

BASIC INFORMATION

Grade/Level:	1-2
Date to be Taught:	Every Friday (usually 2:00 - 2:30)
Time Frame:	1 class period. 30 Min. per class.
Subject:	Language Arts (English)
Topic:	Family communication
Summary:	Students will gather on the carpet and brainstorm some activities, events, or things they've learned throughout the week. I will write them down on the board and students will go back to their desks to write 2 sentences about school, 2 sentences about anything, and 1 question to the adult in their home.

OUTCOMES/OBJECTIVES AND STANDARDS

Objectives/Learning Outcomes: Students will be able to summarize 2 or more activities, events, or things they learned in the past week in at least 2 sentences.

Students will be able to ask at least one question in their writing.

Students will be able to communicate with their families further by writing at least 2 other sentences.

Standards:

 **PA- Pennsylvania Academic Standards**

- **Subject** : Reading, Writing, Speaking and Listening
 - **Area 1.4:** Types of Writing
 - **Grade 1.4.3:** Grade 3
 - **Standard B.:** Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.
 - **Area 1.5:** Quality of Writing
 - **Grade 1.5.3:** Grade 3
 - **Standard A.:** Write with a sharp, distinct focus identifying topic, task and audience.
 - **Standard B.:** Write using well-developed content appropriate for the topic.
 - Gather and organize information.
 - Write a series of related sentences or paragraphs with one central idea.
 - Incorporate details relevant and appropriate to the topic.
 - **Standard D.:** Write with an awareness of the stylistic aspects of composition.
 - Use sentences of differing lengths and complexities.
 - Use descriptive words and action verbs.

■ **Standard E.:** Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.

Prerequisite Skills: Students need to be able to write (mostly independent).
Students need to know what sentences & questions are.
Students need to know the basic letter format (greeting, body, closing)

ASSESSMENT OF STUDENT LEARNING

Assessment Activities/Rubric: My expectation will be 2 sentences about school, 2 sentences about anything, and 1 questions. As students finish up, we will read through the letter and check to make sure it has these requirements. For students who struggle with their writing, we will make sure they are putting in good effort for the full writing time, even if they are unable to meet the sentence expectation.

MATERIALS AND TECHNOLOGY

Student Materials: Family journal

Pencil

Teacher Materials: White board
Dry erase marker
List of activities from the week (in case we need to add to the list on the board)

**Use of Technology
(where appropriate):**

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook): Gather students on the carpet in an active listening seat. Let them all know that it's time to begin writing our family journals for the week. They should all be excited because their families love reading these journals and seeing what types of things they did throughout the week.

Sequence of Instruction (Step 1, Step 2...):

1. Ask students to raise their hands with ideas of different activities, events, or things they've learned throughout this week. Teacher writes them on the board.
2. Remind students (with a note on the board), that they need 2 sentences about school, 2 sentences about anything, and 1 questions to ask their family member.
3. Ask for hands to tell us the parts of a letter - date, greeting, body, closing.

4. Tell students that when they go back to their desk, they should make sure they've read what their family member wrote back because their might be a question the can answer in their writing.

5. Have stack of Family Journals on hand and as I call names, students may get their journals and go back to their seats. Certain struggling writers will be asked to go sit on the side table for additional assistance.

6. Teacher walks around checking writing, encouraging, and helping the struggling writers.

7. As students finish, they need to show a teacher their journal, and place it into their green Friday folder which will go home that day.

Closure/Wrap Up: Students will be reminded to talk to their parents about the week and share some more details about what they wrote. Also, they should remind parents to write back in the journal.

**Independent Practice
(where appropriate):**

Differentiated Instruction: A few of our students really zoom through this activity. They are encouraged to write more than our expectations. Also, after finishing, they can walk around and be our helpers for students who may be stuck with their writing.

We will have some struggling writers on a side table to have more one-on-one teacher assistance. We want to make everyone feel successful, and these students get more written when they have closer attention from a teacher. Encourage these students to find one thing on the board they'd like to write about and turn it into a sentence. They can copy what teacher wrote on the board from the students' brainstorming session if they make it into a sentence.

Possible Follow-Up Activity: Students who finish early can walk around and assist. Students can continue adding more details to their families if time allows. We will continue this every Friday.

LESSON ANALYSIS AND REFLECTION

Analysis: This lesson definitely went well. It is excellent to see the students writing to their parents as a way of opening communication. After the first family journal writing session, I decided to add a few more components to our lesson as written here. The student's goals are to write 2 sentences about school, 2 about anything and 1 question. This helped the stronger writers spend a little more time on their writing, and it gave the struggling writers something to work towards. I was very pleased with the writing we got done this time. We worked together to help the struggling writers be successful by spending more time with them and encouraging them throughout the whole writing session.

Reflection: My mentor brought up a great point - how would I do this by myself in the classroom. I think that there were enough strong and quick writers that I could have classroom helpers, that when finished, would go to others who were still

writing and be assistants. Also, I could arrange for parent volunteers to come in on Fridays during writing time to assist with the general class while I worked with the struggling writers of vice-versa. It is very important and it has become very helpful to have the struggling writers together on a side table to work with a teacher. This helps keep these students focused and writing the entire time, even if the goal is not met.