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1. Describe your target area for guided lead teaching

For my guided lead teaching I will be teaching writing mini-lessons, focused on conventions.

2. List the main **Common Core State Standard(s)** that this unit will work toward.

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3. List a small set of well chosen **objectives** for the unit. Label each objective with a number so you can easily list the objective(s) for each day in the table below

1. Students will demonstrate knowledge of accurately using capitalization and punctuation including periods, question marks, and exclamation points through individual writing.

2. Students will be able to identify incorrect and correct use of conventions and make changes to correct them.

3. Students will accurately use quotation marks to show dialogue in their writing.

4. Provide a **rationale** for why your overall goals and your specific objectives are important and worthwhile content or skills to learn, and how they are relevant to your students' lives.

Conventions are the foundation of writing. Students will not be able to progress to writing meaningful artifacts if they do not understand conventions. Conventions focus on writing structure including: capitalization, punctuation, word use, and spelling. I will be focusing on capitalization and punctuation. Students have learned about these capitalization and periods, question marks, and exclamation points in the past but are not using them correctly in their writing. We will also introduce commas and quotation marks. These are tools students can use to make their writing better. Using a variety of sentences makes writing more interesting for the audience. My mini-lessons will focus on the importance of these conventions and guide students to consistently implement them in their daily writing.

5. List the main **assessment(s)** you will use to determine if your students meet your unit objectives for the unit.

I will be formatively assessing students throughout the unit. I will be collecting short writing samples and noting students participation in whole group discussion and small group activities.

6. Indicate with an asterisk (*) which lessons will require your explicit attention in planning and teaching to develop the core practice you identified for your professional learning.

Core practice: To teach students how to consistently and accurately use proper conventions in their writing.

7. Describe what you will do to provide **differentiated instruction** in one area (content, processes or products), and explain how that choice appropriately meets some of your students' learning needs.

I will provide differentiated instruction to my students through hands on instruction and thoughtful groupings. I will have a few activities that require students to work in small groups. I will have groups with low- and mid- achieving students and groups with high- and mid- achieving students. I will have some artifacts that are more difficult for the high/mid groups and easier versions for the students who need more support. Also having a mix of whole group, small group, and individual work will cater towards different needs. A mix of hands on activities, group discussion, and individual practice with feedback will help students to gain practice with conventions and hopefully lead toward independent and accurate use of conventions.

<p>List the following for each lesson</p> <ul style="list-style-type: none"> Lesson Focus/Topic Objective # that is the focus of this lesson 	<p>Instructional Format (e.g., mini-lesson followed by a group activity)</p>	<p>Ongoing Assessment: what will you look for as you teach, and how will you use that information to plan your next lesson?</p>	<p>Teaching Notes: jot down topics, resources or tasks you want to make sure you incorporate into your lesson as you develop your plans such as introducing centers that day, or making sure you provide an anchor chart on predictions, or what you will focus on to develop your 'core practice'</p>
<p>Day 1: I will introduce the importance of conventions. Objective # 2</p>	<p>Whole group mini-lesson.</p>	<p>I will determine from whole group circle maps what type of knowledge students have about punctuation and capitalization.</p>	<ul style="list-style-type: none"> - Read paragraph with incorrect use of conventions - Explain importance of conventions - Create capitalization and punctuation circle map
<p>Day 2: Identify incorrect use or lack of conventions in a writing sample. Objective #2</p>	<p>Whole group mini-lesson, partner activity.</p>	<p>I will use students corrected paragraphs to determine their ability to identify incorrect</p>	<ul style="list-style-type: none"> - Post paragraph with incorrect conventions. - Correct paragraph with class - Students correct their

