

Lesson Plan

Teacher Candidate: Joel Pope, Mengyuan Yuan, Rita “Icha” Octaviany

Lesson Title: What My Animal Looks Like - drafting

Grade Level and Course: Grade 1 - English Language Arts - Nonfiction Writing, “All About Animal”

Time Segment of Lesson: 60 minutes

Learner Population:

18 first grade students aged 6 to 7 years old from different nationalities and with different language proficiency:

3 students are below-level

11 students are on-level

4 students are above-level

Standard(s) Addressed in Lesson:

AERO ELA Curriculum Framework

W.2.A. Write informative / explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.5.A. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.2.A. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use end punctuation for sentences.

LS.1.A. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LS.6.A. Produce complete sentences when appropriate to task and situation.

CEFR A1-A2 Standards / Adapted Can-Do Statements

- I can write simple phrases and sentences, linked with simple connectors like “and”, “but” and “because”, to describe animals.
- I can write short, simple, and basic descriptions of animals.
- I can ask and answer simple questions.
- I can use basic sentence patterns, memorized phrases, and sentence frames.
- I can exchange relevant information and give my opinion and / or feedback.
- I can make myself understood by speaking clearly.
- I can understand simple sentences when someone speaks clearly.

Overarching Unit Goal(s):

By the end of the unit, students will be able to individually create a digital book which includes facts and information about an animal of their choice based on research conducted using both printed and digital media. Students will be able to incorporate a table of contents, headings, diagrams, illustrations, and a glossary into their writing, organize their content thematically, and present their finished product on a digital platform using Book Creator to produce a nonfiction book.

Objective(s) of the Lesson:

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

- write a short paragraph about what their animal looks like, using complete sentences and at least two facts / related information.
- use capital letters at the beginning of sentences and ending punctuations.
- read their writing aloud with clear pronunciation and complete sentences appropriate to task.
- give feedback to peers on both their writing and speaking (when sharing by reading aloud), using structured sentence frames.
- revise their writing by adding or improving at least one detail based on input and feedback given by teacher and peers.

Big Ideas to be Addressed in the Lesson:

Animals have many different physical features. These features have different functions.

There are similarities between different animals. There are also differences.

We can use resources, including the internet and books to find out information.

Writing can be used as a way to introduce our ideas.

We can give one another feedback to help us grow and develop.

Formative and Summative Assessments

Formative Assessment	Summative Assessment
<p>Students circle in their research material, the information they will include in today's writing on the physical opinion.</p> <p>This will happen in the first part of the class to indicate that they are ready to begin. <u>The teacher can quickly check that they have found appropriate information.</u></p> <p><i>Note: During the previous class, students had put together two - three pages of research material including pictures and writing, for their chosen animal that they would use for the first part of the assignment and begun to study it.</i></p>	<p>There is no summative assessment for this class. The summative assessment for the unit will be in the form of the digital book students will create, as described in the unit goals above.</p>
<p>Students tell a partner what two facts they want to include about the physical appearance of their chosen animal in their writing.</p> <p>This is after they have chosen the information they wish to include from their research material, and are preparing for their writing.</p> <p><u>This assessment is done by peer feedback, with peers identifying whether they have at least two different facts to include.</u></p>	

<p>Students give peer feedback on whether their partner has at least two different facts about the physical appearance of their animal that they are preparing to include, from their partner's spoken introduction of this.</p> <p><u>This is done by teacher observation.</u></p>	
<p>Students use their mini whiteboards to identify the correct punctuation mark - ":", "!" or "?" at the end of each of six sentences.</p> <p>The sentence is up on the board and the students read together with the teacher, then all students write on their whiteboard the appropriate punctuation mark.</p> <p><u>This is assessed by observation from the teacher.</u></p>	
<p>Students write the first sentence of a paragraph description on their animal.</p> <p><u>Peers give peer feedback that they have the capital letter at the start and punctuation mark at the end.</u></p>	
<p>Students show their final written paragraph to a peer and after, read out their paragraph to the peer for peer feedback.</p>	

