

Writing Lesson Plan

I. Writing-Workshop Mini-Lesson

- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- Focus: Writing personal letters
- Students will create their own personal letters modeled after the letters displayed in the story.

II. Information about the Class

- Grade Level – Kindergarten
- Reading Levels – The students were most recently benchmarked at the following reading levels:
 - Students reading below A – 1
 - Students reading at A – 5
 - Students reading at B – 4
 - Students reading at C – 3
 - Students reading at D – 2
 - Students reading at F – 1
 - Students reading at G – 1
 - Students reading at M – 1
 - Students reading at N – 1
- Diversity –
 - Gender – 10 males, 9 females
 - Linguistic Diversity – 3 ELL students (Spanish)
 - IEP – 2 students (speech)
 - Race/Ethnicity – 9 Hispanic, 9 Caucasian, 1 African American
 - Socioeconomical Status – 11 students receive free or reduced hot lunch
 - Title 1 Students – None
 - Gifted Students – None
- Background Knowledge –
 - Students have some background knowledge base on formatting and scribing personal letters. Observations include the students writing informal letters on pre-formatted paper. Also, the students have also viewed a poster that depicts a human body in alignment with the parts of a letter (i.e. heading/head, body/entire body, closing/feet).

III. Rationale (Theory to Practice)

- According to Cox (2005), minilessons are a great way to initiate writing workshops. Prior to a writing workshop, a minilesson can focus on what the procedures of the writing workshop will be and what skills will be used. In this particular lesson, the students will be informed of what is expected during the writing workshop through modeling and guided practice which is led by the teacher. The purpose of modeling and guided practice is to provide examples of acceptable work and to stimulate collaborative responses within the students (Cox, 2005).

IV. Objectives and Assessment Plans

- To achieve benchmark 3.A.1a - Construct complete sentences which demonstrate subject/verb agreement' appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
 - Objective 1: Students will be able to write personal letters that contain complete sentences, correctly spell 'tricky words', and include capital letters at the beginning of sentences with punctuation at the completion of sentences.
 - Assessment Plan: The personal letters will be reviewed by a rubric guideline that assesses the aforementioned grammar elements (see attached).

- To achieve benchmark 3.B.1b - Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).
 - Objective 2: Students will be able to compose personal letters that are modeled off of letters portrayed in the story *Click Clack Moo, Cows That Type* and that will include a greeting, body and closing signature.
 - Assessment plan: The personal letters will be reviewed by a rubric guideline that assesses the focus and organization of the letter's composition (see attached).

V. Materials

- *Click, Clack, Moo, Cows That Type* by Doreen Cronin, Pictures by Betsy Lewin (Simon & Schuster, 2000)
- *Click, Clack, Moo, Cows That Type* tells the story about Farmer Brown and his troubles with his typing animals. When the cows get hold of a typewriter they begin making requests for electric blankets. When Farmer Brown denies the cows their request, the cows go on strike. Soon, the rest of the farm animals are on strike as well. The animals and Farmer Brown come to an agreement when the farmer gives the cows electric blankets in return for the typewriter.
- *Click, Clack, Moo, Cows That Type*, according to the Flesch-Kincaid readability test, scores at a 2.9. This is a high second grade or low third grade level. Because the book will be read aloud by the teacher this selection will be appropriate for this specific classroom. This particular text was selected because it coincides with the current classroom theme of 'Farm' and because it gives examples of personal letters.
- Technology
 - No technology is necessary for this lesson plan.
- Supplies
 - Teacher
 - Whiteboard/Large Writing Paper
 - Dry Erase Marker/Thick Black Marker

- Letters from the story prewritten or typed on in large font on white board/large writing paper
- Note Cards
- Students
 - Pre-lined paper
 - Pencils

VI. Grouping Techniques

- During the initial read-through of the story, teacher modeling and guided practice, the students will be seated on their assigned spots on the carpet. As students independently practice the art of personal letter writing, they will be working at their tables. The seating chart on the carpet as well as at the tables is consistently changed and adapted to help deter behavior problems.

