

Lesson 9: Performance Task: My Magnificent Thing: Drafting Detail Sentences



CCS Standards

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Daily Learning Targets

- I can write details in my magnificent thing description about how I used tools. (W.1.2, W.1.8, L.1.2)
- I can plan for my writing by using my Magnificent Thing notebook. (W.1.2)

Ongoing Assessment

- Collect students' Magnificent Things Writing booklets to gather evidence on their progress toward W.1.2 to inform instruction.

Agenda

1. Opening

A. Introducing the Magnificent Thing Notebook as a Writing Resource (10 minutes)

2. Work Time

A. Drafting Detail Sentences: My Magnificent Thing Description (25 minutes)

B. Revising and Editing Detail Sentences: My Magnificent Thing Description (15 minutes)

3. Closing and Assessment

A. Pinky Partners: Sharing Our Writing (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue writing their description of their magnificent thing for Part II of the performance task (W.1.2, L.1.2). Today, students focus on the detail sentences in their description. In Work Times A and B, students draft, revise, and edit details about the tools they used to make their magnificent thing and how they used these tools.

How this lesson builds on previous work:

- Students revisit their Magnificent Thing notebook as a writing resource in this lesson.
- This lesson follows a similar pattern to Lesson 8. Students meet with their partners to draft and revise another part of their descriptions. In Lesson 8, students wrote their focus statements. In this lesson, they will write two detail sentences.

- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Times A and B, circulate and support students. Students may need more oral practice before writing their details, or may need reminders to use the word wall or anchor charts around the room.
- Consider meeting with a small group of students during Work Times A and B to support their use of their Magnificent Thing notebook as a writing resource.

Down the road:

- In Lesson 12, students will be formally assessed on W.1.2. Lessons 8–11 provide time for students to practice this standard through intentional teaching of each substandard.
- Informational writing is taught, practiced, and assessed in future modules. Students' writing for the performance task is their initial work toward mastering this standard. Use the information gathered from students' Magnificent Thing Writing booklets to provide instruction in Lessons 10–11, and in future modules.

In advance:

- Set up a document camera to display the Magnificent Thing notebook (for teacher modeling) and other documents throughout the lesson (optional).
- Prepare the Ways to Work with a Writing Partner anchor chart.
- Gather students' Magnificent Thing notebooks for Work Time A.
- Pre-distribute student writing materials in the same areas as those used in Lesson 8.
- Review the Pinky Partners protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Steps to Write My Magnificent Thing Description anchor chart, “Learning Target” song, and Ways to Work with a Writing Partner anchor chart.

Consider using an interactive whiteboard or document camera to display lesson materials.

- Opening A: If you recorded students singing the “Learning Target” song in Unit 2, play this recording for them to join in with.
- Opening A: Ways to Work with My Writing Partner anchor chart in an online format, for example a Google Doc, to display.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.C.10 and 1.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs through the use of modeling, graphic organizers, and a color-coding system to scaffold structure.
- ELLs may find it challenging to identify and write about details. Students may benefit from looking at and holding the magnificent thing they helped to create. Ask them about each part to probe for details. (Example: “How did you stick this part together? You used glue? That’s a detail! Let’s write that!”)

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time A, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time A, work closely with students who have trouble writing to complete their detail sentences. Discuss with students what they intend to write, and scribe some or all of their thoughts with a highlighter so students can trace it afterward. If a group of students need heavier support, work with them to complete the task as a shared experience.
- Paragraph structure and the corresponding color-coding may need to be reviewed several times throughout the remainder of the unit.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During Work Time A, students are asked to write independently, using their Magnificent Thing notebook as a resource. Remove unnecessary distractions by placing a sticky note directly underneath words or pictures students need to refer to.
- **Multiple Means of Action & Expression (MMAE):** During Work Time B, students are asked to revise their writing. It can be challenging for students to know how to use tools for revision (eraser, white-out tape) effectively without removing all their hard work. Before students revise their writing, offer options of tools for this process and model how to use each.
- **Multiple Means of Engagement (MME):** During the Closing activity, congratulate the class on their writing for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- detail, edit, revise (L)

Materials

- ✓ Steps to Write My Magnificent Thing Description anchor chart (begun in Lesson 8)
- ✓ “Learning Target” song (from Unit 2, Lesson 2; one to display)
- ✓ Document camera (optional)
- ✓ My Magnificent Thing Description: Teacher Model (from Lesson 8; one to display)
- ✓ Magnificent Thing notebook (from Lesson 2; one per student and one for teacher modeling)
- ✓ Ways to Work with My Writing Partner anchor chart (new; teacher-created; see supporting materials)
 - Writing Partner Images (used to create anchor chart)
- ✓ Magnificent Thing Writing booklet (from Lesson 8; one per student)
 - Write Detail 1 (page 3 of Magnificent Thing Writing booklet)
 - Write Detail 2 (page 4 of the booklet)
- ✓ Pinky Partners anchor chart (begun in Unit 2, Lesson 2)

