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| Writers Workshop  Observation (Kathy Pardell)  2/25/2015  Brianne Adrian |

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| Informative Writing – How to Lesson 2: What can YOU teach? |
| Outcomes: *GO4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.*  *List related ideas and info on a topic, and make statements to accompany pictures (T2-T3)*  *Specific Outcomes 4.2 Attend to Conventions; Specific Outcomes 4.3: Present and Share* |
| Materials:   * Chart Paper, How-to Template, How-To Checklist |
| **Focus Lesson**  *Writers, today we are continuing our how-to writing. We will not only be writers, but*  *we will also be teachers. We are all an expert at something, and we will be using this*  *expertise to write How-To texts. How-To**books teach someone how to do or make something. For example, how to plant a garden, how to make a card or how to play soccer. Yesterday we all wrote about how to make a fruit salad. Today I want you to think about something YOU could teach someone else.*   * Using chart paper, brainstorm how-to writing ideas that the students know about. (How-to play a game, make a friend, plant a flower, get ready for bed, make a birthday card, get to school, make soup, build a snowman, find out how tall you are…) * Remind students about the importance of a materials list so the reader knows what to get * Remind students about transitional words (First, Next, Then, Finally) and illustrations that match the directions. If they don’t know a word they may refer to the word wall, personal dictionary, or sound out/underline if it bothers you.   *Today when you write, you may want to write about something you know how*  *to do or make.* |
| **Writing Time**   * Pass out how-to template and “checklist” (conventions to remember)   Students will write a how-to piece about something they know about.  **Conferring**: Have students tell me about their writing. For emergent writers, I will help them sequence their writing and stretch words. I will ask advanced writers to reread their writing making sure that it follows a logical sequence and has enough detail. |
| **Closure**  Choose 2-3 examples to show the class. Have students share their work. |
| **Reflection:** Students were so engaged! The lesson was focused and smooth – this was mainly because the students are familiar with the writers workshop teaching progression; I try to keep all my lessons focused and short with maximum student involvement. I found it hard to help everyone during conferring; next time I will differentiate the sheet more (add transition words already) and possibly give a few students less choices on what to write about. I may also arrange seating using seating cards for my next lesson specifically (the how-to writing threw off a few students). The checklist was awesome, especially for my higher group to stay on task. |

Revised from Portland Public Schools Writing Units

Feedback on Observation/Coaching for Brianne Adrian Feb 25/15

Essential Question Focus: Writer’s Workshop

The following is a recap of our discussion today.

What I noticed: A clear concise lesson plan with a focused topic.

**Purposes: -writing a Procedural text.**

Students were gathered at the mini-lesson and you began with a review of the elements of a procedure “How –to make a fruit salad.” The elements(features) of this text type (title, materials procedure, pictures, transition words etc.) were reviewed in order and an introduction to a new topic was introduced. You brainstormed a list of possible topics for your students to use in their writing. The graphic organizer was explained and a checklist of the features was distributed. They were also reminded of where to look for tricky words. Students moved to the writing phase. Well done!

You conferred individually with students and moved around the room.

The transition words (first, then, next, finally) were posted on the Smartboard-yes!

You were clear with expectations and you never lost sight of your goal. Students responded beautifully to your lesson☺

This was a wonderful mini-lesson, well-thought out and I really liked your organizer and checklist!!!

Considerations: Perhaps think about;

-only write down plausible ideas for How-To’s. If a student says “I know how to drive a car” ask them how to do that. Verify that they actually know how-to do something, otherwise they will get stuck early on. This will minimize the amount of “help”, that student may need.

-creating personal lists and a general class list that can go into their writing folders for future writing times. These can be topics that specific students know how to do. *For example, if Mary knows how to play piano she can include that on her personal list.*

-Offering support through lists of clusters. Key clusters ( word families, digraphs etc. ) should be posted for reference. Grade one is the key audience that requires this support as they are learning these word families, vowel pairs etc. and need much exposure to them. Use for reference along with the word wall (always growing) to support your writers.

-Possibly differentiate your graphic organizer to support those strugglers. This can be done in a variety of ways like;

* Having the transition words already included ( First you\_\_\_, Then you\_\_\_ Next you\_\_\_ and Finally you\_\_\_\_) OR
* Have the first 2 steps completely done for the kids and the strugglers fill in the last 2. OR
* Have that struggling group sort out large sentence strips to understand the order of the piece. Then you can go through the checklist with them to see if they have it all. They can then have an individual copy of the How-To where they just add the pictures, or the title etc. Gradually wean them off total support.