VII. Procedures

- Introduction
 - Introduce the text including the author and illustrator. Tell the students, “This is a story about cows that like to type letters. Please, pay close attention to the letters that the characters write to each other. There will be specific parts of the letter that we will talk about after the story has ended.”
 - Begin reading *Click, Clack, Moo, Cows That Type*. After reading the first letter from the cows, have a discussion about how the letter began, what was in the middle section, and how the letter ended. Continue reading, but stop to discuss the greeting, body, and closing of each letter that is presented throughout the story.
- Lesson Steps
 - After completing the reading, guide the students’ attention to the human body/parts of a letter poster. Review the parts of the letter that the students are familiar with. Note the placement of the greeting, body and closing signature.
 - Using the large font letter examples from the story, have students correctly identify the parts of the letter. Provide magnets or tape to the back of note cards that are labeled “greeting”, “body”, and “closing”. Allow students to place the note cards in the appropriate place on the letter examples.
 - Model to the students how to write a greeting, body and closing signature on a letter. With pre-drawn lines in place of the greeting, body and closing on the whiteboard/large writing paper, write your own letter modeled after the story. When writing the body of the letter, be sure to explain that you are including asking of something and the reason why.
 - Example: Dear Farmer Brown, I would like a bathtub because the mud makes me dirty. Sincerely, Pig Miss Sheppard

- Begin guided practice by having the students help you write a letter to Farmer Brown.
 - Call on a student to decide what animal is writing the letter. (cow, hen, duck, horse, pig, etc.)
 - Call on a student to help you address the greeting of the letter (Dear Farmer Brown)
 - Call on a student to help decide what the animal is asking for (ex: blankets, bathtub, food, water, etc.)
 - Call on a student to decide WHY the animal is asking (ex: thirsty, hungry, tired, bored, etc.)
 - Call on a student to help you close the letter (ex: sincerely, love, your friend, etc.)
 - Model the signature example: animal & Child's Name (ex: Horse Sam, Pig Mike, etc.)
- Repeat the guided practice until you determine that the students will be able to write their own letters. This may not be necessary if the students already grasp the formatting concept.
- Closure
 - Working independently, the students should write their own letters to farmer brown following the models that were given. Remind students to include all three parts of the letter, write complete sentences and spell all 'tricky words' correctly.
 - Scaffold students as needed.

VIII. Assessment/Outcomes

- The rubric provided was used to assess the student's work. The areas of assessment focused on conventions and the formatting of the letter. The assessment easily identified which students found difficulty in each section. The first objective of this lesson centered on conventions, which was a prevalent problem amongst many of the students. The spellings of tricky words were forgotten by some students and others found problems with remembering capitalization. Overall, the students performed as expected at this grade level. The second objective addressed the format of writing a letter, which all students successfully accomplished. Overall, the consensus was that most students found difficulty with spelling but achieved the objective of the mini lesson and successfully constructed a letter.

IX. Reflection

- I believe that the idea of a mini-lesson worked well in this class. It is something that these students have not really experienced before and all of the students were excited and engaged in the guided practice activities. What did not go well was the actual writing of the body of the letter. It was difficult for the students to focus on the formatting of the letter as well as having their letter 'ask for something'. It could have been that my directions and instructions were not that clear or the students had too much to concentrate on,

but either way students needed a lot of scaffolding as they were working independently. If I were to change this lesson plan, I would make the letter simpler. I believe that it is important for the students to understand how to write a letter, but it is not necessarily that important what the letter contains. Insights that I gained about the students include their immense creative capacities and how quickly the entire class grasped the concept. I also saw how well the class worked together as a whole in the guided practice. I do not believe that this class has that much experience in group work, so as a teacher I would implement more. Through this lesson plan, I had to combine my knowledge of a writing mini-lesson with my knowledge of classroom management. I now feel more comfortable with my knowledge base and classroom management skills. As a teacher, I recognized that as the lesson plan was taking place I was also reflecting in my head. I made visual notes that in the future I would change that aspect or try something else new there.

Resources

Cox, C. (2005) *Teaching language arts: A student- and response- centered classroom*. Boston, MA: Pearson Education, Inc.

Dear _____

Your Friend,

Letter-Writing : "Click, Clack, Moo" Letter

Teacher Name: **Miss Sheppard**

Student Name: _____

CATEGORY	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Format	Includes greeting, body, and closing signature with appropriate spacing and alignment.	Includes greeting, body, and closing signature.	Includes two of the following: greeting, body, closing signature.	Lacks two or more of the following: greeting, body, closing signature.
Sentences	All sentences are complete and include capital letters and periods in the appropriate locations. Proper finger spacing is used in between words.	All sentences are complete and include capital letters and periods in the appropriate locations.	Majority of sentences are complete and there are only minor errors on capitalization and ending punctuation.	Most sentences are incomplete. There is a lack of capitalization and ending punctuation.
Spelling	All 'tricky words' are spelled correctly and there is a successful attempt at spelling unfamiliar words.	All 'tricky words' are spelled correctly and there is an attempt at spelling unfamiliar words.	2 - 3 'tricky words' are spelled incorrectly.	More than 3 tricky words are spelled incorrectly.