		conventions, and how to fix them.	own paragraph
Day 3: Correct errors in sentences. Objective #2	Small group activity, class discussion.	I will take notes on which groups of students accurately fixed their sentences.	<ul style="list-style-type: none"> - Directions of sentence surgery - Whole class example - Each group fixes three sentences - Presents a sentence of my choosing to the whole class
Day 4: Produce individual writing with correct use of capitalization. Objective #1	Whole class review, individual writing.	I will use this piece of individual writing to assess if my students are ready to introduce commas and quotation marks. We will continue to learn about .,!,and ?, but I want to make sure most of the students understand this before moving on.	<ul style="list-style-type: none"> - Review when to use capital letters and what ending punctuation - Example of accurate paragraph - Introduce activity, tell students they need to use at least one name and an ! or ? - Allow students to write their own paragraph with accurate conventions.
Day 5: Introduce quotation marks. Objective #2	Whole class interactive mini-lesson	This will be the first time students are learning about quotation marks. I know I will need to work further on this so I will not assess them now. I will gage the groups' prior knowledge based on their class participation.	<ul style="list-style-type: none"> - Read familiar text with dialogue, ask students to identify what is happening - Circle speaker tags on smart board using a different color for each speaker - Underline dialogue with corresponding color - Identify patterns of dialogue

<p>Day 6: Dialogue in writing. Objective #2, 3</p>	<p>Whole class mini-lesson.</p>	<p>We will practice some of the student read dialogue together then students will write these on their own. I will collect their responses to see who is getting it and who isn't.</p>	<ul style="list-style-type: none"> - Identify dialogue in writing. - Review conventions used in dialogue such as quotation marks, commas, capitalization, and ending punctuation. - Practice these conventions together as students act out given sentences.
<p>Day 7: Sentence surgery with dialogue. Objective #2</p>	<p>Small group activity, class discussion</p>	<p>I will monitor groups while they are working on their sentence surgery. I will take notes on which groups accurately correct their sentences and which do not. I will take notes on misconceptions that students are having and use this to guide further instruction.</p>	<ul style="list-style-type: none"> - We will review conventions used in dialogue. - I will give review with students how to do sentence surgery, - Students will be in thoughtful groupings for students who do and do not understand. - Higher students will get more difficult sentences. I will monitor groups and pay special attention to the students who did not understand. - Students will prevent their sentence surgery to the class.
<p>Day 8: Writing using dialogue. Objective #1, 3</p>	<p>Whole class example and independent practice.</p>	<p>I will collect these writing samples to see how students are doing on their own with correctly using conventions.</p>	<ul style="list-style-type: none"> - Talk about using dialogue in our writing. - Model paragraph with dialogue - Have students write a paragraph using dialogue about a given topic
<p>Day 9: Reviewing student work.</p>	<p>Whole class mini-lesson</p>	<p>I will see if students can identify correct</p>	<ul style="list-style-type: none"> - Present student writing using

Objective #2, 3		or incorrect use of dialogue and their ability to correct mistakes of their own work.	conventions correctly and incorrectly <ul style="list-style-type: none"> - Have students identify correct and incorrect writing - Fix incorrect writing
Day 10: Creative use of dialogue. Objective #1,3	Whole class video clip, modeling and independent writing	I will determine if students are ready to move on to the next unit by the quality of these writing samples. I will judge them simply on conventions but also note their creativity.	<ul style="list-style-type: none"> - Whole class video clip - Model writing a paragraph about what happens next using dialogue - Show another clip - Have students write about what happens next including dialogue. - If there is time review what actually happens next.

Outline for a Daily Lesson Plan

<p><i>Date:</i> Thursday, October 25, 2012</p> <p><i>Objective(s) for today's lesson:</i> Objective 2: Students will be able to identify incorrect use of conventions and make changes to correct them.</p> <p><i>Rationale:</i> Knowledge of conventions is instrumental to developing proper writing. If punctuation is used improperly it can disrupt the purpose of the text and misconvey the meaning. Conventions are very important to both the reader and the writer, they help to make sure the writer tells the correct story and the reader comprehends the text correctly.</p> <p><i>Materials & supplies needed:</i></p> <ul style="list-style-type: none"> - 6 sets of sentence surgery emergency kits - 18 sentences that need editing - Magnetic clips - Microphone 	
<p><i>Procedures and approximate time allocated for each event</i></p> <p>• <i>Introduction to the lesson</i> (7 minutes) We will begin the lesson by reviewing conventions of capitalization and punctuation. I will explain to student that</p>	<p><i>Academic, Social and/or Linguistic Support during each event</i></p> <p>Reviewing conventions with</p>

