Teacher Name: Guadalupe Rivera Grade: 3rd/4th Room: 209 Week: October 17-21

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| Writing Concept: Narrative Writing Connected to subject: ESL  |
| CCSS: | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally |
| WIDA: | English Language Proficiency Standard 1:***English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.***1b Listening: process, understand, interpret, and evaluate spoken language in a variety of situations.2b Speaking: engage in oral communication in a variety of situations for a variety of purposes and audiences3b Reading: process, interpret, and evaluate written language, symbols, and text with understanding and fluency4b Writing: engage in written communication in a variety of forms for a variety of purposes and audiences.English Language Proficiency Standard 2:***English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.***5b Listening: process, understanding, interpret and evaluate spoken language in a variety of situations6b Speaking: engage in oral communication in a variety of situations for a variety of purposes and audiences7b Reading: process, interpret, and evaluate written language, symbols, and text with understanding and fluency8b Writing: engage in written communication in a variety of forms for a variety of purposes and audiences. |
| Objective: | Students will be able to write complete sentences | Students will be able to write complete sentences | Students will be able to name the 4 different types of sentences | Students will be able to name nouns and write proper nouns with capital letters | Students will write complete sentences with correct capitalization and punctuation |
| Mini Lesson: | Students will be able to name the subject and predicate of a sentence | Students will be able to break up a run on sentence using appropriate punctuation | Students will be able to name which types of sentences use which types of punctuation | Students will make a list of nouns and proper nouns. | Students will correct a paragraph with capitalization, punctuation marks, and incomplete or run-on sentences |
| Small group activities: |

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| **Activity** | **Description** |
| **Read Aloud**10 minutes | The teacher will read a story aloud to serve as a guide and model to teach children to write like other authors based on the skills and strategies taught during the mini lesson and through award winning books that teach students how to learn specific strategies for writing well |
| **Mini Lesson**10 minutes | * The teacher will explicitly teach skills and strategies in writers craft following the conventions of mini lessons and mini lesson in writers craft of writing from Guided Readers and Writers
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| **Independent Writing**40 minutes | * Students will be doing independent (self-selected genre) writing in each of the 5 areas and will be given the time and opportunity to cycle through the different stages
1. **Prewriting:** Journal idea, think, read, research
2. **Drafting:** independently write a sloppy copy
3. **Revising:** peer revision BIG changes, sequence, ask: Does this make sense? (teacher will be working with students here performing mini conferences with students)
4. **Editing:** edit your work, correct spelling and grammar mistakes
5. **Publishing:** final copy, technology/word processing, crayons glue, fancy paper
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| **Share Time** 10 minutes  | * Students will be given the opportunity to share their work at whatever stage they may be
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| Assessments | Exit Slip Question:Why does a sentence need a subject? Why does a sentence need a predicate? | Exit Slip Question:What can we do to a run-on sentence? | Exit Slip Question:Why are punctuation marks important? | Exit Slip Question:When do we use capital letters?  | Exit Slip Question:Why is it important to use capital letters, punctuation marks, and write in complete sentences?  |
| Materials and resources Books | Writing notebooks, Writer’s Workshop, Avenues book for ESL portionGuided Readers and Writers, Writing Workshop by Lucy Calkins[www.edhelper.com](http://www.edhelper.com), Smartboard, Laptop, Projector |
| Homework | Vocabulary activityActivity sheet circle subjects, underline predicates | Part 1 questionsActivity sheet break up run on sentences  | Part 2 questionsActivity sheet naming the different types of sentences | End of story questions Activity sheet naming nouns in the park, home and a store.  |  |