



**ELA
Common Core
State Standards
Lesson Plan Packet**

**2nd Grade
Informational Writing: Personal Expertise
Unit 5
8/11/13**

Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise, Unit 5

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Abstract

Nonfiction reading and writing is the most common type of text that literate adults use. To aid young students in successfully writing informational text, they need to learn how to navigate through various steps of the process: generate ideas, plan, draft, revise, edit and publish. Teachers need to assist students in discovering what the different types of informational text look like and the structures and features proficient writers utilize when writing for various purposes.

Therefore, students need multiple opportunities across the year to study and write informative/explanatory texts (common core state writing standard #2) and participate in shared research and writing projects (common core state writing standard #7). It is suggested that teachers consider at least 2-3 units of study in informative/explanatory writing and shared research. This is in addition to extensive informational writing students engage in during social studies, science, math, reading, and other areas. MAISA offers two writing units that focus on this type of writing. The first of the units is similar to the Writing All-About Books section from Nonfiction Writing: Procedures and Reports (Calkins and Pessah, 2003, Units of Study for Primary Writing: A Yearlong Curriculum). Students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge. This type of writing starts in kindergarten and progresses in sophistication and concepts from first grade to second grade and beyond. The MAISA units are following the recommendation and resources of Teachers College Reading and Writing Project in that children begin writing about topics of personal expertise before advancing to topics requiring research. This unit aids students in acquiring informational writing skills before undertaking the complex task of research.

In the second unit, students will be writing about a topic they've learned through research. This unit moves students toward acquiring research strategies to gather and share information. It centers on a whole-class shared topic. This unit focuses on increasing students' knowledge of how to conduct research and share information.

This unit specifically addresses the following 2nd grade common core writing standards:

- #2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

To assist students in this endeavor, this unit focuses on six main concepts:

- 1) immersing students in text to study the purpose, structure and characteristics of informational writing and generate possible writing ideas
- 2) choosing topics by considering areas of expertise, audience, and focus
- 3) planning and drafting information in an organized way
- 4) rereading and revising content using a toolbox of elaboration strategies
- 5) adding nonfiction features and structures
- 6) preparing to publish by doing further revision and editing.

The unit culminates with students engaging in some type of celebration activity (e.g. expert share fair).

Important Point:

At the start of the unit, encourage students to write a variety of books on areas of personal expertise. This will provide them repeated opportunities to practice how to generate ideas and plan the organization of information. They will learn to organize their books with tables of contents, chapter headings, and develop subtopics for each chapter. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborate and revise previously written books to apply new skills they've gained. Near the end of the unit, students will chose one of their books to revise and edit more extensively for purposes of sharing with a wider audience.

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Resources and Materials Needed

- Anchor Charts – See Immersion Information
 - Simplified Steps for Writing A Teaching Text .
 - Questions to Ask Yourself When Writing a Table of Contents.
 - Ways to Teach A Lot In Your Chapters.
 - Language Used in Non-Fiction Texts (from Immersion).
 - Different Paper Choices.
 - Writers Make their Facts Specific.
 - Tips for Interviewing.
 - Working with Your Partner.
 - What an Introduction Might Include.
 - Different Types of Conclusions.
 - Ways to Teach Important Words the Reader Needs to Know.

Mentor or Teaching Text

- Mentor text – See Resource Materials Packet
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - Session 1 – Enlarged Teacher Tiny Topic Notepad or enlarged Teacher Topic List Paper.
 - Session 2 – Teacher personal expertise list.
 - Session 4 – Teacher personal expertise topic list.
 - Session 6 – Teacher sketches to go along with chapter titles.
 - Session 7 – Teacher Table of Contents Page.
 - Session 9 – Teacher draft of a page that needs revising through making facts more specific.
 - Session 11 – Teacher example of exclamation and a personal response. Show what it look/sounds like before revision and after revision.
 - Session 12 – Picture or artifact related to teacher topic.
 - Session 16- Teacher book for revision strategies.
 - Session 17 – Teacher book for introduction.
 - Session 19 – Teacher word list with domain specific terminology that may need to be defined in the text.

Resource and Materials

- Paper Templates – duplicate stacks for students to use as needed – See Resource Materials Packet.
- Tiny Topic Notepads or Topic List Paper – See Resource Materials Packet.
- Enlarged Teacher Tiny Topic Notepad or enlarged Teacher Topic List Paper.
- Teacher personal expertise topic list, teacher generated personal expertise book/s (used throughout unit). See individual lessons for various teacher pages needed.
- Picture or artifact related to teacher topic (Session 11).
- Each student should have a picture or object related to one of their topics (Session 13).
- Class Shared Book – started in Immersion Phase.
- Make plans for interviews and interviewees (Session 14).
- Chart paper, poster board, or blank big book for anchor charts.
- File folders (optional) – for students to put in multiple pages that go along with a particular topic/book.
- Post-it notes – regular size and mini.
- 3 x 5 cards
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

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Professional Resources

- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 2*. Portsmouth, NH: Heinemann.
- Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.

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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow's mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-Workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferring-

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP)-

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

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Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One:	On-Demand Assessment
Part Two:	Immersion Phase – Sample Lessons
Concept I:	Writers use mentor text to study characteristics of informational writing and generate ideas. Immersion Phase - See Immersion Explanation
Part Three:	Lesson Sequence Phase
Concept II:	Writers choose topics by considering areas of expertise, audience, and focus.
Session 1	Writers choose a meaningful topic and consider their audience.
Session 2	Writers can focus by choosing one part of a topic, or one idea they have about that topic.
Session 3	Writers make a giant list of everything they know about one topic to see if they have a lot to say.
Concept III:	Writers plan and draft their information in an organized way.
Session 4	Writers use strategies to develop subtopics.
Session 5	Writers use chapter titles to begin drafting.
Session 6	Writers use illustrations or diagrams to add more information.
Concept IV:	Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.
Session 7	Writers give mini-lectures about their topics to themselves and to a partner to rehearse.
Session 9	Writers make their facts specific.
Session 10	Writers use stories to help them teach more about their topics.
Session 11	Writers always think about their audiences and how they want the audience to feel and think about the information.
Session 12	Writers gather artifacts to help them remember things to teach and practice teaching it to partners.
Concept V:	Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.
Session 8	Writers use a variety of paper layouts and structures to make their teaching even more interesting and clear.
Session 13	Writers use text features to teach more about a topic.
Session 14	Writers gather and use data.
Session 15	Writers talk to other experts about their topics.
Concept VI:	Writers prepare to publish by revising and editing select pages.
Session 16	Writers revise by thinking, What are all the strategies I know to make my writing clear and interesting?
Session 17	Writers write an introduction that tells readers what they will learn and why it is important.
Session 18	Writers end with powerful conclusions.
Session 19	Writers choose a way to define important words a reader needs to know.
Decisions about what conventions to focus on should be based on studying students' work and the Common Core State Standards. Determine which conventions are worth focusing on via minilessons for the whole class and which conventions should be addressed in small groups for students needing additional instruction.	
Session 20	Writers apply capitalization rules to informational writing.
Session 21	Editing -Teacher selects a teaching point to match students' needs.
Session 22	Writers focus on finishing touches using an editing checklist.
Session 23	Writers celebrate their work!
Session 24	Unit Wrap Up Session – Time for student reflection and cleaning-out folders.

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Assessing 2nd Grade Writers: Informative/Explanatory Common Core State Standards

Session	This assessment should be conducted prior to starting of first informational unit. It should be done before the Immersion Phase.
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Materials
<ul style="list-style-type: none">Writing booklet suggestion: Use paper from informational unit. Students should have access to additional pages if needed.

Assessment Explanation

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing an informational piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

Assessment Timeline

The following are guidelines. They may be adapted to meet building and district assessment plans.

Grade	Informational Pre-Assessment	Informational Post-Assessment
2nd	Prior to Unit 5- Personal Expertise	After Unit 7- Reports

Assessment Suggestion

Review these pieces alongside the informational continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing* Lucy Calkins with Colleagues from the Reading and Writing Project and www.readingandwritingproject.com for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

Growth Comparison

Pre and post measures: Compare students' pre-assessment on-demand, final piece from final Informational unit, and the post-assessment administered after the final informational unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

Writing Unit of Study

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Immersion Phase

Background Information

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students will learn the purposes of informative writing as well as the characteristics of well-written pieces. Basically, during this phase, students are thinking, How do these kinds of text tend to go? The goal is to move students from *explorers* of informative text to *writers* of informative text.

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-VI). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of informative writing and have begun collecting possible personal expertise ideas, either on an Idea Template or in their Writer's Notebooks. Teachers will want to keep their own collections of personal expertise ideas so they can model leading a Writerly Life, and use them as a resource when they decide to write their own text.

It is suggested that most immersion activities take place during reading. These activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Small Moment stories and view them through a writer's lens. Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through a writer's eyes.

Through reading informative books, student will develop a greater understanding of these areas:

- A. Definition and purpose of informational books
- B. Characteristics of informational books – Basically, during this phase, students are thinking, How do these kinds of text tend to go? Chart findings.
 - 1. General noticings
 - 2. How do introductions tend to go? What is included?
 - 3. How does the middle or body tend to go? What is included?
 - 4. How do conclusions/endings tend to go? What is included?
 - 5. Author's Craftsmanship
- C. Various components of text type (e.g. text features and structures)
- D. Possible personal expertise topics

Suggested Activities and/or Discussion Points

- Highly recommend reading Immersion information in chapter one from [A Quick Guide to Teaching Informational Writing, Grade 2](#) by Marika Paez Wiesen (2012, Heinemann). The time and care we take in immersing our student in the structure and sound of nonfiction through read-aloud and shared writing will be critical to their ability to write informational texts. By carefully selecting mentor texts, planning focused read-aloud experiences, and providing modeling and practice through shared writing, we can be sure that we have provided a strong foundation for the wide variety of writers in our classes, putting them on a sure path to success in informational writing. (p. 20)
- See Resource Materials Packet for Criteria and Suggested Mentor Text Titles.

