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2nd Grade Writing Lesson Plan

**TN STATE STANDARD:**

[CCSS.ELA-Literacy.W.2.5](http://www.corestandards.org/ELA-Literacy/W/2/5/) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**OBJECTIVE:**

I can identify a topic sentence for a short passage and determine related sentences to the topic.

**STUDENTS’ CURRENT KNOWLEDGE:**

Students have been introduced to the parts of a paragraph, i.e. topic sentence, details, and conclusion sentence. Students have had the opportunity to identify the purpose of a text, i.e. informative, opinion, and narrative. Students have been exposed to writing in each area as well. Students will use their knowledge of the parts of a paragraph to focus on a topic and strengthen writing as needed by revising and editing.

I**NSTRUCTIONAL PROCEDURES**

Introduction/Connection to Prior Knowledge: I will open the lesson by activating students’ prior knowledge through the use of a BrainPop video. The video will also help to engage students in today’s writing focus. I will inform students we are going to look at a few Discovery Ed. test questions we struggled with as a class. We will refer to our learning objective to direct our goals of the lesson.

Direct Instruction/Model: I have previously modeled how to create a strong topic sentence and write details to support the topic. I have also modeled how to use a graphic organizer to guide writing. Today, we will go back to basics and really focus on identifying the topic sentence of a passage. I will use questioning to assess comprehension and differentiate my instruction as needed. I will remind students that they have to pay close attention to what sentences help support a sentence and which do not fit a passage. I will emphasize that we need to use text-based information to support our answers and our answers need to be focused on the topic at hand. I will model a think aloud using a D.E. passage and question. I will address each answer choice and model how to use the text and the process of elimination t chose the best answer.

Guided Practice /Partner Practice/Informal Assessment: I will remind students when we are asked to chose a topic sentence we must chose or create a sentence that tells what the details are mainly about. I will also remind students that we need to make sure the details included in our writing must clearly support the topic. We will continue to look at short passages and answer coordinating questions. Students will work with small groups and/or A-B partners during the we-do portion of the lesson. While students respond, I will ask, “How do you know?” “Do you agree/disagree?” “Does anybody have something they would like to add?” I will ask questions to informally assess and clarify each student’s understanding of the concept: What is this piece of writing about? Is this organized well? How can we write a stronger topic sentence?

Centers:

1. Writing: Students will work on identifying a topic sentence that matches the correct passage. Students will use their text-evidence to support their reasoning. Students should practice creating topic sentences and supporting details within their writing.

Differentiated Independent Work:

I will differentiate by supporting those who need it by providing addition teacher support by questioning and prompting. Students will turn in their recording sheet and I will grade each one for mastery. The Plaid Group will work with me in small group to complete their seatwork.

Formal Assessment/Close: To close the lesson, I will remind students that today they learned to identify a topic sentence for a passage as well as eliminate unrelated information. I will tell students it is time to move to centers and we will prove our understanding. (I will use this assessment to determine individual success.) Students will need to select the correct topic sentence as well as create a topic sentence based on the text.

Questioning: What are some ways we can determine what the best choice for a passage is when selecting a topic sentence? What similarities did you notice between the choices? What is the passage trying to tell the reader? What is the passage mainly about? What materials can we use to determine the parts of a passage? What is the main idea? Which sentence fits with the passage? Which do not? How do we use the text to find reasons? Does it matter if the details do not support the main idea? Why? How do you know?

Learner Involvement: During the beginning of the lesson, students will be asked to activate prior knowledge. Students will review the learning object to direct their learning. In the middle of the lesson students will participate by working with a partner to identify the correct topic sentence for a passage as well as identify unrelated information based on the topic. Then students will put the objective into practice independently at their seats by selecting a topic sentence when given a choice and by creating a topic sentence when on is not provided.

Materials: flipchart, pencils

Learning Environment: Students are familiar with the classroom expectations and rules. Modeling will provide a clear guide for student group work and individual seatwork. Talking with, encouraging, and redirecting when necessary will ensure all students are on-task. Supplies will be easily accessible and ready to use so no instructional time is lost. Having students working at tables allows for conversation, motivates and encourages children to share their ideas. The room is filled with student work and class writings. This communicates to students that their work matters and that reading/writing is valued.

Classroom Layout: The classroom layout is safe and predictable for all learners. Students are familiar with transitions and where supplies are located. Students are seated in an order that promotes the highest potential for success.

Grouping: I have grouped students in their pods so that they sit next to someone who will support them or whom they can support. Small groups have been arranged through reading and comprehension ability as well as similarities in Discovery Ed. data. A-B groups are arranged with partners who will help students in a way that will enhance the lesson for both children.

Extension/Alternate Plans: If students finish early, they may complete any unfinished work in their black folders located in their desk or continue to work on their opinion writing from this week’s prompt. They also will have the opportunity to practice this week’s phonics learning. Later this week, students will apply their learning from today’s lesson by creating their own topic sentence in their informative writing.

Evaluations/Reteaching/Informing Upcoming Lessons: I will informally assess their understanding when walking around while they work with their A-B partners to compare and contrast their designated part of the main selection. I can see who can do this and who is still having trouble through informal auditory assessment. In addition to observing understanding, I will be able to redirect students as needed. I will ask questions and listen to the students’ answers to also informally assess their understanding. Informal assessment will continue as I talk with students during small group. Formal assessment will occur as students chose a correct topic sentence for a paragraph and create a topic sentence for a passage. At the end of this lesson, 75% of students will show mastery by choosing a correct topic sentence for a paragraph and create a topic sentence for a passage. This formal assessment will drive future lessons and inform me of students’ mastery of the concept. If students have not mastered the objective, future lessons will allow them to practice this skill again. If students have mastered the objective, future lessons will allow them to expand their knowledge of a topic sentence and details. Re-teaching: I will pull back struggling students to work in small group based on their performance during today’s lesson.

This lesson promotes analytical thinking- where students analyze, compare and contrast, and evaluate and explain information. It also requires students to recall and apply prior knowledge. Students will also be given opportunities to create their own topic sentence for a passage. Students will need to recognize the main idea of a passage to identify or create a topic sentence,. Students’ comprehension will be evaluated based on their ability to successfully complete choosing and creating a logical topic sentence.