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Monroe Primary

Lesson Plan: Stick to the Topic: Day 1
Grade level: 2

Title: Stick to the Topic

Source: *The Simple 6: A Writing Rubric for Kids* by Kay Davidson p.46, 47

Description: This guided lesson plan is designed for teachers who are familiar with the Best Practices in the Writing Process; it is a guided writing lesson plan. The teacher needs to have modeled a shared writing and an interactive writing piece.

Faith Integration: I integrate faith in this lesson by encouraging independent thoughts within a process. In my modeling of the lesson, I allow the children to see how the process occurs; yet each one of the students uses their own words and experiences expressed in our writing. This text comes to mind, “Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.” Phil. 4:8

As we are thinking what to write if those these are like the text says, our writing will show this.

Curriculum Benchmarks: From *South Bend Community School Corporation, Curriculum Guide*, Grade 2 South Bend, Indiana, 2001

2.4.1 Create a list of ideas for writing

2.4.2 Organize ideas together to maintain a consistent focus

2.4.5 Use a computer to draft, revise and publish writing

Find pictures on Kid Pix and be able to export into report.

2.7.7 Write experience in a logical order

Materials/Hardware/Software:

Large Post-it chart lined paper

3 thick markers: red, green, black

Manilla folders with Progress sheet on the front of it

Works in progress folder (a 2 pocket folder)

3 different colored paper: pink, yellow, blue

Books: 3 non-fiction: Animals at Home by Sonia Black, Pets by Angela Royston
I love Guinea Pigs by Dick Kling-Smith. 2 fiction: Can I Keep Him? by Steven
Kellogg, Arthur's New Puppy by Marc Brown

Technology program: Compass (a program the School Corp. uses to support state standards) has an Encyclopedia part.

Kid Pis Deluxe 3: used to illustrate cover and/or illustrate story.

Word Perfect for the word processing

Teacher Preparation:

Teacher needs to have an understanding of the Best Practices in Writing which include modeling, shared writing, interactive writing, and guided writing.

Materials

Large Post it paper

4 thick markers (red, blue, green, black)

Overhead projector

Books for Teacher Read Aloud

Have students folders prepared

3 different colored paper: Yellow for Brainstorming, Green for Rough draft, Blue for the Final draft

Web page photocopied for each student

Student Preparation:

.Know how to use Apple Works or Word Perfect

For example: How to center their title, left justification, make capital letters, delete a letter, word, or line, cut and paste, save and retrieve their writing piece.

Know how to use Kid Pix to make a cover to illustrate their story.

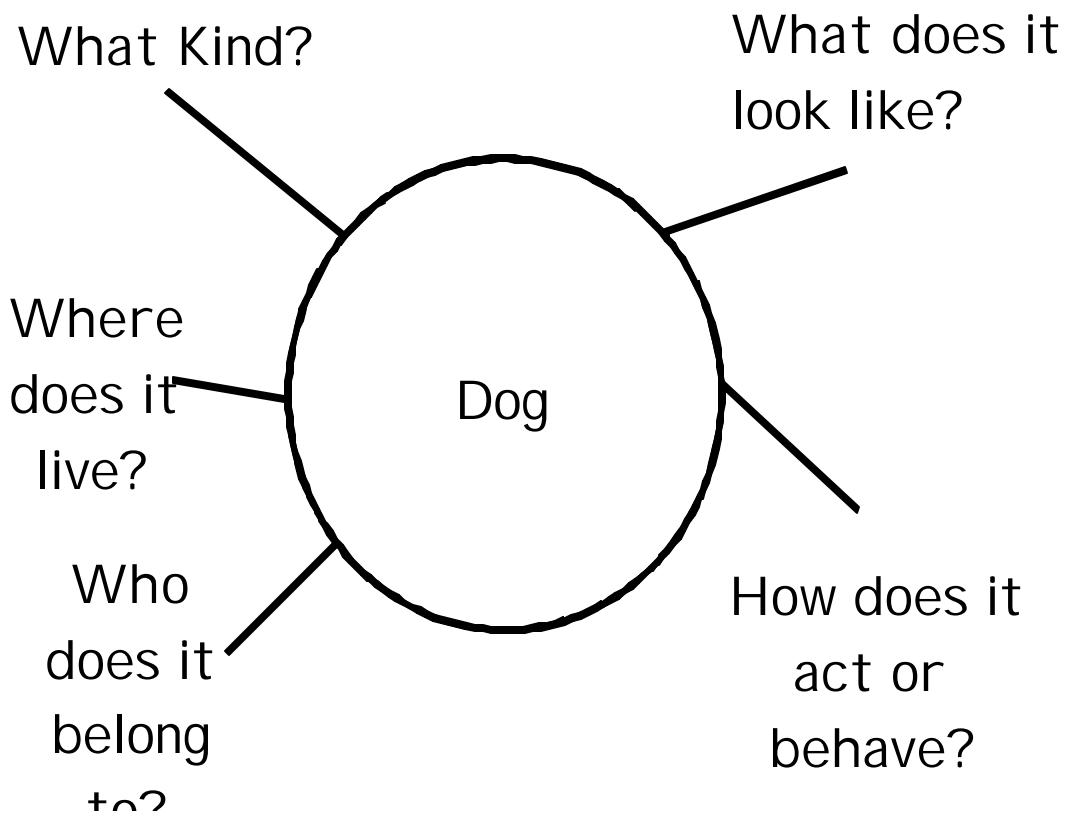
Know how to save on Kid Pix

Activities/Procedures:

