

DAILY LESSON PLAN

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

Teacher Name:		Grade Level: 1st	Date:	Materials/Technology • Document Camera • LCD Projector • Inter Write Pad • Desktop computers • Laptop computers • Overhead projector • Overhead transparency • Television/DVD • Classroom Library • Media center • Content Texts • ESL Texts • Educational Software Sensory Supports • Realia • Manipulatives • Pictures/Photos • Illustrations • Magazines & Newspapers • Physical activities • Video/film • Broadcasts • Models or other visual displays • Cartoons • Audio • Songs/chants Graphic Supports • Charts • Graphic organizer • Tables • Graphs • Timelines • Number lines Interactive Supports • Pairs • Whole group • Small group • Internet or Software • Native language Teacher Evaluation Documentation • Setting instructional outcomes • Designing coherent instruction • Establishing a culture for learning • Managing Student Behavior • Using questioning and discussion techniques • Engaging students in learning • Communicating with families
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. 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.			
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			
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?			
Build Background and Make Connections How will you engage students in the lesson and activity? How will you connect to students' knowledge and experience?				
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.				

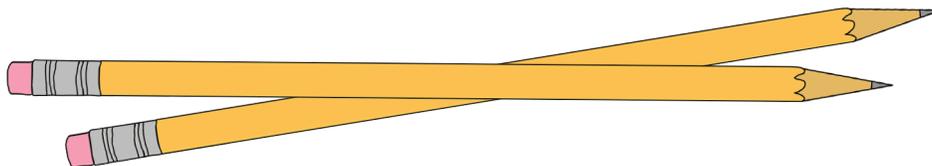
We Do	
What will you model for students? What will students be able to do as a class?	
Students will be in groups of 4 and will be assigned one of the following roles: <ol style="list-style-type: none"> 1. photographer 2. supply distributor 3. captain 4. clean-up crew <p>Teacher will verbally repeat 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.	

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	

