

Grade: 8 **Unit:** The Value of Friendship
Section/Period:

Lesson Plan Guide
Mini-Writing to Inform Unit
Day 1 of 4 (90 minutes)

Indicator:

- 800.20.06a
- 800.20.06c
- 800.40.01

Objective:

By the end of the lesson, students will be able to

- Identify the organizational structure of a written piece
- Choose/use an organizational pattern that applies to writing prompt

Assessment:

Teacher will assess

- Students' responses on the follow up worksheet
- The appropriate choice and use of the organizational structure chosen for writing prompt

Scoring Tool:

- Teacher observation
- Informal questioning

Warm-Up (5 minutes):

Project the following prompt: Consider the difference between the way the text in a recipe is organized and the way the text in a newspaper article is organized. How are they similar? How are they different? (The steps in a recipe are sequentially numbered, no paragraphs, etc. Newspapers are in paragraph format, answer questions, gives and overview first, then explains details, etc. Accept reasonable answers.)

Direct Instruction (25 minutes): (*see it*)

1. Pass out *Heroes* books. Open to the text "Animals to the Rescue: Caring Creatures" on page 162.
2. Have students preview the text. Discuss text features (title, captions, pictures, format, etc.).
3. Explain to students that authors intentionally choose an organizational pattern to best deliver the information they are writing about. Set a purpose for reading by telling students that they will be reading the story to identify the organizational pattern the author used when writing the story and why the author chose that particular organizational pattern. Also explain to students that later they will be writing their own informational text, and they will have to choose the best organizational pattern to convey their information.
4. The teacher should read the first two paragraphs aloud. Model, using the think aloud strategy, how to identify words that would indicate the organizational pattern. Have students continue reading in pairs. Teacher should circulate to make sure that students are reading the text and identifying words that signal the organizational pattern.
5. As a class, create a web of important events from the story.
6. Pass out "How Text is Organized" worksheet.
7. As a class, review the 7 organizational patterns and determine why each is or is not the correct answer (main idea / details).
 - Discuss how the author arranged the events to create a sensible story. The author demonstrates the amazing abilities of animals by describing different animal rescue stories. For each story, the author supplies various details to support the main idea.
8. Have students work with a partner to review each organizational pattern and determine which applies to the story.

Materials:

- "Animals to the Rescue: Caring Creatures" from the *Heroes* Critical Reading Series (If available, you may use Write Traits lessons 5 and 6)
- "[How Text is Organized](http://www.fcpsteach.org)" worksheet (www.fcpsteach.org)
- Follow up "Organizational Patterns" worksheet