

Writing Jigsaw

Brenna Fulk

Summary

1. Subject(s): Reading
2. Topic or Unit of Study: Text Dependent Analysis for “Thank You, Ma’am”
3. Grade/Level: 7
4. Date: 3/28/2022
5. PA /Common Core Standards: CC.1.2.7.A, CC.1.2.7.B
5. Time Allotment: 40

Planning

- a. Instructional Materials:
 - o [Prompts](#)
 - o Thank You, Ma’am Questions
- b. Resources:
 - o Teachers Pay Teachers Slide Document
- c. [Objective](#): Students will critically analyze a piece of text to answer a question successfully.
- d. Assessment: Students will write a response to their questions and will eventually turn in the final copy.
- e. I will know that students achieved the objective through their final drafts.
- f. Procedure Set
 - o Motivation: Students will be encouraged to expand upon their already developed skills to help them grow in other areas of the class, school, and beyond.
 - o Relevance/purpose: Critical Analysis skills are essential.
 - o Prior Knowledge: Students have been learning about TDA’s and have been secretly practicing them all year. Periods 4 and 8 have already written a TDA as part of my SLO project. Students can pull on the lessons from the previous week to assist them through this lesson.

Teaching the Content

Procedure

- a. **Do NOW or At the Bell**
- b. Anticipatory Set
 - a. I will begin class by asking how their weekends were, listening to a few students share their stories. Next, I will share what I did, and then we will move swiftly into the day's lesson.
- b. Instruction
 - a. Beginning
 - i. Who can summarize for me the story we read last week? Who did we meet? What happened? What lesson was learned?
 - ii. After we take a few minutes to go over Friday's reading, students will be introduced to our new lesson. A notecard with a number will be on all of the desks; the number corresponds with a question. Students with the number 1 on the card will report to group one and work in a group to figure out the question. Each group member will write their response in TDA style and have to use the RACE method. Students will be given 20 minutes in their groups. Then, I will circulate the room and stop by each group, asking them questions:
 - 1. How is the group coming along?
 - 2. Are there any questions for me?
 - iii. I will also ask the groups more specific questions regarding their questions:
 - 1. Who do you think the conflict is within the story? Do you think the results would have been different if a girl were the main character?
 - 2. If you were in Roger's situation, would you have done the same thing, trying to steal the purse?
 - 3. Do you understand the context of this question? What do you think was meant by it?
 - 4. What inferences can you make about Roger's life? Think back to our discussion Friday after we read.
 - 5. Do you think Mrs. Luella Bates trusted Roger or was testing Roger?
 - 6. Do you think Roger wanted to leave?
 - b. Middle
 - i. Students will talk with their group members and form a discussion. Since the groups turn in their responses, all members can have differing

opinions. They feel about the question, not about what the group unanimously agrees.

- ii. Students will write their responses. **(total time 20 minutes).**

c. Check for Understanding - Formative Assessment

- a. Who do you think the conflict is within the story? Do you think the results would have been different if a girl were the main character?
- b. If you were in Roger's situation, would you have done the same thing, trying to steal the purse?
- c. Do you understand the context of this question? What do you think was meant by it?
- d. What inferences can you make about Roger's life? Think back to our discussion Friday after we read.
- e. Do you think Mrs. Luella Bates trusted Roger or was testing Roger?
- f. Do you think Roger wanted to leave?

e. Closing

- a. Students will move back into the groups they usually sit in and share which prompt they had. The group member will share the prompt and then share their answer, the groups will discuss for 2 minutes to discuss each prompt. **(10 minutes)**
- b. As we end the day, we will quickly share some of our responses with the entire class. Students will be made aware of what will be expected for tomorrow. **(5 minutes).**

Writing Jigsaw / Intro to Peer Edit

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Summary

- 6. Subject(s): Reading
- 7. Topic or Unit of Study: Text Dependent Analysis for “Thank You, Ma’am”
- 8. Grade/Level: 7
- 9. Date: 3/29/2022
- 10. PA /Common Core Standards: CC.1.2.7.H CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L
- 6. Time Allotment: 40

Planning

- g. Instructional Materials:
 - PSSA Grading Rubric
 - Writing Prompts for the previous day
 - [Peer Edit](#)
- h. [Objective](#): Students will assess each other's writing in a Peer editing activity.
- i. Assessment: Students will paper edit their peer's writing and will eventually turn in the responses.
Tip: Students will be given a checklist to use while editing to keep them on track.
- j. Procedure Set
 - Motivation: Students will be able to see how their peers write and can learn from their peer's techniques on effective writing skills or will learn what to not do when writing. This can help students become more confident and stronger writers.
 - Relevance/purpose: It is important for students to be comfortable with others reading their work, as having a second peer of eyes and the person who did not write the paper, they can spot areas where something needs to be fixed, changed, or taken out completely.

