

## Part 2: Using the CCLS and FFT Together

### 5<sup>th</sup> Grade Writing Lesson - ICT

#### PRE-PLANNING

**Teachers:** Ms. Radcliffe and Mr. Watson

**Date:** February 5, 2013

**Lesson Title/Topic:** Revising a personal narrative fiction piece to communicate setting.

#### Common Core Standard(s):

[CCSS.ELA-Literacy.W.5.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- [CCSS.ELA-Literacy.W.5.3a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- [CCSS.ELA-Literacy.W.5.3d](#) Use concrete words and phrases and sensory details to convey experiences and events precisely.

[CCSS.ELA-Literacy.W.5.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Objective:** Students will be able to write a paragraph that establishes a vivid setting, using concrete words, phrases, and sensory details.

#### Incorporated Individual Goals:

- Marquis: Marquis will write complete sentences consistently (at least 4 out of 5 times), with capitalization and a period, and incorporate correct use of punctuation. (W.5.4; L.5.1)
- Gordon: Gordon will use his 5 focus vocabulary/spelling words correctly in his story. (W.5.3; L.5.2e)
- Kate: Kate will use her 5 focus vocabulary/spelling words correctly in her story. (W.5.3; L.5.2e)
- Danielle: Danielle will sustain writing for a 10 minute interval before taking a break, without inappropriate behavior, and meeting the standards set for the assignment. (W.5.10)

#### Accommodations:

- Danielle may use “fidgets” to focus her concentration, and makes the choice as necessary to sit in a private study carrel to do her writing. She may use a timer set to 10 minutes to time her writing, and take breaks when the timer goes off.
- Marquis uses a punctuation checklist taped to his desk, as a reminder of the conventions he should be using in all his writing. Winston, who sits next to Marquis, is his peer helper.
- Kate and Gordon receive extended time on their assignments.
- During writing time, Kate and Gordon (as well as Giorgio and Kendra, who do not have IEPs) will participate in a small group with Mr. Watson.

#### PLAN

#### Writer’s Workshop Format (modified)

- **Do Now (5 minutes)**
  - Posted on the board: *What elements are included in setting?*
  - Students write in their journals. (2 minutes)
  - Students turn and talk with partners about what they wrote, and add new information to their journals. (3 minutes)
- **Mini-lesson: Setting (15 minutes) – Team Teaching**
  - Ms. Radcliffe will solicit responses to the question, *What elements are included in setting?* Mr. Watson

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will paraphrase and write answers on the board.

- Place – could be a city, country, society – down to a very particular place, like your house or your room
- Time – could be historical time, time of day, time of year
- Ms. Radcliffe will kick off discussion: “We’re going to deepen our understanding of setting today, and why it’s important to storytelling.”
- Pass out copies of the first page of *Johnny Tremain*. Mr. Watson will read aloud as students follow along.

*On rocky islands gulls woke. Time to be about their business. Silently they floated in on the town, but when their icy eyes sighted the first dead fish, first bits of garbage about the ships and wharves, they began to scream and quarrel.*

*The cocks in Boston back yards had long before cried the coming of the day. Now the hens were also awake, scratching, clucking, laying eggs.*

*Cats in malt houses, granaries, ship holds, mansions and hovels caught a last mouse, settled down to wash their fur and sleep. Cats did not work by day.*

*In stables horses shook their halters and whinnied.*

*In barns cows lowed to be milked.*

*Boston slowly opened its eyes, stretched, and woke. The sun struck in horizontally from the east, flashing upon weathervanes – brass cocks and arrows, here a glass-eyed Indian, there a copper grasshopper – and the bells in the steeples cling-clanged, telling the people it was time to be up and about.”*

- Ms. Radcliffe will ask table groups to discuss two questions. Emphasize that students should back up their responses with evidence from the text.
  - *What mood does the setting convey? Explain your answer using examples from the text.*
  - *What do you predict is going to happen in this story, based just on the setting?*
- During table discussions, Mr. Watson will check in with Marquis, Gordon, Kate, and Danielle and their groups, to ask follow-up questions as needed for these students.
  - To prompt thinking about mood: *How does the text make you feel?*
  - To prompt arguments based on text: *What in the text makes you feel that way? How do you know?*
- Ms. Radcliffe will listen in on conversations among other groups.
- Mr. Watson will bring the class back together and ask table reporters to summarize group discussions. Ms. Radcliffe will chart group responses on the board in a T-chart.
- Ms. Radcliffe will close the mini-lesson with the key idea: sensory details and imagery in a setting are important to communicating the mood of the story. Solicit this idea from students by asking questions.
  - *Looking at our class responses, what kind of writing made the setting communicate a mood, or gave us ideas about where the story might go?*
  - *What changes could you make to improve your story’s setting?*
- Mr. Watson will introduce the practice activity: returning to story drafts to communicate a vivid setting and thus a powerful mood. To do this, students will think about the mood and theme of their story –

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and how the setting could support that mood and theme. Then, they will make changes to their stories, adding more descriptive details.

- Ask a student to restate instructions for practice time.

- **Status of the class (5 minutes) – Team Teaching**

- Ms. Radcliffe and Mr. Watson will circulate separately to check in with all students, reinforcing instructions as necessary and checking to see that students have their story drafts with them.
- Mr. Watson will check with Marquis, Gordon, Kate, and Danielle to make sure they understand their incorporated individual goals, as part of the lesson objective.

- **Writing time (20 minutes) – Station Teaching**

- Students have uninterrupted time to write.
- For the first 10 minutes, Mr. Watson will pull Kate, Gordon, Giorgio, and Kendra into a small group.
  - Mr. Watson will review pronunciations of new vocabulary words, with students reading them chorally after he says them.
  - Each student will look up a different vocabulary word (*gigantic, exhibit, vivid, seldom, or aroma*) and share the definition with the group.
  - Each student will formulate a sentence with their word to incorporate into their story, particularly their setting.
  - Students will return to desks to write, using the five words.
- As all other students write, Ms. Radcliffe will hold conferences with individual students about their writing: Guy, Caressa, and Donatella.
- Mr. Watson will circulate to support students who need it, in the second 10 minutes of writing time. Mr. Watson will use observations from small group time to support Kate, Gordon, Giorgio, and Kendra, and check in with Danielle and Marquis to make sure they are moving toward their individual goals as well.

- **Sharing (10 minutes) – Team Teaching**

- Signal for students to stop writing.
- Partners read their setting descriptions to each other.
- After each partner has read, the other shares one glow and one grow on their setting description.
- Both teachers will circulate to listen in on students' conversations with each other, and to push their thinking.
  - *How did that detail strengthen your partner's setting description?*
  - *What does the detail tell you that wasn't apparent before?*
  - *What more could your partner do to paint a picture with his or her words?*

- **Closing (5 minutes) – Lead/Support Teaching**

- Mr. Watson will close the lesson by asking three students to share a change they made to their setting description and why.
- Ms. Radcliffe will interject as appropriate, to draw out and/or summarize students' best thinking.