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Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

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Lesson 9: Writing in Response to Informational Text

Focus Standard: W.1.2

Additional Standards: RI.1.2, W.1.7, L.1.2, SL.1.1

Text(s): *A Picture Book of George Washington* by David Adler

Resources and materials:

- Completed Four Square anchor charts from Lesson 8
- Completed student Four Square organizers from Lesson 8 (Handout 8.1 Four Square Writing Graphic Organizers)
- Completed text feature anchor chart from Lesson 2
- Notebook paper
- Pencils
- Chart paper
- Markers

Lesson Target(s):

- Students will learn how to transfer notes into an informational writing piece.

Guiding Question(s):

- How can I put information I have gathered into my own words?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Informational/explanatory text • Facts • Details • Topic • Labels • Drawing • Sketches • Compose • Closure • Notes 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>In-ConTEXT Vocabulary: Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Review all words placed on the word wall. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Introduce the lesson target and guiding question.

Anticipatory Set/Introduction to the Lesson:

Model how to transfer the Four Square notes written about George Washington in the previous lesson into a well-formed paragraph.

- Take the main topic and model how to form a topic sentence that demonstrates the main idea of the text.
- Using notes, identify three details that support the main idea, generate sentences, and write them on the chart paper.
- Form a conclusion sentence that summarizes the main idea.

Activity 1: Review the Text

Review *A Picture Book of George Washington* with the students. Students Think-Pair-Share their thoughts on the main idea and key details from the text.

Activity 2: Guided Practice- Create Notes from the Text/Pre-Writing

Students work in differentiated groups to collect information from the text and record on **Handout 8.1 Four Square Writing Graphic Organizer**.

- High-performing Students: Students create a Four Square on George Washington using complete sentences.
- On-level Students: Students create a Four Square on George Washington using key words and phrases
- Low-performing Students: With assistance from the teacher, students create a Four Square on George Washington by using a combination of dictating and drawing for each key detail

Activity 3: Independent Practice- Transferring Notes from Four Square to Paragraph

Students work individually to transfer information from **Handout 8.1 Four Square Graphic Organizer** to a well-formed paragraph.

Activity 4: Adding Text Features

Direct students to refer to **Handout 3.1: Text Feature Anchor Chart** to add necessary text features to their informational writing piece. Students create an illustration that includes labels and/or a caption.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories. (Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Lesson Purpose and Student Outcomes Reflection and Closing:

Close the lesson by having each group of students present their anchor charts on main idea and key details. You may also ask a select number of students to share their rough draft paragraphs. Discuss as a whole group how finding the main topic and key details helped them to better understand the text and complete their writing task.

Homework

Have students choose their own informational text to complete four-square organizer citing main ideas, key details, and closure.

Please see [Family Guide for Student Success](#) for additional ideas.

For training or questions regarding this unit,
please contact:

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