- Prior Knowledge: Students will watch as the teacher models peer editing, both actually editing and using the corresponding checklist.

Teaching the Content

Procedure

c. **Do NOW or At the Bell**

d. Anticipatory Set

Students will be asked why it is important to re-read and check their writing prior to handing in an assignment. We will use this as our starting point for the day as we will be focusing on this today and tomorrow.

d. Instruction

a. Beginning

- i. Students will tell me what their reasons are as to why it is important to re-read their work. (They will go up to the board and will each list a reason.
- ii. When the students are done writing their responses, I will read them over and ask some to explain why they gave a specific response.
 1. Why do feel like this?
 2. Can you expand upon this idea?
 3. Can you provide an example?

b. Middle

- i. I will use a student's response from another class and remove their name from the top. I will demonstrate how I would peer edit a piece of writing, which changes I would suggest. I will fill out the peer edit sheet as well to demonstrate what I want them to be doing.

e. Check for Understanding - Formative Assessment

Students will be submitting their Peer Edit Worksheets and responses as a completion and comprehension grade.

f. Closing:

- a. Students will be responsible for finishing the peer editing process by 8:00AM the following morning.

Apply Corrections

Brenna Fulk

Summary

- 11. Subject(s): Reading
- 12. Topic or Unit of Study: Text Dependent Analysis for “Thank You, Ma’am”
- 13. Grade/Level: 7
- 14. Date: 3/28/2022
- 15. PA /Common Core Standards: **CC.1.2.7.H**
- 7. Time Allotment: 40

Planning

- k. Instructional Materials:
 - [Response Sheet](#)
 - [Peer Edit Sheet](#)
 - [TDA questions](#)
 - [Thank you, Ma’am Worksheet](#)
- l. Resources:
 - Teacher made materials
 - Teachers pay Teachers
- m. **Objective:** **Periods 1 & 9** **Period 4 & 8** Students will be able to successfully write, edit, and correct their shortened TDA responses.
 - **Period 3** Students will be able successfully complete and discuss questions pertaining to “Thank you, Ma’am”.
- n. Assessment:
 - Students will submit their peer edit review sheet for a completion grade.
 - Students will submit their completed TDA responses for a grade.
 - **Students will complete and submit discussion questions.**
- o. Procedure Set
 - Motivation: Students motivation for the completion of the TDA’s is directed in knowing that these skills are helpful for their current situation and for their lives

thereafter. Students need critical thinking and problem solving skills for many aspects in life both in and out of school.

- Relevance/purpose: The skills these TDA's teach students follow them in and out of school. Students need both critical thinking and problem solving skills for other subjects, writing, and jobs.
- Prior Knowledge: Students have been actively learning and participating in TDA and R.A.C.E.S activities and lessons. Students will have learned about TDAs since the beginning of the year, and since my taking over of the class I have been teaching the methods and the process.

Teaching the Content

Procedure

- e. **Do NOW or At the Bell: All students will be required to start working on their TDA corrections at the start of class.**
- f. Anticipatory Set
- f. Instruction
 - a. Beginning
 - i. **Period 1 & 9** Students will finish writing their TDA responses as they have fallen behind and need to work diligently to get caught up.
 - ii. **Period 4 & 8** Students will apply the corrections given to them from their peers. During class students will be called up to my desk one by one and have a small conference about their first TDA as their pre-assessment to my SLO. We will briefly go over my comments and where they scored and how they will be able to improve for tomorrow's TDA response as my second data point.
 - iii. **Period 3** Students are ahead and will be working on discussion questions for the short story, "Thank you, Ma'am".
 - b. Middle
 - i. **Students will work on finishing their drafts for the "Thank you, Ma'am" questions given to them on Monday. The goal is for this class to finish the response and have time to peer edit either Thursday or Friday.**
 - ii. **Students will work on applying the corrections given to them by their peers in an effort to obtain a good score of their response to the "Thank you, Ma'am" questions they were given Monday. Today is the final day to apply corrections and submit the final response.**

iii. Students will work independent, with partners, or with groups to complete the “Thank you, Ma’am” worksheet. Students will work through the answers and engage in discussion with their peers to determine their individual answer.

g. Check for Understanding - Formative Assessment

a. Students in all classes will be handing in their work to demonstrate comprehension of TDA and R.A.C.E.S skills.

b. Students will be handing in their worksheets to demonstrate comprehension of the meaning within the short story, “Thank you, Ma’am”.

g. Closing

a. Students who did not finish their work will be required to complete all of it for homework, due at 8:00AM in homeroom.

b. Students will be told about their TDA PSSA response they will be working on in class tomorrow.

