

Elementary Social Studies/Writing Lesson

6 boys, 10 girls

7 ELA AIS

5 Math AIS

2 students from Nigeria, 1 from Ukraine, 1 from Afghanistan, 1 from Yemen, 3 African American

2. NYS Standards Applicable

Writing – College and Career Readiness

Text types and purposes - #2 write informative and explanatory

Production and Distribution of Writing - # 4 Produce clear and coherent writing

Social Studies – Standard 1 Key Idea 1

The study of NYS history – know the roots of American culture...

3. Lesson Objectives (Students will...)

Know: The components of writing an informative piece.

Understand: How to apply bulleted ideas and turn them into detailed sentences.

Do: Accurately use bulleted ideas to produce an informative writing piece showing their understanding of new concepts of the Native American unit.

4. Prior/ Subsequent Connections

Prior to this lesson, the students engaged in many activities focused on Native Americans. They conducted research (CCLS) and recalled information (CCLS) about Native Americans. They showed their understanding of essential learning's about Native American culture in a glogster supported by the technology specialist (CCLS). I will use the results of today's lesson (writing) to assess if any students need additional learning on the topic of Native Americans or the components of informative writing.

4. Lesson Activities

Introduction

I will begin by asking students to review what we completed on the glogster by asking them to share some highlights from their glogster. We will review why these concepts are important to their learning. I will then explain the learning objectives for today's lesson. I will then go over each informative writing choice and will explain the expectations and provide a brief example of each.

Independent work

Students will begin using the information from their glogster to construct a complete paragraph. I will be assisting and supporting students throughout the writing task.

Group/Partner work

Students will have the opportunity to ask peers for feedback or can provide support to those working on the same writing task as them.

Closure

I will ask if any students would like to share what they have completed so far and if they are finding anything difficult through the process. I will close with asking what they learning from today's lesson and its importance.

Materials

Completed glogsters

Paper - prompts

Pencils

Writing choices with examples

Chart paper

Markers

Differentiated "starters"

Assessment

Formative

As students are working, I will assess both their understanding of the social studies material as well as their ability to write an informative piece including an introduction, details and conclusion. Because this is a rough draft, I will also be looking that students are checking over their mechanics and are using resources such as their spell check while editing and revising.

Summative

The final draft will provide an assessment for both their knowledge of the focused social studies writing topic as well as their ability to write an informative piece of writing.

Possible Adjustments to the lesson

Some of the students have difficulty getting started on their writing pieces, keeping their writing organized and including all components of a complete paragraph. I have created "an organizer for them including a starter sentence and a format to help them with organization and completion of REC. I have also given them "hints" about what they can consider adding to their writing. In addition, I may need to work with a small group to help keep them focused and on task. Some also benefit from oral rehearsal prior to writing; therefore I will be available for them as well.