

Alyssa Benedetti

**Lesson Title:** I am Thankful - Poster

**Grade Level:** 1<sup>st</sup> grade

**Date:** Wednesday, November 17<sup>th</sup>, 2010

**Time:** 45 minutes

**Grade Level Content Expectations:**

**W.GN.01.04** use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.

**W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.

**W.PR.01.03** attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).

**W.PR.01.04** attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.

**Objectives**

Students will be able to demonstrate their knowledge of adjectives and comma placement. Students will be able to create a poster showing four things they are thankful for.

**Materials**

Large construction paper

Rough draft paper

Poster packet

Glue

White paper—cut into four pieces

**Introduction**

Students have already had the directions for this large project. This project consists of creating a poster of things they are thankful for in correlation to Thanksgiving. This poster will be shared at Parent/Teacher conferences. It will show the students use of comma placement and adjectives. It also shows the planning, rough draft, and publishing steps of the writing process. All of these steps will be reviewed as part of this lesson. Students understand what is expected of them and know what to do when there is down time.

**Procedure**

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I will group students on the carpet to discuss the poster packet that they have received the day prior. We will review the process of including commas in a list formation. Then, I will make sure students realize that a comma is used instead of repeating the word "and" repeatedly. Once the packet is reviewed, I will let students know that, once they are finished with their rough draft, they are able to start their illustrations for their published piece. They will do this when waiting to conference with Ms. Vetor or myself.

#### Independent Work

Students will work independently as teacher(s) walk around the room to answer questions. Spelling is not important during the rough draft process, but sounding out each word is always important. Students will start their illustrations when waiting for conference time. Once teacher(s) have conference with these students, they are given a piece of publishing paper. They must use their "best Richard school writing" to complete their published poster. Illustrations must be large and detailed. Each illustration will fit on one square piece of paper. There will be four illustrations in all.

#### Assessment

Students will be assessed by their own individual efforts and when presenting these posters at parent-teacher conferences. Using effective adjectives, appropriate with their learning level, will also be assessed. We will continue to set higher expectations for specific students.