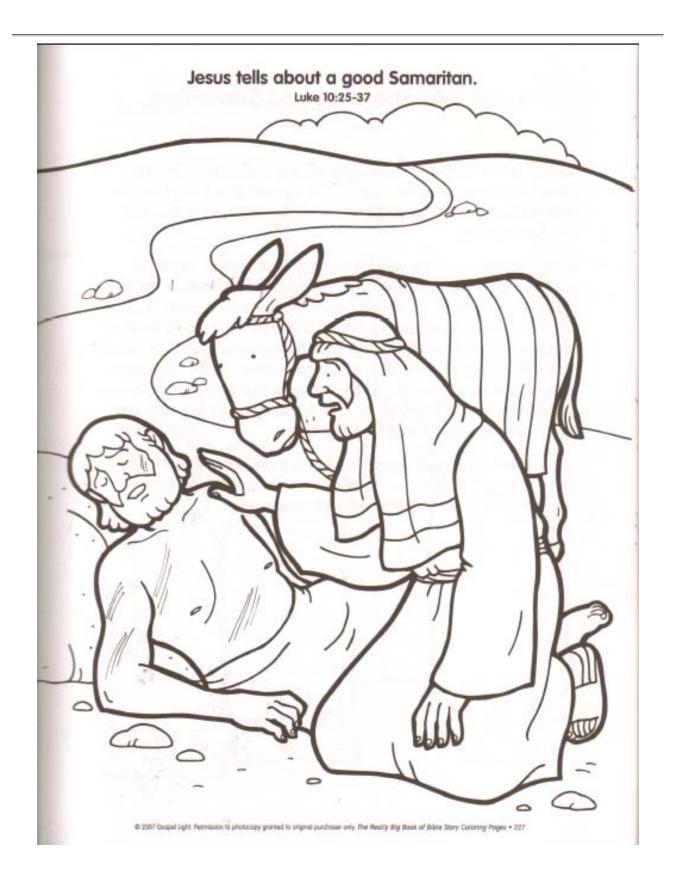
		Resources: Typed copies of Teacher-Created 'Out of Order' Narrative Original Chart Paper Teacher-Created Narrative Scissors Highlighters
Day 7 / 8 40 Min each	GP, SP, IP	Teacher reviews the lesson prompt with the students and reassures them that they can use their previous brainstorming and graphic organizers to assist them. The teacher should also quickly refer to the anchor charts and will also provide students with a copy of a revised OWA narrative rubric or a teacher-created rubric. Student-teacher conferencing will be ongoing. At the end of the process or as students finish revising and editing their work, student work will be shared within a whole group setting and discussed using the rubrics provided.
		Resources: All anchor charts used Grade 3 OWA Letter/Report Rubric (revised without prompt details) Document reader (ie – ELMO) Paper Pencils
Day 9	GP	Assess completed student narratives using the Grade 3 OWA Narrative Rubric (revised without prompt details) and conference to provide feedback, especially to any students requiring additional support prior to OWA. Resources:
		Student Writing Grade 3 OWA Narrative Rubric (revised without prompt details)
Next Steps		Assess Grade 3 OWA Beginning of Year Task and provide feedback to students on their strengths and areas of need. Continue to refer to anchor charts throughout the year, especially to compare text forms. There are many great books that can further develop the idea of "heroism", such as: Welborn, Amy. (2003). The Book of Heroes: Stories of Catholic heroes and saints throughout history. Chicago, Ilinois: Loyola Press. Trottier, Maxine (2007). Canadian Heroes: Scholastic Canada Biographies. Toronto: Scholastic Canada Ltd. Cottringer, Anne (2008). Eliot Jones, Midnight Superhero. Toronto: Scholastic Canada Ltd West, Tracey (2006). Everyone's Hero, The Movie Storybook. New York: Penguin Group, USA Inc. O'Neill, Alexis (2002). The Recess Queen. New York: Scholastic Press. Fleischman, Paul. (1999). Weslandia. Cambridge, Massachusetts: Candlewick Press. Sendak, Maurice. (1991). Where the Wild Things Are. Harper Collins Publishers.
Reflections		

The Writing Process Day 1 Day 3 Day 2 Day 4 Day 5 GRM: GRM: GRM: GRM: GRM: TM/SP: GP/SP: MP/GP: TM/SP: TM/SP: Week 1 Activate prior Activate prior Organization Activate prior Idea knowledge, knowledge, knowledge, development, idea word choice organization organization, development word choice Day 1 Day 2 Day 3 Day 4 Day 5 GRM: GRM: GRM: GRM: GRM: SP/IP: IP: SP/IP/GP: SP/IP/GP: GP: Organization, Writing Writing Conferencing, OWA task Week 2 word choice process, process, assessment conferencing, conferencing, presentation presentation

GRM = Gradual Release Model

GRM = Gradual R	telease Model
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)

Lesson 3 Start of Year Resources – BLM 1: Good Samaritan Picture



Lesson 3 Start of Year Resources – BLM 1: Good Samaritan Text

Jesus tells about a good Samaritan.