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Immersion Phase, Continued

- Reading like Writers – Writers first read like readers – read to enjoy and comprehend a text. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author choose to structure different parts of the text; how did the writer include qualities of good writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students in charting the following: A. Notice – What did you notice the author did?, B. Name – What is this called?, C. Why - Why did an author intentionally make that decision? (More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample).
- Based on Common Core State Standards and Teachers College Reading and Writing Project, some essentials when teaching informational writing:
 - Common Core Standard W.2.2 – Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 - Nonfiction writers write to teach their readers a lot of information as well as to make readers interested in their information.
 - Nonfiction writers use both text and additional features to teach information.
 - Nonfiction has a predictable structure of topic and subtopics.
 - Nonfiction texts use domain specific vocabulary.
- **Immersion study during Read Aloud and/or Shared Reading**
 - Identify and discuss purposes of nonfiction text features (e.g. table of contents, labels, captions, indexes, glossaries, headings, bold print, diagrams, etc.) Develop a class booklet or chart that includes text feature, definition/purpose, and examples.
 - Explore a variety of layouts in nonfiction texts (e.g. descriptive, question and answer format, facts, how-to, different-kinds-of-something, list, parts of something, etc.)
 - Discover and understand the typical structure of topic and subtopics in non-fiction texts; analyze how chunks of information are organized by topics and subtopics; study and predict how books will be organized; discuss different types of subtopics, study table and contents and note different ways authors wrote them, etc.
 - Analyze the language and sound often found in informational texts; discuss how the writer shares information; etc.
 - Develop an Anchor Chart of words and phrases that are particular to nonfiction texts (e.g. *one example, sometimes, almost, as many as, some, xxx is called xxx, also, there are..*; comparison language as *on the other hand, similarly, but, etc.*; cause and effect language such as *since, because, this led to, etc.*
- **Shared Writing** (These sessions may be done prior to the unit or in small groups once the unit has begun. Shared writing is in addition to writing workshop. Shared class text will be used through the unit)
 - Sample sequence of shared writing lessons:
 - Day 1 – Choose a topic and begin a table of contents (Select a topic that all students are familiar with such as All-About the Cafeteria, All-About the Playground, All-About Summer, All-About 2nd Grade)
 - Day 2 – Finish the table of contents and start writing one of the chapters
 - Day 3 – Finish one of the chapters
 - Etc.
 - Think and talk together about different pages that could be added to the class or teacher text. Discuss what to write next and how to write it.
- **Generate Possible Topic Areas** – Session 1 will be a more formal, systematic lesson for students to gather personal expertise topics. During Immersion, as ideas emerge through discussion, teachers may want to develop a class list, as well as have students keep individual lists of possible personal expertise areas. Students should write books on a variety of topics drawn from their own life experiences.

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Immersion Phase, Continued

Guiding questions:

- What do I know a lot about?
- What could I teach other people?
- Who will my reader be? Who would benefit from reading my book?

For more information on immersion and the teaching of craft, read the following professional resources:

- Calkins, Lucy. (2009). A quick guide to teaching second-grade writers with units of study. Portsmouth, NH: Heinemann. (Especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). Authors as Mentors. Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). Study driven: A framework for planning units of study in writing workshop. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). About the authors: Writing workshop with our youngest writers. Portsmouth, NH: Heinemann. There is also an About the Authors DVD.
- Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann. (top priority)

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Immersion Phase, Continued
 Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
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Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Lesson Plan

Session	1
Concept II	Writers choose topics by considering areas of expertise, audience, and focus.
Teaching Point	Writers choose a meaningful topic and consider their audience.

Materials	
<ul style="list-style-type: none"> Tiny Topic Notepads – See Resource Materials Packet or have students write a list on paper. Simplified Steps for Writing A Teaching Text. 	<ul style="list-style-type: none"> Enlarged Teacher Tiny Topic Notepad or enlarged Teacher Topic List Paper.

Tips	<ul style="list-style-type: none"> Students should choose a topic that is meaningful to him or her. Guiding questions: What do I love? What do I know a lot about that I could teach others? Modify lesson if used Tiny Topic Notepads (or other tool) to generate writing ideas during the Immersion Phase. Important point about Audience – If writers generate topics for a specific reader or group they know well, then chances are they will be able to elaborate on this information to a greater extent.
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Connection	<ul style="list-style-type: none"> <i>Writers, we've been studying nonfiction mentor texts. Today is an exciting day because we will be starting our own informational pieces.</i> <i>Today I want to teach you that one way writers generate ideas for topics is by asking themselves questions such as, What do I love? What do I know a lot about that I could teach others?</i>
Teach	<ul style="list-style-type: none"> Teacher models and thinks aloud as he/she generates a list of possible topics in which s/he is most passionate. <i>When I think of things I love, I think of... AND</i> <i>When I think of what I know a lot about that I could teach others, I think of...</i> Discuss the importance of being an expert when listing topics – having lots of experience and information on the topic of study. <i>I could teach others about gymnastics because I have been taking lessons for many years, I watch it on TV, My sister does competitions too...</i> <i>I love rabbits and think they are adorable, but I wouldn't write about them because I don't have a lot of experience with them. I've never owned a rabbit and I haven't done much reading about them. I really am not an expert on them.</i>
Active Engagement	<ul style="list-style-type: none"> Invite partnerships to share with their partners possible topics and/or entries already included in tiny topic notebooks/topic list. Have them share why they feel they are an expert on that topic. Select some student to share their possible topics and why s/he is an expert in that area.
Link	<ul style="list-style-type: none"> <i>Today you're going to go back to your tiny topic notepads (or Topic List) and continue to record things you know a lot about.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Writers, I want to teach you that it is important we consider our audience by thinking, 'Who will my reader be?' Who might be interested in what I want to teach? Think about who might want or need to learn about such topics.</i> Model with teacher list - jot down a particular audience and discuss why a particular audience was selected and what that audience may want or need to know. <i>Now, go back to your list and jot down possible audiences. Really consider who might want to learn about your important topic.</i>
Independent Writing and Conferencing	<ul style="list-style-type: none">

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Lesson Plan – Session 1, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• <i>Another way to develop possible informational writing topics is to first start with an audience in mind. Then, think about what that person needs to know. For example, if I decide I want my audience to be my baby sister I would think about what do I know that I could teach my baby sister all about? What else do I know about that she needs to know?</i>• Model.• <i>Try this. Think of a particular person with whom you might want to share information. Then, think about what you know a lot about that you could teach that person. This would be something you feel they need to learn more about. Add this audience and possible teaching topic for that person to your tiny topic notepads (or topic list).</i>• See Resource Materials Packet for other Share options
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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

Simplified Steps for Writing A Teaching Text

Students would be encouraged to follow these steps each time they start a new book.

1. Choose a topic you know a lot about and you can teach others
2. List what you can teach others in a Table of Contents or organizer
3. Rehearse information
4. Draft
5. Possible ways to teach a lot in your chapters
 - Illustrations or diagrams
 - Minilectures to self or partner
 - Use different paper layouts
 - Make facts specific using names, numbers, sizes, or senses
 - Stories
 - Personal responses, exclamations, or questions
 - Study artifacts and add information
 - Text features
 - Data
 - Talk to experts
6. Write an introduction
7. Write a conclusion
8. Revise
 - Add information using elaboration tools (see number 5 above)
 - Define important words
 - Wonder & exclaim
9. Edit

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Lesson Plan

Session	2
Concept II	Writers choose topics by considering areas of expertise, audience, and focus.
Teaching Point	Writers can focus by choosing one part of a topic, or one idea they have about that topic.

Materials	
<ul style="list-style-type: none"> Sample text showing different aspects of one topic: all about the topic, one idea about the topic, one part of the topic or one kind of that topic. See samples in Teach section. Replace with books available on a given topic area. 	<ul style="list-style-type: none"> Teacher personal expertise topic list

Tips	<ul style="list-style-type: none"> If you notice students still struggling with selecting a topic, you might use the mid-workshop teaching point for small group work. This lesson is a bump up from the type of informational writing students did in kindergarten and first grade where they wrote All-About Dogs or All About Baseball. The intent is to upgrade topic choice by having students think <i>first</i> about what's <i>really</i> important for their readers to know, and then choose <i>one part</i> or <i>one idea</i> related to that topic and write all about that part or idea only. In this lesson writers are narrowing their focus of a particular topic versus writing all about it. This lesson may be done with a small writing group rather than the whole class if students have had experience writing All-About books in kindergarten and first grade.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we selected a possible topic and thought about what we could teach our audience.</i> <i>Today I am going to show you how to write by zooming in on one part or idea about the topic.</i>
Teach	<ul style="list-style-type: none"> <i>Let's review what we have done so far as writers of informational books. First, writers choose topics that are meaningful to them. They think about, 'What do I love? What do I know a lot about that I could teach others?' Give example/s. They also think about Audience. Who might be interested in learning about this topic? Or Who would benefit from knowing more about this area? Sometimes writers start with a particular audience in mind that they want to write for, and then think about what they know that this person needs to know. Give example/s.</i> <i>Writers don't have to write all about a topic, but instead they think first about what's <u>really</u> important for their readers to know. They choose one <u>part</u> of that topic or one <u>idea</u> they have about that topic or one <u>kind</u> of that topic. Then, they write all about that part or idea or that kind.</i> <i>Writers have choices – they can write all about a topic like you did in Kindergarten and First grade or they can zoom in and write about one idea or part of a topic. Let me show you what I mean.</i> <i>I was looking through our classroom library yesterday when I realized we have a lot of books about sharks, but they're each focused on a different aspect of sharks. They are each a little bit different. This book is called <u>Sharks!</u> while this one is called <u>Great White Sharks</u>. This one is called <u>Shark Attacks</u>, while this one is called <u>A Shark Pup Grows Up</u>. And when I was looking through the alphabet book basket, I found this one: <u>Sharkabet: A Sea of Sharks from A to Z!</u> These are good example of how writers take a big topic like sharks and focus in on one area of interest within a topic. In this case a writer wrote about another writer wrote about...., another writer wrote about.... (Explain which one is an All-About book, which one is about one idea, part, or kind).</i> <i>So now I'm going to go back to my list to think about each idea/topic. I'm going to check each one to see if I'm able to zoom in to teach about just one aspect of the topic – one idea, one part or one kind.</i> <i>Let me show you with my list of topics. I really know a lot about _____. I think I could zoom in on one part of that topic. I want to focus on _____. I want to just write about one kind of _____ (or one idea about it). I'm going to add that idea to my list or put a star by that idea on my existing list if it is already there.</i>

