

<b>Lesson Plan</b>
Name: Lisa M. Nowakowski Subject area: Writing Grade level: 5 Lesson title: What Do You Know?
<b>Brief lesson description</b>
Students will write a short informative piece, based on an experience (i.e. a field trip, playing sport, etc) that explains rules, how to, or norms. Students will be expected to share documents in order to obtain peer feedback. Finally, students will create a presentation to share with the class. Students may choose to share their final products online via a blog.
<b>District content standard(s) addressed</b>
<p>CCSS: 5 Writing:</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<b>NET-S technology standard addressed</b>

### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

### 2. Communication and Collaboration:

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- d. contribute to project teams to produce original works or solve problems.

### Technology resources needed (hardware and software)

Computer (Chromebooks for my classroom)  
GAFE -- Drive > Docs  
Internet connection  
Google Presentation  
Blog (optional)

### Procedure

1. Students are introduced to the assignment and the Scale/Rubric.
2. Each student chooses a topic to write about.
3. Each student creates a document and shares with the teacher.
4. Students must use at least 2 of the following: Personal background information, explain rules, explain norms, photos, and/or official definitions.
5. Students will write a quality 1 - 2 page writing on their chosen topic.
6. Peer review will be evidenced in their document (comments).
7. All sources will be referenced.
8. Students will have 4 45 minute periods to complete the classwork for the writing
9. Students will have 3 45 minute periods to complete the Presentation

### Assessment method

The following scale will be used:

5 -- In addition to a score 4, in-depth inferences and applications that go beyond what was taught.

4 -- There are no major errors or omissions

Students:

- Share all documents with teacher, and others, using Google Drive.
- Use/have evidence of at least 2 of the following in the writing: personal background information, explain rules, explain norms, photos to enhance the topic, and/or properly use and reference definitions related to their topic.
- The writing consists of: 1-2 pages typed (12 point, Arial font), correct spelling and punctuation.
- Grade level appropriate grammar and sentence structure.
- Evidence of a peer review.

- Corrections have been made as a result of Comments.
- All sources, including photos, are referenced.

3 -- There are no major errors or omissions regarding the simpler details and processes as the student:

- Recognizes or recalls specific terminology:
  - synonyms, antonyms, definitions related to writing
- Creates a basic writing sample that is on topic.

However, there are major errors or omissions regarding the more complex ideas and processes.

2 -- With help, a partial understanding of some of the simpler details and processes and some the more complex ideas and processes.

1 -- Even with help, no understanding or skill demonstrated.

NOTE: My school uses Marzano's Scale method.