Luke 10:25-37

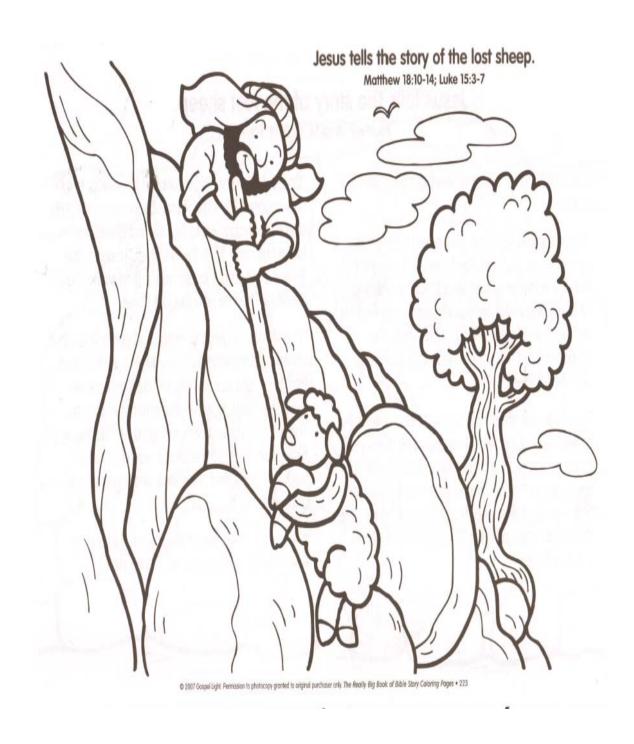
Jesus told this story: A man was going from Jerusalem to Jericho when he got hurt by some robbers. The robbers took everything the man had and beat him up. Then they went away, leaving him hurt and almost dead.

A priest happened to be walking down the same road. When he saw the man, he passed by on the other side of the road. A Levite (a helper in the Temple) also walked by and saw the hurt man. The Levite didn't help the man either. But then a Samaritan man came to where the man was. The Samaritan saw that the man was Jewish. He knew that Jews and Samaritans did not like each other. But the Samaritan stopped to help. He bandaged the hurt man's sores and put the man on his own donkey. The Samaritan took him to an inn. He even paid the innkeeper to take care of the hurt man!

Jesus asked, "Who was a neighbour to the man who got hurt?" The one who was a neighbour was the one who helped the hurt man.

Jesus wants everyone to help others the same way.

Lesson 3 Start of Year Resources – BLM 3: Lost Sheep Picture



Lesson 3 Start of Year Resource – BLM 4:

Lost Sheep Text

Jesus tells the story of the lost sheep.

Matthew 18: 10-14; Luke 15 3-7

Jesus told a story about a shepherd who had 100 sheep.

"This shepherd loved his sheep and took good care of them. The shepherd carried a long stick called a staff. If a sheep would start to walk too far away, the shepherd tapped the sheep with his staff so it would come back. Sometimes the shepherd used the staff to help a sheep get up after it had fallen."

"Every day, the shepherd counted his sheep as he let them out of the fold. He counted all 100 sheep and made sure they were there. Then he led his sheep out to the hillsides so that they could eat green grass. The sheep drank cool water, too. The shepherd made sure the sheep had enough to eat and drink."

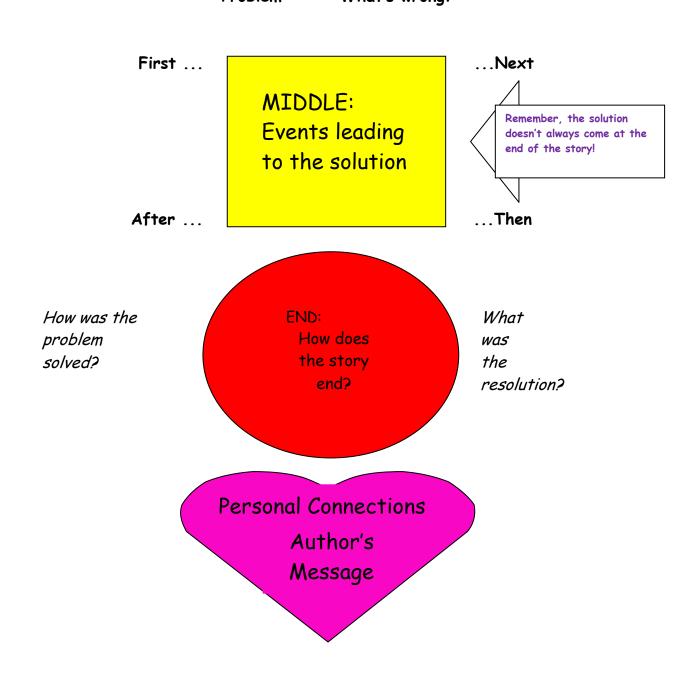
"One day, the shepherd counted his sheep, but he only counted 99! One of the sheep was gone! The shepherd hurried off to find his lost sheep. He looked all over! Then the shepherd heard a little 'BAAAA!' Then he saw the lost sheep."

"The shepherd reached down and gently lifted the sheep up from where it was stuck. The shepherd laid the sheep across his shoulders. He carried the sheep back to where the other sheep were. The good shepherd was very glad he had found his lost sheep! And the sheep was glad to be back with the good shepherd who always loved and cared for it."