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 2, Continued

Active Engagement	<ul style="list-style-type: none">• <i>Writers, turn and talk to your partner about how we could teach about one aspect of our class topic, All About xxx (Recess). Think about what is one idea about recess (e.g. following rules), or one part of recess (e.g. organized game area) or one kind of recess (e.g. lunch recess versus morning recess) we could focus on and teach others.</i>• Share possibilities.
Link	<ul style="list-style-type: none">• <i>Writers generate lots and lots of possible writing ideas. When you go off to write today, look at your list and think about how you can zoom in on one part or idea. Add these new ideas to your list.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>I notice so many of you were writing all about a focused part of your topic. Share examples from two writers that did this well.</i>• Option 2: Further discussion of audience.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Tomorrow we will be listing everything we know about some of your possible topics. Tonight I'd like you to think about the topics in which you have the greatest expertise and which topics matters most to you. These are the ones you might want to start working on more tomorrow.</i>• See Resource Materials Packet for other Share options.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	3
Concept II	Writers choose topics by considering areas of expertise, audience, and focus.
Teaching Point	Writers make a giant list of everything they know about one topic to see if they have a lot to say.

Materials	
<ul style="list-style-type: none"> Tiny Topics Notebooks or list from Session 1 	<ul style="list-style-type: none"> Everything I Know About A Topic Page - See Resource Materials Packet

Tips	<ul style="list-style-type: none"> Students will need to bring their tiny topic notepads or list from session 1 to meeting area. The point of the lesson is to help student determine if they know enough about a topic to write a book about it. The planning tool helps them to record their ideas. The Everything I Know About a Topic page may be replaced with a different graphic organizer or be done in a list-like format. Students should be encouraged to generate at least 3 -4 lists for different possible topics.
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Connection	<ul style="list-style-type: none"> <i>Yesterday you generated a list of possible topics and even zoomed in on some of your topics. For homework, I asked you to think about topics that you are an expert in and topics that matter the most.</i> <i>Today I want to teach you how we can make a giant list of everything we know about one topic, just to see if you are an expert and have a lot to say and then do the same with another, and another.</i>
Teach	<ul style="list-style-type: none"> Model and think aloud picking a topic and creating a giant list of everything you know about it that you could teach someone else. One way is to use a finger listing approach – point to each finger for each item that you could teach about that topic. Another way is to use a planning tool, such as Everything I Know about a Topic page (See Resource Materials Packet). Display Everything I Know about a Topic page. Explain to students how the main topic goes in the center box and then along the border are possible subtopics. (Example: Golden Retrievers = topic, things I could teach about the topic/everything I know about the topic – what they look like, food, how to walk them, etc.) Replace with your own teacher idea.
Active Engagement	<ul style="list-style-type: none"> Have students choose a topic and discuss with their partners everything they know about the selected topic.
Link	<ul style="list-style-type: none"> <i>Today, as you go off, you'll continue the work you started with your partner by picking a topic and creating a giant list of everything you know about it.</i> <i>Remember, if you finish you need to do this for another topic and another and another, so that you're ready to choose your topic for your informational book.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Highlight students that have at least 3 different lists on 3 different topics.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> <i>Writers, tomorrow we're going to start making a plan for how our books will go. You've come up with many ideas for what you might write about. Take a look at some of those ideas and think,</i> <ol style="list-style-type: none"> <i>Which topic do I feel most expert in?</i> <i>Which topic do I know a lot about that I could teach others?</i> <i>Which of these topics really matters to me?</i> <i>Put a star next to the topic that you feel you are most an expert at and can teach others.</i> See Resource Materials Packet for other Share options.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	4
Concept III	Writers plan and draft their information in an organized way.
Teaching Point	Writers use strategies to develop subtopics.

Materials	
<ul style="list-style-type: none"> Questions to Ask Yourself When Writing a Table of Contents (Anchor Chart) Table of contents paper – See Resource Materials Packet 	<ul style="list-style-type: none"> Teacher text Option: replace soccer example in teach section with a real author and corresponding book that was used in Immersion Phase.

Tips	<ul style="list-style-type: none"> Create the sample anchor chart prior to lesson. Common Core State Standards at second grade suggest students write informational texts in which they develop a topic with points. In other words, students need to expand on a topic by putting information into categories. The very nature of table of contents assists students in thinking about and listing a topic's important points. Students will be developing subtopics or chapter titles in a table of contents. Multiple strategies are taught to show students that there are different options for how they may plan or organize the information they intend to teach. This lesson expands and builds on session 3 by giving students different ways to generate subtopics for their big idea or topic (e.g. know, see, do). Students will take information from session 3, as well as new thinking from this session to create a DRAFT of a table of contents.
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Connection	<ul style="list-style-type: none"> <i>Yesterday, xxx listed xx items s/he could teach about xxx. And xxx had xx items about xx. This week we have been reading lots of nonfiction books by great authors. Authors may use a table of contents to organize their informational books.</i> <i>I am going to help you organize all those lists you made, just like authors of the books we have been reading do when they organize their books. Did you know they have a few special ways of deciding how to organize their information into categories or subtopics? Today, I'm going to show you a couple of things they do. One way is to develop a table of contents.</i>
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Teach	<ul style="list-style-type: none"> <i>Today writers, we will think and picture the chapter titles for our table of contents to organize our informational books. One way we can think of chapter titles is by asking, 'What do I know about my topic?' and 'What do I see?'</i> <i>First, an author would think, what do I know about this topic? If s/he were going to write a book about soccer, s/he would ask, 'What do I know about soccer?' Use the gesture of listing across your fingers (put up one finger for each item).</i> <ul style="list-style-type: none"> <i>I know how to make a goal</i> <i>I know the jobs the players have</i> <i>I know the kind of snacks you get at half time.</i> <i>Etc.</i> <i>Another way an author could develop a table of contents is to think, 'What do I see when I picture my topic?' Writers picture their topics by moving a pretend camera around, thinking, 'What are the parts of my topic, what do I see that I want others to know about my topic.' Watch how I picture my chapter titles in my mind, zoom in close, and think, 'What do I see? What are the parts of my topic? (Model using a camera gesture and zooming in on the topic) For example I see soccer balls, coaches, players, cleats, and uniforms. I could teach others about these parts.</i> <ul style="list-style-type: none"> Soccer balls Coaches Uniform
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Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Lesson 4, Continued

Active Engagement	<ul style="list-style-type: none"> • Turn and talk to your partner, thinking about the question, ‘What do I know about my topic?’ and list across your fingers all that you know. Highlight successful partnerships. (Could replace with class shared topic). • Turn and talk to your partner, thinking about the question, ‘What do I see and what can I teach others?’ Zoom in with your camera and tell them what you see. Highlight successful partnerships. (could replace with class shared topic). • The items you listed for what you know or what you see could be future chapter titles. These could go in your table of contents.
Link	<ul style="list-style-type: none"> • Writers, today you will be creating chapter titles for your table of contents. Don’t forget you can think of chapter titles by asking, ‘What do I know about my topic?’ and ‘What do I see that I can teach others?’ You can generate a few possible table of contents.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Highlight one more way writers may think of chapter titles is by thinking, What do I do with my topic or What does my topic do? Example: Thinking about what I do in soccer: practices, playing games, getting dressed, scoring a goal, passing, etc. Example – What does my topic do? Cats eat, cats play, cats have kittens, etc. • Encourage students to try this strategy too.
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Students participate in a gallery walk to look at each other’s table of contents and celebrate their efforts. • See Resource Materials Packet for other Share options.

Sample Anchor Chart Questions to Ask Yourself When Writing a Table of Contents

- | | |
|--|-------------|
| • What do I know about my topic? | Know |
| • What do I see ? | See |
| • What do I do with my topic? Or What does my topic do? | Do |

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	5
Concept III	Writers plan and draft their information in an organized way.
Teaching Point	Writers use chapter titles to begin drafting.

Materials	
<ul style="list-style-type: none"> Chapter paper – See Resource Materials Packet File folders or other organizational tool (optional) – for students to put in multiple pages that go along with a particular topic/book 	<ul style="list-style-type: none"> Class shared book

Tips	<ul style="list-style-type: none"> More than likely the table of contents will be revised as students keep drafting. At the start of the unit, students will be encouraged to write a variety of books on areas of personal expertise. This will provide them repeated opportunities to practice how to generate ideas and plan the organization of information. They will learn to organize their books with tables of contents, chapter headings, and develop subtopics for each chapter. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborated and revise previously written books to apply new skills they've gained. Devise a method for students to keep all pages for a particular topic/book in one place (e.g. file folder, paper clip, folded 11x18 papers, etc.) This way they can put all pages related to that particular topic/book in one place.
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Connection	<ul style="list-style-type: none"> <i>Writers, I took your table of contents home and reviewed them. I am so excited that there are so many things we know about from our lives that we can teach other people. Yesterday, you chose one of your topics to be your first teaching book. We have so many informational books to add to our shelf/basket. We will have books about xxx, xxx, xxx, etc.</i> <i>Today I want to teach you that writers get started on their drafts by choosing one of the chapters they want to teach about and writing a chapter title on the top of the paper. Then they close their eyes and picture their chapter title. They zoom in close with their camera and think, 'What do I see? What can I teach about that?'</i>
Teach	<ul style="list-style-type: none"> <i>I want you to watch how I picture my chapter title in my mind; zoom in close, and think, What do I see? What can I teach about that?</i> Model.
Active Engagement	<ul style="list-style-type: none"> Have students try it with class book about xxx (e.g. recess or second grade).
Link	<ul style="list-style-type: none"> <i>Now it is your turn to start authoring your own books. Select one of your chapter titles or subtopics; put it at the top of a page, then think, What do I see? What can I teach about that? Write, write, and write.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>If you finish writing long about one of your chapter titles, select another and do the same.</i> <i>I also want to remind you that informational writers, 'Say a fact, write a fact...period!' (Use gestures – say = point to mouth, write = pretend writing in the air, period = poke the air with finger enthusiastically). Chant that with me...Say a fact, write a fact...period!</i> or <i>Chant: Say a fact! Write a fact! Period! Capital! (Gestures: Period – poke the air with your finger; capital – reach your finger way up high to mimic the motion of starting a capital letter)</i> Pull small groups or individuals that need further assistance with consistently including end punctuation.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 5, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Encourage students to write other books on topics of personal expertise. Review how to go about organizing information (e.g. table of contents, topics and subtopics) before drafting.• See Resource Materials Packet for other Share options

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	6
Concept III	Writers plan and draft their information in an organized way.
Teaching Point	Writers use illustrations or diagrams to add more information.

