

Shared Writing with Graphic Organizer

I. LESSON PLAN

Materials:

- Teaching Chart- “A School of Fish” p.115
- Teaching Chart- “Retell” graphic organizer p.116
- White board

Standards (CCSS):

- RI.1.1- “Ask and answer questions about key details in a text.”
- RI.1.2- “Identify the main topic and retell key details of a text.”
- RI.1.4- “Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.”
- RF.1.4- “Read with sufficient accuracy and fluency to support comprehension.”
- SL.1.4- “Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.”
- SL.1.6- “Produce complete sentences when appropriate to task and situation.”
- L.1.4- “Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibility from an array of strategies.”

Objective: After reading “A School of Fish”, students will be able to orally produce facts from the reading and retell the informational text in chronological order.

Vocabulary: or, danger, because, also, other, until, blue, danger, beautiful

Set: Tell the students to sit on the carpet in “book box order” quietly and sitting appropriately (pancake and pretzel). Introduce the lesson by telling them they will read a non-fiction piece about fish and retell it.

Lesson (20 min):

1. Front-load the given high frequency words (or, danger, because, also, other, until, beautiful, blue) and have them give examples of how to use these words in a sentence.
2. Read “A School of Fish” from p.115 of the big book aloud to the students while they follow along, speaking clearly and with accurate inflections.
3. Have the class read the story along with you, emphasizing the high frequency words as they are shown in context of the story.
4. Ask them what it means to retell a story. (say the beginning, middle, and end of a story in your own words)
5. Put the students in pairs and ask them to retell the story to each other.
6. Ask for 5 facts from the story that retell it from beginning to end, and write them on the board in the order they are stated. We can look back in the book for help if we need to.
7. As a group, work to put these facts in order on the graphic organizer on p.116.

Modify sentences as needed, but do so all as a group. The majority needs to agree on these changes.

8. Once the graphic organizer is complete, read it together and check that it really is in chronological order.

Closure: Ask students to explain why it is important to be able to retell a story (that way they can prove they know what they read and explain it to others).

Assessment Plan:

- Listen in on pair-share conversations.
- Ability to recall the information and put it in order
- Ability to identify the high frequency words

Modifications:

- High achieving student- Assign a writing piece where he has to create new sentences in a new context for each of the highlighted words, proving he understands the word meanings.
- EL learner- separate this lesson in two. In the first lesson, practice sounding out and defining each of the highlighted words until she is able to do this independently. In the second lesson, read the story, first modeling it, then reading it together while pointing out and reinforcing the highlighted words.

II. EVIDENCE OF TEACHING

