



Second Grade Writing Workshop



Second Grade

Unit 1:

Narrative Writing



Lesson 1



Narrative 1:

Prompt: An owl going on an adventure.

What is a narrative?

- **Handout:** Narrative Writing Organizer (page 2 & 3)
 - Please see the Sample Narrative Writing Organizer (page 2) for an example of how to fill it out.

1. **Discuss:** A narrative is story can be about real life or it could be made up. Today we are going to be starting a story that is made up. It will not have people in it.
2. Have students write their name on their paper.
3. Walk through the following:

Beginning (Introduction)

- What (Topic): Owl going on an adventure
- Who (Character): _____

Discuss: Only use one or two owls in your story. Write their names on the line.
Circle the main owl, the one the story is about.

- When (Setting): _____

Discuss: This is the time of day. When you imagine your owl story, does it look like night time with stars in the sky? Does it look like sunset where the sun is about to go down? Does it look like mid-day where the sun is high in the sky? Or is it early morning where the sun is just starting to come up and it is still chilly?"

- Where (Setting): _____

Ask: Where does it take place? Is it in a forest, a city, by a lake, by an ocean, or another location?

Middle

- Event 1: Rising Action

Ask: Where are they going? How are they going to get there?

- Event 2: Climax

Ask: What is the problem? Does your owl get lost? Do they get caught in a storm?

- Event 3: Falling Action

Ask: How do they get out of the sticky situation? (Does their friend or parent help them out? Do they find a tree to rest in while the storm goes away?)

Ending (Conclusion)

Discuss: The conclusion is where all of the problems are wrapped up. It is like putting a bow on a present because it signals that the story you are writing is done.

Ask: How does the story end? Does the owl get to the location where he/she wanted to go? How does the owl feel?

Sample

Name: Sammy

Narrative Writing Organizer

Where it says "Who" remember you only get to have two characters.

Title: The Best Surprise

Beginning (Introduction)

What (Topic): A puppy surprise

Who (Characters): My dad and me

When (Setting): Fall morning

Where (Setting): My house

Middle: (Rising Action, Climax, Falling Action)

Event 1: Rising Action

Sitting on the couch

Event 2: Climax

Given a present

*Collar

*Leash

Event 3: Falling Action

A puppy is brought
to me

End: (Conclusion)

I named him Sammy.

Name: _____

Narrative Writing Organizer

Where it says "Who" remember you only get to have two characters.

Title: _____

Beginning: (Introduction)

What (Topic): _____

Who (Character): _____

When (Setting): _____

Where (Setting): _____

Middle: (Rising Action, Climax, Falling Action)

Event 1: Rising Action

Event 2: Climax

Event 3: Falling Action

End: (Conclusion)



Lesson 2

Narrative 1:

Prompt: An owl going on an adventure.



Rough Draft: Beginning (Introduction Paragraph)

- **Handout:** Rough Draft Introduction (pages 5 & 6)
- **Handout:** Transition Words and Phrases (page 7)
 - Please see the Sample Story: page 5 for a student example. You may show your class this page. It may help them to see an example. You can walk through it with them to share what works well.

1. Have students put their name and title on the paper.
2. Have students put their pencils down once they are done writing their title.
3. **Discuss:** Every new paragraph you write needs to be indented. Indenting means that you can fit two fingers in front of the very first sentence you write.
 - Show an example.
4. Walk your students through how to write the introduction paragraph one sentence at a time.
 - After each example sentence, have students write their own sentence.
 - No, they may not copy the example.

Sentence 1: Opening

Discuss: The first sentence should have the time of day and who your character is.

Ask: How can you tell what time of day it is rather than saying "It is morning"?

- Walk through beginning story transitions on page 7.

Discuss: After the time of day it is time to introduce your character.

Example Sentence 1: As the sun set over the valley Holly, the owl, woke up.

Sentence 2: Describe your character

Discuss the following:

- Height: Tall, short, medium
- Color: White, brown, tan?
- Clothing: Scarf, hat, rain boots, green shorts, plaid top.
- Eye color: Brown eyes, blue eyes, green eyes

Example Sentence 2: Holly opened her brown eyes and moved her dark brown wings.

Sentence 3: Describe the setting

Ask: What does the setting look like?

Example Sentence 3: She pushed back the blue blanket and couldn't wait to start the day because it was a bright beautiful morning.

Sentence 4: Describe the character's plan

Ask: What will your character do?

Example Sentence 4: As she hopped out of bed she decided to go on an adventure.

Student Sample

Name: Aaron

Title: Skiing

On a hot afternoon, Joel and Aaron were on a ski lift. Joel had black feathers. Aaron had blue feathers. Aaron wanted to ski down the mountain.

The mountain was too steep and Aaron was rolling down the mountain. He was scared to crash and said, "I can't do this."

Aaron put its wings on the ground. He got up and was not falling anymore. He was safe down the mountain. In the end Aaron said, "I want to do that again!"