Materials	
<ul style="list-style-type: none"> Teacher sketches to go along with chapter titles Post-it notes Ways to Teach A Lot In Your Chapters (Anchor Chart) 	<ul style="list-style-type: none"> Table of Contents page for students Diagram page – see Resource Materials Packet

Tips	<ul style="list-style-type: none"> Students need to bring their table of contents to the meeting area. Teacher should have one or two illustrations/diagrams prepared prior to the lesson. Students should have studied illustrations and diagrams in reading. This lesson builds on prior learning from the Kindergarten unit, Observing, Labeling, and Listing.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we picked up our pens and began drafting our books. We really thought about what we knew about each chapter title and wrote to share that information with others. You truly are becoming teachers!</i> <i>Today we will learn another way that writers get started on a draft or a different chapter title. Writers sometimes illustrate or diagram what they know about a particular aspect of their topic, and then they make sure they add those details in their words too.</i>
Teach	<ul style="list-style-type: none"> Review the importance of rehearsing before drafting, specifically the nuts and bolts of sketching. In informational text we often refer to these as pictures, illustrations or diagrams. As students learned through immersion, sketches have lots of details. These details can teach information about the area under study. Review purpose/features of illustrations and diagrams. Show students illustrations made by the teacher that correspond to various chapter titles. Example: soccer shoes → <i>Hmmmm... What else do I know about soccer shoes? What do I see in my mind's eye? Well, the bottom is, What else? The side has.... I want to add these details to my picture.</i> Model adding words or sentences to teach or explain what is in the sketches/illustrations. <i>Today you may decide one way to teach your reader about your topic is through an illustration.</i>
Active Engagement	<ul style="list-style-type: none"> <i>What illustrations or diagrams could we add to our class book? What details would we want to include?</i> <i>Look over your chapter titles. Would a visual help to teach about any of these items? Think about what you would sketch/illustrate/diagram and what details, details, details you would add to that visual. Jot down some ideas/plans on this post-it note.</i>
Link	<ul style="list-style-type: none"> <i>Using your plan, go off and add some illustrations or diagrams to chapters. Be sure to add details, details, details.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Model how to take the added details in the illustrations and put them into words on the page. <i>Now, I want to add words to teach or explain what is in my illustration. I added lots of details to my illustrations so now I can teach about those details in my words. Writers add words to teach or explain what is in their illustration.</i>
Independent Writing and Confering	<ul style="list-style-type: none">

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 6, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Share student work that matched words to their detailed pictures.• Discuss how students could find out more information for illustrations or diagrams – study the real thing by observing it or viewing a sample.• See Resource Materials Packet for other Share options
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Sample Anchor Chart **Ways To Teach A Lot In Your Chapters**

- Add illustrations or diagrams. Use words and sentences to explain.

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Important Note about Sessions 7-15:

- The goal of these lessons is to assist students in assembling a toolbox of elaboration strategies. We want students to learn how to say more and write more. Focus on audience-driven questions: What might my reader want to know more about? How can I make my writing clearer and more interesting?
- The unit addresses two different types of elaboration strategies:
 - 1) strategies to help writers say even more - increase amount of information students give (sessions 7, 9, 10, 11, 12)
 - 2) strategies that promote a variety of informational text features and structures (sessions 8, 13, 14, 15)
- Select a strategy and teach in any order that best meets students' needs. In other words, reorder sessions 7-15 according to students' needs and background.
- As always, modify, delete, or add lessons base on students' needs.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	7
Concept IV	Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.
Teaching Point	Writers give mini-lectures about their topics to themselves and to a partner to rehearse.

Materials	
<ul style="list-style-type: none"> Students need to bring their table of contents to the meeting area. Teacher's Table of Contents Page 	<ul style="list-style-type: none"> Anchor chart from Immersion Phase on language used in non-fiction texts Ways to Teach A Lot In Your Chapters (Anchor Chart)

Tips	<ul style="list-style-type: none"> This lesson revisits the importance of rehearsal. Students may use partner planning time to <i>teach</i> their topic to their partner, helping them to elaborate as much as possible before going off to write.
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Connection	<ul style="list-style-type: none"> <i>Yesterday you worked on creating sketches to help teach a lot about your topic. I learned xxx from xx and xxx from xxx's sketch/illustration.</i> <i>Today we are going to revisit an old friend from our narrative rehearsal days. Make gestures of SAY (point to mouth), SELF (point to chest) and PARTNER (two hands palms facing each other. Ask students to tell what they are.</i>
Teach	<ul style="list-style-type: none"> Revisit the importance of rehearsal in everyday lives (e.g. trying out different plays before a football game, playing different melodies when composing a song, etc.) and in writing workshop (e.g. self, partner, touch pages, story hand, sketch). <i>We also can rehearse or practice our informational books too. Today I'm going to show you how to rehearse your informational book with yourself (gesture) and your partner (gesture). Watch as I touch the title of the chapter I am going to be writing today. I'm going to think about what I know about this area that I can teach someone. I am going to call this a minilecture, meaning I am orally going to tell you lots of information about my topic.</i> <i>Also, I'm going to make sure I use some of the non-fiction words that we wrote on our chart during our reading of informational books – Sometimes..., One example is...etc... Revisit chart.</i> Model.
Active Engagement	<ul style="list-style-type: none"> <i>Now turn and talk to your partner. Try to teach them as much as you can about the chapter you want to write today.</i> Option B: Work on class shared topic.
Link	<ul style="list-style-type: none"> <i>As you write today. Remember to reread and ask yourself, 'What else can I teach about that?' to say even more. Rehearse or say aloud to yourself what you could possibly write. Also, ask a partner to listen as you say what you might write on a page.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Have students stop and highlight words from their nonfiction chart.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Have students share their highlighted words with their partners. See Resource Materials Packet for other Share options.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 7, Continued

Sample Anchor Chart Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- **Select a chapter title and rehearse to self and partner before writing.**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	8
Concept V	Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.
Teaching Point	Writers use a variety of paper layouts and structures to make their teaching even more interesting and clear.

Materials	
<ul style="list-style-type: none"> Identify pages in familiar mentor text that have the following page layouts: How-To page, Different –Kinds-of-Something page, List page, Parts of a Thing page, Fun Facts page. Various paper layouts for each type shared and overview page– See Resource Materials Packet Class shared book 	<ul style="list-style-type: none"> <u>The Pumpkin Book</u>, <u>Snakes, Apples, or Rabbits</u>, <u>Rabbits and More Rabbits</u> by Gail Gibbons, <u>Making Braids</u> (student work) by Teachers College Reading and Writing Project or other similar books Ways to Teach A Lot In Your Chapters (Anchor Chart) Different Paper Choices (Anchor Chart)

Tips	<ul style="list-style-type: none"> For more specific information, see Sessions IX and X in <i>Nonfiction Writing: Procedures and Reports</i> by Lucy Calkins and Laurie Pessah (2003), <i>Units of Study for Primary Writing: A Yearlong Curriculum</i> This lesson focuses on helping students to use various paper layouts to convey information. Possible types: description, How-To, list, parts of a thing, fun facts, etc. All of the types do not need to be taught to all students. Teachers may hold seminars for small groups that want to learn about a particular type of structure. For whatever type taught, give the purpose of that text type, provide a sample/s from familiar text and discuss how to use the paper layout.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we began saying even more about our topics. We thought of more information to include by rehearsing or practicing what we were going to write before we picked up our pens. We rehearsed to ourselves and our partners.</i> <i>Today we will study a variety of paper choices or layouts we could use to share information.</i>
Teach	<ul style="list-style-type: none"> <i>Nonfiction writers make very specific choices about page layouts and structures to include in their books. When writers plan out their chapters or subtopics they think not only, ‘What will I write on this page?’ but also, ‘How will this chapter be organized?’ Then writers select paper that matches the type of information they want to share. Each chapter may use a different kind of paper layout.</i> How-To: <i>Let’s revisit one of our favorite books, <u>Rabbits, Rabbits and More Rabbits</u> by Gail Gibbons. When Gail Gibbons wrote a chapter on how to take care of rabbits, she made this chapter into a How-To page and she titled it, ‘How to Take Care of Your Rabbit’ so readers would know what to expect on that page. She also wrote the information in a How-To fashion using steps. She numbered them one, two, three and so on. Show page. See how she had pictures to go with her words. These pictures taught readers what to do.</i> <i>Here is another example of a How-To page from Gail Gibbons book, <u>Apples</u> – ‘How to Plant and Care for an Apple Tree.’ Point out things done on that page.</i> <i>In this basket is How-To paper so you too can include a How-To page in your books.</i> Different–Kinds-of-Something: <i>Let’s check out other ways some of our favorite nonfiction writers organized their chapters. We might want to do the same. In <u>Apples</u> by Gail Gibbons she wants to teach readers that there are different kinds of something or a variety of something. On this page ‘Some Common Apples Grown in North America’ she shows us there are different kinds of apples by cutting the page into parts, with each square showing a different kind of apple. Let’s count how many different kinds there are. Here is another example... In this basket is Different –Kinds-of-Something paper. It has boxes that you can draw in and add words to show that are more than one kind.</i>

