

My Weekend Story

General Information

Grade Level: Kindergarten and 1st multi-age

Time: Mondays: (10:00-10:45 p.m.)

Classroom Management:

The children will be gathered in our circle area as a whole group. The students will then be dismissed from the rug to begin their independent work.

Materials

- Chart paper
- Marker
- Children's response paper
- Pencils
- Crayons

Learning Objective

In this shared writing session, Kindergarten and 1st grade students will engage in the writing process. The children will focus on generating ideas (brainstorming) and their editing skills. In the whole group session, children will help me generate ideas and help me edit my own vacation story. During independent time, students will be able to write and draw using the skills they have been developing throughout the year.

Related EALR's and Frameworks

- Writing EALR's:
 - 1. The student writes clearly and effectively.
 - 1.3: Apply writing conventions.
 - Kindergarten Frameworks:
 - 10: Uses phonemes and letter knowledge in phonetic spelling when writing independently.
 - 11: Uses some classroom resources (e.g., word wall charts) to find and check known words.
 - 1st Grade Frameworks:
 - 2: Writes simple accounts with some elaboration, especially or explanation
 - EALR 3. The student understands and uses the steps of the writing process.
 - 3.1: Pre-Write
 - 3.4: Edit.
 - Kindergarten Frameworks:

- 17: Talks about topic and considers ideas before writing
- 20: Adds detail in responses to questions or suggestions
- 1st Grade Frameworks:
 - 18: Brainstorms, makes lists, and sometimes formulates first sentence before writing
 - 19: Understands a first draft requires checking and usually revision
 - 20: Reads own work and makes some revision or editorial changes, especially punctuation.

Assessment/ Evaluation

Children will be informally assessed throughout the shared writing as a result of their responses to the questions I ask. I will be looking for their reasoning of why I need to edit a piece of writing, (misspelled, punctuation). I will be checking for their understanding of why something needs to be edited (is there anywhere in the room where I can check spelling, pronouns, punctuation).

Based on the Bellevue writing continuum, I am anticipating that my emergent students (some kindergarten students) will need some help brainstorming ideas. We will work together to generate ideas, and sometimes they will need help writing sentences. My emerging students may need for me to write sentences for them and they may need to copy the sentences. For my developing students (some kindergartners and 1st graders), I am anticipating that they begin to write 1 or 2 sentences about a topic. With extra probing and assistance, I anticipate these students will be able to add more detail. For all my students, but especially for my beginning writers, for this particular lesson, I would like them to read their own writing and notice mistakes with guidance. I would like all my students to revise their writing by adding details and editing with guidance.

Background Information

My students are very familiar with this particular lesson. This writing block occurs once a week, every Monday. Usually, we write, “My Weekend Story”, however, since we are just coming back from break, I have changed it to “My Vacation Story.”

All my students seem to enjoy this writing exercise. Many of my Kindergarten students are still working on generating additional ideas to add more detail to their stories. Fortunately, there is a volunteer (a student’s mother) during this time of the day. Students are aware that they have a mini writing conference with me prior to finishing their vacation story.

Lesson Description

Lesson Opening: ~5 minutes

- Introduce Vacation Story
- Focus on editing and adding detail.

Lesson Body: ~15 minutes

- Shared writing

Lesson Closing: ~ 20-25 minutes

- Independent Practice

Task Description (10:00-10:05)

- **Introduction of Task: Purpose**
- Boys and girls, I bet you have so much to write about. I cannot wait to read all about it. Last time we wrote, we wrote about our weekends. Today, we will write about our vacations.
- You all did such a nice job with adding more details last time, but it's always great to keep practicing our writing. We all enjoy reading stories that have information about what happened, right? Also, we all need to make sure to spell things correctly and use the appropriate punctuation.
- **Shared Writing (10:05-10:20)**
- Okay boys and girls, hmm (thinking aloud), what should I write about. I know! Start writing one misspelled sentence and say, I'm done.
- What's wrong? I can't be done, why not?
- Continue writing about 4-5 additional sentences. Ask students to help me edit. Ask them why things need to be edited.
- **Lesson Closing and/or dismissal to independent practice (10:20-10:40/10:45)**
- Okay boys and girls, thank you so much for helping me. You have two adults helping you. Please make sure that you check all your work first before you ask Ms. Kornegay or myself. To help you, I made a little checklist for all of you. It says, "Did I ask three friends to help me with spelling? Did I use my word dictionary? Did I use my classroom? Did I read it to myself?"
- **Dismiss students. Independent work**
- Closure between 10:45-10:50.

Modifications/Accommodations/Adaptations

Specific modifications for Junie are written in my paper. feel as though this lesson is a lesson in which most of my students will be able to participate. Students will participate in large group during the shared writing and will all participate individually during independent work. During independent work, I would like students to work on developing their ideas throughout their writing. I will work with those struggling students. For a lot of my Kindergarten students, it is okay for them to start drawing their pictures to help them generate their ideas.

Assessment Rubric(s) and form(s)

Please see attached.

Narrative Observations: Informal Assessment My Vacation Story Shared Writing

Mark a checkmark in the boxes that applies to each student.

Student Name	Is the student sharing ideas?	Are ideas justified?
Akeilly (I)		
Alina (I)		
Annette (I)		
Brent (I)		
Crystal (I)		
Dominic (I)		
Don (I)		
Elena (K)		
Garret (K)		
Grant (I)		
Jamie (I)		
Jane (I)		
Jessica (K)		
Kathleen (K)		
Kyle (I)		
Lisako (K)		
Meredith (I)		
Nina (K)		
Ryan (K)		
Tanner (I)		
Victor (I)		

Formal Assessment
Student Independent Response

Student Name	Does student's writing have detail?	Are most of the words spelled correctly?	Comments:
Akeilly (I)			
Alina (I)			
Annette (I)			
Brent (I)			
Crystal (I)			
Dominic (I)			
Don (I)			
Elena (K)			
Garret (K)			
Grant (I)			
Jamie (I)			
Jane (I)			
Jessica (K)			
Kathleen (K)			
Kyle (I)			
Lisako (K)			
Meredith (I)			
Nina (K)			
Ryan (K)			
Tanner (I)			
Victor (I)			

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