

Mem Fox Author Study EdTPA #1

Author: Jordan Caplan

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BACKGROUND INFORMATION

Subject(s) Language Arts (English)

Topic or Unit of Study Writing with Emotion

Grade/Level Grade 1

STANDARDS & ASSESSMENT

Standards

USA- Common Core State Standards (June 2010)

Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade: Grade 1 students:

Content Area: Literature K-5

Strand: Reading

Domain: Craft and Structure

Standard:

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Content Area: Foundational Skills (K-5)

Strand: Reading

Domain: Print Concepts

Standard:

1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Domain: Phonological Awareness

Standard:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Strand: Writing

Domain:

Production and Distribution of Writing

Standard:

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Strand: Speaking and Listening

Domain:

Comprehension and Collaboration

Standard:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Assessment Plan

Formative Assessment: There will be numerous forms of formative assessment implemented throughout the duration of the lesson. After the minilesson has been taught, the teacher will ask the students to rate themselves based upon their understanding of the task at hand and how well they think they will be able to integrate emotions into their own writing. The teacher will ask the students to give a thumbs up if they understand the task and are confident that they will be able to show emotions, a horizontal thumb if they understand the task, but are not very confident that they will do well, and a thumbs down if they are not confident, confused, and are in need of assistance. The teacher will quickly survey the students' confidence and understanding ratings. During independent writing, the teacher will circulate the classroom and will assist those students who gave a horizontal thumb and a thumbs down at the conclusion of the minilesson. The teacher will also confer and take anecdotal notes at this time in order to make note of student understanding, individual student improvement, and concerns. These anecdotal notes will allow the teacher to form small groups consisting of similarly leveled students during future lessons. After writing workshop has come to an end, the teacher will collect the Quick Write booklets in order to grade them with a Quick Write 3-2-1 rubric. The rubric will allow the teacher to gauge which students successfully completed the task at hand (3), which students need improvement (2), and which students were unable to complete the task (1).

Assessment/Rubrics

Attachments:

1. Mem Fox EdTPA Quick Write Rubric #1 (Emotions).docx

IMPLEMENTATION

Goal(s)	Students will be able to utilize the mentor text <u>Koala Lou</u> by Mem Fox in order to craft their own Quick Write story that includes emotions and feelings.
Objective	Students will be able to compose a Quick Write that integrates emotions and feelings into their story based upon what was learned through reading the mentor text <u>Koala Lou</u> by Mem Fox and identifying the craft move that she used with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.
Purpose	Students will be able to learn the importance of drawing inspiration from successful authors' work for the purpose of improving their own writing skills.
Procedure	<p>Teaching Point: The focus of this lesson is to introduce the students to Mem Fox's favorite book, <u>Koala Lou</u>. Once the book has been read and the minilesson is taught, the students will complete a Quick Write story in which they will incorporate emotions and feelings into their own writing, which is the ultimate goal of the lesson. The students are learning how to craft their writing and make it more exciting and interesting for their readers.</p> <p>Read Aloud: The read aloud for this lesson is <u>Koala Lou</u> by Mem Fox. The teacher will introduce the book by saying, <i>"Koala Lou is Mem's favorite book that she has written, and it is one book of many where Mem allows her readers into her heart through emotions triggered within her stories. As I read the story, I want you to listen for a part that makes you stop and say, 'This makes me feel something.' You may feel sad, happy, joyful, or even disappointed. I want you to hold onto that feeling throughout the book, so we can discuss how we all feel at the end!"</i></p> <p>The teacher will read the first three pages of the book and then pause. She will say, <i>"I bet Mem has a mother who loves her a lot. She probably loves it when her mother tells her that she loves her. That is such a special feeling, and it makes me feel all warm and fuzzy inside!"</i> The teacher will continue to read through to page 10 of the book. She will say, <i>"It seems like Koala Lou is sad. What do you think? How does this part make you feel? What is Koala Lou feeling inside her heart?"</i> The teacher will listen to the students' answers, and then continue reading through to page 19, where she will then pause to say, <i>"What is happening inside Koala Lou's heart?"</i> The teacher will have a quick discussion with the students concerning Koala Lou's current feelings, and then she will continue to read on to the end of the book. The teacher will say, <i>"Now take a minute to think back over the book. What do you think Mem wanted you to feel as you read <u>Koala Lou</u>? What are some parts that made you stop and think 'This makes me feel something' and what were those feelings you had? Why do you think you felt that way? Explain."</i></p> <p>Minilesson:</p> <ul style="list-style-type: none">• Connect and Inform: The teacher will begin the lesson by reading the objective, which will state: I can add feelings and emotions into my own writing. The teacher will start the minilesson by saying, <i>"When we read <u>Koala Lou</u>, we felt certain emotions because of Mem's great writing. On page 24, how did you feel when Koala Lou was racing up the gum tree? Why do you think you felt that way? . . . We all felt excited because Mem wrote that 'the spectators roared and clapped and stamped their feet.' She made us feel something through the characters' actions. Now on page 27, how did you feel when Koala Lou went off and hid? Why do you think you felt that way? . . . We all felt sad because Mem wrote 'Koala Lou went off and hid. She heard the shouts of the Bush Olympics and cried her heart out.' Again, Mem made us feel something through the characters' actions. Mem made us feel these emotions by showing us what the characters did rather than just telling us how they felt!"</i>• Teach and Present: We are going to use Mem's writing strategy called Show, Don't Tell in our own writing. This means we are going to show how our characters feel in our writing rather than just telling our readers how they are feeling. The teacher will display the Show, Don't Tell anchor chart on the chalkboard. The chart will be split into 6 boxes, and each box will be labeled with an emotion: Happy, Sad, Mad, Scared, Embarrassed, Surprised. Next to these emotions will be emoticons to show how someone might look as they experience each of these emotions. In each box will also be action words that express the stated emotion. For instance, next to the word "happy," the action words will include: smile, jump up and down, laugh, etc. The teacher will discuss each emotion and have students act out them out based upon the action words associated with each feeling. The teacher will explain that the students will be using these "emotional action words" to show emotion and feeling within their own writing, just like Mem. <p>Now that the students have been introduced to the action words for each emotion, the teacher will demonstrate adding emotions to her own writing by modeling the process in her Emotions Quick Write Booklet. She will turn to page one in order to review the tips and tricks section, which summarizes the material that the students just learned. The teacher will then fill out the brainstorming page, which should not take more than two minutes for the students to fill out during independent work. This page will help the students prepare for the Quick Write. She will then start her Quick Write by incorporating the Show, Don't Tell action words into her story. She will say, <i>"I am going to write a personal narrative, which is what all of you should be writing as well, about the time that I went to go see The Wizard of Oz on ice when I was 2 years old. The characters in the story are my mom and me. This is the story: When I was 2 years old my mom took me to see The Wizard of Oz on ice. When the show began there was a big tornado on the stage with lots of wind, loud noises and stuff flying everywhere. I started to scream very loudly and cry. I covered my eyes and began shaking so much! My mom had to take me out of the show, and we had to leave. After writing my story, the teacher will ask, Did you pay attention to my action words? What emotion did you think I was feeling? Why? . . .Great! That is exactly how I wanted you to feel! Did you notice how I did not use the word scared in my story? Instead, I showed my readers that I was scared by saying that I screamed loudly, cried, covered my eyes, and was shaking. I showed the emotion, instead of telling my reader how I felt."</i></p> <ul style="list-style-type: none">• Active Engagement: Writers, you are now going to practice the Show, Don't Tell writing strategy. You are each going to get a sticker with one of the emotions on it that we just talked about. I am going to come around and place your emotion sticker on your forehead, so you cannot see what it says. We are going to play the game Heads Up! with these stickers. Your partner is not going to talk, but will instead try to act out what emotion you have by using the action words we just talked about. You have to guess your emotion based upon your partner's actions! This will help us remember that we need to show emotions in our writing rather than just tell our readers how the characters are feeling! To begin, Partner 1 will be the actor and Partner 2 will be the guesser, and then you will switch roles.• Link and Reiterate: Writers, what is Mem's writing strategy that we are going to use in our writing to show emotions and feelings? (Show, Don't Tell). Today writers, when you go off, I want you to remember how I did not use the word scared in my own Quick Write, but instead showed you how I was feeling with our action words. Also, remember how you acted out the different emotions, so your partner could predict how you were feeling based on your actions. That is exactly what you will be doing in your writing. Alright boys and girls, I want you to tip toe back to your seats, take out your Quick Write Booklet and show some emotion in your own writing! <p>Independent Writing: The students will be writing in their Quick Write booklets independently in order to practice incorporating feelings and emotions into their writing. The students will be given 2 minutes to complete the brainstorm</p>