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 8, Continued

Teach – Continued	<ul style="list-style-type: none"> Continue showing various paper layouts based on the mentor text that has been studied. Give the purpose of that text type, provide a sample/s from familiar text and discuss how to use the paper layout. All of the following types do not need to be taught to all students. Teachers may hold seminars for small groups that want to learn about a particular type of structure. List (e.g. <i>Making Braids</i> – TCRWP) Parts of a Thing (e.g. <i>Rabbits, Rabbits and More Rabbits, The Pumpkin Book</i>) Fun Facts (e.g. <i>Rabbits, Rabbits and More Rabbits, The Pumpkin Book</i>) Demonstrate how to reread a table of contents and decide on the type of information that is being shared. Then select the appropriate paper type. Model with teacher text.
Active Engagement	<ul style="list-style-type: none"> Using the table of contents from the class book, have partnerships go item by item and think about what type of paper they would use for that chapter and why. Share ideas.
Link	<ul style="list-style-type: none"> <i>Writers, now it is your turn to plan the pages of your book. First start with your table of contents. Think about what information you are trying to share in that chapter, and then select the paper that matches.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>I'd like to share the smart thing that xxx did. He picked up xxx paper and began to brainstorm what information he could share about his topic using this format. Perhaps you could do the same. Here is a different-kinds-of-something page (or select another type). Do you suppose you could use this kind of paper and write about different-kinds-of-something in your book? Think about what your different kinds of something might be. (give time to think) Thumbs up if you thought of how you might use this paper in your book. So writers you can use the paper options to help you think of even more chapters or subtopics for your books.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Have student bring their favorite page and share with a small group. See Resource Materials Packet for other Share options.

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart Different Paper Choices

(Include diagram of what paper looks like for each type)

- **How-To**
- **Different-Kinds-of-Something**
- **List**
- **Parts of a Thing**
- **Fun Facts**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 8, Continued

Sample Anchor Chart **Ways To Teach A Lot In Your Chapters**

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- **Use different page layouts for different kinds of information. (list types taught)**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	9
Concept IV	Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.
Teaching Point	Writers make their facts specific.

Materials	
<ul style="list-style-type: none"> Samples of mentor text that have specific facts using names, numbers or sizes. Teacher draft of a page that needs revising through making facts more specific. 	<ul style="list-style-type: none"> Class shared book Ways to Teach A Lot In Your Chapters (Anchor Chart) Writer's Make Their Facts Specific (Anchor Chart)

Tips	<ul style="list-style-type: none"> Students will be asked to bring in objects and pictures that go with their topics for session 12. It might be helpful to send a note home in advance about this assignment.
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Connection	<ul style="list-style-type: none"> Have on display various page layouts students tried. Discuss how they provide additional information. <i>Today I will teach you another way to add more information that our readers will love to read about. We are going to learn how to make our facts specific using names, numbers and sizes.</i>
Teach	<ul style="list-style-type: none"> Teacher holds up chapter from her book. <i>Let me look at some of my facts. Remember facts are something you know to be true because you have seen, heard, or read about it. It says here, 'Rabbits eat rabbit food.' That doesn't sound very specific! Can I teach even more by thinking of names? Hmmmm....What are names of different foods rabbits eat? Rabbits eat carrots, lettuce and veggie pellets. Or maybe I can teach the names of the things I use to feed my rabbit...</i> <i>Now I'm going to show you another way we can make our facts specific. Are there numbers that go with this fact? For example, I might tell the reader how many cups of food I feed my rabbit every day or at what time or how many times a day.</i> <i>Another way we can make our facts specific is by using sizes. My rabbit weighs 10 pounds. He is a small, American Sable rabbit. I have seen rabbits bigger and smaller.</i>
Active Engagement	<ul style="list-style-type: none"> Modify to fit class shared book - <i>Let's say we are writing about playing outside on the playground. What would we name on the playground? Now let's think of numbers....How many classes are out at one time? What time do we go to recess? How many of each equipment? How many swings are there? How many can go on the monkey bars? Now let's think about sizes. How would we describe the difference between the Kindergarten playground and our playground? etc.....</i> Share as a class.
Link	<ul style="list-style-type: none"> <i>As you go off today reread your piece and find places where you can make your facts specific. Think about using names, numbers and sizes. Use your purple revision pen. I want to see it!</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Another way to make your facts more specific is use your senses to teach more about a topic.</i> Give an example from teacher or class story elaborating using the senses – What does this topic look like, sound like, or feel like? <i>Go back to your writing and find places where you can use your senses to describe a fact. What does your topic look like, sound like, and feel like?</i> Some students may need a quick review on how to physically add new information (use of caret, writing flap, dot and arrow, paper surgery, etc.)
Independent Writing and Conferring	<ul style="list-style-type: none">

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 9, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Have students highlight their favorite detail and bring it to the carpet. Do a circle share and have everyone share their favorite detail in small groups.• See Resource Materials Packet for other Share options.
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These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart **Ways To Teach A Lot In Your Chapters**

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- **Make facts specific using names, numbers, sizes, and senses.**

Sample Anchor Chart **Writers Make their Facts Specific**

- Names
- Numbers
- Sizes
- Senses

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	10
Concept IV	Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.
Teaching Point	Writers use stories to help them teach more about their topics.

Materials	
<ul style="list-style-type: none"> • <u>Sniffles, Sneezes, Hiccups, and Coughs</u> by Penny Durant (2005) or similar that has a story included • Immersion Phase on language used in non-fiction texts (Anchor Chart) 	<ul style="list-style-type: none"> • Ways to Teach A Lot in Your Chapters (Anchor Chart) • Class shared book

Tips	<ul style="list-style-type: none"> • Pull small groups that need assistance with how to physically add a lot of information to a page. • Guide students to understand that they first begin with the point they want to make and then think of a mini-story that illustrates that point. Include details that support the point. • Students will be asked to bring in objects and pictures that go with their topics for session 12. It might be helpful to send a note home in advance about this assignment.
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Connection	<ul style="list-style-type: none"> • <i>Yesterday many of you made your facts specific by using names, numbers and sizes. Read 2-3 examples.</i> • <i>Today we are going to learn a strategy that Penny Durant (name author/s from mentor text studied in Immersion, hold up book/s) uses to say even more about their topic. They use stories to help them teach more about their topics.</i>
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Teach	<ul style="list-style-type: none"> • Revisit concept of a storyteller's voice or telling a story bit-by-bit like it is happening right now. The focus is on stories that show, not tell. This helps readers get a movie in their minds of what is happening. Emphasize the purpose of the story is to teach. Think about what it is you want to teach your reader by sharing this little story. • <i>We can do the same in our teaching books. Today I'm going to reread this first part of <u>Sniffles, Sneezes, Hiccups, and Coughs</u> by Penny Durant. Read. I could just picture that Sneeze in my mind like a movie! I could see the first little thing that happens...</i> • Teacher models (acts out) what happens when you sneeze. • <i>I pictured the next thing... and the next...</i> • <i>That really helped me to remember what I was learning.</i>
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Active Engagement	<ul style="list-style-type: none"> • <i>Let's try it with our class text. Let's find a part that might be a little bit like a movie. Then, we can revise and tell what happened bit-by-bit so our reader gets a good picture in his/her mind. Class could act out this portion of the text.</i> • Work on adding a story to class shared book.
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Link	<ul style="list-style-type: none"> • <i>Do you think you could find a part in your book that might be a little bit like a movie and then tell what happened bit-by-bit, so that your reader can really picture it in his/her mind? Read through and mark the spot. Once you find one go off and write, write, write. Remember acting it out may help. Writers use stories to help them teach more about a topic.</i>
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Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Teach how to use story language like Suddenly... when telling a story. Revisit chart from Immersion phase.
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Independent Writing and Conferring	<ul style="list-style-type: none"> •
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Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 10, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Have students read to a partner and notice if it is bit-by-bit.• Revisit Anchor Chart – Ways To Teach A Lot In Your Chapters.• Ask students to bring in objects and pictures that go with their topics for session 12. Give examples.• See Resource Materials Packet for other Share options.
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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart **Ways To Teach A Lot In Your Chapters**

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- **Add stories bit-by-bit to help readers get pictures in their minds.**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	11
Concept IV	Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.
Teaching Point	Writers always think about their audiences and how they want the audience to feel and think about the information.

Materials	
<ul style="list-style-type: none"> Bugs! Bugs! Bugs! (2011) DK Readers, <u>Surprising Sharks!</u> (2003) by Nicola Davies, <u>Girl Scouts</u> (Student Text from Teachers College Reading and Writing Project) or similar book that has an angle 	<ul style="list-style-type: none"> Teacher examples of exclamation and a personal response. Show what it looks/sounds like before revision and then after revision. Ways to Teach A Lot In Your Chapters (Anchor Chart)

Tips	<ul style="list-style-type: none">
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Connection	<ul style="list-style-type: none"> <i>Yesterday we added one more strategy to our chart: Add stories bit-by-bit to help readers picture in their minds. Many of you did paper surgery and added a whole section to a page.</i> <i>Today we are going to keep thinking about how we can make our writing clearer and more interesting. One way to do that is think about how you want your audience to feel.</i>
Teach	<ul style="list-style-type: none"> Share a text that has a clear angle. For example, <i>Bugs! Bugs! Bugs!</i> wants readers to understand that bugs are truly dangerous only to each other. <i>Yikes! Most bugs look scary close up. But you don't need to worry. Most bugs are a danger only to each other. They are the bugs that really bug other bugs.</i> Discuss how the reader added his or her angle: Exclamation – discuss what it is and purpose (Yikes!), and the personal response – discuss what it is and purpose (But you don't need to worry) <i>Writers can reread each page and think, 'How do I want my readers to feel about this information? What do I want them to think?'</i> Show a before and after teacher piece where responses are added to facts. Example: Before revision: xxxxxx After revision: xxxxxx
Active Engagement	<ul style="list-style-type: none"> <i>Discuss with partner what is different in the second piece. What did the writer want the reader to think or feel? How did the writer do it?</i> Explain that writers can appeal to readers' emotions by adding personal responses or exclamations.
Link	<ul style="list-style-type: none"> <i>This is challenging work. See if you can get your reader to think or feel a certain way by adding a personal response or exclamation. Decide what feeling you want them to have and go after it.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Explain and show that another way to think about how your readers may feel or think about your information is to add questions as well as personal responses and exclamations. Example: Dogs are truly man's best friend. Wouldn't you want a constant companion?
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Share student pieces that are good examples of the teaching point. Ask students to bring in objects and pictures that go with their topics for session 12. Give examples. See Resource Materials Packet for other Share options.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 11, Continued

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- **Reread and think, How do I want readers to feel about this information? What do I want them to think? Add personal responses, exclamations or questions.**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	12
Concept IV	Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.
Teaching Point	Writers gather artifacts to help them remember things to teach and practice teaching it to partners.