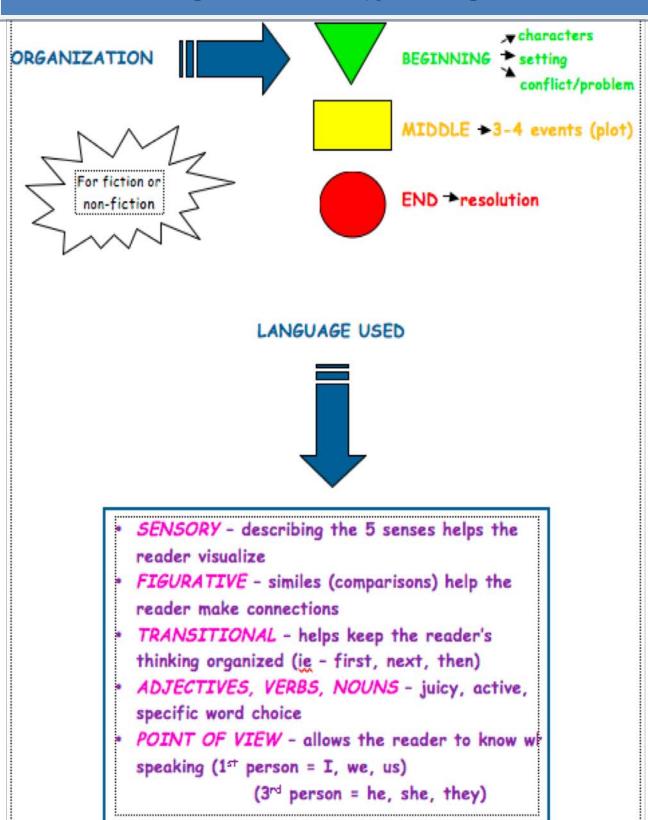
"God loves us like that," Jesus said. "He is glad when we accept His love and obey Him."

Lesson 3 Start of Year – Appendix A:

Shape GO! Map BEGINNING Characters - WHO? Setting -Where? When? Problem - What's wrong?



NARRATIVE ORGANIZATION/LANGUAGE ANCHOR



Lesson Name	Reporting Through a Friendly Letter
Grade/Timeline	Grade 3 – Mid Year
Expectations	Oral Communication: Speaking to Communicate 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large group discussions Reading: Reading for Meaning 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details Reading: Understanding Form and Style 2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, an informational text such as a nature magazine Writing: Developing and Organizing Content 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns
Catholic Graduate Expectations	CGE1d develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good CGE2c presents information and ideas clearly and honestly and with sensitivity to others CGE3f examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society CGE4a demonstrates a confident and positive sense of self and respect for the dignity and welfare of others CGE7h exercises the rights and responsibilities of Canadian citizenship
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Report
Genre	Information Piece
Format	Letter
Lesson Prompt	During buddy reading, share/read a report about an animal you are interested in. Later, write a letter to the Grade 2 class, reporting back to him/her about the information you have learned.
Materials/Resources	Grade 3 Scholastic Literacy Place for the Early Years; Read Aloud Texts: Bats Strange and Wonderful or Pigs Aren't Dirty, Bears

	Aren't Slow (see also variety of shared and guided report format texts listed in the Grade 3 Literacy Place Writing Guide) Collection of Animal-Themed Report-Style Texts for Self-Selected Buddy Reading BLM 1 – Report Graphic Organizer APPENDIX A – "5 Parts of a Letter" Teacher-Created Task Outline Letter Teacher-Created Sample Report/Letter 3-Column Report Language Chart Grade 3 OWA Letter/Report Rubric (revised without prompt details) Document Reader (ie – ELMO) Acetate Envelopes Chart Paper Markers Highlighters Sticky Notes Pencils Writing Paper Assistive Technology Availability (if needed)
Assessment Task	The fire chief is coming to your school to meet and introduce himself to this year's students. Write a welcome letter to the fire chief. In it, report fire safety rules and routines of the class.
Differentiation	Topic Choice (KVA) Text Dissection and Rebuilding Assistive Technology/Scribing Teacher Scaffolding
Suggested Graphic Organizers	Report Graphic Organizer
Suggested Anchor Charts	Report Organization Report Language Parts of a Letter Teacher Task Letter Grade 3 OWA Letter/Report Rubric (revised without prompt details)
Cross Curricular Connections	Health and Physical Education Science and Technology

Day/Time	Gradual Release	Lesson
		Teacher introduces a mentor text which is a report, but does not inform the students of the text format before reading. (Some examples of excellent report read alouds can be found in the Grade 3 Literacy Place program. See examples listed below of those titles, along with a variety of others).
		Teacher Prompt : "Now that I have read the book, what can you tell me about its format? Would you say this book is written as a letter? As a list? As a poem? As a readers' theatre? As a narrative?"
		Student Talk: Students will not likely know the word "report", but they should be able to state that the text is a non-fiction and identify some of the non-fiction features. Teacher should introduce the word report, clarify its meaning, and record this information on chart paper.
		Teacher Prompt : "Now let's look at the same text, but a little more closely. A report looks different than some of the other text forms we are used to. What about how a report begins what do you notice?"
Day 1 60 Min.	TM, SP	Teacher guides the students through the various organizational features of a report and at the same time creates a colour-coded graphic organizer on chart paper. Use the same colour of marker for the introductory and summary statements to show their connection to each other, and use a separate colour to highlight the chunks of details/facts (BLM 1).
		Teacher will use a document reader (ELMO) and have a copy of the text or acetate over the original text that can be highlighted and written on. Teacher must ensure that the organizational features are discussed and that examples from the text are transferred to a copy of the report graphic organizer. Organizational features should include: opening statement, series of facts, information grouped in logical chunks, summary statement.
		Resources: Grade 3 Scholastic Literacy Place for the Early Years – Read Aloud Texts: Bats Strange and Wonderful or Pigs Aren't Dirty, Bears Aren't Slow (see also variety of shared and guided report format texts listed in the Grade 3 Literacy Place Writing Guide) Chart Paper Markers Highlighters Photocopied portion of read aloud text or acetate Document Reader (ie – ELMO) BLM 1 – Report Graphic Organizer

