

Heather Perlmutter

Grade Level: 1st grade

Number of children: 17

Estimated length of lesson: 50 minutes

Materials:

- Fake glasses
- Pictures of objects
- Nonfiction writing of my own picture (can be done in front of students)

Objectives:

ACOS Objectives:

- 13.) Connect knowledge learned in the language arts program to life situations.
- 17.) Exhibit expanded sentence awareness and vocabulary.
- 18.) Participate in the writing process.

Learning Goals:

Each individual student will comprehend the concept of expository writing through a fun writing activity.

Engagement:

Ask the students if they have ever read a newspaper or magazine? What are some things about a newspaper that make it different than a storybook? Then, after discussing those questions, tell the students that today a journalist, which is a writer for the newspaper, came in and told me that all the newspaper journalists got sick! That means that today it is our job to write the articles!!

Procedures:

1. Have students sit on carpet in an orderly fashion to start the discussion/engagement for our activity.
2. Engage the students through asking them about newspapers and journalists (see engagement).
3. Tell the students that the journalist has already given us pictures of what we are to write about. She said that each picture has to have a real life description of what it is and a picture drawn by each one of you guys
4. Do an example on the board.
5. Read the article to the class and show them the picture.
6. Tell the students that there is one thing that was a surprise to even myself! When the journalists for the newspaper write, they use special ways to put magic in their brains in order to write. This magic is no ordinary magic though...it is magic that puts only real life stuff into our brains—no stories! When using this magic, you have to be super serious about your writing. Now this magic does not come in a wand...it comes in these special journalist glasses. When you put them on, you see only good, real-life writing going on.
7. In order to use these magical glasses, you have to be very quiet and stay at your own desk during your writing. If you touch the glasses in any other

way than putting them on or taking them off, the magic is taken away from them!! So be careful!!!!

8. Have the students quietly sit at their desks so that I can pass the pictures, paper, and glasses around. As soon as the pictures are handed out and the glasses are put on, there is to be no talking because serious writing is taking place.
9. After writing, all students can present their writings on the carpet (like writer's workshop presentations).
10. Have the students clean up their area.
11. Upon completion of presentations, ask the students what they thought of writing real-life descriptions like that? Tell them it is called expository writing (have the students repeat after me) and it happens everyday! It is where people write about real life things instead of a story that may be from someone's imagination. PRAISE and tell them that the newspaper will be so happy and relieved to have such great writers as their helpers for today.

Question(s):

1. What does a journalist do?
2. What does it mean to write real-life descriptions?
3. Where might you see real-life descriptions or writings?
4. What is expository writing?
5. What is the different in expository writing from picture books about Clifford or The Three Little Pigs? What is the same?
6. Do you like this kind of writing better than story writing?

Wrap-up:

After reading the created descriptions about each picture, ask the students what they thought of writing real-life descriptions like that. Explain to the students what expository writing is and why/where it is used everyday. Ask the students what they thought of writing in this sort of form.

Assessment:

The assessment for this assignment each of their writings; if the writing showed true descriptions or definitions of the object as opposed to a story then they understood the concept. Give a 1 for not really understanding the concept; a 3 for somewhat understanding the concept; and a 5 for fully understanding.

Evaluation:

1. Were the students able to write true definitions/descriptions of the object?
2. Did they have a picture to resemble what the object may do in real life?
3. Were the students able to correctly write on their level with very little teacher assistance (ie: spelling, transitions, grammar, etc.)?

Reference: Heather Perlmutter