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Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Grant funded by:



Lesson 8: Pre-Writing in Response to Informational Text

Focus Standard: W.1.2

Additional Standards: RI.1.2, W.1.7, L.1.2, SL.1.1

Estimated Time: 60 minutes

Text(s): *George Washington* by Caroline Gilpin

Resources and Materials:

- Handout 8.1: Four Square Writing Graphic Organizer (anchor chart and individual student copies)
- [ReadWriteThink Fact Fragment Frenzy](#) interactive activity
- Chart paper or butcher paper
- Markers
- Notebook Paper
- Pencils

Lesson Target(s):

- Students will understand that:
 - Growing writers write books or short pieces that are enjoyable for the reader and at the same time teach the reader about a new topic.
 - Authors of informational texts use text features (e.g., illustrations, labels, captions, etc.) to provide information to their readers.
 - Authors use a variety of beginnings or endings through drawings and writing that engage and teach their readers.
- Students will be able to:
 - Compose a piece of writing that explains, informs, or describes in which the students (1) name the topic, (2) supply some facts about the topic, and (3) provide a sense of closure.
 - Take notes through drawing or writing to assist with the composition of informative/ explanatory writing.
 - Create informational/ explanatory writing in different forms such as creating how-to posters, etc.
 - Look at models of informative/explanatory text to assist in improving the composition of their writing.

Guiding Question(s): <ul style="list-style-type: none"> • How can I put information I have gathered into my own words? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • Informational/explanatory text • Facts • Details • Topic • Labels • Drawing • Sketches • Compose • Closure • Notes 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
In-ConTEXT Vocabulary: Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Hero • Surveyor • Elected 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Students will learn how to collect the main idea and key details from a text while utilizing notes to create an informational writing piece.

Anticipatory Set/Introduction to the Lesson:

Activate prior knowledge by discussing details that students have already learned about George Washington prior to today's lesson.

Activity 1: Note-Taking Tutorial

Show "Fact Fragment Frenzy" video which shows how to take notes while reading. Have students discuss what they watched and help you create an anchor chart with steps on how to take notes while reading. Watch the video again to check your list of steps. Have students help you make decisions about adding or revising steps as needed.

Activity 2: Model Using Four Square Organizer

Note: For more shared writing information, view this [link](#).

Do a quick review of the previously-read book *George Washington* with the students.

Create a Four Square anchor chart with students for the main topic and the key details. See **Handout 8.1: Four Square Writing Graphic Organizer**.

- Ask students to name the main idea or topic of the book. Place in the middle of the Four Square organizer.
- Ask students to name three key details from the book. Place each detail in the first three boxes.
- Ask students to restate the topic in different words. Place the conclusion in the final box.

Activity 3: Guided Practice in Small Groups

Students, in differentiated groups, discuss the text and other specific details about George Washington. Then, each group will create their own Four Square with details different from the model. Monitor groups and provide feedback.

- High-performing Students: Students create Four Square on George Washington using complete sentences.
- On-level Students: Students create Four Square on George Washington using key words and phrases

- Low-performing Students: Students create Four Square on George Washington by using a combination of dictating and drawing for each key detail.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories. (Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Reflection and Closing:

The teacher will close the lesson by having each group of students present their anchor charts on main topic and key details. The students will discuss as a whole group how finding the main idea and key details helped them to better understand the text.

Homework

Have students choose their own informational text to complete four-square organizer citing main ideas, key details, and closure.

Please see [Family Guide for Student Success](#) for additional ideas.

Handout 8.1: Four Square Writing Graphic Organizer

1.	2.
Topic Sentence	
3.	4.

For training or questions regarding this unit,
please contact:

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