Day 2 20 Min.	TM, SP, GP	Teacher Prompt: "As we continue studying reports, we will at some point be writing reports of our own. We have gathered some key information that we'd like to include in our report; however, that information alone is not enough to make it a quality report. Today, we are going to look at the language used to communicate a report." Using the same text as the last 2 days, the teacher guides the students to identify key language components and transfer examples from the text to a class-created 3-column chart. Language features should include: usually written in present tense, some action verbs, subject-specific or technical vocabulary rather than imaginative.
		Resources: The same text used on Days 1 and 2 Chart paper Markers Highlighters Document Reader (ie – ELMO)
Day 3 40 Min.	TM, SP	Students will be asked to do a choral reading of a teacher-created letter. The letter will invite students to share/read, with a reading buddy, a report about an animal they are interested in. They will then write a letter with their reading buddy, reporting to the grade 2 students about the information they have learned. These letters will help the grade 2 students as they study animals and habitats in science. This letter will also enable the teacher to review parts of a friendly letter with students. To help students remember the parts and order of the parts in a letter, display "5 Parts of a Letter" (APPENDIX A) and have the students sing and gesture to the tune of "Head and Shoulders, Knees and Toes". Teacher Prompt: "I would like to take the graphic organizer that we completed 2 days ago and write a letter to you, reporting on what I've learned. This will help you to better understand how to complete your own writing task." Teacher models how to transfer the information gathered on the reporting graphic organizer to letter format. Following this, provide students with a variety of animal-themed report text samples. Students choose a selection for the next
		day's buddy reading session. Resources: Teacher-Created Task Outline Letter APPENDIX A – "5 Parts of a Letter" A selection of animal-themed report texts Chart paper Markers

Day 4 40 Min.	SP, GP	Buddy reading session (preferably with an older group of students). Teacher ensures that reading partners are familiar with the purpose of the reading session by reading yesterday's letter and asking partners to review related anchor charts. Students share/read, take jot notes with stickies, complete report graphic organizers and begin writing task. Resources: BLM 1 – Report graphic organizer APPENDIX A – "5 Parts of a Letter" Teacher-Created Task Outline Letter 3-column Report Language Chart A selection of animal-themed report texts Sticky notes Pencils
Day 5 40 Min.	SP, GP, IP	Teacher Prompt: "As you continue to work on your writing, I'd like to give you each a rubric that will include each of the language and organizational features that are highlighted on our anchor charts and that we have been discussing over the last week." The teacher will quickly review the rubric. Students work independently on their writing task while teacher conferences to provide support and feedback where needed. Resources: Grade 3 OWA Letter/Report Rubric (revised without prompt details) Paper Pencils Assistive technology All anchor charts Student's self-selected texts (reports)
Day 6 40 Min.	SP, GP	At the end of the process or as students finish revising and editing their work, student work will be shared within a whole group setting and discussed using the rubrics provided. Completed letters and student-addressed envelopes may then be sent by in-house mail to the grade 2 students. Resources: Student letters Envelopes Grade 3 OWA Letter/Report Rubric (revised without prompt details) All anchor charts Assistive technology
Day 7 – 8 40 Min. each	SP, IP, GP	Teacher Prompt: "We have a special surprise. The fire chief is coming to our school to meet and introduce himself to us. I would like you to write a welcome letter to Firechief In it, I would also like you to report on the fire safety rules and routines of our class. You will be able to use all of what you have learned

Next Step	s	students on their strengths and areas of need. Have students address envelopes for the local fire chief or fireman, then follow-up with a visit so that the students can share their letters with him/her. Continue to refer to anchor charts throughout the year, especially to compare text forms.
Day 10 40 Min.	IP	Administer Grade 3 OWA Mid-Year Task: Friendly Letter/Report about Classroom Rules/Routines Assess Grade 3 OWA Mid-Year Task and provide feedback to
Day 9 40 Min.	GP	Assess completed student letter/report using the Grade 3 OWA Letter/Report Rubric (revised without prompt details) and conference to provide feedback, especially to any students requiring additional support prior to OWA. Resources: Student Writing Grade 3 OWA Letter/Report Rubric (revised without prompt details)
		Teacher will take a few moments to review the fire safety rules and routines that were discussed during Fire Safety Month (Sept-Oct). If needed, read a mentor text about fire safety. Also, remind students of anchor charts related to letter and report writing. Teacher Prompt: "We have learned a great deal about report and letter writing. During the next 2 classes you will have the opportunity to write, revise and edit your writing." Students begin the writing process. Teacher will spend a great deal of time either supporting students individually or in small guided groups. As well, he/she may choose to teach a whole-class lesson on revising and editing. Conferencing throughout these 2 classes will be ongoing. At the end of the process or as students finish revising and editing their work, student work will be shared within a whole group setting and discussed using the rubrics provided. Resources: All anchor charts, graphic organizers and rubric Assistive technology Paper Pencils



The Writing Process

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	GRM: TM/SP: Activate prior knowledge, organization	GRM: TM/SP/GP: Word choice	GRM: SP/TM: Activating prior knowledge, organization	GRM: SP/GP: Organization, word choice, idea development	GRM: SP/GP/IP: Word choice, organization, writing process, conferencing
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2	GRM: SP/GP: Writing process, presentation, assessment	GRM: IP/SP/GP: Activating prior knowledge, writing process, conferencing	GRM: IP/SP/GP: Writing process, conferencing, presentation	GRM: GP: Conferencing, assessment	GRM: IP: OWA task