Materials	
<ul style="list-style-type: none"> Picture or artifact related to teacher topic. Ways to Teach A Lot In Your Chapters (Anchor Chart) 	<ul style="list-style-type: none"> Each student should have a picture or object related to one of their topics.

Tips	<ul style="list-style-type: none"> If students are unable to bring in artifacts, have someone (e.g. older students, parent volunteer) go to Google images and find a picture related to their topic.
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Connection	<ul style="list-style-type: none"> <i>Yesterday writers, we added questions or exclamations or personal responses to get our readers to think more about our topics. We want our readers to think deeply about what they are reading.</i> <i>Another way to make our writing clearer and more interesting to our readers is to add more details, details, details or important information. One way to help us think about specific information to add is to study things related to our topics.</i>
Teach	<ul style="list-style-type: none"> Model how to elaborate even more about a topic using teacher object or picture. Hold up object and teach class about the picture or object. Point to something on the object or in the picture and declare, 'Let me teach you about that part.' Also, model how to share why something is important. Review possible discussion points with object: A. Point to a part and teach about that part B. Explain why the object or a part of the object is important.
Active Engagement	<ul style="list-style-type: none"> Have partnerships share information using their objects or pictures. Remind them to teach about different parts and explain why that object is important.
Link	<ul style="list-style-type: none"> <i>Think about what you shared with your partner. Where in your book could you add that important information? Go off and add this interesting and important information.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Revisit using some non-fiction language: <ul style="list-style-type: none"> Some pumpkins are... Most pumpkins are... One example is...
Independent Writing and Conferencing	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Allow students another opportunity to share their object with a new partner and teach them about it. See Resource Materials Packet for other Share options

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 12, Continued

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, How do I want readers to feel about this information? What do I want them to think? Add personal responses, exclamations or questions.
- **Gather an object, teach about different parts and explain why the object is important.**
- **Use some nonfiction language:**
 - **Some pumpkins are...**
 - **Most pumpkins are...**
 - **One example is...**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	13
Concept V	Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.
Teaching Point	Writers use text features to teach more about a topic.

Materials	
<ul style="list-style-type: none"> Identify pages in familiar mentor text that have various text features to be used for Teach section Text Feature anchor chart from Immersion Phase (e.g. name, define/purpose, example) 	<ul style="list-style-type: none"> Informational books with text features – 1 to 2 per partnership. Mini Post-it notes to identify pages Ways to Teach A Lot In Your Chapters (Anchor Chart)

Tips	<ul style="list-style-type: none"> For more specific information on labeled diagrams, see Session X in <i>Nonfiction Writing: Procedures and Reports</i> by Lucy Calkins and Laurie Pessah (2003), <i>Units of Study for Primary Writing: A Yearlong Curriculum</i>. Students should have previously studied text features in reading. Base selection of text features for this lesson on mentor text used and items learned in reading. The following is a list of possibilities: diagram, label, photograph, caption, comparisons, cutaway, map, types of print, close-up or zoom-in pictures, pictures that teach, directional words, text box, arrows, action lines, etc.
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Connection	<ul style="list-style-type: none"> <i>We learned so much yesterday when we shared artifacts and pictures related to our topics. These items helped us add more to our teaching books.</i> <i>Today we are going to revisit text features that we studied during Immersion and in reading. These also can be added to our teaching books.</i>
Teach	<ul style="list-style-type: none"> <i>When we were reading informational books we made a list of text features we noticed authors using. Let's review our list...</i> <i>I am going to do a picture walk through xxxxx by xxx and identify the different text features that were used. Point out each text feature, name it, and discuss purpose.</i> <i>Text Features are another way to teach more about a topic.</i>
Active Engagement	<ul style="list-style-type: none"> <i>I am going to give each partnership a book or two. Go on a scavenger hunt and look for the text features that are on our chart. If you find one, mark that page with a post-it note. Try and name the text feature with your partner and talk about what information you learned from it.</i> Share findings.
Link	<ul style="list-style-type: none"> <i>Think about how you can enhance your books by adding some text features. This is a different way to share information with our readers. Text features also make books more interesting.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Select a more difficult text feature to highlight or review – e.g. text box, comparisons.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Do thumbs-up activity. <i>Give me a thumbs-up if you added a picture that teaches? a caption? Etc. Look around and see who you could check with if you wanted to learn more about a certain text features. We have lots of teachers in the room that could help you.</i> See Resource Materials Packet for other Share options.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 13, Continued

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, How do I want readers to feel about this information? What do I want them to think? Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
 - Some pumpkins are...
 - Most pumpkins are...
 - One example is...
- **Add text features (list types taught)**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	14
Concept V	Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.
Teaching Point	Writers gather and use data.

Materials	
<ul style="list-style-type: none"> Survey Question paper – See Resource Materials Packet Class shared book 	<ul style="list-style-type: none"> Ways to Teach A Lot in Your Chapters (Anchor Chart)

Tips	<ul style="list-style-type: none"> The survey part could be done outside of this lesson (at home, during lunch, at a different part of the school day, etc.) Modify lesson if plan to have students survey outside the classroom. Modify number to survey based on time available.
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Connection	<ul style="list-style-type: none"> Highlight how some students used text features to teach more about their topics. <i>We've been working hard as experts to write our own nonfiction books. Today I'm going to show you how writers of nonfiction tell more or elaborate on their topics by collecting even more information. They can do this by gathering information from others that know a lot about our topics.</i>
Teach	<ul style="list-style-type: none"> <i>Watch as I teach you how to gather more information by asking other people questions about our classroom topic. We will do this through a survey. A survey is a series of questions you ask a lot of different people to get their input or ideas. The information you get is called data.</i> <i>When we conduct our survey, we will start by asking people a couple of questions about our topic. Then we will use the information or data we've collected to develop a new chapter or elaborate upon chapters already written.</i> Using classroom book about xxx, develop two survey questions that you will use to gather data. Examples: <ul style="list-style-type: none"> What is your favorite meal in the cafeteria? Do you think people should be able to sit where they want? Do you prefer the slide or the soccer field on the playground? Why? What is your favorite playground equipment? Why? Have students turn and talk with each other to ask and answer these two questions. Model how to record student responses. Discuss findings and determine if the information gathered had changed thinking about what the book should include. If so, how. (e.g. Most classmates like pizza day the best. Or 1st place = pizza, 2nd place = nachos etc.; Many students did not like the milk, so they bring a juice pack or water) Discuss different ways to add information: <ol style="list-style-type: none"> Stand-alone chapter with one page being the results of a survey or graph. Add the data or information gathered into an existing chapter. Model how to add information gathered from responses to an existing chapter or develop a completely new chapter (e.g. Favorite Playground Equipment or include other data to an existing page)
Active Engagement	<ul style="list-style-type: none"> <i>Now turn and tell your partner a question or two you might be able to use in a survey about your topic.</i> Share ideas and discuss. Remind students how to use the survey paper.
Link	<ul style="list-style-type: none"> <i>Today you'll go back and develop some questions to ask some people about your topic. Ask your questions to at least 5 (modify number based on time available) people in the classroom. Then decide whether you will make a new chapter or add to a chapter you've already written. See our samples for examples.</i>

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 14, Continued

Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>I would like to share a strategy that xxx used. He started collecting data then he wondered what would his readers want to know. He realized that we write for readers. So, he surveyed classmates and asked, 'What questions do you have about my topic?'</i>• <i>Now, he could do a page of 'Frequently Asked Questions' (and of course try and answer them) or he might think about adding some of that information to existing chapters in his book or even create a new chapter or two that will address questions or wonderings his audience may have about the topic.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Highlight 1-2 students who have taken the results of their survey and added that new information to their books.• Suggest students may want to give their survey at home or in the community• See Resource Materials Packet for other Share options

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, How do I want readers to feel about this information? What do I want them to think? Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
 - Some pumpkins are...
 - Most pumpkins are...
 - One example is...
- Add text features (list types taught)
- **Gather and use data.**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	15
Concept V	Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.
Teaching Point	Writers talk to other experts about their topics.