<p>Criteria for peer feedback on writing:</p> <ul style="list-style-type: none"> - Are there two facts? - Is there a capital letter at the start of the sentences? Is there the correct punctuation mark at the end. <p>Criteria for peer feedback of speaking:</p> <p>(1) Students give the following model that they have practiced for overall feedback.</p> <p>“Great job! I really like that you _____. To get even better you can _____. Well done.”</p> <p>Then give feedback on two specific criteria:</p> <ul style="list-style-type: none"> - “You can speak a little slower.” / “You can speak a little faster.” / “I think your speed is OK.” - “You can speak a little louder.” / “You can speak a little quieter.” / “I think your speed is OK.” 	
<p>Students show their written paragraph to the teacher, and also read it out to receive <u>teacher feedback</u>.</p> <p>Teacher feedback on writing:</p> <ul style="list-style-type: none"> - Start with positive points, then one suggestion for improvement and finish on improvement. - Provide a new supporting response or sentence frame to support as necessary. 	

<ul style="list-style-type: none"> - Ask students to explain their language choices as necessary to help them think about their own language choice and guide them to see any possibility for improvement themselves. <p>Teacher feedback on writing:</p> <ul style="list-style-type: none"> - Start with positive points, then one suggestion for improvement and finish on improvement. 	
<p>Students update their writing work as necessary following the feedback from both peer and student.</p> <p><u>The peer assessment will happen first, so there will be the opportunity to show the updated work to the teacher.</u></p> <p><u>The final update after the teacher's feedback will be checked by the teacher at the end..</u></p>	

As stated in the table, the opportunities for teacher and peer feedback on speaking and writing are as follows.

Peer Feedback 1

Students tell a partner what two facts they want to include about the physical appearance of their chosen animal in their writing.

This assessment is done by peer feedback, with peers identifying whether they have at least two different facts to include.

Feedback focus: *Task preparation/speaking*

Peer Feedback 2

After the writing of the first sentence of the reading, students give peer feedback with the following criteria.

Is there a capital letter at the beginning of the sentence and the appropriate punctuation mark at the end?

Feedback focus: *Writing*

Peer Feedback 3

Students show their final written paragraph to a peer and after, read out their paragraph to the peer for peer feedback.

Criteria for peer feedback on writing:

- Are there two facts?
- Is there a capital letter at the start of the sentences? Is there the correct punctuation mark at the end.

Criteria for peer feedback of speaking:

Students give the following model that they have previously practiced for overall feedback.

“Great job!

I really like that you _____. To get even better you can _____.

Well done.”

Then give feedback on two specific criteria:

- “You can speak a little slower.” / “You can speak a little faster.” / “I think your speed is OK.”
- “You can speak a little louder.” / “You can speak a little quieter.” / “I think your speed is OK.”

Feedback focus: *Writing/speaking*

Teacher Feedback

Students show their written paragraph to the teacher, and also read it out to receive teacher feedback.

Teacher feedback on writing:

- Start with positive points, then one suggestion for improvement and finish on improvement.
- Provide a new supporting response or sentence frame to support as necessary.
- Ask students to explain their language choices as necessary to help them think about their own language choice and guide them to see any possibility for improvement themselves.

Teacher feedback on writing:

- Start with positive points, then one suggestion for improvement and finish on improvement.

Feedback focus: *Writing/speaking*

21st Century Knowledge and Skills

21st Century Knowledge and Skills	Teaching Strategies
Creativity	Although two facts are needed, students do have the opportunity for some freedom and creativity in writing their passage.
Leadership	<p>Students have the opportunity to support each other and give each other peer feedback.</p> <p>During the different group work, there will be the opportunity for above level students to support their peers.</p>
Communication / Social Skills	<p>Students will interact closely with both their classmates and teacher during feedback activities.</p> <p>Through the class activities, they will practice both written and spoken communication.</p>
Flexibility	Students will practice being flexible and open-minded as they receive and adapt to feedback from others.
Information Literacy / Media Literacy / Technology Literacy	<p>In the previous lessons, students have researched with the help of the teacher to find information about their chosen animal.</p> <p>In the later lessons, students will make their digital book.</p>

Literacy Skills

Reading: Students read two short paragraphs from research information they have on the animals they are choosing to make their book about for comprehension.