Rough Draft

Name:

Beginning: (Introduction)

Title:

Transition Words and Phrases

Narratives

Beginning of Story

| Time of Day | Month | Season |
|---|---|---|
| <ul style="list-style-type: none"> At 8:15 a.m., The sun rose higher in the sky Early in the morning, As the moon rose, | <ul style="list-style-type: none"> After winter break, During spring break, On Christmas morning, On April 21, 2024 | <ul style="list-style-type: none"> The brisk spring morning The late summer night The leaves fell gracefully The snow turned to flowers |

Middle of Story

| Just after | Later On | Week/Month |
|---|--|--|
| <ul style="list-style-type: none"> Moments later, After that, Suddenly, Then, | <ul style="list-style-type: none"> An hour later, As the sun rose higher, Late that night, After the dishes, | <ul style="list-style-type: none"> A week later, Later that month, After summer, At the beginning of winter, |

End of Story

| Just after | Later On | Week/Month |
|---|---|--|
| <ul style="list-style-type: none"> Finally, Afterwards, Next, Then, | <ul style="list-style-type: none"> The next day, After all of that, In the end, Lastly, | <ul style="list-style-type: none"> A week later, Later that month, After the last leaf fell, After summer, |



Lesson 3



Narrative 1:

Prompt: An owl going on an adventure.

Rough Draft: Middle (Rising Action & Climax)

- **Handout:** Middle Rough Draft (page 9)
- **Handout:** Transition Words & Phrases (page 7)
- **Handout:** Student Example (page 5)

1. Walk your students through the second paragraph
 - After each example sentence, have students write their own sentence.
 - No, they may not copy the example.
 - Remind students to indent their first sentence
2. **Discuss:** The second paragraph should start with a transitional phrase. A transition words and phrases tells your reader that you are moving along in the story in a smooth way. It helps to bridge where you were to where you are going in your story. It also allows you to jump forward in time to push the story along.
3. Walk your students through the Transition Words and Phrases handout.
4. Walk students through the rest of their sentences as follows:

Sentence 1: Rising Action

Ask: Where are they going on their adventure and how will they get there?

Example Sentence 1: Next, Holly flew out of her home and realized she didn't bring a map.

Sentence 2: Climax (The Problem)

Discuss: When you write the climax sentence, remember to use descriptive words.

Example Sentence 2: Holly didn't go very far when she saw a huge bear in her path.

Sentence 3: Describe the Problem.

Ask: What does it look like?

Example Sentence 3: She didn't know another way around him and was scared.

Sentence 4: Next Step

Ask: What will your character do?

Example Sentence 4: Holly decided to be brave and continue flying toward the bear.



Lesson 4



Narrative 1:

Prompt: An owl going on an adventure.

Rough Draft Page: End (Conclusion Paragraph)

- **Handout:** Rough Draft Conclusion (page 11)
- **Handout:** Transition Words and Phrases (page 7)

1. Walk your students through the conclusion paragraph.
 - After each example sentence, have students write their own sentence.
 - No, they may not copy the example.
 - Remind students to indent their first sentence.

Sentences 1-3:

Discuss: When you write the conclusion sentence, you will start with a new transition word or phrase.

- Have students pick a new word or phrase from the Transition Words and Phrases page.

Discuss: After your transition you then need to finish the sentence.

Ask: How did you solve the problem? This should take you a few sentences to write.

Example Sentences: After that, the bear said, "Don't worry little owl. I am a nice bear. You can fly past me." Holly was relieved and continued on her way.

Sentences 4 & 5:

Ask: Did your owl get to their location? What does it look like?

Example Sentences: Holly finally reached Lake Tahoe and saw a beautiful lake. She decided to take a swim in the bright blue waves.

Rough Draft

Name:

End: (Conclusion)

Title:



Lesson 5



Narrative 1:

Prompt: An owl going on an adventure.

Publishing: Paragraph 1 and 2

- **Handout:** Final Draft (pages 13 & 14)
- **Handout:** Student Rough Draft pages
- **Handout:** Student Sample (page 5)

1. Discuss with students what their final writing should look like. The Student Sample can be used to show the following:

- Two finger indent at the beginning of each new paragraph
- Correct word spacing on lines
- Correct paragraph spacing
- Best handwriting
- Fix all editing errors
- Double check all sentences for completion

⇒ **Strategy 1:** Cross out the rough draft sentence after they write it. That way they can make sure they have written all sentences.

⇒ **Strategy 2:** Cross out the rough draft words one by one after they write it. That way they can make sure they have written every single word correctly.

Optional Art Project: Finished in Lesson 6

2. As students write call one student to you at a time so you can paint their hand for the art project that follows.

- Only the handprint will be done.
- The gluing happens on Thursday after the paint has dried.

Needs:

- Brown Paint
- Container
- Paint Brush
- Branch Handout

Completed Art Project:



[illegible]





Lesson 6



Narrative 1:

Prompt: An owl going on an adventure.

Publishing: Paragraph 3

- **Handout:** Final Draft (pages 13 & 14)
- **Handout:** Student Rough Draft pages

1. Discuss with students what their final writing should look like.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
2. When students are done and waiting for you to call their name to glue, have them read the story to themselves first and then to a friend.
3. **The students' finished project will be going home today.**

Optional Art Project: Finish

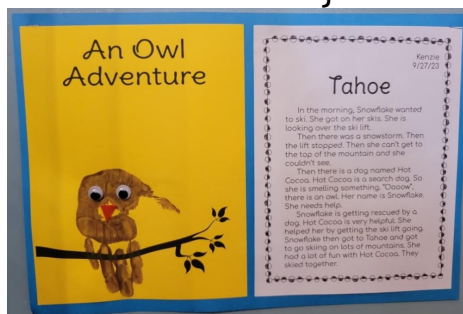
NEED:

- Blue construction paper—1 per student
- Orange construction paper— 1 page for whole class
 - ⇒ 1 paper cut into however many students you have.
 - ⇒ Have them cut out an orange beak or prep it in advance for faster results.
- Googly eyes—2 per student.

