

CYCLE 2
McKinley 5th Grade Lesson Link
LESSON PLAN
February 1, 2008

Topic: Revising vs. Editing

Year Long Goal: Our students will become “authentic revisers.”

Before the Lesson Begins:

- Teacher pre-selects the focus students for the small group lesson. The students are pulled together because of their shared need to expand upon their writing.
- Students must have a draft of an essay that they can revise.
- Students must have had practice and exposure with both using and integrating frames into essays.

Lesson Objective for today’s lesson:

- Students will elaborate on their ideas by using sentence starters* to expand their thinking.
- *PLEASE NOTE: Teachers may choose to use whatever language they have previously used with their class to describe sentence starters (e.g., sentence frames, conversational prompts, phrases).

Lesson Steps:

INTRO (5 minutes):

1. Teacher reminds students of the previous lesson taught on sentence frames and how these frames can be used to improve writing.
2. Teachers show students a poster chart of their writing with 2-3 frames from the previous lesson highlighted and points out how the frames have been highlighted from the previous lesson.
3. Teacher asks students to briefly review the frames from the previous lesson and highlight in their writing the frames they have used.
4. Teacher highlights a couple of examples of student work (e.g., *I see that Susan has highlighted the frame “For example...” to show...*).

TEACHING POINT:

5. Teacher introduces the teaching point to the students.

Good writers use sentence starters/conversational prompts/phrases (each teacher uses her own language) to push themselves to say more when they write essays.

6. Teacher explains the teaching point to the students. Teacher explains WHY the strategy is important.

7. Teacher introduces the new list of sentence starters to the students. These sentence starters will be based on the needs of students’ own writing.

8. Teacher models how to integrate a new sentence starter into her writing to expand her thinking (*Let me show you an example of how I put a new sentence starter into my writing. Listen and watch as I share aloud with you my thinking about...*). The steps of this model are as follows:
- a. Teacher models rereading her text (*I know that the first thing I need to do is to re-read my work...*)
 - b. Teacher models selecting a sentence starter and explains WHY this sentence starter helps with her writing.
 - c. Teacher models abandoning a sentence starter that doesn't work with her writing.

Guided Practice:

- Teacher asks for students to help select a sentence starter to improve her writing. Students refer to the list of sentence starters for this task. Students need to share WHY they believe the sentence starter will help the teacher with her writing.
- Teacher writes directions on board (or on a posterchart):
 - Reread your writing.
 - Decide which frame you are going to use.
 - Explain why you chose that frame.
 - Explain what you are adding.

Application (Independent Practice):

- The teacher says, *Now it is your turn to try this on your own.* The teacher explains the directions to students:
 - Students reread their own writing.
 - Students look for sentence starters that would help expand their writing.
 - Students highlight on the sentence starter page the frames they plan on using.
 - Students share with a partner why they selected that particular frame, and where/how they plan to use it to expand their writing.
 - Students return to their own writing and begin to write what they just explained to their partners.
- NOTE: Allow for extended writing time (over 10 minutes) to allow students to do independent work.

Closure:

- The teacher or students share 1-2 examples of students using sentence starters in their writing.
- Students share out a couple of examples of what changes they made and why they made those changes.
- Teacher reminds students that the sentence starters are a resource for them to use as they continue to expand their writing.
- Recap the teaching point: ***Good writers use sentence starters/conversational prompts/phrases (each teacher uses her own language) to push themselves to say more when they write essays.***

Anticipated Student Responses:

- If our students say, "I can't find one!" we will reframe the frames as questions and direct kids towards specific frames they would use.

Student Outcomes:

- We will see on the students' writing how they have integrated the frames to expand their thinking. We will compare this writing to students initial highlights of the frames from the previous lesson.
- We will also collect data around the partner talk – we will script student responses.

Materials:

- Lesson Plan
- Poster chart with demonstration paragraph that includes highlighted sentence starters, as well as opportunities to improve writing by using additional starters that will be demonstrated in the lesson
- Colored pens for students
- Highlighters for students
- Students' writing notebook/folders
- List of sentence frames for students to use (from first lesson, and differentiated for this specific lesson.
- Teaching Point written out in big letters