GRM = Gradual Release Model

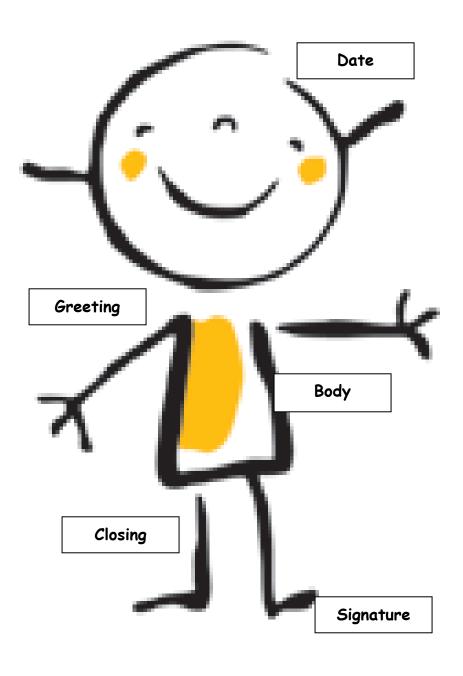
GRM = Gradual R	Release Model
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.
SP = Shared Practice	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.
GP = Guided Practice	Many writers' pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)

Lesson 3 Mid Year – BLM 1: Report Organizer

COLOUR-CODED REPORT GRAPHIC ORGANIZER

Introductory Statement Fact #1 with detail/support Fact #2 with detail/support Fact #3 with detail/support Concluding Statement

Parts of a Letter
Sung to the tune of 'Head & Shoulders, Knees & Toes'



Lesson Name	Did I Persuade You?
Grade/Timeline	Grade 3 – End of Year
	Oral Communication: Speaking to Communicate 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions and information in a logical sequence 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience
	Reading: Reading for Meaning 1.8 express personal opinions about ideas presented in texts 1.9 identify the point of view presented in a text and suggest some possible alternative perspectives
Expectations	Reading: Understanding Form and Style 1.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts
	 Writing: Developing and Organizing Content 1.2 identify the topic, purpose, audience, and form for writing 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources
	Writing: Using Knowledge of Form and Style in Writing 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view Media Literacy: Understanding Media Texts 1.3 express personal opinions about ideas presented in media texts
Catholic Graduate Expectations	CGE2c – presents information and ideas clearly and honestly with sensitivity with others CGE3c – thinks reflectively and creatively to evaluate situations and solve problems CGE4h – participates in leisure and fitness activities for a balanced and healthy lifestyle CGE6a – relates to family members in a loving, compassionate and respectful manner
Achievement Categories	Knowledge and Understanding Thinking Communication Application
Text Form	Opinion Writing (Persuasive Exposition)
Genre	Information Piece
Format	Speech
Lesson Prompt	Your city council has decided to open a new zoo. The mayor is looking for feedback from the community as to which animals should be included in the zoo. You must present your argument at the next

	city council meeting. In your speech, persuade city council to choose your animal.
Materials/Resources	"Canada's Ice Hotel" from Scholastic Moving Up with Literacy Place, Grade 4 Shared Reading (multiple copies) or any other kid-friendly travel brochure Stead, Tony. (2000). Should There Be Zoos? A Persuasive Text. New York: Mondo Publishing. Trehearne, M. P. (2006). Comprehensive Literacy Resource for Grade 3-6 Teachers. Toronto: Nelson Canada. Corner Chart Paper Corner Labels (agree, strongly agree, disagree, strongly disagree) BLM 1 – Persuasive Strategies Anchor Chart BLM 2 – Persuasive Strategy Flag Symbols BLM 3 – Did I Persuade You? BLM 4 – Colour-Coded Persuasive Graphic Organizer APPENDIX A – 4 Corners/Graffiti Activity (A Guide to Effective Literacy Instruction: Grades 4 to 6, Volume 1, page 129-130) APPENDIX B – Persuasive Strategy Flags Photo APPENDIX C- Persuasive Organization/Language Anchor Charts Grade 3 OWA Persuasive Rubric (revised without prompt details) Document Reader (ie – ELMO) Markers Chart Paper Various Art Supplies
Assessment Task	Your parents are planning a trip for summer vacation. Decide where you would like your family to go. Write a speech to persuade your family to agree with your choice.
Differentiation	Topic Choice Assistive Technology/Scribing (KVA) Text Dissection/Rebuilding Using Persuasive Text Strategy Flags
Suggested Graphic Organizers	Persuasive Strategies with Visual Symbols Did I Persuade You? Peer Evaluation Form
Suggested Anchor Charts	Persuasive Strategies Persuasive Organization Persuasive Language
Cross Curricular Connections	Art Science and Technology Social Studies