STEPS:

4. As students write call 3-4 students to you at a time to do the following art project:
 - Using a glue stick glue both their "Final Draft Page" and "An Owl Adventure" on to a construction paper.
 - Have child cut out and glue on orange beak and glue on googly eyes on the owl.
 -

Finished Project:





Lesson 7



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Personal Narrative Introduction

- **Handout:** Mom's Special Project (page 17)

1. **Discuss:** Some narratives like your last writing is fictional—made up. Today we are going to learn that sometimes narratives are about real events that happened.
2. **Read:** "Mom's Special Project" with the class.
3. **Ask:** "Who is the author writing about?"
4. Help students to see (using pronouns from the text) that the author is writing about herself. It is a true story about something that actually happened to the author.
5. **Ask:** "Is a personal narrative a fiction or non-fiction story?" It is non-fiction because it is something that actually happened and was not made up.

Is it a Narrative? Task Cards:

- **Handout:** Worksheet for Task Cards (pages 18 - 20)
- **Make a copy of the task cards and cut them out to hang or place around the room.**

1. Set task cards on desks or taped on walls around the classroom.
2. **Discuss:** Show students how to rotate around the room and fill out their answer sheet.
3. Have students work with a partner and rotate around the room to determine if the story on the task card would be a personal narrative, or not. Have them write answers on their worksheet answer form.
4. **Discuss:** Answers from task cards.



Lesson 8



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Coming up with a Story Idea:

- **Handout:** "Coming Up with Good Story Ideas" (pages 22 & 23)
1. **Ask:** Have you ever had a hard time deciding what to write about? Today we are going to learn a strategy for coming up with ideas for personal narratives.
 2. See answer page for "Coming Up with Good Story Ideas" for ideas.
 3. On the white board brainstorm ideas with the class for activities being done with special people.
 4. Then, have them do it on their own using their "Coming up with good story Ideas".
 5. Next, brainstorm on the white board ideas with special people using strong emotions. (The other half of the work sheet.)
Example: Nervous- First day of school and meeting my teacher.
 - **Idea:** State the emotion and then give an example. Then have them write one. Continue this until the side is done.
 6. Have students complete the worksheet using strong emotions.



Lesson 9



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Brainstorming Page

- **Handout:** Narrative Writing Organizer (page 2 & 3)
 - **Handout:** "Coming Up with Good Story Ideas" (page 23)
1. Today students will choose one of their story ideas about a special memory with their mom or dad.
 - They can choose an idea from the "Coming Up With a Good Story" ideas page.
 - They will begin the writing process by completing the brainstorming page.
 - ⇒ You will want to walk through the brainstorming page with them.
 - Students do not need to write in complete sentences.



Lesson 10



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Rough Draft: Introduction Sentence (Hook/Lead)

- **Handout:** Writing a Lead that Hooks Readers (pages 26 & 27)
- **Handout:** Rough Draft Introduction (page 6)
- **Handout:** Transition Words & Phrases (page 7)

1. Today students will complete the introduction sentence.
2. Show students the example of a personal narrative (handout in teacher binder) and brainstorm ideas for their first sentence.
 - Use the page: Writing a Lead that Hooks Readers.
 - See answer key provided to fill in student blanks.
 - Remind them to use a transition phrase.
 - Remind them that they can use their transition handout.
3. Have students write the first sentence of their introduction paragraph.
4. Then have them put their pencils down.
 - If they finish early they can read a book and/or share their line with a friend.

Optional Art Project: Special Memories

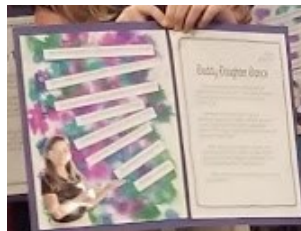
5. Today take pictures of all your students looking like the following:



TEACHER:

6. Print out pictures of students.
7. Then cut out the picture like the final project.
 - You can have a POC do this, just make sure they are aware of what you are wanting by showing the image below
 - Put the pictures aside and save them for Lesson 15

Final project will look like:





Lesson 11



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Rough Draft Page: Rest of introduction paragraph

- **Handout:** Juicy Words (pages 29 & 30)
 - **Student Thesaurus** (Front Pocket)
 - **Handout:** Rough Draft Introduction (page 6)
 - **Handout:** Transition Words & Phrases (page 7)
1. **Discuss:** "We are going to learn how to make our words more interesting. Sometimes authors use boring words or use the same word over and over. When we replace those words with more interesting words, our writing becomes more exciting."
 2. Work together to fill in the anchor chart. See teacher example for fill-ins.
 3. Write the rest of the introduction paragraph.
Remind them to :
 - Tell about their characters
 - Provide juicy words
 - Provide a leading sentence to the next paragraph's event

Optional Art Project: Special Memories

- **Handout:** Special Memories (pages 31 & 32)
 - **If you decide to do this art project make a copy of page 32 for each student.**
1. Take 1/2 the class and fill out "Special Memories" paper with either their mom or dad.
 - Walk them through each sentence and have them write in their nicest, neatest, handwriting.
 2. Then flip flop the groups.

TEACHER:

1. Please type this up in size 12 font with two spaces between each sentence and print them out.
 - Fix student spelling and punctuation errors.
2. Cut out each sentence and place in baggy with student's name on it.
3. **Hold on to it for Lesson 15.**

Name: *Sammy*

Special Memories

Who is your special person (Mom or Dad):

My mom is a special person.

