

Read & Write for Google (Lesson 4) - Predicting an Ending

What is the learning target for the lesson?

I Can statement: I can use Read & Write for Google to predict how a story will end.

Rationale

Writers will use Read & Write for Google to predict the end of the mentor text.

Outcomes and indicators addressed:

Speaking and Listening

- Express and explain opinions, and respond to questions of others

Writing and Representing

- Recognize differing points of view in own writing and the writing of others
- Write in both print and/or digital format an organized text with a beginning, middle, and end

Reading and Viewing

- Retell a narrative, making reference to vocabulary, such as characters, problem, and solution

How will learners demonstrate what they are learning?

Assessment: ☐ observation ☐ conference ☒ product ☒ video/digital

Planning for the lesson:

- suggested mentor texts: *Ninja Red Riding Hood* by: Corey Rosen Schwartz(hard copy preferred) *stop when Wolf and Riding Hood start their face-off.
- [Book part 1](#) & [Book part 2](#)
- [Beginning, Middle, End page](#) for each student
- [Ninja Red Riding Hood](#) assigned to each student.

Mini Lesson

- Students should be familiar with logging into GNSPES
- Students should know [how to get to the classroom](#) and have seen the basic video of how to use [Read & Write for Google](#)

(10-15 minutes)

Things I might say

- *Today we are going to write about what we think will happen at the end of a story by predicting*
- *When you are watching a tv show, a movie, or reading a book, how many of you try and guess what is going to happen next? That's predicting*
- *Today we are going to try use Read & Write for Google again, but today we are going to write ideas on paper first*
- *Let's talk about the beginning, middle, and end of the book (BME)*
- *Let's talk about facts or ideas from each book so the ending we predict will make sense.*

Activate prior knowledge

We have been learning how to use Read & Write for Google. Today we are going to look at a funny fairytale and try to predict the ending of the story.

As a writer I always think about how when I write, and today I am trying to show my readers that I can think of an ending to a story I have heard that makes sense.

- *describe the action that took place (Beginning and Middle)*
- *use facts or ideas in the story to support your opinion*
- *use humor (what was funny)*
- *mix short and long sentences together*
- *use punctuation as best you can*

Today, I want you to listen as I read *Ninja Red Riding Hood* by: Corey Rosen Schwartz . In the book there is a beginning, middle, and end. We are going to stop before the ending and write what we know, and then create our own ending using Read & Write for Google before finishing the story.

Guided Practice/Active Engagement (2-5 minutes) Beginning, Middle, End page activity • <i>Let's talk about the key things that happened in the story.</i> • <i>Write down different things that happened in the beginning and middle of the story</i> • <i>Come up with some possible endings together as a class.</i>	
Independent Work Time (30 minutes) Revisit the I Can ... statement (learning target) from the explicit teaching. Learners try it independently. • Make sure to complete an example for students to see before they are on their Chromebooks. • Have students collect their Chromebooks (using whatever routine you have) • Lead small group instruction, guided writing groups or confer at this time. • Extension: Once students have submitted their work, have a classwide share event using a projector. Have students who are willing to share their written end with the class do so. Once the endings have been shared, discuss as a class what they thought a “good” ending should have. Lastly you could create categories for ending winners and vote as a class e.g. funniest ending, more realistic ending, scariest ening, etc.	Review target: I can use Read & Write for Google to tell my opinion using ideas. Learners will review the writing they have been working on and add at least one technique to their writing.
Share (5-10 minutes) • mini lesson reinforcement • problem solving opportunity • opportunity for descriptive feedback Things I might say • <i>Today we learned ...</i> • <i>Today as you share I would like you to provide feedback to your partner ...</i>	Bring learners back together to review and link to the learning target: I can use Read & Write for Google to tell my opinion using ideas. <i>In a writing circle, share your story.</i> <i>Ask questions about your partner's story.</i>
Assessment and Next Steps • What did you notice your learners doing well? In what areas do they need additional support? • What are some possible areas where you can take the learners further? • Provide opportunities for learners to edit work previously written to apply what they know about voice. • Encourage learners to look for these techniques, when reading, to help them develop voice in their writing. • Look at the assessment template for students and record results. Feedback from teachers: • Oral feedback (conferring, individual calls, comments during a Google Meet) • Written comments in a Google document or sent in an email	