Opening

A. Introducing the Magnificent Thing Notebook as a Writing Resource (10 minutes)

- Gather students together whole group.
- Direct their attention to the posted **Steps to Write My Magnificent Thing Description anchor chart**.
- Remind students that yesterday they wrote the focus statement for their magnificent thing description. Tell them that today they will continue by writing at least two details in their descriptions.
- Invite students to sing the **“Learning Target” song**.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can write details in my magnificent thing description about how I used tools.”
- Remind students that details are sentences that are about the focus statement.
- Using a **document camera**, display the **My Magnificent Thing Description: Teacher Model**.
- Read aloud the two detail sentences:
“I used scissors to cut the paper. I used glue to make it stick.”
- Using a total participation technique, invite responses from the group:
“What are the details in this description about?” (about the tools used and how they were used to make a magnificent thing)
- Explain to students that writers often use resources to help them remember what to write, and today they will use their **Magnificent Thing notebooks** as a writing resource.
- Using the document camera, display the **Magnificent Thing notebook (for teacher modeling)**.

- Tell students that you are going to flip through the pages of your notebook. Ask them to watch as you do so, looking for the page that will help them remember the tools they used. Invite them to put their finger under their eyes when you get to the correct page (page 2).
- Direct students' attention to the posted learning targets and read the second one aloud:
“I can plan for my writing by using my Magnificent Thing notebook.”
- Tell students that today they will use page 2 of their Magnificent Thing notebook as a writing resource.
- Using a total participation technique, invite responses from the group:
“What will you be doing today and why?” (We will be using our Magnificent Thing notebook to help us write today.)
- Tell students that they will be working with the same writing partners as in the previous lesson.
- Display the **Ways to Work with My Writing Partner anchor chart**. Tell students that you noticed them doing some things with their writing partners yesterday, and wanted to share ways you can work with a writing partner.
- Read the Ways to Work with My Writing Partner anchor chart. Ask students to point to something they will do when working with their writing partners today.

Meeting Students' Needs

- For ELLs: Help students generalize the meaning of *revise* and provide options for expression by inviting students to revise the way they sang the “Learning Target” song. Review the meaning of *revise*. Sing the song again, but in a different style. (Examples: Sing it in an elf voice, an opera voice, a giant voice, or a whisper voice) (MMR, MMAE)
- For ELLs: Mini Language Dive. Ask students about the sentence from the learning target: *I can write details in my magnificent thing description about how I used tools.* Examples:
“When we are writing, what are details?” (facts; things we know about the topic)
“What are some details we know about tools?” (they help us; you can use them)
Read the sentence again. “Can you find the part of the sentence that tells us what our details are about?” Invite a student to the board to point or underline. (about how I used tools) Draw an arrow from details to about how I used tools.
“We know that how is a question word, but in this sentence it means the way you used tools. What ways did you use tools? (cut, glued, colored)
Read the sentence again. “Can you find the part of the sentence that tells us where we will write the details?” Invite a student to the board to point or underline. (in my magnificent thing description)
“What is a description?” (the sentences we are writing to tell about our magnificent thing)
“Can you say our learning target in your own words?” (Responses will vary.)

Work Time

A. Drafting Detail Sentences: My Magnificent Thing Description (25 minutes)

- Refocus students' attention on page 2 of the Magnificent Thing notebook (for teacher modeling).
- Model how to use the Magnificent Thing notebook (for teacher modeling) to write details sentences about your magnificent thing, the classwork display sign. Say:

“I am going to use page 2 to help me remember what tools I used to create my magnificent thing. It looks like I circled the scissors. That’s right! I used the scissors to help me cut the paper that I used for the sign. I am going to write a number 1 next to the picture of scissors.”

“I know the second detail is about another tool I used. Let me look at this page again, and look for another tool I used. Now I remember! I also used glue to help the paper stick to the cardboard. I am going to write a number 2 next to the picture.”