What makes your mom/dad special?

She is special because she is an amazing prayer.

What is your favorite memory with your mom/dad?

My favorite memory is when we went to the beach.

What do you like to do with your mom/dad?

I like to read with my mom.

What is your favorite thing about mom/dad?

I love her laugh.

What is your mom/dad's favorite place to eat?

My mom likes to eat at Boudlin SF.

I love my mom/dad because....

I love my mom because she is thoughtful and kind.

Name: _____

Special Memories

Who is your special person (Mom or Dad):

What makes your mom/dad special?

What is your favorite memory with your mom/dad?

What do you like to do with your mom/dad?

What is your favorite thing about mom/dad?

What is your mom/dad's favorite place to eat?

I love my mom/dad because....



Lesson 12



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Rough Draft Page: Rising Action & Climax (Second Paragraph)

- **Handout:** Juicy Words (pages 29 & 30)
- **Handout:** Transition Words & Phrases (page 7)
- **Student Thesaurus** (Front Pocket)
- **Handout:** Rough Draft Middle (page 9)

1. Have students write paragraph 2.

Remind students to:

- Add Juicy Words— especially suspenseful words with the climax (All of a sudden, Boom! , Crash!, Bang!, or other).
- Indent with two finger spaces
- Add transition words or phrases
- Answer where are they going on their adventure and how will they get there?
- Answer what is the problem?
- Describe the problem.
- Answer what will your character do?



Lesson 13



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Rough Draft: Conclusion (Third Paragraph)

- **Handout:** Juicy Words (page 29 & 30)
 - **Handout:** Transition Words & Phrases (page 7)
 - **Student Thesaurus** (Front Pocket)
 - **Handout:** Rough Draft Conclusion (page 11)
1. Brainstorm a few ideas that they can use for their conclusion that adds juicy words and details.
 2. Have students write their concluding sentences.
 3. If time, have students go back through their writing and underline the nouns.
 - Remind students that a noun is a person, place or thing. Next, they will decide which nouns need more detail.
 - Remind students that not all nouns have to be specific. Writing is more interesting when it is varied. Have them choose the nouns that are especially broad and make them more specific.
 - They can write these more specific words in another color in small writing above the underlined noun.



Lesson 14



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Publishing Party: Paragraph 1 & 2

- **Handout:** Final Draft (pages 13 & 14)
- **Handout:** Student Rough Draft pages

1. Remind students what their final writing should look like.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
2. While 1/2 the students are writing, create the background of the art project with the other half the students.
 - You may want a parent to do this with them while you are with the rest of the class.

Optional Art Project:

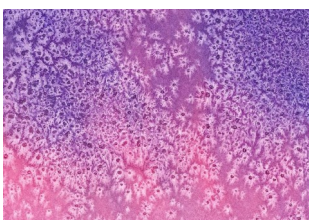
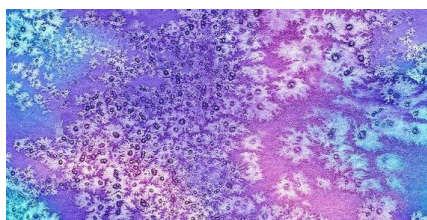
NEED:

- Paper (Watercolor paper works best, but white construction paper can also work).
- Paintbrush
- Watercolor paints—put a drop of water in each color to make them wet
- Salt
- Containers of water to rinse paintbrushes

STEPS:

1. Carefully brush water on the surface of the paper covering it completely.
2. Either swipe color (DO NOT BRUSH BACK AND FORTH!) or they can squeeze color to make drops of color splat on the paper.
3. Add salt to surface; a little goes a LONG way.
4. Let dry and brush off the remaining salt.

Finished Project:





Lesson 15



Narrative 2:

Prompt: What is a special memory you have had with your mom or dad?

Publishing: Paragraph 3

- **Handout:** Final Draft (pages 13 & 14)
 - **Handout:** Student Rough Draft pages
1. Remind students what their final writing should look like.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
 2. As students begin to write call 1/2 the class to you and do the following art project. Then flip flop the class.

NEED:

- **Glue**
- **Cut pieces of paper (The baggy from Week 3)**
- **Salt Watercolor paper**
- **Construction Paper- Dark Blue (1 per student)**
- **Cut out student picture from October Week 2**

STEPS:

1. Have students pre-spread out their picture and sentences so that they are ready to be glued down.
2. Make sure the picture and strips are on the paper and not off of it. They also need to be spread out and not bunched together.
3. After your approval students may glue down the photo first and then the sentences.
4. Glue the art project on to blue construction paper — as seen below.

FINISHED PROJECT:

(The story is NOT glued on yet)





Lesson 16



Narrative 2:

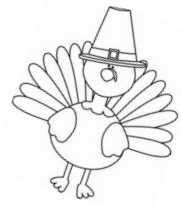
Prompt: What is a special memory you have had with your mom or dad?

Author's Chair

- **Handout:** Student Final Narrative pages
1. Have students one at a time present their stories and read them.
 - To save time you can also have them present to each other in groups of two or three.
 2. While the class is listening to the author, call two to three students at a time to you and glue on their final writing to their construction paper with the art project.
 3. **The art project and writing are going home today.**



Lesson 17

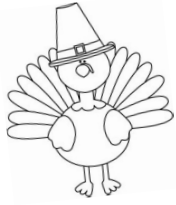


Card Making Day!

