

Integrated Learning Map

Lesson Plan

Career Cluster:

For students who have already selected a career in Health Services & Human Services

Title:

Observational Writing Lesson 5: Revision and Final Draft of an Observational Report

What **Academic Skills** will the student know and be able to do?

Standard(s):

CCR: W/WHST.6-8.4 DOK Levels: 4 & 3

Academic Learning Tasks

Learning Target: I can revise and edit another person's written work. I can focus on what is most significant for a specific purpose and audience

Learning Steps:

DOK 4: I can use the Peer Editing Worksheet (attached) to analyze and critique another person's rough draft.

DOK 4: I can apply constructive criticism from my Peer Editor to improve my draft.

Methodology

Exchange of rough drafts; Worksheet; Teacher input; Computer Revision; Reflection of Peer Editor's suggestions

Resources:

A copy of my Observational Report's rough draft
Another student's copy of his/her Observational Report rough draft

A copy of the Peer Editing Worksheet (attached)
Access to a computer to make revisions
USB to save revisions

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Completing the Peer Editing Worksheet on another student's paper. Revising one's own draft.

What **Work Readiness Skills and Social Capital Skills** will the student practice?

Improving written communication through revision and editing

Able to give constructive criticism

Able to accept constructive criticism

Work Readiness Learning Tasks

Learning Target: I can revise another person's written work. I can give constructive criticism. I can accept constructive criticism.

Learning Steps:

DOK 4: I can use the Peer Editing Worksheet (attached) to analyze and critique another person's rough draft.

DOK 4: I can apply constructive criticism from my Peer Editor to improve my written communication.

Methodology

Exchange of rough drafts; Worksheet; Teacher input; Reflection of Peer Editor's suggestions.

Resources: A copy of my Observational Report's rough draft

Another student's copy of his/her Observational Report rough draft
A copy of the Peer Editing Worksheet (attached)

Pen or Pencil

Access to a computer to make revisions
USB to save revisions

Same as Academic Demonstration of Mastery.

Next Steps:

Produce Draft #2 of the Observational Report next class period OR print it off during Lesson 5.

Evaluate this lesson during Ending Activity.

Expanded Integrated Learning Map Lesson Plan

Lesson Description

Unit Name: Observational Writing

Lesson Title: Lesson 5: Revision and Final Draft of an Observational Report

CCR (College and Career Readiness) Standards (include full wording):

CCR W.WHST.6-8.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 at this level)

Learning Targets (Goals and Objectives)

Academic Target(s): The student can

- revise and edit another person's written work focusing on what is needed for that assignment's specific purpose and audience
- save their work on a USB (use technology)

Work Readiness Target(s): The student can

- give constructive criticism about another's written work
- accept constructive criticism about his/her own work
- revise a rough draft on a computer

Materials and Tools (Resources)

1. A typed copy of student's Observational Report's rough draft
2. Another student's copy of his/her Observational Report rough draft
3. A copy of the Peer Editing Worksheet (attached)
4. Access to a computer to make revisions
5. USB to save revisions

Learning Tasks (Procedures)

Time	Procedure	DOK
5 min	Motivation/Anticipatory Set: Circle-Ask How do you feel when you have to critique or evaluate someone? How does it feel to be evaluated? What are the benefits to each side- the evaluator and the 'recipient' of the evaluation?	
3 min	Transition: <ul style="list-style-type: none"> • Exchange rough drafts. • Teacher's Option: Have students exchange amongst themselves OR collect papers and you decide who edits which paper 	
30 min	Activity 1: Peer Editing <ul style="list-style-type: none"> • Peer Editors read the rough drafts • Peer Editors make comments on the Peer Editing Worksheet and on the Observational Report rough drafts (Offer constructive criticism) • Peer Editors ask instructor for help when questions arise 	4
3 min	Transition: Return Peer Editing Worksheets and rough drafts to their owners	
20 min	Activity 2: Read and Consider <ul style="list-style-type: none"> • Consider the comments given by your Peer Editors • Ask teacher or Peer Editor for clarification if you have questions • Get on a computer and make the changes you deem necessary 	4
3-5 minutes	Transition: <ul style="list-style-type: none"> • Save revision to USB • Print revised copy of Observational Report • Give Peer Editing Sheet and Revised Report to Teacher 	
10 min	End/Reflection: Assess the Observational Unit NOTE: Teacher's Options: <ul style="list-style-type: none"> • Assessment can be in a journal • Assessment can be a Quick Write that is anonymous • Assessment is not graded • Assessment could be in Circle: What did you learn in this unit? • Give yourselves applause for finishing the unit! 	3

Demonstration of Mastery: How will I know that I have met my objectives? What will students DO to show they have met the objectives?

- Students will let other students peer edit their drafts
- Students will revise others' drafts
- Students will complete the Peer Editing Worksheet
- Students will consider the constructive criticism offered from their Peer Editors and change what they deem necessary to change.
- Students will print off a copy of their revised Observational Report

- **Does this assessment really match with my objectives? YES**
- **Does this assessment match what I TAUGHT? YES**

Trouble shooting: Some students may not

- feel comfortable revising and editing another person's draft. Explain that this is a good way to strengthen their own writing
- want to revise or change anything in their drafts. Explain that they do not have to change everything suggested by their Peer Editor. Consider the constructive criticism; then, do what is best for your paper.

Reflection for Instructor:

- What went well?
- What could I change?
- Would I do this lesson again?

Observational Writing Peer Editing Worksheet

Please read another student's draft carefully. Mark any spelling or grammatical errors you find. Be kind, but be honest. Help the other writer! Ask the instructor if you have any questions.

Editor's Name: _____ Whose paper are you editing: _____

1. Does the report include the child's name and age YES NO
2. Does the report include the setting? YES NO
3. Does the report include information on Motor Functioning or Motor Skills? YES NO
4. Rate the information: is it clear, brief, and factual? Super So-So Weak
5. What are your suggestions for the writer?
6. Does the report include information on Social Skills? YES NO
7. Rate the information: is it clear, brief, and factual? Super So-So Weak
8. What are your suggestions for this writer?
9. Does the report include information on Language and Communication Skills? YES NO
10. Rate the information: is it clear, brief, and factual? Super So-So Weak
11. What are your suggestions for this writer?
12. Does the report include information on Thinking Skills?
13. Rate the information: is it clear, brief, and factual? Super So-So Weak
14. What are your suggestions for this writer?

Overall impression of the draft: What did you like best? What needs the most work?