Day/Time	Gradual Release	Lesson
		Teacher chooses a travel brochure (eg – "Canada's Ice Hotel" from Scholastic Moving Up with Literacy Place, Grade 4 Shared Reading) to introduce the persuasive text form to students. Teacher Prompt: "We are looking at a different text form today, using this travel brochure. First off, what is the purpose of a travel brochure?"
		Teacher will guide students to point out that brochures are used to convince people to go to the place that is being described. The teacher will introduce persuasive writing and its definition, clarifying that persuasive texts are presented in a wide variety of formats (ie – brochures, letters, and speeches). Teacher reads the title and front cover of the brochure, asks students if they have ever stayed in a hotel with their family to draw on their own experiences.
		Teacher Prompt : "Would you want to stay in a hotel made entirely of ice?" Introduce the Four Corners activity from <i>A Guide to Effective Literacy</i>
Day 1 50 min	TM, SP	Instruction: Grades 4 to 6, Volume 1 (APPENDIX A). Identify each corner with a label and then invite each student to stand in the corner that best reflects their choice. Ask students to share the reasons for their choice with others in the group. Record their reasons on chart paper under each of the 4 headings (agree, strongly agree, disagree, and strongly disagree). Model skimming the brochure, checking the title, headings, map, costs and photographs.
		Teacher Prompt: "When you are reading a brochure, where do you start, what sequence do you follow?" Demonstrate a sequence to follow by reading one panel of text, then by pointing to the next panel to be read in succession.
		Arrange students in pairs, giving each pair a copy of the brochure to follow along. Remind students of their opinions regarding staying at the Ice Hotel.
		Teacher Prompt : "Let's read this brochure to find out about the Ice Hotel and see whether or not we change our opinion about staying here."
		Teacher then invites students to follow along as he/she reads the brochure in an expressive, fluent manner. Teacher illicits discussion regarding features that sway their thinking, especially convincing word choice, opening hook, subject-specific vocabulary and interesting facts. Time should be provided to allow elbow partners to reflect on their opinions and whether or not they have changed as a result of further reading.

		Resources: "Canada's Ice Hotel" from Scholastic Moving Up with Literacy Place, Grade 4 Shared Reading (multiple copies) or any other kid-friendly travel brochure APPENDIX A - 4 Corners/Graffiti Activity (A Guide to Effective Literacy Instruction: Grades 4 to 6, Volume 1, page 129-130) Corner Chart Paper Corner Labels (agree, strongly agree, disagree, strongly disagree) Document Reader (ie – ELMO) Markers
		Teacher Prompt: "Today we are going to revisit the 4 Corners activity we began yesterday. Could everyone please go back to the corner where they began yesterday. Now that you are in your original corner, consider whether or not your opinion about staying at the Ice Hotel has changed or has stayed the same. If it has changed, please move to the appropriate corner." Teacher Prompt: "What did you read that changed or confirmed your prince?" Piecessian follows:
		opinion?" Discussion follows. Divide students into pairs and ask them to tell each other the reasons for their opinions. Students return to seats to analyze and evaluate the text.
Day 2 40 min	TM, SP	Teacher Prompt: "Look for the point in the brochure that was most convincing, and helped you to determine whether you would or would not want to stay at the Ice Hotel."
40 11111		Following partner discussions, the teacher has students share ideas. The teacher introduces a 4-Column Strategy Chart (BLM 1) that will assist the students while they dissect the text (numbers, heartstring, research and facts, famous quotes). Students' ideas are categorized.
		Teacher Prompt : "Over the next few days, while we read and write persuasive texts, we will also be able to indicate the use of these strategies using Strategy Flags (BLM 2 and APPENDIX B).
		Resources: Student Copies of Brochure Used on Day 1 BLM 1 - Persuasive Strategies Anchor Chart BLM 2 - Persuasive Strategy Flag Symbols APPENDIX B - Persuasive Strategy Flags Photo Document Reader (ie - ELMO)
		Teacher quickly reviews what has been learned about persuasive writing, while referring to anchors and strategy symbols.
Day 3 40 min	TM, SP	Teacher Prompt: "Persuasive texts also have very unique organization and language. To help us to create a few anchor charts for this, I'd like you to look at this persuasive text. It is from a book called "Should There Be Zoos?" This book is a collection of arguments, either for or against zoos, written by elementary school students. I have chosen one pro-zoos text and one con-zoos text. We will look at these texts together and highlight the organization and language (word choice, conventions, and voice) used. For the initial

reading, I would like you to use your strategy flags and as I read aloud, when you hear a strategy being used hold up the corresponding flag." Teacher reads, pausing to discuss student observations. The second reading will focus on identifying and recording on chart paper the elements of persuasive organization and language (APPENDIX C). Completed anchor charts will be displayed for future use. Resources: Stead, Tony. (2000). Should There Be Zoos? A Persuasive Text. New York, Mondo Publishing. BLM 2 – Persuasive Strategy Flag Symbols APPENDIX C – Persuasive Organization/Language Anchor Samples **Chart Paper Teacher Prompt:** "City council has decided to open a new zoo. Our _, is looking for feedback from our community as to which animals should be included in the zoo. This would be an exciting opportunity for you to have your say about the animals in your zoo! I would like you to write a speech that you could present at the next city council meeting which would persuade city council to choose your animal. Before you write your own speeches, I would like to model how to write a strong persuasive piece ... plus I want to have a say about my favourite zoo animal!!! I will make sure to use the anchor charts that we have created over the last several days to guide me while I write. I will be thinking out loud while I write my speech. During that time, I would like you to use your strategy flags to recognize when I have used a strategy. When I am finished, if you notice that I have missed a strategy, or can add to what I already have, use your strategy flags to let me know. As well, I will be giving you each a rubric which summarizes all of our Day 4 anchor charts. Please feel free to assess my speech and we will TM, SP 40 Min. share your thinking when I am finished." The organization of a persuasive text will be outlined using the teacher's text. Through the use of colour-coding the various parts of the text, either using markers or coloured paper/sticky notes the teacher will highlight the organization of a persuasive text (BLM 4). Colour-coded organization anchor charts will be created from this activity. Completed anchor charts will be displayed for future use. Once the writing and discussion using the rubric is finished, the teacher will display the chart "Did I Persuade You?" (BLM 3) and ask students for their feedback. Resources: Stead, Tony. (2000). Should There Be Zoos? A Persuasive Text. New York, Mondo Publishing. OWA Persuasive Rubric (revised without prompt details) BLM 3 - Did I Persuade You? BLM 4 – Colour-Coded Graphic Organizer All Anchor Charts