these are some sentences from their writing and some I made up. I will tell them it was hard for me to read their work because of the missing capitals, punctuation. I will ask them if they can help me fix these sentences, this should motivate students because they love to help and the fact that it is some of their own work will give it a real connection to themselves as writers. I will motivate the students by wearing some sort of doctor gear so they know something different is happening today. I will tell students this is something I have worked very hard on and I expect them to treat it with respect. This is a fun activity but we won't be able to do it if they cannot behave properly. We are working in groups so that means we need to be respectful of our group members.

• **OUTLINE of key events during the lesson** (15 mins)

- The lesson will begin with reviewing what we have learned about conventions. In previous lessons we have introduced the different things we capitalize in a sentence and ending punctuation marks.
- I will then introduce sentence surgery to the students by doing an example sentence as a group. I will model how I would approach the activity. I will read the sentence first and decided on the ending punctuation mark. I will then go through the rest of the sentence fixing letters that should be capitalized and those that should be lowercase.
- I will state my expectations and give final instructions. My expectations will be that this is a fun activity where we get to learn from our classmates and show what we know but we need to work corporately and quietly together. Each student should take part in the sentence surgery. I will then have a student repeat the directions to me and the class.
- I will distribute the materials once all students have their bodies still and are sitting quietly.
- Students will work in small groups to correct the sentences.
- While students are working I will be checking each sentence before they move on. This will help me to see which areas they are struggling with and make sure all students are contributing.
- Groups will present a sentence of my choosing and explain the changes they made and why.

visual aids to help ELLs, language students, and visual learners. Clearly outlining my expectations beforehand will help students with behavior problems know how they must behave and the repercussions if they do not.

Reviewing what we have learned the previous day will help students with academic difficulties. All students can benefit from modeling of the activity. Explicitly showing students how to conduct the activity will help guide students with behavior problems and those who might struggle with instructions. Presenting to the class will be good way to clarify misconceptions that some students that struggle academically may have.

<ul style="list-style-type: none"> - During the discussion I will allow students to present their work, and then ask the rest of the class if they are correct or if they see something else that needs a change. I will ask questions like why does that need a ? or a capital letter so students will have to explain the rules behind their thinking. <p>• <i>Closing summary for the lesson</i> (8 mins) We will bring closure to the activity as we discuss problems we saw in student corrections. I will remind them to always be a sentence surgeon with their own writing because tomorrow we will be writing a paragraph on our own.</p> <p>• <i>Transition to next learning activity</i></p> <ul style="list-style-type: none"> - The students will go to lunch after this lesson. I will ask them to quietly put their work away and line up in lunch order. 	<p>Giving students a fun way to edit like being a sentence surgeon will motivate them to pay more attention to their conventions.</p>
<p><i>Assessment:</i> I will be informally assessing students during this lesson. I will gauge their learning by their level of participation in small groups and the accuracy of their sentences when they present them to the class. I hopefully will be assessing the students writing sample the next day, I will use this information to see if they are ready to attempt writing properly on their own.</p>	<p><i>Academic, Social, and/or Linguistic Support during assessment</i></p> <p>Students will be presenting their results as groups so students with language issues can still contribute by adding editing marks but not talking about it. Student with academic needs will benefit from seeing each group explain their corrections.</p>

Outline for a Daily Lesson Plan

<p><i>Date:</i> Tuesday, October 30, 2012</p> <p><i>Objective(s) for today's lesson:</i> #2 Students will be able to identify incorrect and correct use of conventions and make changes to correct them.</p> <p><i>Rationale:</i> We will introduce the conventions that are used to show dialogue in writing. Using dialogue in writing is an essential to becoming better writers. Dialogue not only makes text more interesting, it can tell us a lot about our characters.</p>