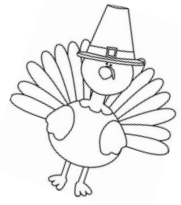
THANKSGIVING CARD MAKING DAY

- **Teacher Choice!**
- Encourage students to use juicy words and to use nice, neat, handwriting.
- Encourage students to use best coloring skills and staying in the lines.

Hold on to card until last class day before Thanksgiving break.



Lesson 18



Narrative 3:

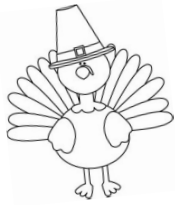
Prompt: Write about a wonderful Christmas memory.

Brainstorming

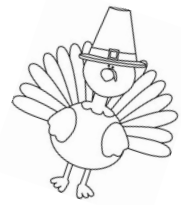
- **Handout:** Narrative Writing Organizer (page 2 & 3)

1. Brainstorm ideas about memorable holiday memories that they can write about.
2. They will begin the writing process by completing the brainstorming page.
3. Students do not need to write in complete sentences.

Note: Art project for narrative is up to you.



Lesson 19



Narrative 3:

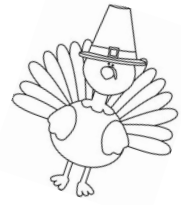
Prompt: Write about a wonderful Christmas memory.

Rough Draft: Introduction

- **Handout:** Rough Draft Introduction (pages 5 & 6)
 - **Handout:** Juicy Words (page 29 & 30)
 - **Handout:** Transition Words & Phrases (page 7)
 - **Student Thesaurus** (Front Pocket)
1. Remind students to:
 - Use their resources: transition sheet & thesaurus
 - Two finger indent
 - Write with juicy words
 - Provide a hook/lead
 - Re-read for thought completion
 - Provide nicest handwriting and punctuation



Lesson 20

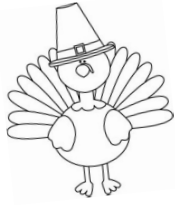


Narrative 3:

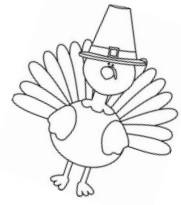
Prompt: Write about a wonderful Christmas memory.

Rough Draft: Second Paragraph (Rising Action & Climax)

- **Handout:** Juicy Words (page 29 & 30)
 - **Handout:** Transition Words & Phrases (page 7)
 - **Student Thesaurus** (Front Pocket)
 - **Handout:** Rough Draft Middle (page 10)
1. Remind students to:
 - Use their resources: transition sheet & thesaurus
 - Two finger indent
 - Write with juicy words
 - Provide a transition word or phrase
 - Re-read for thought completion
 - Provide nicest handwriting and punctuation



Lesson 21



Narrative 3:

Prompt: Write about a wonderful Christmas memory.

Rough Draft: Conclusion

- **Handout:** Juicy Words (page 29 & 30)
 - **Handout:** Transition Words & Phrases (page 7)
 - **Student Thesaurus** (Front Pocket)
 - **Handout:** Rough Draft Conclusion (page 11)
1. Remind students to:
 - Use their resources: transition sheet & thesaurus
 - Two finger indent
 - Write with juicy words
 - Provide a transition word or phrase
 - Re-read for thought completion
 - Provide nicest handwriting and punctuation



Lesson 22



Narrative 3:

Prompt: Write about a wonderful Christmas memory.

Publishing: Paragraph 1 & 2

- **Handout:** Final Draft (pages 13 & 14)
 - **Handout:** Rough Draft pages
1. Remind students what their final writing should look like.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion

Note: Art project for narrative is up to you.



Lesson 23



Narrative 3:

Prompt: Write about a wonderful Christmas memory.

Publishing: Paragraph 3

- **Handout:** Final Draft (pages 13 & 14)
 - Handout: Rough Draft pages
1. Remind students what their final writing should look like.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
 2. Their job is to finish their story today.

Note: Art project for narrative is up to you.



Lesson 24



Narrative 3:

Prompt: Write about a wonderful Christmas memory.

Author's Chair

1. Have students one at a time present their stories and read them.
 - To save time you can also have them present to each other in groups of two or three
2. While the class is listening to the author call two to three students at a time to you and glue on their final writing to their construction paper with the art project.
3. **Today the writing and art project are going home.**



Lesson 25



Card Making Day!

CHRISTMAS CARD MAKING DAY

- **Teacher Choice!**
- Encourage students to use juicy words and to use nice, neat, handwriting.
- Encourage students to use best coloring skills and staying in the lines.

Note: Pass cards out on the last day before winter break.



Second Grade

Unit 2:

Opinions



Lesson 26



Opinion 1:

Prompt: What is your favorite season between spring and summer?

What is opinion writing?

- **Handout:** *Movies Are Best When You Watch Them at Home* (page 48)
- **Handout:** Sample Student Opinion Writing (page 49)

1. **Discuss:** "The next writing focus will be on opinion writing."
2. **Ask:** What is an opinion?
Answer: A belief or way of thinking that cannot be proven as a fact.
3. **Read:** *Movies Are Best When You Watch Them at Home*
4. **Discuss:** "What is the author's opinion in this piece?"
5. In an opinion essay the author tells us how they feel about a topic and then they give reasons to explain why they feel that way."

