

Lesson Plan: Teaching the PLANS Writing Strategy with The Frame Graphic Organizer (Camel Adaptations)

Grade Level:

7th Grade

Subject:

English Language Arts – Informational Writing

Duration:

60–75 minutes (can be extended over two sessions)

Objective:

Students will learn how to use the PLANS writing strategy to plan, organize, and begin drafting an informational text on camel adaptations, using the the PLANS Frame Graphic Organizer (G.O.) Routine as a visual organizer within the writing process.

Materials Needed:

- PLANS anchor chart (Preview, List, Assign, Note, Search)

 [PLANS Writing Strategy Classroom Anchor Chart.pdf](#)

- PLANS/FRAME G.O. (Visual Version & Digital Version)

 [PLANS Writing Strategy Graphic Organizer \(landscape\).pdf](#)

 [PLANS Writing Strategy Graphic Organizer \(editable\).pptx](#)

- PLANS Student Handout

 [PLANS Writing Strategy Student Handout.pdf](#)

- Short video about camel adaptations:

<https://cet.pbslearningmedia.org/resource/camels/san-diego-zoo-kids/?student=true&focus=true>

- Writing paper or notebooks

- PLANS Step-by-Step Process Presentation/Slide deck and projector:

 [WRITE AI SCORE Slide Design - PLANS SRSD Step-by-Step Process \(Student Facing\)](#)

Standards Addressed:

- CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas clearly.

- CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing.

- CCSS.ELA-LITERACY.W.7.5: With support, develop and strengthen writing through planning, revising, and editing.

Procedure:

1. Introduce the PLANS Strategy (10 minutes)

- Display the PLANS anchor chart. Explain each step with the slide deck:
- Preview, List, Assign, Note, Search.
- Discuss how writers often feel stuck, and this strategy helps structure the thinking and writing process.
- Briefly preview the topic for the lesson: (in this example: camel adaptations).

2. Step-by-Step Modeling with PLANS (see chart below) (25–30 minutes)

- **P – Preview**

- Activate prior knowledge: "What do you already know about how animals survive in extreme places like deserts?"
- Introduce camel adaptations (example for this particular lesson) through a short article or 2-3 minute video.
 - <https://cet.pbslearningmedia.org/resource/camels/san-diego-zoo-kids/?student=true&focus=true>
- Identify audience (classmates) and purpose (to inform).
- **L - List**
 - Use the PLANS Frame G.O. to list the main ideas: humps, lashes/nose, water storage.
 - Add essential supporting details in each bubble.
- **A - Assign**
 - Discuss what order makes sense.
 - Number each main idea box on the FRAME in the order the student will write them.
- **N - Note**
 - Turn the plan into sentences.
 - Model writing the introduction and one full paragraph using the first main idea.
- **S - Search**
 - Read aloud to identify unclear parts or errors.
 - Read silently to identify spelling and grammar errors.
 - Make small revisions together as a class.

3. Guided Student Practice (20 minutes)

- Students complete their own PLANS Frame G.O. for camel adaptations using what was modeled.
- They write an introduction and one body paragraph based on their PLANS Frame G.O.
- Provide sentence starters and paragraph stems for students needing additional support.

4. Sharing and Reflection (10 minutes)

- Invite 2-3 students to read part of their draft aloud. Ask:
 - How did using the PLANS Frame G.O. help you organize your thoughts?
 - Which PLANS step helped you the most?
- Have students write a brief reflection: 'What did I learn about my writing process today?'

Assessment:

- Completed PLANS Frame G.O. with ordered main ideas and details
- At least one paragraph of informational writing based on the PLANS Frame G.O.
- Participation in discussion and written reflection

Differentiation & Support:

- Provide partially completed PLANS Frame G.O. for students with IEPs or ELLs
- Allow oral dictation or audio recording for brainstorming
- Use visuals
- Offer extended time for students who need it

PLANS Step-by-Step Process:

Step	Action	Guiding Question
1 P	Preview topic, audience, and goals <ul style="list-style-type: none">• Preview a specific topic-gather information about it (don't worry about organizing the ideas).• Preview audience and goals – think about who the audience will be and what you hope will happen when they read your work.	What do I know about this topic? Who is my audience and what do I want them to learn or feel?
2 L	List main ideas and details using the Frame Think Sheet <ul style="list-style-type: none">• List the title, what it will be about, main ideas, essential details, and the ending “big idea”	What are my key points and supporting details? How can I organize them visually?
3 A	Assign numbers to order main ideas and details <ul style="list-style-type: none">• Decide which main ideas to write about first, second, third, etc..• For each main idea, decide on the order for presenting details..• Make sure the order makes sense.• In the bubbles on the Frame, note numbers to indicate the order of ideas.	What order makes the most sense for my reader?
4 N	Note ideas in complete sentences <ul style="list-style-type: none">• Begin with a sentence or two that activates the reader's background knowledge about your subject.• Next, introduce the topic of your essay and what it will be about• Follow your planned order for writing. Each new main idea and its supporting details should be in a new paragraph.• Write at least 2 sentences about each detail.• Tell yourself positive statements about yourself and tell yourself to write more.	How can I turn my plan into full paragraphs?

5 S

Search for errors and correct them

- First, read your paper aloud to find and fix...
 - Sentences that do not make sense, and
 - Incomplete or run-on sentences.
- Then, read your paper silently to find and fix
 - Spelling and punctuation errors,
 - Switching tense errors, and
 - Mixing singular/plural subjects/verbs.

Does my writing make sense? Is it free of errors in grammar, spelling, and punctuation?