Writing Group

# Standards

Writing 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

b) Use a variety of prewriting strategies.

c) Organize information to convey a central idea.

# Objectives

* Students will organize their writing notes by comparing and contrasting using a Venn diagram.
* Students will begin the writing process POW by picking their idea and organizing their notes (Next lesson they will write)

# Learning Target

I can pick my idea and organize my notes.

# Materials and Resources

List of possible comparisons that students could make, Venn diagrams for each student, post-its, pencils, wall whiteboard, expo marker, eraser, example Venn diagram filled out (like cats and dogs)

# Assessment

Pre-assessment: The previous week we are continuing writing a fiction story using the POW strategy. Depending on how that assignment goes, I will know how much I need to review the strategy or scaffold the instruction for each part of the strategy.

Formative assessment: Review of POW strategy will give me an idea as a group if the students remember the writing strategy from the previous lesson. The discussion of the Venn diagram and guiding them through that will give me an idea if they understand how to fill out the diagram and how to compare and contrast two things.

Summative assessment: If students finish the Venn diagram, that will give me an idea of how well they organized their work based on how thoroughly they filled it out and if the details are in the correct place on the diagram.

# Lesson Procedures

* Quick review of POW strategy: Write POW vertically on the board. Ask students to raise their hand to say aloud what each letter stands for and give a brief explanation of what they do for that letter. P is pick my idea. This includes brainstorm and research. O is organize my notes. This includes pre-write and organizing information. W is write. This includes rough draft, editing, and final draft.
* Pick my idea: Hand out list of possible comparisons. Have students number their choices 1 to 3, 1 being their first choice and 2 and 3 being alternate choices. Be sure students write their name on it. Give them five minutes to read the choices and choose, giving you the sheet when they are finished. Lay them out for yourself so you can see if there are repeats on first choice later.
* Venn diagram introduction: Hand out Venn diagrams. Ask students if they know what this is and why we use it as a whole-group discussion. Draw a Venn diagram on the board. “If we were comparing cats and dogs, what would I write above each circle?” (Cats and dogs). Have students fill in the Venn diagram with you, using your prewritten example if you get stuck. Clarify with students what goes in each space in the diagram (different, same, different).
* Independent work/Organize my ideas: Look back at students’ choices for their comparisons. Tell students what their comparison will be. Tell them to write titles above their circles on their diagrams and write their name on their paper. Allow students to spend the rest of the time until the last five minutes working on their diagram, allowing them scratch paper or a second diagram if they need it. If students have filled out their diagram completely, meaning they have at least three details for each section, then have them begin writing their rough draft. Be sure they start with a topic sentence and organize their paper using their diagram. Guide them by asking them what order they will go in (which thing will they write about first or do the same section first).
* Last five minutes of class: Have students write on a sticky note what they were working on or what they would like to start working on next week.

# Accommodations

Students could be given scratch paper to brainstorm what they know about each of the things that they are comparing. This would help them get started and better organize their ideas in the diagram. Students who make mistakes while organizing their ideas or that run out of room could be given a second Venn diagram.

# Behavioral Strategies

Students can be given breaks, reminded of SLANT (Sit up straight, listen and lean forward, ask and answer questions, nod your head, track the speaker), or reminded if they are following the expectations right now. Students can also be motivated by stickers, prize box, or paw bucks if a tangible reward is necessary after using positive reinforcement or changing the situation. Students’ seating arrangements can also be pre-determined or adjusted based on productivity.