INTRODUCTION:
This lesson incorporates writing. Also incorporated in this lesson are the three learning modalities: visual, language, auditory.

BEHAVIORAL OBJECTIVE:
The main objective is to instill in students the writing process. The students will meet this objective by doing a writing activity that will help them organize and develop their writing skills. This lesson will also determine how students generate their topic through writing activities.

STANDARDS: Students will be able to demonstrate the following:
Standard 2: Writing
W-F1: Use the writing process, including generating topics, drafting, revising ideas and editing to compile effectively a variety of writing tasks.
P.O. 1: Generate topics through prewriting (e.g. Brainstorming, webbing, mapping, drawing, KWL charts, scaffolds, group discussions)

ANTICIPATORY SET:
1. Teacher will read the poem “A Friend” by Danielle Fishel
2. Class discussion on poem. (Ask students what they learned from the poem; How did they interpret the poem?)
3. Teacher will share with students a personal experience of a special friendship.
4. Ask students to tell about a special friendship they have had.
5. Listen to student's responses about their experiences with a friend.
6. Teacher will brainstorm with students on " What is a friend?" on a transparency.
7. Teacher will call on students and write down responses using a "web".
8. Teacher will introduce adjectives.
TEACHER INPUT:
Teacher will start the lesson with a question, "Who has a friend? Raise your hand if you have a special friend…. Thank you; you may put your hand down.... Now everyone close your eyes and imagine you are with that special friend.... What are you doing? Think of all the things that make that friend special (give students time to think). Now open your eyes and together we are going to write down things that make that a friend special (teacher will model responses)…. My special friend is a very caring person.” Teacher will ask students, “What do you want to share about your friend? (teacher will take turns going around the classroom). Let students know that some of their friends will have the same qualities that make them special. Teacher will let students know that when we describe we use an adjective.

MODELING BEHAVIOR:
Teacher will brainstorm a personal experience of a friendship on the overhead. Teacher will include many adjectives on the experience shared on the overhead. Teacher will point out that an adjective describes. With the class, teacher will go over adjectives to provide the students with a better understanding. Using the information on the overhead, she will model the writing process.

CHECK FOR COMPREHENSION:
*Teacher will review main parts of the lesson and discuss.
*Students will do a worksheet on adjectives

GUIDED PRACTICE:
*Students will pair up in partners and design their own “WEB” and describe their webs to each other.
*Students will write a poem on friendship. Share with their poems with the class. The class will develop a book on friendship--poems to be placed in classroom library)

CLOSURE:
• Teacher will review main parts of the lesson.
• Students will review adjectives and how they function.
INDEPENDENT PRACTICE:

Students will write a journal entry on what they learned. Students will write a well-developed paragraph on what they learned about their classroom friend.

ASSESSMENT:

*Evaluation will be through observation and class participation
*Students will be assessed through the final draft.
*Students will be assessed through adjective review worksheet.

MATERIALS:

• OVERHEAD PROJECTOR
• TRANSPARENCY
• COLOR MARKERS
• WORKSHEET

MODIFICATIONS FOR STUDENTS WITH DISABILITIES:

Teacher will ask different kinds of questions to students (yes/no questions; Is your friend…….? ) Teacher will have students listen to a poem at the listening center. Teacher will have students write sentence to describe their friend. (ex. My friend is tall.)

TECNOLOGY INTERGRATION:

Students will write their final draft on the computer.