

Lesson Plan for Implementing NETS•S – Writing

Enemy Pie Recipe

Teacher(s) Name: Candace Robinson

Grade Level(s): 2

Content Area: Writing

Time line: Week-long writing project

Standards:

- Content Standards
 - Writing 2.1: The student understands and uses a **writing process**.
 - Writing 2.2: The student writes in a **variety of** forms for different audiences and **purposes**.
- ISTE NETS for Students – National Technology Standards
 - 1A. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students apply existing knowledge to generate new ideas, products, or processes.
 - 2A. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Overview (a short summary of the lesson or unit including assignment or expected or possible products):

Students will write their own version of the recipe for Enemy Pie (book written by Derek Munson). They will predict the possible ingredients for the pie and participate in creating a Wordle of ingredients that may be fitting for the recipe. They will explore the concept of adjectives and will reinforce their knowledge of adjectives with the use of a student response system. The students will experience the five main steps in the writing process during this weeklong lesson.

Lesson Questions (What questions are you addressing? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic?)

Before reading of book: What is an enemy? How would you feel if you had an enemy?

During reading of book: What do you predict the father will put in enemy pie in order to get rid of his son's enemy? If you were to make "enemy pie," what would you put in it? What descriptive words, or adjectives, will you use to help your reader visualize your pie? When you read your list, do you think your version of enemy pie could work to lose your enemy?

After reading of book: Did the book end the way you thought it would? How did your enemy pie compare to the father's?

Assessment – Describe what students will do and/or what students will produce to illustrate their learning. For this assessment section, you will need to describe a two-step assessment process:

- **Step one (Formative Assessment) – Describe how you assess students as they are progressing through the work. This first assessment will provide you with information about how students are doing as they work on the product or performance, so that you can provide necessary scaffolding, support, etc.** Formative assessment will include questioning about meaning of "enemy," as well as prediction of gross or unusual ingredients for pie which will be compiled on a Wordle (www.wordle.net). Additional formative assessment will include students demonstrating their understanding of adjectives by selecting adjectives when using student response systems during a review mini-lesson on identifying adjectives.
- **Step Two – Describe how you will assess the products or performances students create. This is the summative or final assessment of student work. You should have an assessment document such as a rubric that will translate into a grade or score. Your rubric must show whether and how well students "met the standard".** Students will be integral in creating the actual rubric used for the assignment at the beginning of the project in order to fully understand expectations. A sample rubric is attached below:

Rubric for Enemy Pie Writing

Student Name: _____

CATEGORY	4	3	2	1
Sequence or Order	The recipe tells what you need and how to make enemy pie in a way that is very easy to understand.	The recipe tells what you need and how to make enemy pie. The directions are mostly in order.	The recipe tells what to put in enemy pie, but it is hard to know exactly HOW to make it.	The recipe is so mixed up that the reader would not be able to make it if he followed the directions.
Word Choice	The words you chose are very detailed and help me to make a great picture of enemy pie. You showed great voice!	The words you chose help me to see what enemy pie looks like. You could have given even more details.	The words you chose told me what I needed to know, but they didn't help me make a clear picture of enemy pie.	The words you chose didn't help me to make a picture in my mind of enemy pie.
Grammar & Spelling (Conventions)	You made no errors in grammar or spelling that distract me from understanding your recipe.	You made 1-2 errors in grammar or spelling that distract me from understanding your recipe.	You made 3-4 errors in grammar or spelling that distract me from understanding your recipe.	You made more than 4 errors in grammar or spelling that distract me from understanding your recipe.
Wordle Use	You added several ideas to our class Wordle.	You added at least two ideas to our class Wordle.	You added one idea to our class Wordle.	You didn't add any ideas to our class Wordle.

Instructional Plan

Management

How and where will your students work? Classroom, lab, groups, etc? Students will gather at the carpet area for discussion and read aloud of story. They will work in partners to brainstorm ingredients to add to class Wordle. They will individually use student response clickers for whole group questioning.

How will your learning environment support the instructional strategies you plan to use? The variety of settings and interactive opportunities will allow for multiple representations, expressions, and engagement for most learners.

What is the teacher's role? What are the students' roles in the lesson? The teacher's role is to present the task, facilitate the discussion regarding expectations, and guide students in completing tasks that lead to a successful project. The students' roles for the task are to collaborate with their partners and create their own versions of enemy pie.

Identify and describe any other management issues that you feel need to be addressed. I have a hearing impaired student who will work with a peer/small group and an instructional assistant who will support his needs with sign language. Additional language/vocabulary support will be provided for ELL students, as well as additional time and small group assistance to write final project.

