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|--|--|---------------------------------|
| Type (N, I, or O): N | | Genre: Realistic Fiction |
| Standard: W.1.3.3 Write narratives in which they recount two or more appropriately sequenced events. Include some details regarding what happened. Use temporal words to signal event order, and provide some sense of closure. | | |
| Unit: 4 | Book: TV | Session: 19 |
| Before this lesson: | | |
| Mini-Lesson:(10 minutes) | Reference: <i>Lac & His (Unit 4 p. 118)</i> <i>P's - the last</i> <i>Writers Learn Progresses for the 1st grade</i> N-178, O- 182, 2-184 | |
| Connection | When you get ready for a party you make a list of things to do. Writers make a list of things to do before they can celebrate, too! | |
| Teaching Point | Writers fix and fancy up their work. | |
| Teaching Demonstration, guided practice, explanation with example, or inquiry | TW display a list of things to help the students get ready to celebrate (p.155) | |
| Active Engagement | SW tell their partner their plan for the day. | |
| Link | Writers will make a plan and work hard to fix and fancy up their work using the list to remind them what needs to be done. | |
| Independent Practice/Conferencing: (30 minutes) Differentiation: All conferences are differentiated to meet the needs of the student(s) at the time. TW research, decide, teach, and link during conferences to review or extend (p.73, Guide to Common Core WWS) | SW work independently or with their partner while you conference with individual students or small groups. Allow students to lead small groups in a conference. | |
| Mid Workshop teaching point (2 minutes) Support to keep writers working, check in referencing teaching point, give them something to try, point out something someone is doing to celebrate. | Celebrate amazing work that students are doing. | |
| Sharing: (10 minutes) | SW practice reading their work aloud to prepare for reading it in front of an audience. | |

Lucy Calkins Writing Folklore Lesson Plans

Donald H. Graves



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