Opinion Writing Task Cards

- **Handout:** Worksheet for Task Cards (pages 50 - 52)
 - **Make a copy of the task cards and cut them out to hang or place around the room.**
1. Set task cards on desks or taped on walls around the classroom.
 2. **Discuss:** Show students how to rotate around the room and fill out their answer sheet.
 3. Have students work with a partner and rotate around the room to determine if the story on the task card would be a personal narrative, or not. Have them write answers on their worksheet answer form.
 4. **Discuss:** Answers from task cards.

Sample

Name: Sammy

Opinion Writing Paragraph

Title: Magnificent Winter

Winter is the most magnificent season of them all. First, winter has amazing holidays. For example, Christmas is celebrated at the beginning of winter. Christmas is a favorite holiday for most people. Another example is Valentine's Day which is towards the end of winter. Valentine's Day is amazing because it shows people how much you love them and you get a lot of candy. Another reason that winter is amazing is because of the memories that can be made. For instance, going sledding or building a snowman make for great memories to cherish. In addition, baking cookies and drinking hot cocoa with loved ones also make for great recollections of winter time bliss. Clearly, the most wonderful season is winter.



Lesson 27



Opinion 1:

Prompt: What is your favorite season between spring and summer?

Brainstorm: Reasons for Opinion

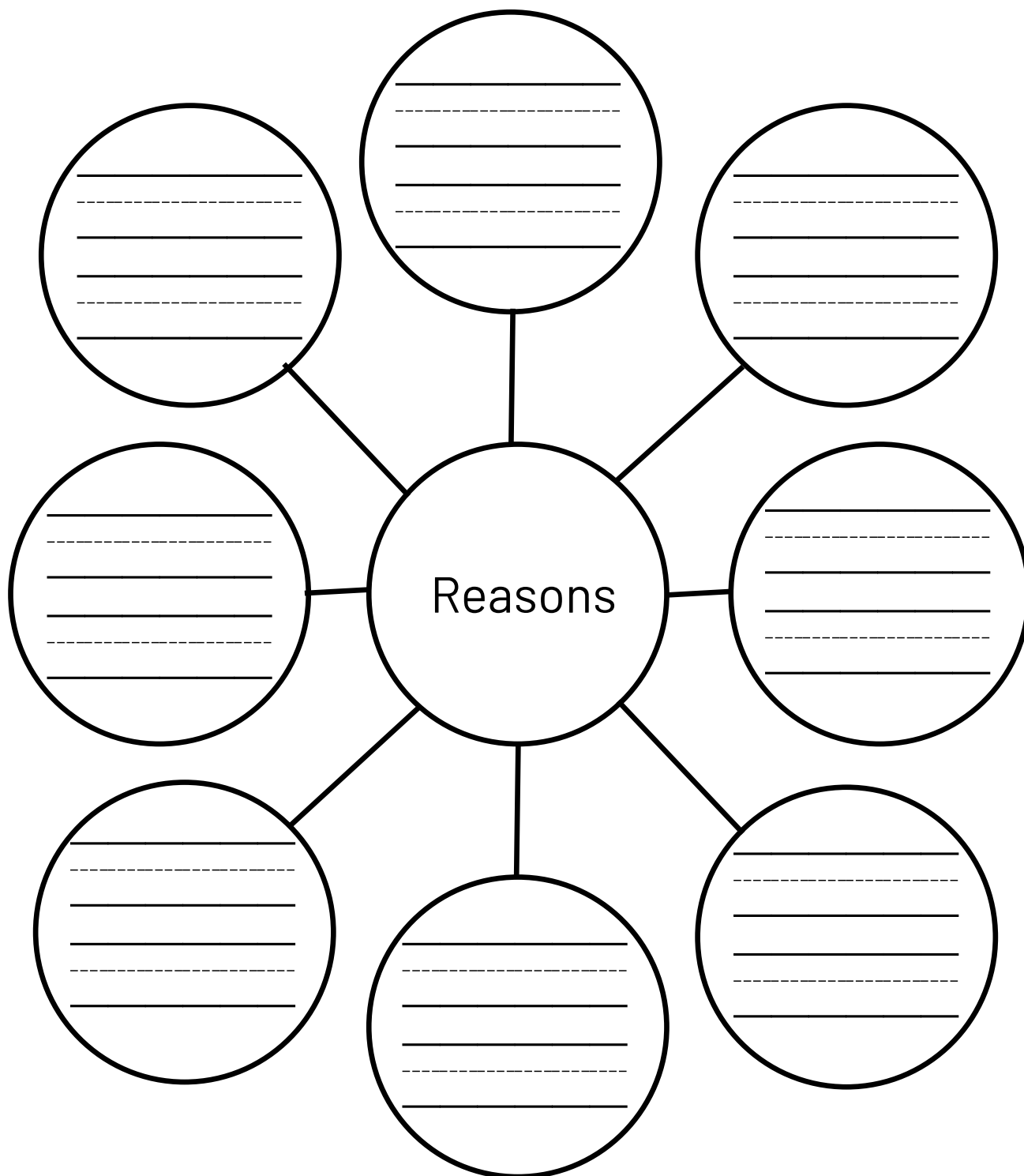
- **Handout:** Reasons for Opinion Brainstorm (page 54)
 - **Handout:** Reasons for Opinion Example (page 54b)
1. **Discuss:** When you write an opinion essay whatever you write about has to be all about that specific topic. For example, if I am writing about my favorite animal being a dog. I am only going to be writing about dogs. I will not mention how great cats are because cats have nothing to do with dogs. If I am writing about how wonderful winter is, I am not going to mention how wonderful spring is.
 2. Using the handout, have students write their opinion about which is their favorite season between spring and summer on the "Opinion" line at the top.
 - **Teacher Example:** Winter is the best season.
 3. Brainstorm reasons with the class for winter.
 - **Teacher Example:** holidays, activities, sports, weather, and more.
 - **Ask:** What makes your season the best season of all? It is your turn to write reasons for why spring or summer is the best season.
 4. Have the students circle the best two reasons that they came up with.