		Chart Paper Markers Document Reader (ie – ELMO)
Days 5-6 40 mins each	SP, GP, IP	As a quick warm-up and review, students will use their strategy flags and indicate when they see a strategy used while the teacher shares one or two short examples of persuasive writing. A good mentor text which is a collection of short persuasive pieces is "Should We Have Pets? A Persuasive Text" written by Sylvia Lollis. Following this warm-up the teacher brainstorms a list of animals and their significant qualities. This will provide support to those students who may need prompting. Teacher reviews the lesson prompt with the students and reminds them to use their brainstorming and graphic organizers, anchor charts and persuasive rubric. Student-teacher conferencing and revision/editing will be ongoing. As students finish their writing, they can begin the extension activity which will link art and literacy. They can choose any medium (ie – collage, paint, charcoal) to create a visual support that will enhance their opinion. Resources: All anchor charts used OWA Persuasive Rubric (revised without prompt details) Document reader (ie – ELMO) Paper Pencils Various Art Supplies Assistive Technology
Day 7 40 mins	SP, GP, IP	At the end of the process or as students finish revising and editing their work, student work will be shared within a whole group setting and discussed using the rubric and the peer assessment "Did I Persuade You?" (BLM 3). Resources: Student Writing OWA Persuasive Rubric (revised without prompt details) BLM 3 – Did I Persuade You? Peer Assessment Assistive Technology
Day 8-9 40 mins each	SP, GP, IP	Teacher Prompt: "Summer is now approaching and I've started thinking about where I'd like to go for my summer vacation. Can you help me brainstorm some ideas of places I could go with my family? Let's make a list of possible locations and why you think your choice would be a great place to visit." List is brainstormed with students.

Next Steps Reflections		Administer Grade 3 OWA End of Year Task: Persuasive Speech
Day 10 40 mins	GP	Assess completed student persuasive speeches using the revised Grade 3 Persuasive OWA rubric and conference to provide feedback, especially to any students requiring additional support prior to OWA. Resources: Student Writing Samples/Rubrics
		for you and your family over the summer. Decide where you'd like your family to go. Write a speech to persuade your family to agree with your choice." Teacher will remind students of anchor charts related to persuasive writing. Teacher Prompt: "We have learned a great deal about persuasive writing. During the next 2 classes you will have the opportunity to write, revise and edit your writing." They are also encouraged to organize their writing using the same colour-codes as the teacher model. This will allow students to see that they have included all necessary parts of a persuasive text. Students begin the writing process. Teacher will spend a great deal of time either supporting students individually or in small guided groups. As well, he/she may choose to teach a whole-class lesson on revising and editing. Conferencing throughout these 2 classes will be ongoing. Resources: All anchor charts, graphic organizers and rubric Assistive technology Paper Pencils

	The	e Writing Pr	ocess		
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	GRM: TM/SP: Activate prior knowledge, organization, word choice	GRM: SP/TM: Word choice, voice, idea development	GRM: SP: Word choice, voice, conventions, organization	GRM: TM: Word choice, voice, ideas, organization	GRM: SP/GP/IP: Writing process
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 2	GRM: SP/GP/IP: Writing process	GRM: SP/IP/GP: Writing process, assessment	GRM: SP/IP/GP: Idea development, writing process, conferencing	GRM: SP/IP/GP: Idea development, writing process, conferencing	GRM: GP: Conferencing, assessment

GRM = Gradual Release Model

GRM = Gradual R	Release Model
TM = Teacher Modeling	The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.
SP = Shared Practice GP = Guided	Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes. Many writers' pens are guided or coached in mini-lessons.
Practice	2 – 3 times per week as needed for 20 – 30 minutes.
IP = Independent Practice	The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)

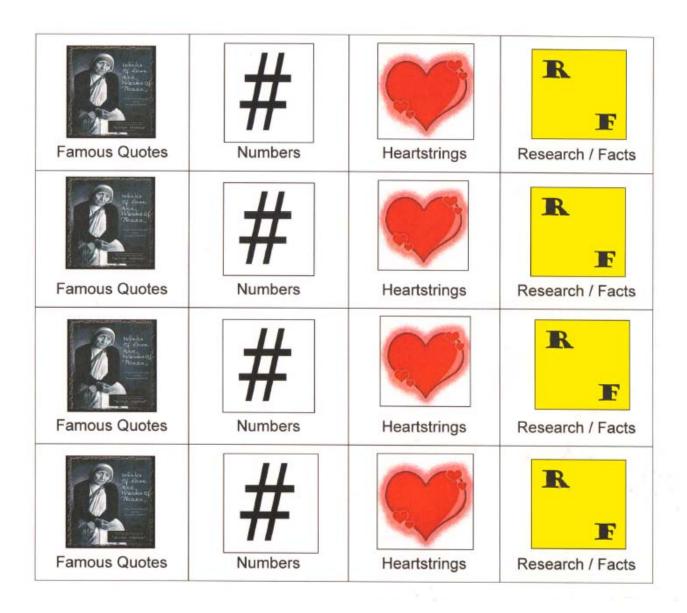
Lesson 3 End of Year Resource – BLM 1:

Persuasive Symbol Chart

me:			
	What did the author	or use to persuade us?	
and sold and a sold an	#		R
Famous Quotes	Numbers	Heartstrings	Research / Facts
		52	
nd 10 strong words that v	vere convincing.		