Writing: Students write a paragraph describing their chosen animal with a focus on using capital letters and a punctuation mark at the end of each sentence.

Student Diversity and Differentiation of Instruction

Identify students who will need differentiated instruction for this lesson.

Student Diversity	Differentiation of Instruction
Below-level	<p>During the early part of the class, before station rotations begin, students in three groups. The below-level students can be in the group that the teacher works more closely with. Teacher can provide closer support in preparing for writing and then writing and peer feedback.</p> <p>Sentence frames provided for writing task. For example, "It has _____ legs." "It is _____." (Colour)</p> <p>Sentence models provided for the verbal part of the peer feedback. Teacher can support and</p>

	L1 can be used to support if necessary for giving peer feedback.
On-Level	<p>During the early part of the class, before station rotations begin, students in three groups. The teacher will be working more closely with one group with the below-level students in. The above-level students will be leading the other two groups. The on-level students have the opportunity to take support as they need it, work more independently, or work to support others as they feel ready.</p> <p>For the writing, students have the opportunity to follow sentence frames from the teacher or write more freely if they feel ready.</p> <p>For the peer feedback, the provided sentence models to use to give feedback should be appropriate for this level.</p>
Above-level	<p>During the early part of the class, before station rotations begin, students in three groups. The teacher will be working more closely with one group. Above-level students can support their classmates in the other two groups.</p> <p>Above-level students have the opportunity to write in more detail and more freely, and do the same for peer feedback.</p>

Teaching Strategies

1. Direct Instruction (Mini-Lesson)

We plan to use a short, engaging mini-lesson to model descriptive writing and reinforce writing guidelines. Display a sample paragraph (e.g., “A panda has black and white fur. It is big and fluffy.”) on a projector or chart paper, pointing out the capital letter, punctuation, and two facts. Model reading it aloud with clear pronunciation to set expectations for sharing.

Introduce peer feedback with a simple example: show a sentence, ask students to check for capitalization/punctuation, and practice using the feedback model (“Great job! I like that you _ _____. To get better, you can_____.”).

2. Guided Practice with Peer Review

Facilitate a whole-class punctuation activity to build confidence in writing guidelines. Display sentences about animals (e.g., “A snake is long.” or “What big ears!”) and have students identify the correct punctuation mark on mini whiteboards.

Use think-pair-share for students to practice speaking and peer review. Students share two facts about their animal’s appearance with a partner, who checks if the facts are clear and distinct, which supports early feedback skills.

3. Collaborative Learning with Group Work

Divide the class into three groups (6 students each, with below-level students in the teacher-led group) for group work. Each group includes peer review to encourage collaboration and critical thinking. Above-level students act as peer leaders in their group, also they aim to support on-level peers.

Group work focuses on scaffolding the writing process, from selecting facts to drafting and reviewing, to make sure all students meet the objectives.

4. Feedback and Revision Support

Structure peer review to be specific and constructive, using provided sentence frames to guide feedback on writing (facts, writing guidelines) and speaking (speed, volume).

Provide teacher feedback during and after their projects, focusing on positive reinforcement, one improvement suggestion, and encouragement, as outlined in the plan.

Dedicate time for revision, guiding students to use feedback to improve their paragraph by adding or refining details.

Related Student Activities:

Total Time: 60 minutes

Activity 1: Mini-Lesson and Punctuation Practice (8 minutes)

Whole Class: The teacher displays a sample paragraph about an animal's appearance (e.g., "A panda has black and white fur. It likes eating bamboo.") and highlights two facts, capitalization, and punctuation. Students read the paragraph together (out loud) to practice pronunciation.

The teacher shows six sentences on the board (e.g., "A bear is furry." "What a long tail!" "Does it have wings?"). Students read each out loud as a class, then write the correct punctuation mark (., !, ?) on their mini whiteboards. The teacher observes and corrects mistakes.

Activity 2: Think-Pair-Share with Peer Review (7 minutes)

Paired Activity: Students review their research materials (prepared in the previous lesson) and circle two facts about their animal's appearance (e.g., color, size, features). They share these facts with a partner, practicing complete sentences (e.g., "My elephant has big ears.").

