

Sample Lesson Plan for Introducing Students to 1st Grade On Demand Performance Task Writing (Module 1)

Lesson Target: I can tell how two characters from different texts might meet and become friends by writing a paragraph that tells the events in order.

DAY 1

Understand the Task & Review Knowledge Learned from Module

Explain Performance Task Writing (10–15 min)

Teacher Script:

“Today we’re going to start something called a performance task. In this performance task you are going to use ideas and evidence from more than one text to tell a short story about them.

When we talk about *text evidence*, we mean quotes or ideas, like characters and settings, from something we’ve read. Writers use text evidence to support their thinking and show where their ideas come from.

For this performance task, you’ll go back to the texts we’ve read in this module. You’ll use details and evidence from those readings to help you respond to a prompt and explain your ideas clearly. This is just like the work that we do when we answer short response questions, however for this writing you will write a paragraph, which is when we have several sentences together.

Before we look at the task for the paragraph, we are going to review and reflect on the knowledge we have learned about making new friends and having experiences.

Read & Analyze the Prompt (10–15 min)

[See Module 1 Lesson 15 “Reflect on the Topic” for more information”]

Display: Knowledge Map 1.1

Teacher Discussion Prompts:

- “What did we learn about making friends?”
- “What happened in the stories and texts we read?”

Have students turn and talk:

- Share one new experience
- Share something about friendship

Record a few student responses on the map or chart.

Reinforce the theme: **meeting others, trying new things, working together.**

Compare and Contrast Texts (25–30 min)

[See Module 1 Lesson 15 “Compare and Contrast Texts” for more information]

Display: Draw a T-Chart labeled “Same” and “Different”

Connect to Texts

Teacher Prompt: Remind students they read:

- My First Day
- Try This!

Model Thinking

- Say: “Both texts are about kids having new experiences, for example the girl in *My First Day* listened to a story and Sam in *Try This!* painted a picture.”

Guide Discussion

- Ask:
 - “What do the kids do in both texts?”
 - “How are their experiences alike?”
 - “What is different about what happens?”

Record Responses

- Examples students may share:
 - Same: making friends, doing new things
 - Different: one shows a school day, one shows boys doing activities together

Student Talk

- Provide sentence frames:
 - “Both texts show ____.”
 - “In *My First Day*, _____, but in *Try This!*, _____.”

Introduce the Prompt and Students Choose Characters (10-15 min)

Teacher Script:

Teacher will read the prompt: In this module, “Nice to Meet You,” we read many texts about making a new friend. Tell them they will write about how a character makes a friend. Display this prompt: Choose two characters from different texts. Write a paragraph to tell how they meet. Be sure to include the important events in order.

“Today we will look through the texts we read and each of you will pick two characters from the texts we read, some were stories and some were informational but had people who can become characters in our paragraphs. We have the texts in our myBooks and we also read some other texts like Pete the Cat and Suki’s Kimono.”

Graphic Organizer/Writing Paper: [Grade 1 Module 1 Performance Task - Planning My Story & Writing Paper - Google Docs](#)

Teacher allows students to choose any 2 characters from the texts.

Teacher will model selecting 2 texts and writing the characters in the box on the Graphic Organizer. [Text/Character: *My First Day*/Girl, *Try This!*/Sam]

Students circle the two texts they are choosing and write the characters in the box on Graphic Organizer.

[Teacher may provide a scaffold as needed: have students choose from only 3 of texts such as “My School Trip,” “Big Dilly’s Tale” and “Pete the Cat”.]

Wrap-Up

“Let’s stop and share our characters.”

“Make sure when you share, you tell us the **text and character name**.”

(Call on 2–3 students)

“Great work! You now have started planning important details for your writing. Tomorrow we will finish planning and write our paragraphs”

DAY 2:

Quick Review (5–8 mins)

- Revisit the learning target: I can tell how two characters from different texts might meet and become friends by writing a paragraph that tells the events in order.
- Remind students how they reviewed knowledge learned from the module, compared 2 of the texts, and chose the two characters they will use in their paragraphs.
- Review the task:
 - Teacher will read the prompt: In this module, “Nice to Meet You,” we read many texts about making a new friend. Tell them they will write about how a character makes a friend. Display this prompt: Choose two characters from different texts. Write a paragraph to tell how they meet. Be sure to include the important events in order.

Continue Planning (10-15 min)

Teacher will model a simple sketch of how the girl from *My First Day* and Sam from *Try This!* meet on a playground and play together. [Text/Character: *My First Day*/Girl, *Try This!*/Sam] Teacher will model labeling and/or write a few words and ideas (not full sentences).

Students complete step 2 on the graphic organizer by making a simple sketch and labeling their drawing.

Draft Paragraph (30-45 min)

Start with the Rubric (5–8 min)

Teacher says:

“Before we start writing, let me introduce the rubric/success criteria with the criteria we need to include in our narrative paragraph.”

Checklist: [HMH/NYS Rubric - Google Docs](#)

Introduce the Exemplar (5–8 min)

“Now I will show you an example of a strong narrative paragraph”

“Here is my graphic organizer with the Girl from *My First Day* and Sam from *Try This!* meeting and playing on the playground.”

This is the narrative paragraph I wrote to match (handwrite this on Chart paper or digitally on smartboard):

“One day, Maya [aka girl from *My First Day*] met Sam [from *Try This!*]. They played outside. Then they talked. They became friends.”

“And here is my drawing to match.” (show drawing, add speech bubbles to show them saying hi!)

After reading, ask:

“Turn and talk – what did you notice about this narrative paragraph?”

- What items on the checklist were seen in the narrative paragraph?
- What details from the graphic organizer were included?
- Did the illustration match the words in the narrative paragraph?
- Follow up: go through criteria not highlighted by students

Students Draft their Narrative Paragraph (20-30 min)

Teacher says:

“Now it’s your turn to start drafting your narrative paragraph.”

Students can use part 3 of the Performance Task or other composition paper to draft their narrative paragraphs.

Scaffolding:

Provide students with the following prompts as needed:

One day, _____. First, _____. Then, _____. They became friends because _____.

“Remember your narrative paragraph should include:

- Who the characters are
- Where and how they met
- What they did together
- How they became friends
- Draw a picture to match your writing

Support During Writing

Walk around and ask:

- “Did you include...”
- “Can you add more detail here?”
- Reminding students to use sounds to spell words and/or use the texts, vocabulary resources to find words (avoid spelling words for the students)

Closing (5-10 min)

Revisit the essential question: How can making new friends and learning new things help us?