Materials & supplies needed:

- Mimio lesson with dialogue
- Familiar text with dialogue
- Handout with conventions for dialogue

Procedures and approximate time allocated for each event

• **Introduction to the lesson** (9 minutes)

I will tell students that we are learning a completely new topic today and I need their undivided attention because without it we will not understand. I will read a short excerpt from a text, which includes dialogue. I will ask the students what is happening in the text, hoping they say people are talking. I will ask them how they know as a listener that people are talking. I will tell them how I know they are talking as reader. I will ask the students if anyone can tell me what tells a reader people are talking. I will tell students that dialogue can make our text more interesting and help us learn more about our characters. Being able to read and write dialogue is not only important to your writing skills, but to your reading comprehension.

• **OUTLINE of key events during the lesson** (18 minutes)

- Read text with dialogue
- Talk about what dialogue means, what it looks like to readers and writers. I will tell them that there are three things that writers do to tell a reader someone is talking. These three things are indenting, quotation marks, and some sort of dialogue tag such as, he said or Abby shouted.
- Put up mimio with dialogue; demonstrate what we will be doing. I will read the entire paragraph first and then begin by asking myself where I see dialogue. I will then circle or highlight all the clues that tell me someone is talking including the indentation, quotation marks, and speaker tag.
- Have students highlight the speaker tags in different colors, and have them explain where someone is talking and how they know.
- Have students highlight what is being said and by who
- Ask students if there are any patterns with the way conventions for dialogue look in writing.

Academic, Social and/or Linguistic Support during each event

Giving students examples of how these conventions are used in real texts makes them more relevant to their life. Also introducing a new topic through a familiar text will make it less intimidating rather than just introducing and defining the topic on a white board.

Using the mimio lesson for students to underline dialogue and speaking tags will help our visual and kinesthetic learners.

<ul style="list-style-type: none"> - We will not need any materials for this I will call on students to use the mimio smart board who are quiet and engaged in learning. • <u>Closing summary for the lesson (3 minutes)</u> - I will end the lesson by creating a list as a class of what conventions are included in dialogue. I will tell the students that I will create a checklist for them but they have to do some work for me. I will ask them to look for dialogue in their reading or write down a bit of conversation they had at their home using the correct conventions for dialogue • <u>Transition to next learning activity</u> - Students go to lunch after this activity. 	<p>Creating a list of what we talked about will help students with academic difficulties to pick out the most important things. Using this checklist will serve as a reminder to what conventions we need to remember in dialogue.</p>
<p>Assessment This is the first day students will be learning a completely new topic. I will just be getting a feel for what they know about conventions for dialogue. I will do this through informal observations of class discussion and how well they do on the mimio lesson. I will use this information to determine if students are ready to start editing some sentences then next day or are still confused.</p>	<p>Academic, Social, and/or Linguistic Support during assessment</p>

Part D: Make a Unit Assessment Plan: Whole Class

I will be doing teaching writing mini-lessons focused on conventions. I will be informally assessing my students through writing samples, classroom participation, and how the contribute to group work. I will use this observations and assessment artifacts to determine what misconceptions my students have, what areas students need more support with or more time to develop their skills, and whether or not to move on to the next lesson in the sequence.

I will also be collecting two formal writing samples through-out my 10 day unit. One will come on day 4 and the other on day 10. The first will help me to gauge students' progress throughout the first few days of instruction and just focus on basic conventions that they may already know but are not always consistently using them in their writing, these include capital letters and ending punctuation. My second formal writing assessment will be collected on the last day of my unit this will help me to determine if I can have my MT or I start a new unit or if we need to continue working on conventions. This sample will require that the majority of students use these conventions consistently in their writing. It will asses all objective and require students to use accurate punctuation, capitalization, and quotation marks.