

CHANGING SEASONS		Student/Class Goal Students want to convey an appreciation of the changing seasons in Ohio. Some students lived in areas of the US or in countries where there weren't significant differences in the seasons.
Outcome <i>(lesson objective)</i> Students will write a paragraph of at least five sentences to show the changing seasons in Ohio.		Time Frame 1 hour
Standard <i>Convey Ideas in Writing</i>		NRS EFL 1-3
COPS Determine the purpose for communicating.	Activity Addresses Components of Performance The writer will convey an image of the changing seasons in Ohio to peers and students from foreign countries not familiar with Ohio weather.	
Organize and present the information to serve the purpose, context, and audience.	The paragraph will have a central focus and present details that contrast the changing seasons, i.e. winter to spring, summer to fall, or fall to winter.	
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.	The writer will observe grammatical conventions. A self check list will help the writer proofread his/her rough draft.	
Seek feedback and revise to enhance the effectiveness of communication	Students will share their work with a peer or with the teacher to obtain feedback on their rough draft. A check list will help readers provide feedback to the writer.	
Materials Seasonal photographs Natural Objects Hint Bags <i>Changing Seasons</i> Graphic Organizer Master Paragraph Rubric Master Self/Peer Checklist		
Learner Prior Knowledge Review what learners know about the writing process and the writing standard. Do they understand their purpose for writing this paragraph? Do they understand why we will take time to gather details for writing? The graphic organizer will help them organize details and provide a way to organize and present information. The checklists will help students proofread their own writing and assist peers in providing feedback before students write a final draft.		
Instructional Activities Step 1 - Place students in small groups. Provide each group with a "hint bag" of natural objects that represent the changing seasons. Students could be given plastic baggies to gather their own evidence of the changing seasons if the class has access to a school yard where students can gather plant samples. Good items to include are dried plants, dried seeds, brittle leaves (fall or winter objects), and sprouted seeds, green grass or moss, budding twigs, and flowers (summer or spring objects). Print a selection of seasonal pictures from an internet clip art site such as Seasonal Clip Art . Distribute the pictures with the "hint bags." If time permits, students could download and print their own seasonal pictures. Step 2 - Have students work in their small group to sort the objects and pictures into two groups: winter and spring (or summer and fall or fall and winter) depending on the time of year. Step 3 - Provide students with a copy of <i>Changing Seasons</i> Graphic Organizer. Have students use the graphic organizer to write details describing each group of objects. Students can share ideas within their group. Step 4 - Discuss uniting the details with a topic sentence to begin the paragraph. Have students suggest possible topic sentences and write their suggestions of the board. Use this discussion as a learning tool to determine the merits of possible topic sentences and eliminate any that are too broad.		

TEACHER NOTE Depending on the level of the students the teacher could choose a topic sentence or suggest a topic sentence and model how to select details from the students' list to write supporting sentences. A Language Experience Approach could also be utilized with the students.

Step 5 - Review the components of performance of the writing standard. Ask students to determine criteria to create a checklist for self check and peer review. Write their suggestions on the board. How many criteria should be included? The students could use Ohio's benchmarks or a sample checklist as reference for criteria to include. Write the criteria on the board. Select descriptors for self and peer checklists to copy and distribute to students.

TEACHER NOTE Using the entire checklist or rubric for paragraph writing can be overwhelming for students. Master checklists and paragraph rubric are included in this lesson. Teachers can select categories from the masters that correspond to the criteria students selected for self and peer review. Different assignments can focus on different criteria. For example if the class has recently studied verb tense, this may be the only grammar area included. Cut and paste rubric descriptors to make a rubric for teacher evaluation of the paragraphs.

Step 6 - Have students write their paragraphs that begin with a unifying topic sentence and contain descriptive details that describe the changing seasons in Ohio. One way to provide more practice in topic sentence/descriptive details would be to give peers two colors of pens or pencils - red [topic] and blue [details]. Then when they read a peer's paragraph, they can underline. Finally, they can meet with the writer to determine whether they agree.

Step 7 - Have students use the class-made checklist to proofread their paragraph. Students obtain feedback from at least one other student using the class-made checklist.

Step 8 - Students complete the final drafts of their paragraphs. The rubric can be attached to the final writing to be included in the student's portfolio. They can publish their paragraphs and illustrate them with clip art or photos. Display the paragraphs on the bulletin board or in a class scrapbook.

Assessment/Evidence *(based on outcome)*

Changing Seasons Graphic Organizer

Completed paragraph that includes adequate supporting details, content and development to convey the image of the changing seasons in Ohio.

Completed Self/Peer Checklist

Final draft with teacher completed rubric for student's portfolio

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Multiple paragraph writing including an essay with a unifying statement

Technology Integration

Purposeful/Transparent

Students are always talking about the weather. They express many opinions that can be turned into topic sentences for paragraphs. They can observe details for support.

Contextual

The natural objects give students an opportunity to experience sensory details of touch and smell as well as obtain visual details that the photographs also provide.

Building Expertise

Paragraphs can easily be expanded into essays since the framework has been created. Students who felt intimidated by an essay see it is not that hard to add more details to extend their writing. They can get ideas from other students.