Instructional Procedures – Create a step-by-step set of procedures you plan to follow describing how you would expect students to complete the assignment(s). Consider the questions below in your set of procedures.

List the steps you and the students will follow through this lesson. You should put steps in logical order, almost creating a timeline for this lesson.

Day One

- Gather children at carpet/Smartboard area. Discuss “enemy.” Establish definition, “rival,” opposite of friend. Ask students to think, pair, share about their own enemies they have or had in the past. Introduce Enemy Pie by Derek Munson. Read the beginning of the story. Stop after reading that the boy doesn't know what is in the enemy pie, but that his dad has been chopping and cooking in the kitchen for a long time. Lead a discussion, asking the students to predict what the father might be putting into his enemy pie.
- Have class brainstorm a list of ingredients (**prewrite**) that they predict the father is chopping and mixing for the enemy pie. Begin compiling a list in a Word document on the Smartboard. Allow students to partner with a peer to create a list of possible ingredients. During this brainstorm session, allow time for partners to add to the Word document list.
- Transfer the typed list to www.wordle.net to create a class model of possible ingredients for the pie. Leave the Wordle on display on the Smartboard. Print a few copies (enlarge as needed) for students with visual impairments or attention deficits so they have a physical representation of the class compilation.
- While showing the class list, encourage the students use their imaginations to create their own versions of the pie. Would their pie and the dad's pie be similar? Give them a moment to think silently of what they think would make the best enemy pie.
- Instruct them to go to the own desk to make a list of ten or more ingredients they would use, including how much of each item. (For example, one ingredient in my enemy pie would be 1 cup of creepy crawly garden worms.) Instruct students to also draw a picture to represent their version of enemy pie as another form of prewriting.

Day Two

- To get started on day two, have students share their ingredient lists and illustrations with their partner. Instruct them to determine the order in which they will add their ingredients to the mixing bowl, numbering from one to ten on their list.
- Students return to their independent writing space. Using the numbered sequence, explain to students that they will write a **rough draft** of the instructions for making the pie. Provide examples of recipe instructions for them to compare to their own writing.
- Review the expectations for the writing project. Discuss the items that should be included in the scoring rubric. Create a rubric as a class so that students have a clear understanding of the requirements and are able to take ownership of them. (See attached rubric in the assessment section of this lesson plan.)

Day Three

- Review adjectives. Begin with a discussion of the meaning of adjectives, referring to the class chart created during previous adjective lessons. Have students get out their student response clickers to respond to a variety of test questions surveying their knowledge of adjectives and their usage.
- Instruct students to check of effective use of adjectives in their recipes for enemy pie. Where can they add adjectives to make their recipe more descriptive and easier to visualize? (**revising**)
- Students will use previously learned editing marks and student dictionaries to proofread and edit their writing. (**editing**) They will be encouraged to share their writing with a peer for peer editing.

Day Four

- Students will create a **final draft** of their recipe for enemy pie.
- Students will illustrate their final draft to display on the writing bulletin board.

Day Five

- Gather class to carpet to review the beginning of Enemy Pie and complete the reading. Discuss how differently their pies were from the story. Discuss how getting to know people better can help us to relate to them and lead to friendship instead of being enemies.

Technology Tools and Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? How can you differentiate content and process for students?)

- Smartboard
- Student response system
- Computer with internet access for use of Microsoft Word and www.wordle.net
- Book could be presented by using a document camera and projector

Differentiation - How will you differentiate content and process to accommodate various learning styles and abilities?

How will you help students learn independently and with others? Students will be given opportunities to partner with a peer as well as to work independently. Clear expectations about the task and behaviors will help students to be successful. Procedures are in place for them to alert the teacher when they need help. Additionally, I will move from group to group and student to student monitoring progress on the task, as needed.

How will you provide extensions and opportunities for enrichment? Students who complete the task while exceeding expectations and in a timely manner will be given opportunity to publish their recipe using a word processing program, such as Microsoft Word. Additionally, they will be given opportunity to upload their recipe to the class blog on our school website. As an enrichment opportunity, students may write a recipe for a favorite snack or food item.

What assistive technologies will you need to provide? Students have access to an audiofile (MP3 version) of the story to listen again as needed. Use of the Smartboard can enlarge or modify the potential ingredient list (ie., changing background color or font for visual needs). Students can type their recipe in cases where typing is easier or more productive for them than writing on paper.

Closure and Reflection Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself?

- Closure: Discuss what it is like to get to know a new friend. What things you would like to know about them and what would you like them to know about you? Have you ever felt like the boy in this story?
- Reflection: Write in your journal about how your recipe compares to the father's. How is it the same and how is it different? Then, tell me what you liked about this project. Did you learn anything new? Tell me one thing you learned or enjoyed during writing this week.