**Student's Name**: Jenna Rizzi

**School Name:** Orchard Hill Elementary School

**Grade Level:** K

**Host Teacher's Name:** Rosita Sheeley

**Lesson Topic and Main Concepts (Big Idea):**

This lesson is a Writer’s Workshop centered around the prompt “When I grow up…”

**Background Information**

**a) Analysis of Students' Prior Knowledge including misconceptions**

Students are now in the practice of listening to a Shared Reading and then responding on what they have read. Students have had approximately one week of Writer’s Workshop experience. They are familiar with Jot and Sketch in which they know to first think of an idea, draw the picture, and then write the words. Students have learned the basics of how to stretch out their words to hear the sounds and record them on their papers. To best stretch out the sounds, students must be very familiar with the phonics flash cards (letter, picture starting with letter, and sound) as well as how to form the letters.

**b) Teacher Content Knowledge**

Teachers must have a deep understanding of the writing process and how it can be modeled best to students. They must know the best practices to model forming an idea, including detail, stretching out sounds, Jotting and Sketching, along with all of the other various aspect of writing.

**NJCCCS and Common Core Standards**

**CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant**

**CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they nake what they are writing about and supply some information on kindergarten topics**

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| **Objectives** | **Assessments** |
| Students will be able to plan their idea to jot and sketch a picture and one sentence with initial sounds (create-procedural) | Students should jot and sketch a picture of what they would like to be when they are older in their Writer’s Notebooks |
| Students will be able to stretch out the sounds to write one sentence with little help (apply-procedural) | Students should write a one sentence when they are asked to jot |

**Materials**

*I Can Be Anything*,Jerry Spinelli

Can be modified for older grades with *When I Grow Up* by Al Yankovic

Writer’s Notebooks

Pencils

Crayons

**B.**  **PROCEDURE**

**1. Motivational Beginning & Activating Students' Prior Knowledge :**

I will open the conversation by asking if any of the students know where their mommies or daddies work. Then we will read the poem:

When I grow up I want to be

A doctor, a policeman, an actress or maybe…

When I grow up I want to be

A singer an astronaut an athlete or maybe…

When I grow up I want to be

A chemist, a teacher, a zoo keeper or maybe…

When I grow up I want to be

A dentist, a fireman, president or maybe…

For right now, I’m just happy being ME!

I will tell the students that today we are going to read a story about a character that is thinking of things he may want to be when he grows up.

**2. Logistics/Classroom Management**

This lesson should take approximately 30-40 minutes. For the motivational beginning, story, and modeling, the students will be seated at the carpet. For their jot and sketches, the students will return to their seats. Students will be given a “writer’s stretch break” between the story and modeling. If students are misbehaving, I will adjust their spots on the carpet or seats.

**3. Lesson Steps**

I will begin the lesson by doing the motivational beginning (see above). I will read the story to the students. I will stop along the way to ask some questions. I will be asking students to put their thumbs up if they would like a particular job, etc. I will also ask them about the characters, setting, and theme. I will then ask them to share with the class what they might like to be when they grow up. I will write the students’ responses on the chart paper and if students agree, I will put tallies next to the response. This gives the students an idea in their heads about what they might like to jot and sketch about. I will then begin modeling my full thought process as well as the jot and sketch in the teacher writer’s notebook. I will tell students that from a very young age, I wanted to be a teacher. (I will explain how I used to play school with my dolls and read them books etc.) I will model drawing a picture with as much detail as possible and reiterate that this is the “sketch” portion of the assignment. I will then form a sentence “in my head” for the students about my picture. I will write, “When I grow up, I want to be a teacher. I love school!” All of the students can start their sentences with “When I grow up…” and add on from there. I will be modeling how to stretch out the sounds in a word to write the letters. I will mention how I am sure to leave spaces between words when I jot a sentence. Before I let the students go to work, I will have them repeat the directions back to me. I will hand out the notebooks that the students will work in to jot and sketch.

\*Differentiation\*

I believe this lesson appeals to all kinds of learners. It will be especially differentiated with the writing as I know which students can write three sentences and which students can hardly stretch out a word. I will encourage students to do what they can do and challenge themselves without getting frustrated. For my especially advanced student, Isaac, I will have him write extra sentences and even go on to something that he does not want to do when he grows up. For my lower student Brayton, I will have him sketch and jot perhaps, just the name of the occupation. The prompt allows students to come up with diverse responses and show their interests. The lesson will be appealing to both visual and auditory learners as I read the story and model.

**4. Questions**

What is something you would like to do when you grow up? Why? (apply)

What is something you would not like to do when you grow up? Why? (apply)

Do you think the character may change his mind about what he wants to be as he gets older? Is this okay too? (understand)

What will you draw in your picture to show that you want to be a XXX? (understand)

What would you write if you draw a picture like this? (analyze)

What details could you add to this picture to make it even better? (evaluate)

What could you write to make your sentence even better? (evaluate)

What happens if I cannot think of an idea to write about? (remember)

Should I jot first or sketch first? (answer: either) (remember)

Does this sentence describe what is in the picture? (understand)

Do I need to put spaces in between my words? How does this look? (analyze)

**5. Curriculum Integration**

Although writing is the main focus, this Writer’s Workshop lesson asks students to use good listening and practice speaking skills when they are answering questions and sharing with the class. It asks students to be introspective and think about the future. (This is another demonstration of time passing.)

**6. Closure:**

After the students are finished we will gather back on the carpet for a review and closure. I will ask five students (or however many time permits) to come up and share their work with the class. I will ask them questions about their drawings, letters, and techniques. I will point out the things that I like about the work to the class. I will explain to the class that every time we write in our Writer’s notebooks, our writing gets better and better!

**7. Follow-up/Next steps:**

There are many lessons for Writer’s Workshop to come, as this is just the beginning for the kindergarten students. It would be nice to revisit the “When I grow up” topic again and talk about responsibilities and how we get more and more responsibilities as we get older. A prompt students could use is “What is your responsibility in school, at home etc. For example, this may be, putting the crayons away, feeding the dog, or making his or her bed.