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| **Tracy Jankowski** | | | **Lesson: Response to Literature** | **Grade Level: 5th (RSP)** |
| **Students: K.R. and B.P.** | | **Literature: Sylvester and the Magic Pebble** | | **Length: 4 days.** |
| **Lesson Objective, Rationale and Materials** | **Focus/Objective:**  The student’s will be able to respond to a given writing prompt in a four paragraph essay that will include a topic paragraph, two supporting paragraphs using evidence from the literature, and a concluding paragraph. | | | |
| **Rationale:**  Both K.R. and B.P. have essay writing as an IEP goal. They will need to pass the fifth grade writing prompt this spring. One of the possible choices will be a “Response to Literature.” They need to practice being concise and organized. | | | |
| **Materials:**  Materials will include paper, pencils, a copy of the book for each student, sticky notes (small), highlighters (green, yellow, pink), and a thesaurus. | | | |
| **Lesson Implementation** | 1. We will read the story, Sylvester and the Magic Pebble, chorally. 2. They will be introduced to the prompt: How do Sylvester’s parents feel about him missing and then how do they feel once he returns to them. Support with evidence. 3. Discuss story as a group to ensure understanding. Act out parts of the book. 4. Use sticky-notes in book to note pages with supporting evidence. 5. Locate synonyms in thesaurus for the words “sad” and “happy” (miserable and joyful) 6. As a group, use essay organizer to outline personal essay. Highlight essay components. 7. As a group, write a 2-3 sentence topic paragraph. Write onto paragraph strip from *Step-Up-To-Writing*. 8. As a group, write the two supporting paragraphs for the parent’s feelings. 9. As a group, write the essay’s concluding paragraph. 10. Reread for clarity as a group. Leave as a “polished rough-draft" | | | |
| **Lesson Conclusion/ Assessment** | The assessment in this lesson will be visual as they work through the lesson steps. We are just beginning the “Response to Literature” type of writing format so this lesson will be entirely a group lesson. Understanding of concept and quality of writing components will be on-going as we work.  The student’s will take the paragraphs that were written on the individual essay strips and assemble them into an essay buy taping them in order on a piece of copy paper. This will be the final copy. | | | |
| **Extension** | The lesson will conclude after approximately four working days. We will end with a “polished rough-draft” then move on to another writing activity using a similar piece of literature (How Fletcher Hatched) and following a similar lesson format. | | | |