Note: Art project is up to the teacher.

Name: _____

Opinion Writing: Reasons Brainstorm

Opinion: _____

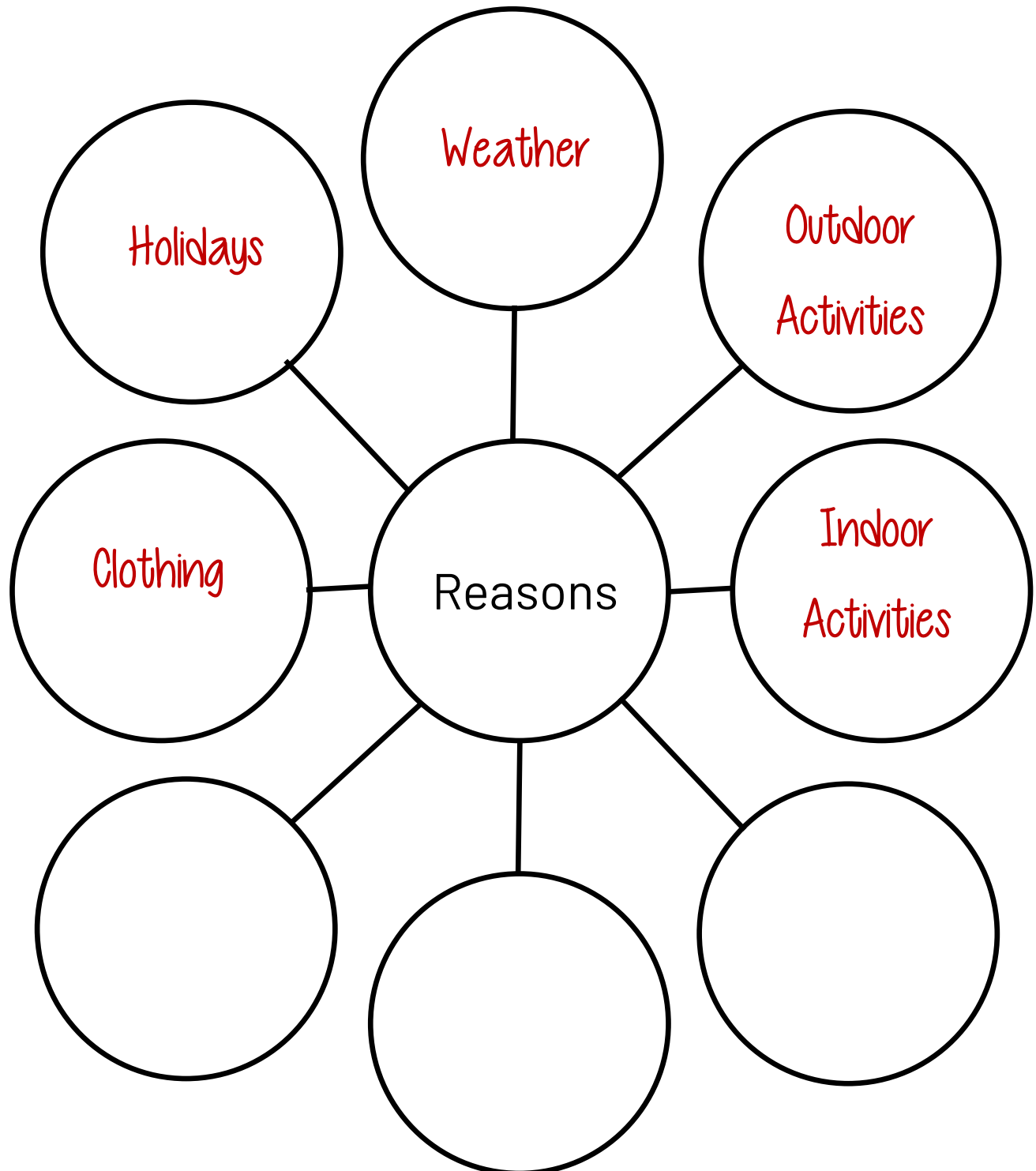


Name: **Sammy**

Sample

Opinion Writing: Reasons Brainstorm

Opinion: **Winter is the best season.**





Lesson 28



Opinion 1:

Prompt: What is your favorite season between spring and summer?

Brainstorm: Opinion Writing Organizer

- **Handout:** Opinion Writing Organizer (pages 56 & 57)
- **Handout:** Reasons Brainstorm (page 54)

Note: Introduction & Conclusion sentences happen in the next lesson.

1. **Discuss:** All reasons need to be supported and we do this by adding facts, statistics (numbers), and examples. Now, look at your Reason Brainstorm page from yesterday. You circled two reasons and now you get to come up with details to support them. Remember details are facts, statistics, and examples.
2. Have students put their name, opinion and reasons on the Opinion Writing Organizer page.
3. What ever your reasons are, it is now time to support them. First, I will show you examples using my topic which is winter.
 - **Example:** Winter is the best season:
Reason: Holidays
⇒ Christmas
⇒ Valentines Day
 - **Discuss:** Both supports for holidays are factual examples of winter holidays.
4. Have students write their two reasons and details on their graphic organizer.