Intro: I have brought several books today. Read the titles and show the book covers. Can anyone tell me what all these books have in common? _____

(They are all bout the same topic) Take about 5 minutes to discuss how books can be very different from one another, but they always focus on the title, or topic.

Today we are going to write a story about a dog, what questions might we want to



answer in our story? Stick the already made up web on the black board. Show how question words help to guide the focus and order of the story.

Guided Practice: Brainstorming: use pink paper (5 min.)

Students create their own webs about a dog (or pet) as the teacher walks around the room encouraging those students who are not writing. You may encourage them with questions such as: What do you want me to know about your dog (pet)? Where do you think the dog (pet) lives? How do you care for your pet?

Conclusion:

What is the most important thing you learned today about writing a paragraph?
(*All the sentences should be about the topic.*)

Clip the papers together and collect them.

Assessment: Informal assessment-teacher observation. (A sheet with each of the students name and a checklist on clipboard) Did everyone participate?

Example of informal observation assessment:

Students' name	Participate	didn't participate
Allison	Y or checkmark	
Adam		No, talking with Casey
Bob	Checkmark	

Title: Stick to Topic-Day 2

Objectives: Students will:

.share their paragraphs

.identify sentences that don't belong.

.watch the teacher model exemplary writing
.role play a piece of a paragraph

Teacher prep: Teacher needs to ask 3 students permission to use their piece for the whole class.

Materials needed: 3 transparencies of sample paragraphs
Yesterday's rough drafts
Paper for final copy

Intro: Yesterday we learned about sticking to the topic. Who can tell me what that means?

Today we are looking at anchor papers. These are good or excellent papers. (Students will have been introduced to this but may not understand the real difference). Take 5 - 8 min discussing the papers. Reemphasize stick to the topic.

Guided practice:

Students will read their rough drafts silently, making revisions if necessary. Two volunteers will read their stories orally. After each, ask the class, "Did he stick to the topic? Make sure everyone understands the concept. Then divide into groups of three to repeat the process with everyone's story, offering assistance when necessary.

Students will make the final copy of their story.

Conclusion: What is the most important thing you learned today about writing a paragraph?

Assessment: Uses technology for the Final Copy

Categories	4	3	2	1
Format	Knows to double space, title is centered and left margin is justified	Knows to double space, title is centered and left margin is justified	Some double spacing between lines, title is not centered, left margin is not justified	No double spacing betwn. lines, title is not centered, left margin is not justified

Capitalization	Beginning letter of each sentence and title, proper nouns	Beginning letter of each sentence Proper nouns	Some beginning letter of each sentence and some proper nouns	No beginning letter of each sentence and some proper nouns
Punctuation	Periods at the end of each sentence some comma usage	Periods at the end of some of the sentences	Periods at the end of some of the sentences	Doesn't use periods
Spelling	Words spelled correctly	Most of the words spelled correctly	Some of the words spelled correctly	A few of the words spelled correctly
	Knows how to delete, insert, cut and paste	Knows how to delete, insert, cut and paste some of the time	Doesn't delete, insert, cut and paste	Doesn't delete, insert, cut and paste

Assessment: Focus

I forgot one category

Category	4	3	2	1
Focus	Sticks to the topic. Has 3 or 4 supporting sentences with 1 topic sentence.	Sticks to the topic. Has 2-3 supporting sentences with 1 topic sentence.	Doesn't stick to the topic. Has a topic sentence.	Doesn't stick to the topic. No topic sentence.

Follow-up activities:

*In flexible groups work together with students who need additional practice recognizing sentences that do not stick to the topic. Practice eliminating the sentences that do not belong

with teacher-provided paragraphs or actual nameless paragraphs from previous years' classes.

* As a writing center activity with a partner or alone, give students paragraphs that contain sentences that do not stick to the topic. Have students use highlighters to find the sentences that don't belong.

*Cut up 4-5 sentences (on the long strips) Choose 5 students to be the paragraph. Each student will be given a long strip. Line up in front of the class. Each one reads their sentence. The class decides which one is the topic sentence. What do the other 3 or 4 sentences do? The support the topic sentence and are details. This can be done also in a small group. Briefly talk about it at the end.