Partners provide feedback by confirming if two different facts were shared (e.g., "You said two facts: big ears and long trunk. Great!" or "You only said one fact. Can you add another?"). Below-level students can use given sentence structures (e.g., "My animal is ____").

Activity 3: Main Writing of the Paragraph (30 minutes, 10 minutes per part)

Part 1: Research Review and Drafting

Students use their research materials to start drafting their paragraph, focusing on two facts about their animal's appearance. The teacher supports below-level students with sentence frames (e.g., "It has ____ legs. It is ____."). On-level students use given sentence structures if needed and above-level students write more freely.

Peer Review: Students share their first sentence with a partner in the group, who checks for a capital letter and corrects punctuation using a checklist (e.g., "Capital letter? Yes/No. Punctuation? Yes/No"). Partners suggest one improvement (e.g., "Add a period.")

Part 2: Paragraph Completion and Peer Writing Review

Students complete their paragraph (3-4 sentences, including two facts). Above-level students assist peers by answering questions or modeling detailed sentences.

Peer Review: Students exchange paragraphs with a partner, who checks for: (1) two facts, (2) capital letters, and (3) punctuation, using a checklist. They provide feedback with the model:

“Great job! I like that you _____. To get better, you can _____.” (e.g., “I like your fact about the stripes. Add a fact about size.”).

Part 3: Read-Aloud and Speaking Feedback (Led by Above-Level Student or Teacher)

Students read their paragraph aloud to a partner and focus on clear pronunciation and appropriate speed/volume. Partners provide feedback using the model: “Great job! I like that you _____. To get better, you can _____.” and specific speaking criteria (e.g., “You can speak a little louder.” or “Your speed is OK.”).

Above-level students model clear reading and guide peers to adjust speed/volume.

Individual/Paired: After the group has done reading out loud. The group can let one student go to the teacher and ask for feedback. Then the student shows their paragraphs to the teacher and reads it out loud. The teacher provides feedback starting with a positive comment (e.g., “I love how you described the fur!”), one suggestion (e.g., “Try adding a detail about size.”), and encouragement (e.g., “You’re doing great!”). In the meantime other groups are working on their own projects.

Activity 4: Revising Section (15 minutes)

Individual: Students double check their paragraph based on peer and teacher feedback, and try to add or improve at least one part (e.g., adding a fact, fixing punctuation, or clarifying a sentence). Below-level students can use given sentence structures to help them improve there writing (e.g., “It also has _____”). On-level students refine details, while above-level students may add adjectives or extend their paragraph.

The teacher circulates to check revisions, ensuring each student makes at least one improvement (e.g., adding a fact or correcting a convention). Students submit their revised paragraph before they leave the class.

Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Materials: mini whiteboards, sentence structures references, peer feedback forms	materials setup (e.g., organizing whiteboards) reviewing research materials, preparing sample sentences),
technology (projector)	make sure the technology is ready
websites (e.g., National Geographic Kids and so on).	student grouping (e.g., mixed-ability groups).

References

- AERO Common Core Plus. (n.d). *AERO English Language Arts Curriculum Framework K-8 Standards and Performance Indicators*. Retrieved (Jun 26, 2025) from http://projectaero.org/aero_standards/ELA/AERO-ELA-Framework.pdf
- Coleman, M. T. (2020, October 23). *How to use corrective feedback with English language learners*. TeachHUB. <https://www.teachhub.com/teaching-strategies/2020/10/how-to-use-corrective-feedback-with-english-language-learners/>
- Council of Europe. (n.d). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Structured overview of all CEFR scales*. Retrieved (May 16, 2025) from <https://rm.coe.int/168045b15e>

Miller, S. (2020, April 27). *A strategy for giving corrective feedback to ELLs*. Edutopia.

<https://www.edutopia.org/article/strategy-giving-corrective-feedback-ells>

Moreland Teach-now Platform. (n.d.). *Students engaging in self-assessment* [Video].

https://players.brightcove.net/268012963001/rJenLPQx_default/index.html?videoid=ref:V962985