

General Education ELA Lesson Plan: Expository Writing - Explaining expert topic

Source:

http://www.eastnoble.net/files/efBQD/c96212263d8de3063745a49013852ec4/All_About_Books_Grades_K-2-_whole_study.pdf

Standard: [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Learning Outcome: When writers explain all about a topic on which they are experts, it's important to include a definition page—what “is” this topic. Students will write a definition page to explain what their topic is.

Materials:

- Mentor Text such as *The Pumpkin Book* by Gail Gibbons
- chart paper or smart board
- writing paper/pencils
- definition page paper for primary grades (with a box at the top of the page for a picture with several lines below for writing)

Activities:

- Focus and Review: Compliment students on the expert lists they've been writing. Remind them that by writing about their expert topics, they can teach people about it.
Teacher Modeling/Direct Instruction: Explain that this kind of informational writing has different parts with the big topic followed by details to provide more information. Tell students that writers always explain to the readers about their topics, so that readers get the “big idea” of what the topic is all about. Show them Gail Gibbons' *The Pumpkin Book* and point out at the very beginning of this book where Gail Gibbons writes: *“Pumpkins come in all shapes and sizes. Pumpkins are members of the squash family. There are many different kinds of pumpkins. Small pumpkins. Big pumpkins. Round pumpkins. Tall pumpkins. Gardeners and farmers call them pumpkin varieties. Some pumpkins have a smooth skin and others have lots of bumps.”* Think aloud and explain to students that Gail Gibbons did a nice job of explaining what pumpkins are by writing a few sentences about them at the very beginning of the book. Model how to explain about one of your expert topics.
 - Guided Practice: Set the children up to practice the strategy with support. Tell them to think for a moment about their own topic. Say something like, “If your topic is basketball, how will you explain to others about your topic? How could you tell your readers about the sport?” Ask students to think about this for a moment, then turn and talk with a partner to explain their expert topic.
 - Independent Practice: Before sending students off to work on their own writing, remind them to pick up a piece of definition paper to write about what their topic is. Remind them to try to explain to their readers in several sentences what their topic is for their all about book.
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Activity: Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation- adaptations in materials (e.g., adapt for sensory impairments)	
Expression- how will student show learning (e.g., use of assistive technology; alternative project)	
Engagement- how will student participate in the activity	