

DAILY LESSON PLAN

Build Background • Demonstration • We Do • You Do Together • You Do Alone • Reflection

Teacher Name:		Grade Level: 1st	Date:	Materials/Technology		
Common Core Standard:	CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing including collaboration with peers.			<input type="checkbox"/> Document Camera <input type="checkbox"/> LCD Projector <input type="checkbox"/> Inter Write Pad <input type="checkbox"/> Desktop computers <input type="checkbox"/> Laptop computers <input type="checkbox"/> Overhead projector <input type="checkbox"/> Overhead transparency <input type="checkbox"/> Television/DVD <input type="checkbox"/> Classroom Library <input type="checkbox"/> Media center <input type="checkbox"/> Content Texts <input type="checkbox"/> ESL Texts <input type="checkbox"/> Educational Software		
	CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g. explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions.)					
		CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			Sensory Supports <input type="checkbox"/> Realia <input type="checkbox"/> Manipulatives <input type="checkbox"/> Pictures/Photos <input type="checkbox"/> Illustrations <input type="checkbox"/> Magazines & Newspapers <input type="checkbox"/> Physical activities <input type="checkbox"/> Video/film <input type="checkbox"/> Broadcasts <input type="checkbox"/> Models or other visual displays <input type="checkbox"/> Cartoons <input type="checkbox"/> Audio <input type="checkbox"/> Songs/chants	
Content Objective:	Students will be able to follow/write directions on how to make a holiday tree.					
Language Objective:	Students will be able to use transition words (first, next, then, last) to create a procedural writing.					
Essential Question:	How would you explain how to do something to a friend?					
Key Vocabulary and language structures:	Procedure, steps, decorate, Holiday tree, first, next, then, last, frosting, M&Ms, skittles, spread, butter knife, coconut shavings					
Grouping Strategies:	Paired and whole group			Graphic Supports <input type="checkbox"/> Charts <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Tables <input type="checkbox"/> Graphs <input type="checkbox"/> Timelines <input type="checkbox"/> Number lines		
Questions:	How would you explain how to make a Holiday Tree? What ingredients do you need? Why is it important to follow step in order?			Interactive Supports <input type="checkbox"/> Pairs <input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Internet or Software <input type="checkbox"/> Native language		
Build Background and Make Connections				Teacher Evaluation		
How will you engage students in the lesson and activity?				Documentation		
How will you connect to students' knowledge and experience?				<input type="checkbox"/> Setting instructional outcomes <input type="checkbox"/> Designing coherent instruction <input type="checkbox"/> Establishing a culture for learning <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Using questioning and discussion techniques <input type="checkbox"/> Engaging students in learning <input type="checkbox"/> Communicating with families		
Begin by reading a fun book with children. One of the following books would be perfect for introducing the topic:						
<ul style="list-style-type: none"> • Christmas Cookies: Bite-size Holiday Lessons by Amy Krause Rosenthal • The Sweet Smell of Christmas by Patricia M. Scarry • Mr. Willowby's Christmas Tree by Robert Barry • A Wish to be a Christmas Tree by Colleen Monroe 						
I do						
How will you introduce the objective to students?						
How will you model or demonstrate for students?						
After reading and discussing the story, the teacher will explain that students will make their own holiday tree. The teacher will demonstrate the steps of decorating the holiday tree cookie.						
First, spread the frosting on the ice cream cone including the bottom with a butter knife and stick the cone on the plate.						
Next, decorate you tree with the candies.						
Then, sprinkle the coconut shavings on the tree and plate.						
Last, put one mini marshmallow on the top of the tree.						

We Do	
What will you model for students? What will students be able to do as a class?	
Students will be in groups of 4 and will be assigned one of the following roles: <ol style="list-style-type: none"> 1. photographer 2. supply distributor 3. captain 4. clean-up crew <p>Teacher will verbally repeat procedural steps on how to make a Holiday Tree while students are creating their own individual projects.</p>	
You Do Together	
What will students do in pairs or small groups?	
Students will work together with their groups to verbally share and agree on four steps using transition words provided in a word bank on how to make a holiday tree. Students will photograph each step of the process for their procedural writing.	
You Do Alone	
What will students be able to do independently following lesson and modeling?	
Students will work individually to write a sentence for each step to match the picture using sentence frames and a word bank. Teacher will provide rubrics, word bank, and their photographs to the students in order for them to create their individual procedural writing.	
Review and Assessment	
How will students demonstrate their learning?	
Writing will be assessed using content rubric and WIDA writing rubric.	

ELD STANDARD: Language of Language Arts
EXAMPLE TOPIC: Procedural Writing
CONNECTION:

CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing including collaboration with peers.

CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g. explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions.)

CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will write their own directions for decorating a holiday tree.

COGNITIVE FUNCTION:

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
DOMAIN: Writing	WRITE sequence words (first, next, then, last) to match sequenced pictures using a word bank.	WRITE a short phrase for each step using pictures, a word bank, and sentence starters.	WRITE a complete sentence for each step using pictures, a word bank, and sentence starters.	WRITE a complete sentence for each step using pictures a word bank.	WRITE a complete sentence for each step using pictures.	

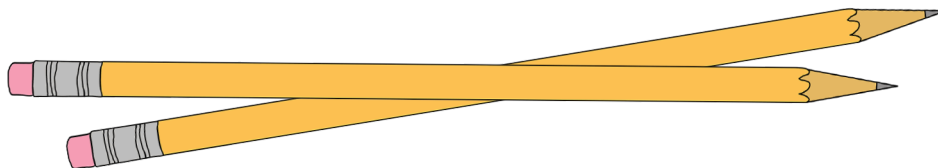
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words such as: first, next, then, last, procedure, steps, decorate

Example Language Features

	Level 1-3	Level 2-4	Level 3-5	Level 6- Reaching
Linguistic Complexity Discourse Level	First, _____ Next, _____ Then, _____ Last, _____	First, spread the icing. Next, put the candies on the tree. Then, put coconut on the tree. Finally, put the marshmallow on top.	First, spread the icing evenly on the cone and stick the cone on your plate. Next, decorate the tree with the candies and make a beautiful pattern. Then, sprinkle the coconut shavings on the tree and plate. Finally, place a marshmallow on top of the tree and enjoy the holiday tree with your family.	
Language Forms & Conventions Sentence Level	Words and short phrases	Declarative sentences	Compound declarative	
Vocabulary Usage Word/Phrase Level	Basic Nouns Tree, Plate, Candy, knife	Specific names	More specific nouns: Specific names Specific activities	

Student-Friendly WIDA Writing Rubric





Level	Language Complexity How much did I write?	Vocabulary Which words did I use?	Language Forms and Conventions How easy was I to understand?
5	I have used several types of sentences of different lengths. I have a full paragraph or more. My writing is well organized.	I have used many different vocabulary words. I used technical words related to the subject area.	I have few, if any, errors in my writing. My writing is easy to understand.
4	I have used several types of sentences of different lengths. I used details to make my ideas clear. My writing has a sense of organization.	I have used specific vocabulary and some technical vocabulary related to the subject. I sometimes do not know the vocabulary to fully communicate my ideas.	I may make some mistakes, but they do not change the overall meaning of what I have written. My writing is generally easy to understand.
3	I have used some simple and some long sentences. I have tried to provide detail. There may be some organization to my ideas.	I have used general vocabulary and some specific vocabulary related to the subject. I might sometimes be unable to find the correct vocabulary.	My sentences are usually easy to understand. Mistakes may make my writing harder to understand when I write longer texts.
2	I have used phrases and short sentences. Some of what I have written may be copied. My ideas may need more organization.	I have used general vocabulary related to the subject. I might not know all the vocabulary to fully communicate my ideas.	My writing is easy to understand when it comes from an example or sentence frames. I do not include many of my own words. Mistakes make my writing hard to understand.
1	I have used single words or phrases that I have been taught. Some of what I have written may be copied.	I have only used words that I have learned from friends and classes. I do not have all of the vocabulary I need to communicate my ideas.	My writing is easy to understand when copied or when I am following an example. I include few, if any of my own words. Mistakes make my writing very hard to understand.



Content Rubric
 Holiday Tree (Procedural Writing) – 1st Grade

Student Name: _____

Points	Criteria	Student Self-Assessment	Teacher
1	My sentences match the photographs.		
1	I worked well with my classmates.		
1	I wrote the 4 steps in sequential order.		
1	I shared my work.		
TOTAL POINTS			

TOTAL	
4	
3	
2	
1	

Name: _____

How to:

Materials:

Step 1	Step 2	Step 3	Step 4