Lesson Title: Reading-Writing Workshop

Content Area and Grade Level: 4th Grade Writing

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Brief Description of the Lesson/Unit:
The students will create and construct a story from the perspective of a coach/teacher.

South Dakota Content Standards:

- Standard numbers and exact wording
  4.W.1.1 Students can express ideas, personal thought, and observations in response to literature.
  4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections.
  4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

- Unpacked standards (in student-friendly wording)
  The students will use their personal interests, thoughts, and ideas to write a story about an experience he/she has had. The student will write the story as if he/she is the coach or teacher involved with the situation, and write it from their point of view. The student will be required to use proper sentences structure and grammar.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The student will learn how to correctly tell and write a story from the first person point of view.

2. What essential questions will guide this unit and focus both the teaching and the learning?

   - Who is the story about?
   - What events lead up to the climax?
   - Where and when is the story taking place?
   - Why are the sequence of events important in telling a story?
   - How does the main character resolve the issue?

3. What key knowledge and skills will students acquire as a result of this unit?

   The students will be able to write a story in a sequential order. They will also understand how to develop a story line while keeping it interesting to their audience. Students will also learn how to use correct grammar and sentence structure to construct a story.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

   The students will be able to utilize what they have learned from Daily Oral Language skills to create a story with a topic sentence, supporting details, and a conclusion. The students may have difficulties with writing continuous sentences with the key concept being sentence structure. The students tend to do very well with correcting grammatically incorrect sentences, but struggle when it is their own sentences to correct.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):  
   
   Story Map, Brainstorming Session

2. Performance Tasks:  
   
   The student will write a story about an event or situation that he/she has encountered.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):  
   
   The student will turn in his/her final draft, and read the story orally to the class.

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):  
   
   The teacher will observe students during work time. The students will be required to write a first draft, and then do peer revisions. The students will then complete a 2nd draft, and turn into the teacher for more revisions. When then teacher has proofread the second draft, she will meet with the student and discuss the highs and lows of the story. The student will then type their final draft, and proofread their own work before handing in to the teacher. When the writing process is finished the teacher will collect all three drafts, and meet with the student to show his/her progress through the writing process.

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

   By collecting their first and second drafts, the teacher will be able to direct the students onto the "write" path. The teacher, as well as their peers, will be able to redirect students by meeting with the student individually to give constructive criticism as well as praise for the areas they are excelling in.

5. Student Self-Assessment:  
   
   The student will proofread their own work.
6. Attach or include specific rubrics being used for this lesson/unit:
What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. **Major Learning Activities:**

   The students will acquire the knowledge of the use and implementation of sentence structure, grammar usage, a topic sentence, supporting details, and a conclusion. They will also be able to express their own thoughts and ideas.

2. **Materials, Supplies, & Resources (technology & print):**

   --computer (laptop or desktop)
   --writing paper
   --writing utensil
   --peer editing checklist
   --brainstorming sheet
   --story map

3. **Classroom Management:**

   The teacher will monitor the productivity of each student. The students will be required to hand in their completed work for that work day. Also, the teacher will hold individually meetings with each student to check for progress made, and to see if any additional work time will be needed.

4. **Support Services and Special Teacher Notes:**

   Mrs. Pulse, special ed. teacher, Mrs. Holan, special education aid, Mrs. Jandreau, computer teacher, and Mrs. Scott, title reading instructor, will all be available to provide support and assistance to those students with special needs. I have also established some before and after school time to work with each student individually.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

   The student will be able to write a story about something that is personal to them. They will use their own individual thoughts and ideas to write their story.

2. Differentiated Content:

   The students will be able to use a computer to type their rough drafts, or if they choose to do so, they may write out their stories. The students will also use a story map to generate their thoughts and ideas.

3. Differentiated Product:

   Each student's writing will be unique. It will center around their own personal thoughts and ideas. They will be able to share their story with the class.