

Writing Lesson Plan

Introduction

The lesson that I am presenting to you is made for 3rd graders who are at least advanced beginners or anywhere above, including native English speakers. It could be used in the beginning of the school year to get to know ones students better or it also fits in as an interesting writing assignment anytime of the year. Based on my knowledge of the student population in the Seattle Public Schools, the majority of the students will be from Spanish-speaking backgrounds as well as from Vietnamese, Amharic, Tigrinya and Arabic-speaking cultures. There will be a wide range of literacy skills, but most will likely come with few native language strategies to bring to their English language learning. I will likely be teaching this lesson in a mainstream class with ESL students right beside native English speakers. The lesson fits in with the Writers Workshop program used within SPS. The workshop model teaches a variety of skills via mini-lessons and modeling. This lesson teaches students to use descriptive language and hone their skills of focusing in on and describing, in words, a small slice, or snapshot, of an event. They will also make an illustration of the memory they describe.

I believe the objectives are appropriate for this age group and level of language ability. The lesson plan is aligned with the objectives, allowing them to be met. This lesson also allows students to access it at whatever language-learning level they are at and take it as far as they can. I am focusing on their ideas in my presentation of the writing and not on how to write verbs in the past tense. Perhaps students will need some scaffolding in doing this so I will need to lead the whole class in a review of how we talk about the past and brainstorm some examples of verbs in the past. Students' finished writing pieces will show whether they were able to meet the objectives from the teaching I did.

Lesson Plan

Snapshot Writing-----3rd grade Writing Lesson

Content Objectives:

- Students will be able to write about a memory they have from something that happened in their life, describing in detail where they were, who was there, and what was happening.
- Students will be able to make an illustration to go with their writing.

Language Objective:

- Students will be able to use past tense verbs and descriptive language to describe a memory.

Introduction to Writing Activity: To begin, I will read a few pages from *Family Pictures* by Carmen Lomas Garza without showing students the illustrations. I will ask them to imagine what I am reading to them and then we will talk about what we “saw” from the descriptions. I will show them the illustrations after and ask them how the writing helped them get a good sense of what the author was describing. I'll then ask them to think of a memory they have of a time with their friends or family and envision one moment of that time, as if they were taking a snapshot with a camera of it and tell them we are going to write our own *Family Pictures*.

Writing Activity: Students should now be thinking of their snapshot memory. I will share my snapshot and demonstrate how I put my ideas into a web. Students will have their writers notebooks (or an idea web) and can fill out theirs as thoughts come to them, as they watch me modeling. After they have created a web of ideas, I will model using my web to create a short paragraph. Students will then go and work on theirs. I will work with students who need more help with this. After students have a first draft of their writing, they will work in small groups and read their writing and get feedback from their classmates, focusing mostly on whether the story makes sense and if any more information would be helpful. Then students will read their writing to check for correct verb tenses. We will work as a class, practicing with sentences that students share from their writing. Finally, students will write their final drafts and then create an illustration to accompany their writing. They can use watercolors, colored pencils, crayons, or whatever other materials they would like that are available.

Conclusion: To conclude this assignment, students could have an artist's reading party and we could invite another class or students' families in to hear students read their piece and show their illustrations. We can also simply put our work up in a prominent place to share with the rest of the school. These pieces could also be made into a class book and photocopied books for each student to have and read.

Assessment: Students will have completed this task satisfactorily if they completed the assignment to the best of their ability. To assess their level of writing, I'll use a rubric to determine how well they used past tense verbs and if they wrote a thorough description of their memory (who, what, where).

Writing GLE's

- 1.1.1. Applies at least one strategy for generating ideas and planning writing.
- 1.3.1. Revises text by adding, deleting, substituting, and moving words and phrases

- 3.3.5. Applies usage rules.

Visual Arts GLE

- 3.1.1 Understands that visual arts are used to express feelings and present ideas and applies this understanding when creating artworks.