

Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities for varied purposes.
- **Text Types and Purposes:** Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details.

Standards for Language

- **Knowledge of Language:** Use conventions of language to generate sentences when speaking or writing.

Differentiated Tasks

Level 3 Students will...

- Write routinely for a range of discipline-specific tasks, purposes and audiences.
- Create and write a story that includes narrative elements, including a sequence of events.
- Use conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.
- Select pictures with text to create a logical sequence of events that tell a story.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...

- Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.
- Given an errorless choice of pictures, make a selection to tell a story sequence.
- Use language to share an idea with others.

Topic Connection

Throughout this unit, students are exploring how traits are inherited from parents. In this lesson, students will write about genes, family traits and Mother's Day.



Topic Words



family parent
gene trait



Literacy Words

capitalization journal revise
entry prompt sentence
illustrate punctuation write*

* Power Words

Benchmark Assessments

- Writing: Writing Probe
- Emerging Skills: Early Emerging Writing Rubric



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Journal Entry 1:
Whole Group Entry

Journal Entry 2:
Genes Make Me
Special

Journal Entry 3:
My Family and Me

Journal Entry 4:
Happy Mother's Day



See how these activities fit into the **Suggested Monthly Plan**.



ULS Materials and Resources

Journal Cover 

Writing Template

Illustration Page 

Standards Connection (Lesson 16)

Writing Templates C, B and A

Fill-In Picture/Word Cards 

Fill-In Word Cards 

Illustration Page 

Standards Connection (Lesson 16)

SymbolStix PRIME

L³ Skills: **Language Arts Skills**



Additional Materials



Instructional Target

Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities for varied purposes.
- **Text Types and Purposes:** Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details.



Instructional Routine



Introduce

- Introduce the activity by asking a focus question such as, "What did you before school this morning?" Discuss students' responses, pointing out that their answers are events, or things that happened.
- Remind students that a journal is a place to write thoughts and memories. Tell students that they will work together to write a journal entry. For example, say, "Today, we are going to work together to write a journal entry about today's events. Your job is to help write a journal entry about today's events."
- Review the learning goal with students: **I will help write a journal entry about today's events.**

Model

- Display the writing template and model writing the date. Then read the prompt aloud.
- Model brainstorming ways to complete the prompt by asking, "What events can we write about?" Model writing one or two sentences about the event(s). Model writing a conclusion.
- After writing, model rereading and checking the sentences for capitalization, end punctuation, a sequence of events and a conclusion.

Provide Practice

Incorporate use of appropriate writing alternatives, such as dictation, adaptive keyboards and eye gaze, to fit students' need and abilities. Visual supports may include story illustrations, unit symbols or symbols from SymbolStix PRIME.

- Level 3:** Have the student contribute to the journal entry by writing words or sentences about a sequence of events and a conclusion.
- Level 2:** Have the student contribute to the journal entry by writing words or sentences about a sequence of events and a conclusion with support.
- Level 1:** Have the student use his or her active participation mode to contribute to the journal entry. For example, have the student suggest an event to include by making a selection from a single option or errorless picture choice.

Review

- Revisit the learning goal by reading the completed journal entry aloud.
- Check or have students check for correct capitalization and punctuation. A checklist for revising journal entries is provided in the Standards Connection.



Check Understanding ?

- ❄ **Level 3:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events and a conclusion?
- ❄ **Level 2:** Can the student contribute to a journal entry by writing words or sentences about a sequence of events and a conclusion with support?
- ❄ **Level 1:** Can the student participate in shared writing activities by making a selection from a single option or errorless picture choice?



Instructional Target



Standards for Writing

- **Range of Writing:** Participate routinely in supported writing activities for varied purposes.



Instructional Routine



Introduce

- Introduce the activity by asking a focus question such as, "What do we do in our journal—look up addresses or write words?" Discuss students' responses.
- Remind students that journals are a way to write and save personal thoughts and memories.
- Tell students that they will write a journal entry. For example, say, "Today, your job is to write about ____ in your journal."
- Review the learning goal with students:
 - I will write about ____.
 - how genes make me special
 - how I am like my family
 - how I can celebrate Mother's Day

Model

- Choose and display a Writing Template and read the prompt(s) aloud.
- Model brainstorming ways to answer the prompt(s).
- Write or complete one or two sentences, then model checking for capitalization and end punctuation.

Provide Practice

- Provide appropriate writing alternatives, such as adaptive keyboards, eye gaze and dictation, to fit students' needs and abilities.**
- Level 3:** Provide the student with Writing Template C or B. Have the student write in response to the prompt. Encourage the student to use correct capitalization and end punctuation.
- Level 2:** Provide the student with Writing Template C or B and Fill-In Word Cards. Have the student write in response to the prompt by completing the sentences. Students may write words or use the Fill-In Word Cards to complete the sentences. Have the student add ending punctuation, providing assistance as needed.
- Level 1:** Provide the student with Writing Template A and Fill-In Picture/Word Cards. Have the student select from a field of 2-3 choices (may be errorless choice) to complete each sentence.

