Observation Lesson Plan: Writer’s Workshop

**Student Teacher:** Allison Sawka
**School:** Hopewell Elementary School
**Grade:** 2nd Full-Time Collaborative Inclusion

**Cooperating Teacher:** Lauren DiGaetano
**Date:** Tuesday, December 1st, 2015
**Subject:** Writer’s Workshop

**Learning Objective:** Students will be able to produce a question related to his/her fable’s plot on the “blurb” page of his/her adapted fable.

**Content Area Standards:** CCSS.ELA-LITERACY.W.2.3: Write narratives in which they recount a well-elapsed event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Academic and Content Specific Vocabulary:**
- **Blurb:** a short description or a hook for a reader to develop an interest in reading the text.
- **Hook:** a short statement or question to peak a person’s interest.

**Materials:** Shared writing piece (*The 3 Little Bats and the Big Bad Owl*), document camera, projector, writing paper choices, pencils, erasers, individually completed adapted fables

**Modifications:**
- Students will be given 4 different paper choices, which consist of various sizing and amounts of lines for their blurb page. Students will select the paper they want based on sizing and amount of lines.
- Teachers will be circulating the classroom to check in with students while they are writing their blurb question. Students will raise their hand when they are in need of teacher assistance.
- During Independent Writing, 4 students who exit the classroom at 11:00 for support in another subject area will be pulled aside to the kidney table to produce their blurb question with teacher assistance before they exit.
- Students anticipated to have difficulty with this concept will be conferred with during Independent Writing.
- During Shared Writing, students will share their blurb questions with partners who have similar abilities in Reading and Writing.

**Assessments:** Students will be evaluated based upon their blurb question. The blurb question must be in question form and be related to their adapted fable. The blurb question must also give the reader enough information to be interested in reading the adapted fable without giving away the ending.

**Warm-up:** Gather students at the front carpet. Discuss that we have finished adapted fables and we will begin publishing. Show students the back cover “blurb” on a mentor text we have read. Ask students if they recall what the writing on the back is called: a blurb.

**Mini-Lesson**
**Motivate:** Tell students that the first step in our publishing process for adapted fables is a new step for us: writing blurbs. Ask students why authors write blurbs and discuss that they do so in order to get a reader hooked and to interest them in reading the text.

**Elaborate:** Tell students that we will be writing less elaborate blurbs than the ones you typically see on books and that we will be using questions and a recommendation as our blurbs. Explain that the easiest way to do this is to recount the adapted fable in order to find the problem and then turn that into a question, without giving away the ending. Show students completed model blurb of *Shark and Fish* shared writing piece (Does the little fish ever repay the shark? Read to find out!)

**Demonstrate:** Using the class’ shared writing piece, *The 3 Little Bats and the Big Bad Owl*, demonstrate how to identify the problem (The Big Bad Owl wants to eat the little bats). Model using the problem to generate a question for the blurb page using question words (Does the Big Bad Owl catch the 3 little bats? Read to find out!)

**Independent Work Time:** Students will spend 15 minutes working independently to generate blurb questions on their blurb pages. Students will first select their paper choice based on the line spacing and amount of lines. Students will work independently at their seats while teachers are circulating the classroom to check in with them. Students will raise their hand when they are in need of teacher assistance. During Independent Writing, 4 students who exit the classroom at 11:00 for support in another subject area will be pulled aside to the kidney table to produce their blurb question with teacher assistance before they exit. Students that finish their blurb question and suggestion during independent writing will work on copying over their edited copy to their published copy.

**Sharing (Partner and Whole-Class):**
Students will meet with their reading/writing partner(s) to share their blurb question. Students will ask their partner “Does my blurb get you interested in reading my adapted fable?” If the partner answers “yes,” the students can continue sharing. If the partner answers “no,” the students will work together to edit their blurb question. Partnerships who finish sharing and have both answered “yes,” will return to the carpet to be paired with other students to continue sharing. During partner-share, teachers will be circulating to find an exemplary blurb created by a student to share with the class. During the 5 remaining minutes of Writer’s Workshop, gather the students at the carpet to listen to the selected student share his/her exemplary blurb.

**Extended Learning:** None: In the HVRSD district, 2nd grade homework includes only Reading and Mathematics.