Lesson 3 End of Year Resource - BLM 2:

Persuasive Symbols



Lesson 3 End of Year Resource – BLM 2:

Persuasive Symbols

Did I Persuade You?						
Name:Date:	Date:					
	Yes	No				
		_				
1. You started with a strong beginning						
You provided at least three facts to support your argument						
3. Your facts were all written in an order that makes sense						
4. You used diagrams or drawings to support your opinion						
5. You ended up with a strong opinion						
 I could hear your "voice" coming through when you read this out loud 						
7. You convinced me - I agree!						
Suggestions to improve your writing:						
Signed, Your Learning Buddy						

Lesson 3 End of Year - Resource BLM 4:

Colour-Coded Graphic Organizer

COLOUR-CODED PERSUASIVE ORGANIZER

Introduction:	
Reason 1:	Supporting Details:
Reason 2:	Supporting Details:
Reason 3:	Supporting Details:
Conclusion:	

Lesson 3 End of Year - Resource Appendix A:

4 Corner Graffiti

Four Corners

"Four Corners" is a collaborative learning activity that gets students thinking about different points of view, and engages them in dialogue with others who have the same or differing viewpoints.

Method

- 4. Label the four corners of the classroom with four points of view (for example, "Agree", "Strongly Agree", "Disagree", and "Strongly Disagree").
- 5. Pose a question to the whole class.
- 6. Invite each student to go to the corner that best reflects his or her opinion about the question. Ask the students to share the reason for their choice with others in their corner possibly in smaller subgroups to ensure that everyone has an opportunity to be heard and to let the group reach consensus. Tell them to be ready to share the opinion of their group with the rest of the class.

For a similar activity, see "Value Line" in this appendix.

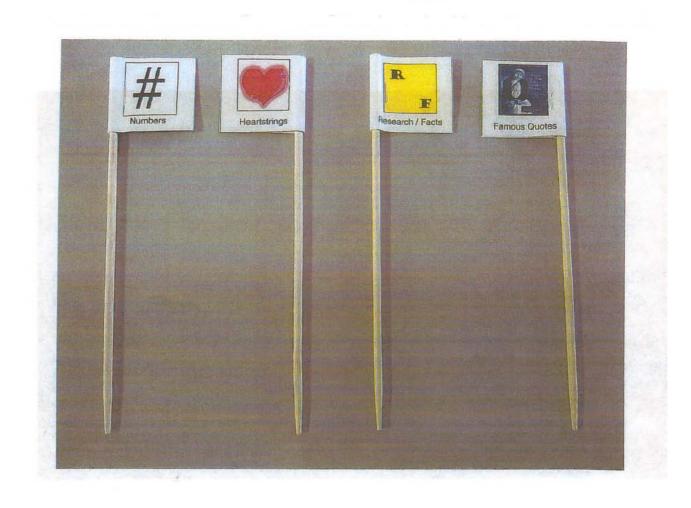
Graffiti

"Graffiti" is a collaborative activity that provides students with opportunities to brainstorm ideas, express their opinions and understanding about a topic and make connection s to their prior knowledge and experiences. Students work in groups to generate and record their ideas on chart paper. The strategy provides a safe environment for sharing information. It also allows students to build on the ideas of others.

Method

- 5. Before the lesson, decide how many groups there will be for the activity and then set that number of chart pages around the room. On each chart page, write a topic related to the assigned reading or writing task.
- 6. During the lesson, send each group to a chart page and tell them to quickly record all their thoughts about the topic. This might include examples, definitions, patterns, and/or drawings. Tell them not to take the time to read what other people have written.
- 7. After a short interval (two minutes) direct the students to rotate to the next chart page. Continue this process until everyone has been at each piece of paper.
- 8. Assign one group to each of the chart pages and tell them to do the following:
 - Read the information on the chart
 - Cluster the related ideas
 - Eliminate duplication
 - Reach a consensus about the main points that clearly represent the small group's thinking about the original question/statement
 - o Appoint a spokesperson to share the main points with the whole group

Lesson 3 End of Year - Resource Appendix B: Flags Photo



Lesson 3 End of Year - Resource Appendix C:

Persuasive Anchor Samples

PERSUASIVE HOW TO PERSUADE **ANCHOR** Think about who your audience is · State your opinion or your position CHARTS (for/against) or your feelings about an issue · Share at least 3 reasons and give details Share facts and research PERSUASIVE TEXT ORGANIZATION 1. INTRODUCTION - introduce topic and your viewpoint or If you can, use some opinion with a lead that will numbers or data to back up your 'hook' the reader opinion 2. REASONS - list 2 or 3 reasons that support your viewpoint and Include quotes or feelings support each reasons with 2 or 3 from others who feel the same details way as you 3. CONCLUSION - sum up your position or opinion on the topic in Pull on your readers' a way that makes the reader heartstrings - make them react understand how you feel Use strong word choice Use connecting words to show sequence

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