



What did I learn and how did I assess?

I learned that in order for students to make a change in a bad habit they have formed, that it is better for them to receive a group of tasks that requires them to think about what they are doing in order to change their habit. For example, my students write sentences every morning and some of them do not always capitalize the beginning of each sentence, they do not always include punctuation and sometimes add punctuation in the wrong spots. Instead of telling the students what was wrong, I took some time and explained to the students what they were doing wrong, why it was wrong, and how they could make the appropriate changes. After doing this and bringing these things to the students' attention, the students started to pay attention to these things in their writing. I also learned that there are a lot of different ways to teach writing to students. Before planning this unit, I limited myself of thinking of writing as a time to give students a prompt and letting them work. Planning this lesson was challenging for me in the beginning because I did not see much writing in my classroom this school year. I learned different ways to get the students engaged in writing. While the students were expanding their writing skills, the students were not limited to a blank piece of paper and a pencil. The students

were able to make a list through a hands on activity, there were able to share and collaborate their ideas to write a story and they were also able to use their own knowledge to write journal entries in the way that worked best for them. The students also worked hard to make their own version of the big book with everything they did in the lesson. They were really excited to see their finished work and the book they each illustrated and wrote. I learned that writing allows students to be creative and with the right ideas, it can be fun for students too!!!

Mover over, I assessed the students throughout the unit verbally by asking questions about the writing process the lesson focused on or about the content material that was taught. I asked questions that required students to think about the things that learned previously to help them understand the new material better. I also assessed the students through observation. I watched how the students worked together and individually. I compared students' work, the pieces they wrote before the unit, at the begging of the unit and at the end of the unit to see if the students have made changes and improvements to their writing. I also used the students' individual writing pieces as a form of assessment as well to see what the students were able to produce on their own. Although I did not test the students in order to assess them, it was evident through the students' responses and their mini big books that the students learned a lot and have expanded their knowledge of writing and things that go.

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Things That Go

A nine day unit plan from the Open Court Reading Curriculum with a special focus on writing with a purpose



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First Grade Class

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Reading Resources

Writing Essentials: Raising Expectations and Results While Simplifying Teaching by R. Routman
Literacy for the 21st Century: A Balance Approach by G.E. Tompkins
Open Court Reading Curriculum



Things That Go

What did I teach?

With the unit I taught my students, I focused on the literacy skill of writing. The students were given multiple opportunities to compose writing pieces as a whole group and as an individual. I used the Open Court Unit 3 Things that Go Big Book Stories, *I Go with My Family to Grandma's House*, *Song of the Train* and *On the Go*. I taught the students about different modes of transportation, differences about transportation in the past and the present, as well as how the modes of transportation vary from place to place in the world around them. The students learned these things by making lists, journal entries, an informational writing



piece and a realistic fiction story. In addition to writing these pieces, I taught the students about the different kinds of writing. They learned the difference between the three and the purpose of the writings as well. The students also learned things to pay attention to in their own writing such as capitalizing names and using punctuation. These are things the students know but they do not always pay attention to these things in their writing. I used the writing lessons as a form of reinforcement for the students to remember these things in their current writing as well as their future writing. In addition, the students worked together to write the story, *I Go with My Family to School*, which mirrored the story *I Go with My Family to Grandma's House*. The story took place in Detroit, MI while the big book story took place in New York City. I taught the students about the five boroughs of New York City, Brooklyn, Manhattan, Queens, Staten Island and the Bronx. I told the students that the city we live in has similar sections too except they're a lot smaller and they are neighborhoods. We looked at a map of Detroit and I taught them about five different neighborhoods, Rosedale Park, Sherwood Forest, Indian Village, Boston Edison, The North End, Virginia Park as well as the neighborhood they live in, Brightmoor. As a class the students all wrote about the same characters but for the last page, the students wrote about themselves individually. They wrote about whom they travel to school with and the mode of transportation they use to get to school. The students worked together and created the other characters and decided the type of the transportation the characters used to get to school.

What did my students learn?

The students learned about other kinds of writing in addition to the types of writing they already know about such as poetry. They also learned more characteristics about poetry. For example, they learned that the lines in poems often have rhythm and meter. They learned that there is no correct way to write in a journal because journals are personal. They learned that the type of language they use in their journals do not always have to be Standard English. This information was new to them because they have been taught to write a certain way in their journals by their other teachers. They learned that their journal is a place for them to write and share their ideas. They learned about two other kinds of writing, informational and realistic fiction. They learned that informational writing is a about real people, animals, places, or events. When we talked about this kind of writing, the students were able to make connections between things they read before and were able to share examples of informational text. They also learned that realistic fiction are the stories that include characters that seem real and the events in stories that could happen in real life. They learned about these different

genres of writing while learning about different kinds of transportation. They learned about monorails and how fast monorails move. They learned what ~~ferry~~ boats and hovercrafts are and how they move on water as well as what a street car is. After learning about and thinking different kinds of transportation, the students categorized the modes by the way they travel, on land, in the air, or on water. They also learned why people use list and why they can be helpful. During this part of the unit, the students used their prior knowledge to make connections and shared ideas when lists could be very helpful.

