Artifact 6: Bubble/peer discussion lesson plan

Favorite Kapok Animal

Bubble chart/ peer discussion plan

**Objective:** Students will write a paper that shows voice by using a bubble chart to help them organize their ideas, as well as discussing them and sharing ideas with their peers.

**Background knowledge:** This writing will take place after 1 week into our 2 week whale unit. Students have been exposed to non-fiction books, articles, and fiction texts. They have had group discussions and learned all about different types of whales. They have also learned about their natural habitat.

**Writing prompt:** Tell me what your favorite animal from the *Kapok Tree* is, and why.

**Planning activity:**

Talk about how we have been learning different ways to be great writers by planning out our ideas. Remind students of the two different kinds of plans we have done this far, POW/drawing, and WWW What=2, How=2. Then explain that there are many other ways that good writers plan out their ideas. Show them the bubble chart and tell them that this is just like a graphic organizer that we have used during reading before, but this time we are going to be using it to help us organize our ideas for writing. Then explain that good writers also share their ideas and get input from other people.

After discussing it, ask students to choose their favorite animal from the *Kapok Tree* and then have them write it in the center bubble on their paper. Wait for ALL students to be done until you check, because you want students to be honest. Then once they are done, have them raise their hand if they chose the jaguar, then move them all to one table. Continue down the list until all of the students have been placed in a group with students who also chose the same animal from the *Kapok Tree*. Then explain that on the bubble chart, your students have 3 jobs. First, they are going to be talking and discussing everything they want to write down with the people in their group. It is OK if you like someone else’s idea and want to use it also because this is just a plan. When they write their complete sentences, they will have a different sentence even if the idea they are writing about is the same as the people in their group. The second thing they had to do was to come up with 3 adjectives in the 3 bubbles on the bottom to describe their animal. Last they had to come up with three reasons in the top three bubbles that explained why they chose the animal that they did.

**Writing activity**:

From their bubble chart, they will begin their writing. They will still need a topic sentences, transitions and a closing sentence. They will also need to incorporate all 3 of the adjectives, however, they may chose to use them in a sentence that explains why they chose the animal that they did.