

Writing Sample Lesson Plans

Below are several writing lessons taken from my persuasive writing unit, which I created and implemented with my second and third grade students, during my ten weeks of lead teaching.

Title: Restaurant Review Interview; Adding support to persuasive writing.

Grade: 2nd and 3rd Grade

Connection: 30 seconds

Yesterday we added voice and language of a reviewer to our body paragraphs. We learned that when people review a restaurant they use specific adjectives to describe their experience. Today we will be interviewing our peers, in order to research more about our restaurants to add to our review.

Michigan GLCE's:

- W.GN.02.03 write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast.
- S.DS.02.01 engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses about a topic, peer conferencing, or other interactions.

Learning Target/Objective: 1 minute

Teacher states, "Today's learning target is: I can interview, take notes, and add quotes to my restaurant review"

*Have students state the learning target, and turn and talk about what they will be learning.

Teaching Point: 5 minutes

- When reviewing a restaurant it is a good idea to interview others, take notes, and cite direct quotes in our review.
- Adding quotes adds another means of support to a review, and makes it more interesting.
- Show mentor text on Smart Board and explain how the quote added support.

Cheesecake Factory

When I first got there for dinner, I thought everything was perfect. First, romantic, dark lighting made a satisfactory atmosphere. Decorations were simple and cozy. The restaurant is always elegantly decorated. There are high ceiling and swanky décor bathed in yellow lights. It makes us feel warm. There are large pillars from the floor to the ceiling. It feels very fancy. Specifically, the view from the restaurant was the best. I could see all of Union Square and the night view, which is beautiful. The second time was for lunch. I sat in the balcony, outside of the restaurant. At that time I really enjoyed the sun because the weather was warm and the sun was shining. My husband said, "the Cheesecake Factory is one of my favorite places, because of the balcony and the beautiful views".

- This quote taught me people love the balcony and beautiful views at the Cheesecake Factory. The quote added some important details about the restaurant to the review.

Another example:

HopCat

Fred got the NACH-YO! It had fried poblano peppers, pico de gallo, pepper jack, tortilla strips, and avocado. It was also delicious. Fred said, "I enjoyed the burger but have also had better. I had a similar nacho burger at the airport which had many more nachos, with a much more crunchy texture. Here, there wasn't as much crunch; even the poblano peppers that were fried, what was the point of frying them? They were lightly breaded, but once in the burger, lost their fried identity, and could have just been served without being fried. However, I would eat here again."

- This is a much larger quote as you can see. You do not have to include the entire quote. You can take the most important parts and add it to your writing.
- When looking at the quote inside the HopCat review I believe it was helpful to include the both positive and negative details about the food.

Guided: 10 minutes or less

- What are some words or phrases you could add to make your review sound like the mentor text reviews?
- Remind: You put quotation marks only around the words the person says. Ms. Soble said, "This restaurant was amazing". (Teacher shapes fingers into quotation marks, and shows the students to put the quotation marks around the words that someone said.)
- Model how to interview with a student:
- Student: "Hello, have you been to Senorita Soble's Mexican Restaurant?"
- Teacher: "Yes! I have."
- Student: "What is a reason you liked the restaurant?"
- Teacher: "I thought the chicken enchiladas were worth every penny"
- Continue until students understand what an interview looks like and sounds like.
- As a class list questions that we can use when interviewing: Why did you like/dislike _____? What would you recommend? What was your favorite food? What advice would you want to give someone about this restaurant?

Independent: 30 minutes

- Students will have a paper and clipboard.
- Teacher will instruct students who have been to _____ restaurant to raise their hand so the person knows who to talk to during the interviewing time.
- Give students a set time to interview and take notes. Stop them at one point to let them add the quotes to their review.
- Students should have at least three quotes written down.
- When they finish they should choose the best quote, and add it to their review.

Modifications: Students may work in small groups if one student is confused or unable to write down the quote. A student who struggles to write quickly may ask the student who is being interviewed to write down their opinions.

Assessment: Teacher will collect students' interviews to see how well they collected support for their restaurant review pieces.

Midpoint: Observe students and see what they might need to be reminded during the independent work time: I see that one partner has a lot of quotes written down, while another doesn't have any. Make sure to leave time for both partners to interview one another.

Teacher will say, "I want you all to get with your LTAP (learning target accountability partner) and share what your target was, and discuss how they met the objective."

DISCUSS/SUMMARY 2 minutes

Teacher will have students come back to the carpet:

- Have one or two students share a quote they added.
- Have students turn and talk about their interviewing experience. Did it go well? Why?
- What interviewing questions resulted in the most information?

Students were able to interview peers to collect more information about their particular restaurants. The students learned that when writing a persuasive piece it is useful to collect opinions from others. Students should recognize the importance of providing evidence and support when writing persuasive pieces.

Title: Writing Strong Endings

Grade: 2nd and 3rd Grade

Connection: 30 seconds

We interviewed our peers and added quotes to improve the quality of our writing. Today we will be adding conclusions to our writing to help persuade our reader.

Learning Target/Objective: 1 minute

Teacher states, "Today's learning target is: I can write a strong conclusion for my review to persuade my reader"

- Have students state the learning target, and turn and talk about what it means.

W.SP.02.01 in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).