Changing Seasons in Ohio

Main idea / focus: change

Topic sentence:

Winter/ old

Spring / new

Concluding sentence:

**Convey Ideas in Writing
Self /Peer Checklist**

Name _____

Date _____

Activity description/ portfolio selection _____

Purpose of the writing _____

Intended audience _____

Determine the purpose for communicating.

- _____ I have determined my purpose for communicating.
- _____ I have taken into account the characteristics of my audience.

Organize and present information to serve the purpose.

- _____ I have used strategies to generate ideas for writing.
(e.g.; class discussions, brainstorming, webs, rough outline, research, survey)
- _____ My writing is focused on one topic and has a main idea or thesis.
- _____ My main idea is supported by relevant details and examples.
- _____ My ideas are organized clearly and logically.

Pay attention to the conventions of English language usage including grammar, spelling, and sentence structure to minimize barriers to reader's comprehension.

- _____ Grammar is correct. I have followed the conventions of edited American English.
 - _____ Verb tenses are correct.
 - _____ Plurals are correct.
 - _____ Subjects and verbs are in agreement.
 - _____ Nouns and pronouns are in agreement.
 - _____ Parallel structures are used for items in a series.
- _____ I have used a variety of sentences (simple, compound, complex) in my writing.
- _____ Punctuation is correct.
 - _____ Periods, question marks, and exclamation marks are used correctly to end sentences.
 - _____ Commas are used correctly.
 - _____ Apostrophes are used correctly.
 - _____ Semi colons are used correctly.
- _____ Word choice is appropriate. Words are spelled correctly.
- _____ Capitalization is correct.

Seek feedback and revise to enhance the effectiveness of communication.

- _____ I have used feedback from a variety of sources to improve writing (teacher, peers).
- _____ I have revised my writing to clarify main idea, to include adequate details, to improve organization, and to improve word choice and sentence structure.
- _____ I have proofread my writing to correct errors and follow conventions of edited American English.

Convey Ideas in Writing Paragraph

Name _____

Date _____

CATEGORY	Basic	Proficient	Advanced
Determine the purpose for communicating	Writer has some understanding of the purpose of the task.	Writer understands the purpose of the task and the task requirements.	Writer demonstrates an understanding of the purpose of the task and the task requirements and how they relate to the audience and the final product.
Organize and present information to serve the purpose, context, and audience.			
Focus/main idea Writing will have a focus, or develop a main idea related to the purpose.	The paragraph is related to the topic. The topic or main idea is somewhat clear.	The paragraph is related to the topic. The topic and main idea are clear.	The paragraph has a clearly stated main idea that relates to the topic.
Content/details/support Development appropriate to audience.	Some details relate to the topic.	Most details relate to the topic. There is little unrelated or repeated information.	All details are related to the topic. There is no unrelated or repeated information.
Organization Writing will follow purposeful organization, make connections among ideas, paragraphs, and sentences and demonstrate completeness.	Some details are placed in logical order.	Most details are placed in a logical order. The reader recognizes that the writer has organized the details. There is a beginning, middle, and end.	All details are placed in a logical order. The details are well organized. There is a beginning, and middle and end.
Pay attention to the conventions of English language usage, including grammar, spelling, and sentence structure to minimize barriers to reader's comprehension.			
Sentence structure Writing will exhibit control of the sentence structures of edited American English.	Some sentences are correctly constructed. Some nouns and verbs are used correctly.	Most sentences are well constructed. Most nouns and verbs are used correctly. Errors in sentence order are minor.	All simple sentences are correctly constructed. There are no errors in subjects and verbs. Sentence structure is varied by using conjunctive structures where appropriate. Fragments, if present, are used effectively.
Word choice Writing will use a variety of words and a variety of sentence structures and or phrases appropriate to the audience, purpose, and topic.	Writer uses simple, familiar words and phrases.	Writer uses words and phrases that communicate clearly. Writer attempts to use precise words.	Writer uses a good variety of words and phrases that communicate clearly.

CATEGORY	Basic	Proficient	Advanced
Grammar and usage Writing will exhibit control of the grammar and usage conventions of edited American English.	Writer begins to control regular verb tense and pronouns.	Writer controls regular verb tense and pronouns. There are no more than two errors in grammar or spelling.	Writer demonstrates control of verb tenses and pronouns. There are no errors in verb tense or pronoun usage.
Mechanics/Writing Conventions Writing will exhibit control of capitalization, punctuation, and standard writing conventions and formats.	Writer attempts to use correct punctuation at the ends of sentences.	Writer uses end punctuation correctly. Writer uses commas for items in a series. There are no more than two errors in punctuation.	There are no errors in end punctuation. Commas are used for items in a series, for dates, and to separate city and state. Contractions and abbreviations are correctly punctuated.
	Most sentences begin with capital letters. Some proper nouns are capitalized correctly.	Sentences begin with capital letters. Familiar proper nouns are capitalized correctly. The pronoun I is capitalized. There are no more than two errors in capitalization.	All sentences begin with capital letters. All proper nouns are capitalized.
Seek feedback and revise to enhance the effectiveness of the communication.			
Revision Use revision strategies to enhance writing and to correct errors in conventions.	Writer used teacher feedback to make simple revisions and corrections.	Writer proofread own writing and/or used teacher or peer feedback to make revisions and correct most mistakes.	Writer used multiple strategies to revise writing and correct all errors.

Master Paragraph Rubric