-Think about offering a mini-lesson on how to use the checklist (*which I love by the way)* and do this after they have completed their work. If they have to re-write, that is a step in the writing process (revision). Not everything needs to have a ”good” copy, but sometimes you do need them to understand that if it will be published or re-worked (revision) then an improved second copy is needed. The checklist can be introduced through a “mock” text where you have deliberately left out a feature or mixed up the order. Have students look at the checklist and see how it can help them stay on track with their own writing.

-The SHARE section is a Wrap up with a few kids sharing their pieces to emphasize the requirements for that day. Whatever your focus was for that day, find kids who fulfilled that goal. It can even be students who successfully matched the picture to the step, or someone who fulfilled 2 of the steps completely.

-Overall, this was so well done and well- paced! You have clear mini-lessons, high expectations ( a good thing) and a good sense of the workshop format. I loved it!!

\*Remember to add this lesson plan to your PLT and your reflection on it. THEN, add my feedback in your words and your reflection on MY comments. After, make a new lesson plan with those changes (whichever ones you want to change) and then reflect on THAT lesson in your PLT.

Good luck with Writer’s Workshop. Remember that ultimately (later) you will need to answer your Essential Question with student evidence.

Thanks Brianne-You’re such a natural teacher. I loved being in there today☺ ☺

Kathy Pardell

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| Reflection on Kathy’s Thoughts:  I totally agree that agree that my room needs more visual prompts, especially with clusters/vowel combinations. Although I love the peaceful clutter-free classroom environment I will make more visual reminders to put on the walls for the students to refer to. (I looked around for some but I really don’t like the loud primary-colored posters I have seen. I will make some “calmer” ones!) I can see the students benefitting from them.  Although I felt the how-to template was basic, my lowest students need more scaffolding. I like Kathy’s ideas for differentiating the template. The sentence strips would also help with choosing a topic, since that was difficult for two students.  My favorite part of writers workshop is the sharing piece – students are so motivated by positive reinforcement! ☺ |

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| Informative Writing – How to  Lesson 2: What can YOU teach? Revised Version |
| Outcomes: *GO4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.*  *List related ideas and info on a topic, and make statements to accompany pictures (T2-T3)*  *Specific Outcomes 4.2 Attend to Conventions; Specific Outcomes 4.3: Present and Share* |
| Materials:   * Chart Paper, How-to Template, How-To Checklist |
| **Focus Lesson**  *Writers, today we are continuing our how-to writing. We will not only be writers, but*  *we will also be teachers. We are all an expert at something, and we will be using this*  *expertise to write How-To texts. How-To**books teach someone how to do or make something. For example, how to plant a garden, how to make a card or how to play soccer. Yesterday we all wrote about how to make a fruit salad. Today I want you to think about something YOU could teach someone else.*   * Using chart paper, brainstorm how-to writing ideas that the students know about. (How-to play a game, make a friend, plant a flower, get ready for bed, make a birthday card, get to school, make soup, build a snowman, find out how tall you are…) Only list ideas that students know how to do! ☺ * Remind students about the importance of a materials list so the reader knows what to get. * Remind students about transitional words (First, Next, Then, Finally) and illustrations that match the directions. If they don’t know a word they may refer to the word wall, personal dictionary, or sound out/underline if it bothers you.   *Today when you write, you may want to write about something you know how*  *to do or make.* |
| **Writing Time**   * Pass out how-to template and “checklist” (conventions to remember).   Students will write a how-to piece about something they know about.  **Conferring**: Have students tell me about their writing. For emergent writers, I will help them sequence their writing and stretch words. I will ask advanced writers to reread their writing making sure that it follows a logical sequence and has enough detail. |
| **Differentiation**  Give selected students how-to template with transitional words built in. Have lowest students work with sentence strips (*How to Line Up*) at the round table. Give them the checklist as they finish. |
| **Closure**  Choose 2-3 examples to show the class. Have students share their work. |
| **Reflection:** My lowest writers got way more out of this lesson! As they manipulated the sentences/printed, it cut down on wait time as well as students writing and needing to erase due to misunderstanding. We had an awesome writing workshop! |

Revised from Portland Public Schools Writing Units