W.PR.02.06 revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.

Teaching Point: 5 minutes

- Review the purpose of endings and how they work in a review. (The conclusion tells the reader whether they should go to the restaurant or not, gives the restaurant a rating)
- Different ending types from mentor text studied:
 1. **Repetition:** Repeat one’s opinion at the end. Simply say the same thing again. “This is the best bakery for freshly baked cupcakes”
 2. End with a **rating:** Invent a rating system (stars, thumbs up or down, hearts, etc.) “I give this restaurant 4 out of 5 stars”.
 3. End with a **comparison** to another restaurant: “If you love Dunkin Donuts, you will really love Crumbs Bakery”.

Guided: 10 minutes or less

- We will now write an ending for Senorita Soble’s restaurant using one of the ending types we discussed.
- Repetition, end with a rating, and end with a comparison to another restaurant.
- Students will turn and talk about the ending they would write for our class review.
- Have students share out, and add the ending to the review.

Independent: 30 minutes

- Students will write 3 different endings for their review. They will then choose one ending and write their conclusion using that ending.

Midpoint: Observe students and see what they might need to be reminded during the independent work time: Have a student share one of their endings.

DISCUSS 2 minutes

Teacher will ask:

- Did you meet the learning target? How do you know?
- Have one or two students share a great example of an impressive ending.

Conclusion: 30 seconds

- Tomorrow we will edit our pieces to make them more effective.

Title: Using a Rubric to Edit Writing

Grade: 2nd and 3rd Grade

Connection: 30 seconds

We wrote strong endings to our pieces yesterday in order to help our readers learn more about our restaurant. We wrote these endings so readers would know our final thoughts about our restaurants.

Learning Target: 1 minute

Teacher states, “Today’s learning target is: I can use a rubric to edit my restaurant review”

W.PR.00.04 attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.

W.PR.02.07 attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups

Teaching Point: 5 minutes

- We can use a rubric to help us pick out the specific things we need to pay attention to when editing our writing.
- I will be giving you your try it pieces and you will look at the rubric. You need to touch each requirement on the rubric and find it in your piece.
- Once you finish you meet with your partner. You should trade your pieces and make sure your partner hit all the requirements on the rubric.
- Read your piece out loud to your partner. Have the partner politely stop you and tell you where you could add or remove a word or phrase, in order to improve your writing.

Guided: 10 minutes or less

- Pull up the Senorita Soble's Restaurant review.
- Pull up the rubric.
- Show how to go through and check to see if we have everything on the rubric.

Independent: 30 minutes

- I will give you a new rubric and you will decide if you have everything. If you don't have something in your writing that is listed on the rubric go back and add it.
- Make sure to check all spelling, capitals, and punctuation.

Midpoint: Observe students and see what they might need to be reminded during the independent work time: Have a student share one of their endings.

DISCUSS 2 minutes

Teacher will ask:

- Did you meet the learning target? How do you know?
- Have one or two students share what they edited to make their pieces better.

Conclusion: 30 seconds

Tomorrow you will use your edited rough drafts to write your final draft.

Teacher Tools

TAK Plan:

Introduction: Come to Senorita Soble's Mexican Restaurant you will love the food, service, and atmosphere.

Main Idea: Food

- Spicy burritos
- Crunch chicken nachos
- Ice Cold ice water with lemon

Main Idea: Service

- Delightful waiters
- Brought the food out quickly
- Impressive when memorizing orders

Main Idea: Atmosphere

- Funky music playing in the background
- Dimmed lights to set a calm mood
- Mexican themed with Hispanic decorations all over the walls.

Conclusion: I give *Señorita Soblé's Mexican Restaurant* 4 out of 4 stars for its excellent food, service, and atmosphere.

Mentor Text: *Señorita Soblé's Mexican Restaurant*

Señorita Soblé's Mexican Restaurant is one of the best Mexican restaurants I have ever been to in my life! I thought I had eaten amazing Mexican food before going to *Señorita Soblé's Mexican Restaurant*, but I was wrong! The food, service, and appearance of the restaurant was nothing less than the best.

The first reason I loved *Señorita Soblé's Mexican Restaurant* so much was because of the delicious food. The chef made me a steaming plate full of quesadillas with a side of spicy rice. The food had so many colorful spices. My mom said, "This Mexican food was unbelievable. The chicken was delectable and not too spicy". I especially enjoyed the fruit punch that came with my meal.

Another reason *Señorita Soblé's Mexican Restaurant* is so amazing is because of the outstanding service. The waiters and waitresses are inviting and always polite. The service is super fast. You order your food and within minutes it is right in front of you! My dad said, "I have never been to a restaurant that brings their food out this fast".

Finally, the appearance of the restaurant was impressive. The art on the walls was authentic Mexican folk art, which made me feel as if I was truly in Mexico. The lights weren't too bright, which was nice. I hate when the lighting is so bright that it hurts your eyes. The tables had gorgeous flowers and the napkins had colorful designs. I also enjoyed the upbeat Mexican music.

I would give *Señorita Soblé's Mexican Restaurant* four out of four stars, because I loved the food, service, and the appearance. I would recommend this restaurant to all of my friends and family. Please come and try the amazing *Señorita Soblé's Mexican Restaurant*, you will won't be sorry!