
PRELIMINARY PLANNING

PA Standards:

- ❖ 1.5.4. C: Organize writing in a logical order
 - Include a recognizable beginning, middle, and end.
 - Use appropriate transitions within sentence and between paragraphs.
- ❖ 1.6.4. A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

Pre-Assessment:

Students have been writing their informational reports and have not been successfully using comparing words and phrases in their writings.

Objectives:

- ❖ Students will be able to correctly place the comma after an introductory word or phrase with 95% accuracy.
- ❖ Students will be able to correctly choose the appropriate comparing introductory word during the in class activity with 90% accuracy.

Individual Modifications:

- ❖ Areas, in which students could use a comparing introductory word or phrase, have been highlighted within their personal narratives. I will continue to work with students that do not fully grasp the concept of using comparing introductory words and phrases.
- ❖ The mini-lesson may be expanded throughout the week, depending on the amount of students that do not grasp the concept. I will work closely alongside the students to continue to guide them in their writing.

Materials:

- ❖ Handouts with comparing words and phrases (enough for each student)
- ❖ Smartboard lesson
- ❖ Word cards (enough for each student to have an appropriate word to hold up while correcting some one's writing as a group—about four word cards per student)
- ❖ Student's writing (to place on Elmo to work with as a group)

- ❖ Dry erase markers (enough for each student)
- ❖ Paper towels (enough for each student)
- ❖ White boards (enough for each student)

LEARNING SEQUENCE

INTO (8 minutes)

When do you think that we use comparing words or contrasting words? Comparing is when two things are similar, are have something similar in common. Contrasting is when something is different about two or more different things.

Students will be using the smart board to compare different pictures using the introductory comparing words and phrases list that has been handed out to them. The teacher will do the first example and then the students will begin by finishing the other two examples with the teacher's guidance.

THROUGH (15 minutes)

On the board is Anna's writing, we're going to look at it and see how we can help her **improve** her writing. After reading the example, the students will need to comment on the writing.

The areas where there is a squiggle, is where I have highlighted in her writing that she could use an introductory comparing word or phrase. Using the word cards as someone reads the sentence, I will ask the students to hold up their word card that fits best within the beginning of the sentence. Students will volunteer to come to the board and write the sentence.

BEYOND (8 minutes)

Students will be asked to volunteer to come to the board. A student will press the frog within the smartboard lesson. The class will then need to write a pair of sentences using that word on their whiteboards. The volunteer student will then write his or her own pair of sentences on the board.