Text Dependant Analysis

Brenna Fulk

Summary

- 16. Subject(s): Reading
- 17. Topic or Unit of Study: Text Dependent Analysis old released PSSA prompt.
- 18. Grade/Level: 7
- 19. Date: 3/31/2022
- 20. PA /Common Core Standards: CC.1.2.7.A, CC.1.2.7.B
- 8. Time Allotment: 40

Planning

- p. Instructional Materials:
 - o Released PSSA prompt
- q. Resources:
 - o PSSA resources provided by Mrs. Dunlap
- r. Objective: Students will be able to successfully and effectively answer a prompt, written in TDA style, following all parts of the R.A.C.E.S method. Students will use text talkers, sentence starters, and transitional words, providing evidence that supports their answer and effectively explaining how it supports the answer they determined.
- s. Assessment:
 - o Students will be submitting their TDA responses for grading.
- t. Procedure Set
 - o Motivation: If students have successfully completed the TDA and fully understand the requirements of this method, students will be able to move on to the next lesson.
 - o Relevance/purpose: Not only does this skill help students prepare for PSSA examination, this concepts embedded within such as: problem solving and critical thinking are important for all aspects in life, in and out of school. These concepts far exceed the class expectations and will make students better at dissecting a

problem and determining a solution, and give students the skills to research a topic before blindly answering.

- Prior Knowledge: Students have been studying this method of a week and a half and have been given all the tools needed to succeed.

Teaching the Content

Procedure

- g. **Do NOW or At the Bell: Enter the class room, please put your chromebooks away and take everything off your desk except for something to write with.**
- h. Anticipatory Set
 - a. Ladies and Gentlemen, first I want to express how proud I am of all your hard work throughout the past couple of days and completing the work, if you score better on this TDA than you did on the first round we will be done with TDA practice, so please take your time, focus, and follow the methods we have been studying.
 - b. Periods 1,3 & 9 Ladies and Gentlemen, thank you for all your hardwork throughout the past couple of days. If you do a good job on these TDAs you will be able to move on to a different lesson. Please take your time and focus, and follow all the methods we have been studying.
- h. Instruction
 - a. Beginning
 - i. Students will be given their TDA prompts and stories. They will be required to read and answer the questions effectively. Students will be encouraged to take their time and to not rush through the response.
 - b. Middle
 - i. I will circulate throughout the room to ensure students are focused and working diligently. Students will be given warnings on time to help keep them motivated to finish before the end of class.
- i. Check for Understanding - Formative Assessment
 - a. Students will be handing in their work for correctness; using the R.A.C.E.S acronym to assess their writing for a TDA.
- h. Closing
 - a. Students will be required to hand in their work at the end of class. No homework will be assigned tonight.

Ted Talk

Brenna Fulk



Summary

- 21. Subject(s): Reading
- 22. Topic or Unit of Study: Text Dependent Analysis for “Thank You, Ma’am”
- 23. Grade/Level: 7
- 24. Date: 4/1/2022
- 25. PA /Common Core Standards: **CC.1.2.7.I, CC.1.2.7.A, CC.1.2.7.B**
- 9. Time Allotment: 20 (2 hour delay schedule for Professional Development in the beginning of the day).

Planning

- u. Instructional Materials:
 - Ted Talk - Victoria Platt
 - Worksheet Questions
- v. Resources:
 - Teachers Pay Teachers
- w. Objective: Students will be able to answer and discuss questions after watching a clip from a Ted Talk and relate it back to “thank you, Ma’am”.
- x. Assessment:
 - Worksheet will be submitted for a completion grade
- y. Procedure Set
 - Motivation: Students will be able to tie in another element to the short story to help with their understanding of the meaning of “fairness”.
 - Relevance/purpose: Students will use two forms of media to compare and aid in the larger picture comprehension of what it means to be fair.
 - Prior Knowledge: Students have read the short story and have a good understand of the lesson to be learned which will help them when trying to complete the questions sheet.

Teaching the Content

Procedure

- i. **Do NOW or At the Bell**
- j. Anticipatory Set
 - a. Okay , please take everything off your desks except for something to write with.
We are going to take out final test today on RACES and “Thank you, Ma’am”.
APRIL FOOLS
- j. Instruction
 - a. Beginning: Students will watch a 5 minute clip from a “Ted Talk” which discusses the concept of procedural justice.
 - i. Students will give a brief summary once again of “Thank You, Ma’am” and asked to begin thinking about similarities between the two.
 - b. Middle; Students will watch the video and then be shown the discussion questions so that as a group we can discuss and answer the questions.
- k. Check for Understanding - Formative Assessment
 - a. Students will complete and exit ticket on this day.
- i. Closing: Students will be asked to open the Google Form and complete it before leaving for the day.