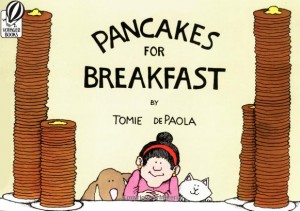
**Student's Name**: Jenna Rizzi



**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 on Who, What, and Where

**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 month 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. They have been introduced to stories having a beginning, middle, and end.

**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.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**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| Students will be able to identify the who, what, and where within a small moment | Students will aid in the making of an anchor chart for who, what, where |
| Students will be able to jot and sketch including who, what, and where components | Students will include these components in their writing. Will be discussed when conferencing |

**Materials**

*Pancakes for Breakfast by Tomie DePaola*

Writer’s Notebooks and paper

Pencils

Crayons

Anchor chart paper

Markers

**B.**  **PROCEDURE**

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

We will do a picture walk of the wordless book, Pancakes for Breakfast by Tomie DePaola. I will ask the students if they notice something different about this book. If they do not guess that there are no words, I will hold up another book to compare. We will look at the pictures together to briefly take note of the story.

**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 many questions and dictate what is happening in the pictures. I will provide opportunities for turn and talk, predict, what do you notice, and see-think-wonder. I will explain to students that this book, even though it does not tell words, tells a great story because it shows us who, what and where. I will create the anchor chart with the students for “who, what, and where”. I will have the students plan a small moment and plan to use a who, what, and where.

\*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 season is it?

- Who are the characters in the story?

- What does it mean when there is a bubble coming from the woman’s head (thought bubble)?

- What ingredients does the woman put in her bowl?

- What does she do when she runs out of ingredients?

-How does the character look here?

- What are some problems the woman encounters and how does she solve them?

- How does the story end?

- How does Tomie de Paola use pictures to tell his story? (Discuss sequencing/chronological order.)

**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. We will review the anchor chart. 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:**

More small moment work

Why and How