Review

- Revisit the learning goal by inviting students to read their journal entries aloud.
- **Writing Conference:** Use the Standards Connection to meet with students to review and revise journal entries for conventions.



Check Understanding ?

- ❄ **Level 3:** Can the student write in response to a prompt?
Can the student use correct capitalization and end punctuation?
- ❄ **Level 2:** Can the student write in response to a prompt by completing sentences?
Can the student add missing end punctuation with assistance?
- ❄ **Level 1:** Can the student write in response to a prompt by selecting a word or phrase from a field of 2-3 choices (may be errorless choice)?



Journal Writing

May 2020

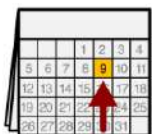
This journal belongs to:





Journal #1

Date: _____



Today we . . .



Journal #2

Date: _____



My genes make me special!



Journal #3

Date: _____



I am like my family.



Journal #4

Date: _____



In May, we celebrate Mother's Day.



Journal #2

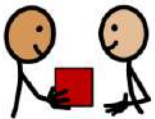
Date: _____



My genes make me special



My genes make me have



My genes give me



My genes make me good at



Journal #3

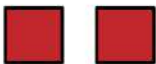
Date: _____



I am like my family



I look most like my



I share the same

as someone

in my family



I like my

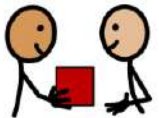


Journal #4

Date: _____



In May, we celebrate Mother's Day

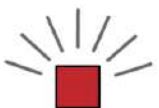


I want to give my mother



I am going to

for my mother



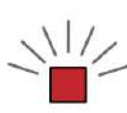
My mother is special because she



Journal #2

Date: _____

My genes make me special !

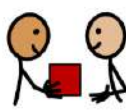


!

My genes make me have



My genes give me



My genes make me good at





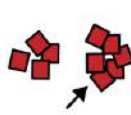
Journal #3

Date: _____

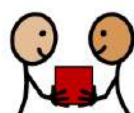
I am like my family.



=



=



as someone

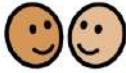




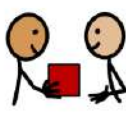
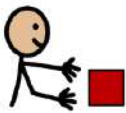
Journal #4

Date: _____

In May, we celebrate Mother's Day.



I want to give my mother



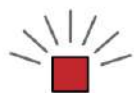
I am going to



for my mother.



My mother is special because she





For hands-on instruction, print, cut out and laminate.



Journal #2









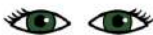





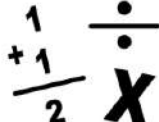



black hair	blond hair	brown hair	red hair
straight hair	curly hair	blue eyes	brown eyes
green eyes	freckles	long legs	short legs
singing	spelling	math	drawing
building things	playing sports		



For hands-on instruction, print, cut out and laminate.



Journal #2

black hair 	blond hair 	brown hair 	red hair 
straight hair 	curly hair 	blue eyes 	brown eyes 
green eyes 	freckles 	long legs 	short legs 
singing 	spelling 	math 	drawing 
building things 	playing sports 		



For hands-on instruction, print, cut out and laminate.



Journal #3







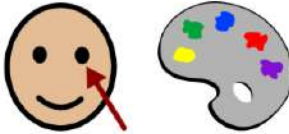
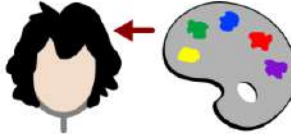
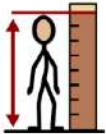


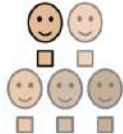

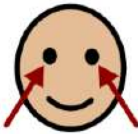
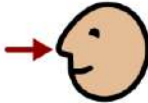
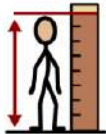

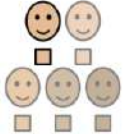
mother	father	grandfather	grandmother
brother	sister	eye color	hair color
height	talent	curly hair	skin color
hair	eyes	nose	height
talent	skin color		



For hands-on instruction, print, cut out and laminate.



Journal #3

mother 	father 	grandfather 	grandmother 
brother 	sister 	eye color 	hair color 
height 	talent 	curly hair 	skin color 
hair 	eyes 	nose 	height 
talent 	skin color 		



For hands-on instruction, print, cut out and laminate.



Journal #4

a card	flowers	a gift	a box of candy
a hug	a balloon	wash the dishes	make breakfast
sing a song	draw a picture	fold clothes	weed the garden
loves me	helps me	hugs me	cooks for me
sings to me			



Journal #4


















a card 	flowers 	a gift 	a box of candy 
a hug 	a balloon 	wash the dishes 	make breakfast 
sing a song 	draw a picture 	fold clothes 	weed the garden 
loves me 	helps me 	hugs me 	cooks for me 
sings to me 			



Illustration: