

<p>Name: Devon Orrin Grade: 3 Subject: Writing</p> <p>Overall lesson topic/title: I Notice and This Makes Me Think</p> <p>Date: Thursday, January 31st - Friday, February 1st</p>	
<p>CCSS(s): 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	
<p>Learning Target/Objective(s):</p> <ul style="list-style-type: none"> • Students will be able to identify what they notice in a photograph, and write this down legibly, with stretched-out spelling. • Students will be able to synthesize their noticings, and articulate both orally and in writing what that makes them think. • Students will be able to sustain independent work for several minutes. • 	
<p>Materials:</p> <ul style="list-style-type: none"> • Lined paper • Pencil • Personal Essay Introduction PowerPoint • computer • screen 	
<p>Rationale: This lesson was taught over two days as frontloading to Lucy Calkins' personal essay writing unit. The students had written personal narratives and realistic fiction stories, and focused upon stretching out story details step-by-step. They focused upon narrative introductions, identifying conflict and the heart of the story, and writing a resolution with a strong ending.</p> <p>In order to transition into the very different style of non-narrative personal essay in which the students would establish theses, and develop mini-stories in support of these theses, I wanted to move the students from thinking about sequential stories, to how these personal, true stories can serve as evidence to support a point.</p> <p>This lesson, stretched over two days, was aimed to get students to dig deeper into their noticings, and identify patterns and what their observations make them think.</p>	
<p>Procedures and approximate time (1 hour total)</p> <p>LAUNCH (15 minutes) Teacher will tell the students that they will be "noticing" in class, with photographs. They will be thinking about first what they notice. These noticings are called their observations. We will share these</p>	<p>Academic, Social and Linguistic support:</p> <p>I will continue to encourage students to</p>

<p>observations first, and then consider all these observations to talk about what they make us think about the picture.</p> <p>EXPLORE (40 minutes) Teacher will model taking time to notice, listing her observations, and then talking about what these observations make her think.</p> <p>She will release the responsibility to the students in the following photographs. Students will discuss what they notice, and what it makes them think. After the students have come up with an explanation, the teacher will display the caption, and the students will consider how their observations and thinkings compare.</p> <p>After the students have cycled through the pictures, they will go back to their seats, and have an opportunity to write their noticings and thinkings. They will fold their dotted-line paper "hot dog style" and draw a line on the crease. They will write "I notice" on the left side and "this makes me think" on the right side.</p> <p>Teacher will not give directions as to write bulleted lists, or complete sentences. Teacher will show the picture, and have the students keep their pencils down while they take 2 minutes to just observe.</p> <p>She will set the timer, and tell the students that when it goes off, they will immediately start writing what they notice. They will have 3 minutes to write all that they notice. When the timer goes off, they will switch to writing what those observations make them think. They will have 5 minutes, and the timer will be set.</p> <p>This will be repeated for 3 pictures, total.</p> <p>SUMMARIZE (5 minutes) The teacher will collect their work and tell the students that they will be moving into a unit where they have to back up what they think about something with evidence, or what they've personally noticed.</p>	<p>offer their opinions, and remind students to be respectful of others' observations.</p> <p>I will provide dotted line paper to assist students with less-developed fine motor skills, in order to help their handwriting be legible.</p> <p>The photographs paired directly with observations from peers will help visual learners and ELLs make connections and learn vocabulary.</p>
<p>Assessment: I assessed their T-charts as a preassessment to the unit, to gauge what skills need to be strengthened as a class, and individually, as well as their understandings of the topic.</p>	