“For my first detail, I could write, ‘I used scissors to cut the paper.’ My second detail could be, ‘I used glue to make it stick.’”
- Explain to students that they will now have a chance to look through their Magnificent Thing notebooks, think about the tools they used, and share their thinking with their writing partner.
- Invite students to return to the place in the classroom where they worked with their writing partner in the previous lesson.
- Distribute students' Magnificent Thing notebooks.
- Invite them to look through their notebook and identify one tool they used when creating their magnificent thing. Ask students to write the number “1” next to it.
- Invite students to turn and talk to their writing partner:

“What is one tool you used, and how did you use it to make your magnificent thing?” (Responses will vary.)
- Repeat this process with a second tool.
- Tell students that now they are ready to write the two details they practiced sharing with their writing partner.
- Transition students back to their seats.
- Invite students to retrieve and open their **Magnificent Thing Writing booklet** to pages 3 and 4: **Write Detail 1** and **Write Detail 2**.
- Tell students to write the two detail sentences they practiced sharing with their writing partner.
- Circulate and support students by directing them to the classroom supports such as the anchor charts, Tools and Work Word Wall, etc.
- After 10 minutes, invite students to bring their Magnificent Thing Writing booklets and return to the whole group area.

Meeting Students' Needs

- For ELLs: Provide sentence frames to scaffold writing. Beginning proficiency students may benefit from a simplified version omitting a to clause. Examples:
 - “I used ____ to ____.” OR
 - “I used ____.”

- As you model how to use the Magnificent Thing notebook as a resource, help students organize information by modeling how to place sticky notes on pages that you want to refer to later. (MMAE)
- As students work to write independently and use their Magnificent Thing notebook as a resource, customize the display of information and remove unnecessary distractions by placing a sticky note directly underneath words or pictures students need to refer to. (MMR)

Work Time

B. Revising and Editing Detail Sentences: My Magnificent Thing Description (15 minutes)

- Direct students' attention to the learning targets and reread the first one aloud:
“I can write details in my magnificent thing description about how I used tools.”
- Underline the phrase *write details*. Remind students that part of writing includes revising our writing, and they are going to use a checklist to help them do that. Remind students that *revise* means to make sure that their writing makes sense and that each part of their writing does its own job.
- Tell students that they are going to focus on revising the details that they wrote today.
- Lead students through a similar process of revising their writing as yesterday:
“Just like yesterday, you are going to ask yourself two questions as you revise: ‘Does this make sense? Are the details doing their job?’”
Display the My Magnificent Thing Description: Teacher Model and read the first detail sentence aloud: “used scissors to cut the paper.”
- Using a total participation technique, invite responses from the group:
“What job do the detail sentences have in your descriptions?” (tell what tools were used to make the magnificent thing and how they were used)
- Tell students that they are now going to work with their writing partners to revise their writing. Explain that they will read their details aloud, and if they notice something that does not make sense or if the detail sentence is not doing its job, they should revise their writing.
- Invite students to begin sharing and revising with their writing partners.
- After 5 minutes, refocus whole group.
- Explain that another thing writers do as they write is edit their writing. When writers edit their writing, they do their best to make sure their writing is correct and fix any mistakes they notice.
- Invite students to stay in the meeting space to edit their details on pages 3 and 4 of their Magnificent Thing Writing booklet.
- Model for students how to reread their focus statements and notice if there are any sounds missing. If a sound is missing, show students how to cross the word out and write the word again on top with the new sounds they want to include.

Meeting Students' Needs

- For ELLs: Pair students with a writing partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, helping students reread their work and providing ideas for revision.
- Before students revise their writing, offer options of tools for this process and model how to use each (e.g., eraser, white-out tape, crossing out words and re-writing on a new line). (MMAE)

Closing and Assessment

A. Pinky Partners: Sharing Our Writing (5 minutes)

- Invite students to bring their Magnificent Thing Writing booklets to the whole group meeting area.
- Tell students they are now going to use the Pinky Partners protocol to share their writing with a classmate other than their writing partner. Remind students that they used this protocol in Lesson 7, and review as necessary, using the **Pinky Partners anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Invite students to begin the protocol, sharing their writing thus far when they find a partner with whom to link pinkies.
- Once all students have made a tent with their arms, ask them to return to their seats in the whole group area.
- Direct students' attention to the posted learning targets and reread the first one aloud:
"I can write details in my magnificent thing description about how I used tools."
- Invite students to turn and talk to an elbow partner:
"What did you do today as a writer to help you write your magnificent thing description?" (used the Magnificent Thing notebook to remember tools that were used; revised writing; worked with writing partner)
- If productive, cue students to expand the conversation by giving an example:
"Can you give an example?" (Responses will vary.)
- Tell students that they will continue working on their magnificent thing descriptions tomorrow.
- Collect students' Magnificent Thing Writing booklets.

Meeting Students' Needs

- For ELLs: As students interact, jot down samples of effective communication. Share a few exchanges that you noticed were particularly successful. Example:
"I loved how Jessie said, 'I revised my writing.' That is a brand-new word for her, and she is already using it!"
- As you congratulate the class on their writing for the day, foster a sense of community and provide options for physical action by inviting students to give themselves a special a special applause (e.g., round of applause, Firecracker, Hip-hip hooray). (MMAE, MME)