Materials	
<ul style="list-style-type: none"> Paper to conduct Interview – See Resource Materials Packet Paper for interview chapter – See Resource Materials Packet 	<ul style="list-style-type: none"> Person to interview for class shared book Tips for Interviewing (Anchor Chart) Ways to Teach A Lot In Your Chapters (Anchor Chart)

Tips	<ul style="list-style-type: none"> The interview part of this should be done outside of this lesson (at home, during lunch, at a different part of the school day, etc.). This lesson may take multiple days or be done at different parts of a day (time for writing questions and practicing interviewing, interviewing, and time to record information into book). Meet with small groups to discuss interview questions and who would be the best person for them to interview. Provide lots of opportunities for students to practice interviewing. They can interview each other, school staff, upper elementary buddies, or visitors.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we learned how to gather more information about your topic through a survey. We learned xxx and xxx.</i> <i>Today we'll see how writers can add information to their nonfiction books by interviewing an expert.</i>
Teach I	<ul style="list-style-type: none"> <i>Though you may be an expert on your topic already, writers often have some unanswered questions about their topic. Sometimes they get these answers by asking questions of other people who know and care a lot about their topic.</i> <i>Watch as I show you how to write down three good questions that I'm wondering about my topic. I will need to gather this information from someone else who knows a lot about my area of study.</i> <i>First I need to think of questions I still am wondering about my topic. Then, I think of who might be a good person to answer those questions.</i> <i>For example, here are some questions: What part of the playground is the busiest during lunch recess? What do the young children like to play on the most? Older children? How often does someone clean up the playground? Etc.</i> <i>Discuss who may have first-hand knowledge of most of those questions and could provide some answers.</i>
Active Engagement	<ul style="list-style-type: none"> Have students help brainstorm possible interview questions. Prioritize the list.
Link	<ul style="list-style-type: none"> <i>Writers, anytime you're seeking new information, you now know you can ask an expert. Today you'll write down three questions about your topic for the expert you will interview.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>I want you to think about someone you know that cares a lot about your topic. They will become your expert. Let's take some time to practice. You will get together with your partner and role play. Person A = Interviewer (ask questions) Person B = expert (answers questions). For now, Person B will not answer the questions. S/he will just sit and listen. We want to give you practice asking the questions in a loud, clear voice and looking at your expert when talking.</i> Explain to students when interviews will be conducted.
Independent Writing and Conferring	<ul style="list-style-type: none">

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 15, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Provide further tips on effective interviewing and how to record information while person is talking.• Develop class anchor chart of interviewing tips.• Provide additional practice as needed.
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Suggestions for the interview:

- Invite an expert (related to classroom story i.e. Lunchroom/Recess Supervisor) into the classroom. Students participate in a fishbowl scenario as they watch teacher interview the expert.
- Discuss qualities of the interview and how to record the data.
- Discuss different ways to add information:
 - A. Stand-alone chapter with one page being the results of a survey or graph
 - B. Add the data or information gathered into an existing chapter

Example: Create an interview page for your book entitled A Conversation with the Lunchroom/Recess Supervisor.

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart Tips for Interviewing

- Have questions written out ahead of time
- Introduce yourself
- Speak clearly and loud enough for person to hear you
- Ask person to repeat answer slowly if needed
- Jot down answer before going to next question
- Say thank you when interview is done
- Etc.

Sample Anchor Chart Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, How do I want readers to feel about this information? What do I want them to think? Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
 - Some pumpkins are...
 - Most pumpkins are...
- One example is...Add text features (list types taught)
- Gather and use data.
- **Interview an expert and add information.**

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	16
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers revise by thinking, What are all the strategies I know to make my writing clear and interesting?

Materials	
<ul style="list-style-type: none"> Teacher book Class shared book 	<ul style="list-style-type: none"> Ways to Teach A Lot in Your Chapter & Working With Your Partner (Anchor Chart)

Tips	<ul style="list-style-type: none"> Today's lesson may take longer than usual.
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Connection	<ul style="list-style-type: none"> <i>Writers you truly have become teachers. I've learned so much from all of you. I've learned....</i> <i>Now it is time for us to share our wealth of knowledge with others. Each person will select one book that they want to work extra hard on before they share it with an audience.</i> Describe celebration activity to motivate students to do their personal best.
Teach I	<ul style="list-style-type: none"> Discuss criteria for selecting their best book for publishing. Model sorting through teacher work and making a decision about which one to choose.
Active Engagement I	<ul style="list-style-type: none"> Allow students time to do the same.
Teach II	<ul style="list-style-type: none"> <i>Now that you have selected your book for our celebration, you will work on revising it. You will first read and reread your writing with two questions in mind:</i> <ul style="list-style-type: none"> A. Is my writing clear enough for my reader to understand? B. Can I somehow make this more interesting for my reader? <i>If you find places that need additional work, do so.</i> Model one page that doesn't make sense and needs revising and one page where you could add more information. Use the chart, Ways to Teach a Lot in Your Chapters, to decide how to add or modify information. (Use teacher and/or class piece)
Active Engagement II	<ul style="list-style-type: none"> Have student work on evaluating their own work and making appropriate changes.
Teach III	<ul style="list-style-type: none"> <i>Today instead of going back to your seats, I am going to have you work with your partner. You'll help one another by making suggestions of potential things your partner might try. You will get together with your partner and plan ways to make each page of writing teach more through revision work. Let's use our chart, Ways to Teach a Lot in Your Chapter, to think of ways.</i> Review chart. Explain they already have lots of things they know how to do. Now it is a matter of revisiting their work and adding or improving on some of these. Review partnership steps: Working with Your Partner <ol style="list-style-type: none"> Listening Purpose – Tell partner what s/he should listen for in your piece. How can your partner help you? Read/Listen Talk Flag spots/s needing changes Revise - Make Changes Two-fold listening purpose: 1) is my writing clear? 2) How can I make each page more interesting for my readers? Model as needed

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 16, Continued

Independent Writing Time	<ul style="list-style-type: none">• Have students work in partnerships. Rotate and confer as needed.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Model or highlight partnership work as needed.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Discuss physical aspect of revision work. Add on using Caret ^ → a couple words or a sentence Flap → a sentence Page → 2 or more sentences• See Resource Materials Packet for other Share options.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	17
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers write an introduction that tells readers what they will learn and why it is important.

Materials	
<ul style="list-style-type: none"> Mentor texts from Immersion with introductions that have some or all of the following characteristics: interesting lead, tells readers what they will learn, why it might be important to know this, encourages the reader to read more, etc. <u>Wolves</u> by Laura Marsh. 	<ul style="list-style-type: none"> Mentor texts with a variety of titles (mid-workshop teaching point). Teacher or class shared book What an Introduction Might Include (Anchor Chart).

Tips	<ul style="list-style-type: none">
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Connection	<ul style="list-style-type: none"> <i>Yesterday you worked like Gail Gibbons, (name other authors studied) in the way that you helped one another work on our books. Our favorite authors do the same thing we did. They consult or check with others to help them make their books be their very best. I noticed that xxx did xxx because xxx, xxx added xxx because xxx, xxx changed xxx because xxx, etc.</i> <i>Today we will work on the introductions to your books. I will teach you how to write introductions that tell readers what they will learn and why it is important.</i>
Teach	<ul style="list-style-type: none"> <i>Remember how we wrote leads for our small moment stories and reviews? Leads are important. Let's talk about why...</i> <i>Think of when you first go to someone's house. What is one of the first things you see – yes, the door? It is the entrance way to someone's home. Often people decorate their doors so they are enticing to visitors. They want to make a good first impression. Today you will create an introduction. They are like doors. They are the entranceway to your books! Your introductions are to introduce and entice your readers.</i> <i>An introduction in an informational book acts as a roadmap for readers for their journey ahead, telling them what they'll learn as they read. It also gets the reader excited to read on and find out interesting information.</i> <i>Listen as I read this book and think about what types of leads the author included in the introduction. Read a book with an introduction that not only tells the reader what they'll learn, but also persuades the reader to care very deeply about the topic. Read other introductions that also start in interesting ways. Read several texts to help students note components. Show how they can end their introductions by encouraging the reader on, saying things like, Turn the page to find out more! or Read on to learn more about these furry friends!</i> <i>Develop an anchor chart of what might be included in an introduction.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Use class story and try out an introduction that tells the reader what they'll learn and also entices the reader to continue reading.</i>
Link	<ul style="list-style-type: none"> <i>Think about how you will tell your reader what they will learn and why it is important. Try it out with a partner before you write it. Let's review our chart again before you go off...</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Discuss the importance of a title and discuss different types based on mentor text used. Encourage students to develop several possibilities. (e.g. alliteration – Interesting Insects, decide on the most important thing readers will learn – <i>Dogs are Great Companions</i>, attention grabber – <i>Amazing Bats</i> or <i>Surprising Sharks</i>, sound words – Arf! Arf! <i>A Book About Dogs</i>, simple titles – Recess Fun or Soccer, etc. Writers choose a title by thinking, What will get my readers interested in reading my book? Discuss how a title may affect the way the entire book is laid out. For example, From Tadpoles to Frogs or Dangerous Animals.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 17, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none">Have students bring their introductions and title options to share time. Put them in small groups or partnerships and have them share and receive feedback.See Resource Materials Packet for other Share options

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

What an Introduction Might Include

- Interesting lead – fact, question, etc.
- Tells reader what they will learn
- Tells reader why information is important to know
- Persuades reader to care deeply about the topic
- Encourages the reader to want to keep reading more
- Etc.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	18
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers end with powerful conclusions.

Materials	
<ul style="list-style-type: none"> Mentor text from Immersion with different types of conclusions: Why something is important and why we should care, Look forward, Check in, Why important/Invite to take an interest, etc. 	<ul style="list-style-type: none"> Class shared book Different Types of Conclusions (Anchor Chart)

Tips	<ul style="list-style-type: none"> The Common Core W.2.2 states that students will provide a concluding statement or section. Teacher may need to create endings for his/her book for Teach section.
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Connection	<ul style="list-style-type: none"> Revisit metaphor of a door to a house compared to an introduction in a book. Review importance of introductions. <i>Today, we are going to work on our conclusions, or endings, to our informational books. This is the last impression a reader will have.</i>
Teach	<ul style="list-style-type: none"> <i>Writers strive to leave their readers with a sense of closure – a feeling of Ahhhh when they finish the story. One way is to carefully think why their topic is important and how they can get their reader to think, wonder or care about it.</i> <i>We'll read some of our mentor text and study how authors conclude their pieces in powerful ways.</i> Emphasize the importance of telling <i>why</i> their topic is important. Read several mentor text and discuss how the author concluded the book and why. Chart findings. Examples: <ul style="list-style-type: none"> Why something is important and why we should care: <i>All-About Owls (1999) – And of course, wherever they live owls add a sense of mystery to the sounds and silence of the night.</i> Look forward: <i>Planets Around the Sun (2002) - Far out in space, other planets circle other stars. But no one knows if any distant planets are like Earth. We still have much to learn about planets and stars.</i> Check in: <i>Student authored work – What do you think about freshwater? Your opinion!!! You could think freshwater is amazing and wonderful. You could also think it's greasy and nasty. I think it's beautiful, clean, and really fresh.</i> Excerpt from 3rd grade MAISA informational writing unit: Tell why your topic matters to you and then invite others to take an interest. Sentence one: <ul style="list-style-type: none"> (My topic) is the best because ... (My topic) is interesting because ... (My topic) is fun because One thing I know for sure is that ... Sentence two: <ul style="list-style-type: none"> You might want to ... Maybe you will try ... Why don't you ... Maybe someday you will want to ... <p>Add others based on mentor text studied.</p>

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 18, Continued

Active Engagement	<ul style="list-style-type: none">• Use class book and try out a conclusion that helps the reader think why the topic is important and how they can get their reader to think, wonder, or care about their topic.
Link	<ul style="list-style-type: none">• <i>In your writing today try out different conclusions. Think about how you can help readers understand why the topic is important. Try different possibilities. Be sure to leave your reader with a lasting impression. Remember writers end with powerful conclusions.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Remind students to try out multiple conclusions.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Have students share conclusions with partners and get feedback on their favorite one and why.• See Resource Materials Packet for other Share options

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

Different Types of Conclusions

- Why something is important and why we should care
- Look forward
- Check in
- Why important/Invite to take an interest
- Etc.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	19
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers choose a way to define important words a reader needs to know.

Materials	
<ul style="list-style-type: none"> Texts that have words and phrase that are specific to the topic and defined in text, a text box, or boldfaced and defined in a glossary (Common Core State Standards calls this domain-specific terms or vocabulary). 	<ul style="list-style-type: none"> Ways to Teach Important Words the Reader Needs to Know & Ways to Teach A Lot in Your Chapters (Anchor Chart). Teacher word list with domain-specific terminology that may need to be defined in the text.

Tips	<ul style="list-style-type: none"> The Common Core W.2.2 states that students will ...use facts and definitions to develop points...
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Connection	<ul style="list-style-type: none"> <i>These last few days we have been re-seeing our work and making changes to improve our work. Writers have done things such as add titles, write introductions, generate powerful leads, reread to make sure each page make sense, add things such as xxxx that are on our chart – Ways to Teach A Lot in Your Chapters.</i> <i>Today we are going to learn another important revision strategy. Writers chose a way to define important words that a reader needs to know.</i>
Teach	<ul style="list-style-type: none"> <i>When we read, we often talk about how it is important to pay attention to important terms in text. Writers often give us a word and then define or explain the meaning of that word. These important words help us comprehend or understand what we are reading.</i> <i>As writers, we can do the same for our readers. We can help them to know which words are the important ones, the ones they should really notice and think about as they are reading. Writers include an important word and then define or give its meaning. There are several ways to do this.</i> Model how to look through a familiar text noting important terms and the way the writer shared that information. Examples: <ol style="list-style-type: none"> Defined in context - <i>Oh here is an important word, xxx. The writer included the definition right in the text where the word appears. S/he wrote the word, used a comma to pause the sentence and tell the reader what the word means.</i> Boldface in text and how author defined the terms at the end of the book in a glossary Text box – words are defined in a text box on the page where the word first appears Etc.
Active Engagement	<ul style="list-style-type: none"> Have students in partnerships look through familiar text and find examples of important words and how the writer defined them. Share Findings Develop an anchor chart
Link	<ul style="list-style-type: none"> <i>Go back to your informational writing and look for places you had an important word. Think about how you can share what that word means. You could...refer to items on anchor chart. Writers chose a way to define important words that a reader needs to know.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Let me share a tip that some writers do before they begin even writing. They make a list of important words that have to do with their topic. Then, they go back and think about which of these words my reader may be unfamiliar with, which of these words should I define for my reader in my book.</i> Share a teacher word list with domain-specific terminology and discuss which words you decided to include and define.
Independent Writing and Conferring	<ul style="list-style-type: none">

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 19, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Remind students of the celebration activity and how important it is for them to do their personal best. Get them excited and motivated for sharing their work with others.• See Resource Materials Packet for other Share options.
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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Sample Anchor Chart

Ways to Teach Important Words the Reader Needs to Know

- Define right there in text where the word appears. Use a comma to pause the sentence and tell the reader what the word means.
- Boldface in text and define word at the end of the book in a glossary
- Text box – define in a text box on the page where the word first appears

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	20
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers apply capitalization rules to informational writing.

Materials
• Capitalization Rules - previously developed during word study and/or interactive writing block (Anchor Chart)

Tips	<ul style="list-style-type: none">• Decisions about what conventions to focus on should be based on studying students' work and the Common Core State Standards. Determine which conventions are worth focusing on via mini-lessons for the whole class and which conventions should be addressed in small groups for those students needing additional instruction on them.• Common Core State Standards for capitalization: Kindergarten – capitalize the first word in a sentence and the pronoun I; 1st grade – capitalize the dates and names of people; 2nd grade – capitalize holidays, product names, and geographic names.• Many of these lessons should be a review of previous capitalization strategies taught during word study, interactive or shared writing.• The following lessons may be done during writing workshop, words study and/or interactive/shared writing.• Review Beginning of a Sentence Capitalization chant (from A Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen, 2012, p. 66) Writers say their idea, write their idea, put and period, then...capital! <i>Chant: Say your idea! Write your idea! Period! Capital! (Gestures: Period – poke the air with your finger; capital – reach your finger way up high to mimic the motion of starting a capital letter)</i>
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The following are a collection of ideas for teaching and/or reviewing capitalization rules. These may be done during writing workshop, word study or interactive/shared writing time. Please put selected lessons in the architecture of a focus lesson format.

1. Does this word need a capital?

- *Remember when we were studying capitalization we learned that writers quickly think to themselves when writing each and every word – does this word need a capital letter?*
- *One way we can cross check our words after we are done writing is to go back, look for wherever we capitalized a letter and ask ourselves, 'Should this word be capitalized?' Let's review our rules for capitalization. Review capitalization rules anchor chart developed previously.*
- Teacher models going word by word, stopping on any capital letter and determining if it needs to be capitalized (e.g. I capitalized the 'S' in the word Sandy. It is the name of a person) Model having a capital in the middle of a word or in another inaccurate place and how to correct.

2. Capitalization Scavenger Hunt

- *We can check to be sure we did capitalize all words we should have. We can go on a capitalization scavenger hunt looking for I, first word in a sentence, dates, names, holidays, product names and geographic names. Model.*
- Examples:
 1. Look for the letter I by itself. It should be capitalized. If it isn't, change it.
 2. Look for ending punctuation, and then look for the letter right after it. Is that word capitalized? The first word of a sentence should be.
 3. Look for names of people. The first letter of their name should be capitalized.
 4. Etc.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan – Session 20, Continued

3. Capitalize Names of Important People and Places

Study a page of nonfiction text together and discuss which words the author has capitalized. Make a chart with students that highlight the difference between common nouns and proper nouns. Help them apply this difference to their own informational writing (e.g. dog vs. Golden Retrievers).

4. Capitalize Titles and Headings

Photocopy the front covers of several nonfiction texts the class has read and pass them out to writing partners. Give each partnership a red and blue crayon. Instruct them to Circle the capital letters in red and Circle the lower-case letters in blue. Discuss noticings about which words in the title get capitalized and which don't (e.g. big, long important words in the title get capitalized; little short words don't get a capital letter, such as a, to, of, in, from, and, for). Develop an anchor chart as a reference tool.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	21
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Editing – Teacher selects a teaching point to match students’ needs.

Materials
•

Tips	<ul style="list-style-type: none">• Decisions about what conventions to focus on should be based on studying students’ work and the Common Core State Standards. Determine which conventions are worth focusing on via mini-lessons for the whole class and which conventions should be addressed in small groups for those students needing them.• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">a. Capitalize holidays, product names, and geographic names.b. Use commas in greeting and closing of letters.c. Use an apostrophe to form contractions and frequently occurring possessives.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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Lesson Plan

Session	22
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers focus on finishing touches using an editing checklist.

Materials
• Editing checklist – See Resource Materials Packet or develop your own

Tips	•
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- Develop a lesson based on using an editing checklist. Use the checklist included in the Resource Materials Packet or develop your own.
- Review routines for editing – how, special pen, fill out checklist, concept of *Before my audience has read it, I need to make sure I edit!* etc.

Writing Unit of Study

2nd Grade - Informational Writing: Personal Expertise, Unit 5

Lesson Plan

Session	23
Concept VI	Writers prepare to publish by revising and editing select pages.
Teaching Point	Writers celebrate their work!

Plan a fun and meaningful way to have students celebrate the writing they've done in this unit.

Some possibilities:

- ❖ Share with cross-age buddies. Student love the opportunity of being experts and teaching others. They could share their books with kindergarteners or first graders and teach them all they know about their selected topic. Also, they could celebrate their efforts with the older kids too.
- ❖ Share with the community. Think about places connected to the topics that many of the students wrote about and put a copy of the books there (e.g. zoo, vet's office, YMCA, school office, place they take lessons, etc.) Work should be in standard punctuation, capitalization, and spelling if shared outside the school.
- ❖ Share through an oral presentation. Have students orally share some of their findings with a selected audience. They could make a large visual as a diagram on chart paper to display during their talk. Or students could write five or more important facts or chapter headings and display on a docu-camera. They could use these as talking points. Or students could make a PowerPoint-type of presentation. They could scan some of their pages as slides for the show.
- ❖ Share through an Expert Share Fair. Each student would set up a booth and visitors could stop by and learn about their area of expertise. See Unit #3 Revision Sessions 12 and 13 (Revision Museum) for ideas.

Lesson Plan

Session	24
Concept	Writers self-reflect on their experiences and growth in writing and as writers.
Teaching Point	Unit Wrap-Up Session

- Engage in activities such as:
 - Student reflection piece – See Resource Section: Resource Session 21 – Student Self Reflection
 - Clean-out project folders.