

Lesson Title: Recipe for Writing in Various Modes

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School Name: United South High School

District: United Independent School District

Roles: School Librarian and Classroom Teacher

Grade Level: 12th Grade

Lesson Plan Objectives:

At the end of this lesson the students will be able to:

1. Create recipe that will encompass the various modes of writing including: but not limited to: persuasive, narrative, expository, and open-ended questions.
2. Develop compositions in the various writing modes.
3. Demonstrate their recipe to their peers and coordinating teachers.
4. Save their recipes for 9th-10th grade to follow and use as a means of intervention in preparation for STAAR.
5. Publish a final product via a screencast or videocast on an html file (extension for added points).

ELA-R TEKS:

§110.34.b.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.

Other Content Areas Addressed:

Writing and Technology

Standards for the 21st Century Learner Indicators:

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Classroom Teacher-School Librarian(s) Collaboration:

- The librarian and collaborating teacher construct a graphic organizer and rubric to assess students' end product.
- The classroom teacher introduces students to various writing modes, provides samples of expository, persuasive, narrative and open ended.
- The librarian and the collaborating teacher model the different styles of writing modes and use previous products to model to students.
- The librarian provides a lesson on screencast/videocasts to use as a mode of delivery for students' "how-to" essay.
- The librarian provides laptops/computers/video/digital cameras for all students.
- The teacher and librarian collaborate to guide students in creating, revising, editing, and finalizing all recipes.

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- The classroom teacher works collaboratively as a liaison between students and librarian. If students need revisions to the “how to” essays, they ask the classroom teacher for assistance in regards to the content of the writing.

Measurable Outcome or Final Product: Students will compose a recipe for writing in the different modes. The librarian and coordinating teacher will help students revise their essays. Recipes will be evaluated with a rubric as extra credit or will replace a low grade/substitute for a midterm examination.

Assessment Tool: Recipe Rubric

Resources:

Writing Style Graphic Organizers:

<http://www.bing.com/images/search?q=Creative+Writing+Graphic+Organizer&FORM=RSRIMG#a>

Sample Recipes 1- 5

Internet/websites and databases provided by the coordinating teacher and librarian:

- i.e. videocasts/persuasive: *The Art of Persuasive Writing: A Few Pointers:*
<http://www.youtube.com/watch?v=AJ2IVKruQSw>
- i.e. videocasts/expository: *Expository Writing Song:*
<http://www.youtube.com/watch?v=3sNHpXjRuL8>
- ie. videocasts/five paragraph essay: *Basic Essay Structure: The Five Paragraph Essay:*
<http://www.youtube.com/watch?v=kRTMMs8vnFg>

Estimated Lesson Time: One Hour (each day)

Instructional Plan Outline:

Preparation

- Teacher and librarian will assign students into groups of 3 or 4.
- Students will be given real samples of recipes as an overview.
- Educators will review the different writing modes

Day 1

Motivation

1. Play the *Expository Writing Song*: <http://www.youtube.com/watch?v=3sNHpXjRuL8>
2. Showcase the following video to motivate students about writing.
<http://vimeo.com/78160935>
3. Educators will review objectives with the groups.
4. Educators will review graphic organizers with students. (Students will select a graphic organizer based on the writing style they choose for their recipe.)
5. Educators will review the expectations of the final product by providing the rubric/assessment tool to the students.
6. Invite students to ask questions or make comments at this time.

Presentation

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7. Educators present teacher samples as a guide to the groups. (Recipe Teacher Samples 1-5)
8. Educators lead students in assessing these recipes and address how they could possibly be altered and improved.
9. Librarian emphasizes the importance of creating authentic recipes and that these recipes are indeed good tools for underclassmen.
10. Remind students of the Golden Rule. They must write with clarity and purpose, and their essay must have a substantial introduction and supporting details.

Guided Practice

11. Educators actively monitor groups for guidance and direction and answer their questions.

Closure

12. Educators probe students by asking them, “How will your recipe assist struggling writers in 9th/10th grade?”
13. Students will be asked to share their ideas before the entire class for adjustments to their projects.

Day 2

1. Review the ideas generated from the group discussion.
2. Students use these ideas and suggestions from coordinating teacher, librarian, and peers to revise their graphic organizers and begin the recipe.
3. Each group will compose one essay based on a recipe.

Assessment

4. The educators will assess the groups’ graphic organizers and recipes.

Extensions

5. Create another recipe using a different writing mode.
6. Formalize additional recipes so that students can use these podcasts online at their discretion or create the products to be checked out as resources from the library. (Students could make their “how to” recipes in Family and Consumer Science class.)
7. Students can use this recipe as a formula in other content areas (i.e. to solve mathematical equations, to devise Science Fair Projects, and more).