page, and then 10-15 minutes to complete their Quick Write story.

After-the-workshop Share: About five minutes before the end of class, the teacher will have students turn and talk to partners at their tables in order to share their Quick Write stories. Each partner will share and they will discuss the emotions and feelings that they felt as they heard one another's story. The teacher will then pick two students to share their stories with the whole class.

**Special Needs Component
[modification(s)]**

Student 4 and Student 18: For independent practice, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be matching emotions to emotional action words with picture prompts in order to practice identifying this specific craft move. These students will then be challenged to read four sentences, where they must pick out the emotional action words and determine the emotion being expressed in that sentence based upon those action words. They will then be given the opportunity to draw those emotions. They may add labels to their pictures if they are able to. These students have difficulty formulating stories and expressing themselves through writing. Therefore, the booklet is simplified to meet their individual needs.

Student 5 and Student 15: For independent practice, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be matching emotions to emotional action words with picture prompts in order to practice identifying this specific craft move. These students will then be provided with a writing prompt and four blank lines in order to write down the necessary information. These students will be integrating emotion into their writing, but must adhere to the prompt provided. These students have difficulty brainstorming and developing ideas, and will therefore benefit from receiving a prompt. Without a prompt, these students would not do any work.

Student 2, Student 14, Student 16, Student 17: These students are advanced writers. They will be given access to additional Emotions Quick Write Booklets if they complete the original booklet they are given. These students tend to work at a fast pace, and are always looking for more work to do. Therefore, additional booklets will be beneficial and provide further practice of integrating the craft move into their own writing. However, if they are to move on to a second or third booklet, they must choose a different emotion and different characters to write about than what they wrote in their original piece in order to add more of a challenge to the task at hand.

Sample Student Products

Model(s) of Instruction

Writing Workshop Model

Time Allotment

1 class periods. 1 Hr. per class.

**Author's
Reflection(s)/Critical
Analysis**

MATERIALS AND RESOURCES

Instructional Materials

Attachments:

1. **Emoticon Template .docx**
2. **Emotions Anchor Chart.JPG**
3. **Emotions and Feelings Quick Write Booklet.docx**
4. **Emotions Quick Write Differentiated 1.docx**
5. **Emotions Quick Write Differentiated 2.docx**

Resources

- Materials and resources:
 - Koala Lou
 - Large Chart Paper
 - Expo Markers
 - Emoticon cutouts
 - Quick Write Booklets
 - Pencils