Sample

Name: Sammy

Opinion Writing Organizer

Opinion: Winter is the best season.

Introduction: (Opinion Sentence)

Winter is the best season of them all.

Reason 1

holidays

Detail 1

Christmas

Detail 2

Valentine's Day

Leave it
blank!

Reason 2

activities

Detail 1

skiing

Detail 2

building a
snowman

Conclusion: (Restate Opinion Sentence)

That is why winter is the greatest season.

Name: _____

Opinion Writing Organizer

Opinion: _____

Introduction: (Opinion Sentence)

Reason 1

Reason 2

Leave it
blank!

Detail 1

Detail 1

Detail 2

Detail 2

Conclusion: (Restate Opinion Sentence)



Lesson 29



Opinion 1:

Prompt: What is your favorite season between spring and summer?

Rough Draft: Hook/Lead Sentence Opinion

- **Handout:** Opinion Writing Organizer (page 57)
 - **Handout:** Lead Sentences (page 59)
 - **Handout:** *Movies Are Best When You Watch Them at Home* (page 48)
 - **Handout:** Opinion Paragraph Rough Draft (page 60 & 61)
1. **Discuss:** Today we are going to get one step closer to finishing our graphic organizer and we are going to start writing! Our focus for today is going to be on the introduction sentence to our opinion essay. The first sentence can be called a hook sentence or a lead sentence. It is supposed to hook your reader into wanting to read more and it also leads your reader into knowing what you are writing about. There are several ways to do this.
 2. **Reread:** The opinion statement in the introduction paragraph of *Movies are Best When You Watch Them at Home*.
 3. **Ask:** How did the author start her opinion introduction?
 4. **Discuss:** The author asked a question to hook her readers. She also used strong words to show that she didn't just sort of have a preference. Her words make it clear that she has a strong opinion. Today we are going to do the same by making our opinion lead statements strong.
 5. Have students look at the handout and walk through each type of opinion lead sentences. When it comes to "Since", show students that both holidays and activities are the reasons for the opinion. So, whatever their reasons are, they will want to write them.
 - Point out all of the descriptive words.
 - You may want to practice it a few times before letting them write their own on their opinion graphic organizer.
- Note:** All of the opinion types make student opinion statements stronger and help them to create habits that will endure the test of time.
- Starting with "In my opinion...", "I believe..", "I think..." statements will have to be broken by 4th grade because it weakens their writing and is no longer encouraged.
6. Check their rough draft sentence and then have the students write their opinion hook/lead on their introduction rough draft page.
 - If students are struggling, come up with a sentence together.

Lead Sentences

Opinion

Remember: Your topic sentence needs to state your opinion.

Statement

- **Weak Opinion:** We should all enjoy winter.
- **Strong Opinion:** Winter is the most magnificent season of them all.

Description

- **Weak Opinion:** I believe winter is awesome.
- **Strong Opinion:** With snow dancing from the clouds and children's enjoyment of hot cocoa and snowmen, it is clear that winter is the best

Since...

- **Weak Opinion:** I think winter is pretty great.
- **Strong Opinion:** Since there are memorable holidays and fun activities, winter is obviously the best season.

Rough Draft

Name:

Opinion Writing Paragraph

Title:

Rough Draft

Name: _____

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing practice.



Lesson 30



DONUTS WITH DAD: CARD MAKING DAY

- **Handout:** Donut picture (page 63)
- **Handout:** Donuts with Dad Writing (page 64)
- Encourage students to use juicy words and to use nice, neat, handwriting.
- Encourage students to use best coloring skills and staying in the lines.

Needs:

- Blue construction paper- 1 per student
- Glue
- Scissors
- Crayons/Markers (Teacher's choice)

Hold on to this project until Donuts with Dad Day

Finished Project: (Please have students color in the letters spelling "doughnuts".)

Dear Dad,

Doughnuts just for you and me on this special
day. It reminds me of the man you are and all you
do and say.

You are:

Dependable

Obedient to God

Uniquely gifted

Generous

Hardworking

Nobel in word and deed

Unselfishly giving

Trustworthy

Supportive

Love,

Sammy

Doughnut
Forget



You're
Awesome



Lesson 31



Opinion 1:

Prompt: What is your favorite season between spring and summer?

Graphic Organizer: Concluding Sentence

- **Handout:** Opinion Writing Organizer (page 57)
- **Handout:** Opinion Transitions (page 66)

1. **Discuss:** Today we are going to finish our graphic organizer. Last time, we worked on our introduction and today we are going to work on the conclusion sentence. Both sentences are similar. In fact, in order to write the conclusion all you have to do is re-state your introduction sentence. Restating means to write the same sentence in a new way.
2. We are going to look at the Opinion Transitions handout. At the bottom you will notice a section titled "Conclusion". Remember transitions let the reader know that we are starting or ending something. In this case we need to pick a transition that lets the reader know we are ending our writing.
3. **Discuss:** Walk your students through the different concluding transitions.
4. Tell them to pick one, write it on the rough draft page and then put their pencils down.
5. Now, it is time to restate our opinion. Walk them through the following example.

Example:

- **Original:** Winter is the most magnificent season of them all.
- **Conclusion:** Clearly, the most wonderful season is winter.

6. Have students write their own concluding sentences on the Opinion Writing Organizer.
7. Check their concluding sentences and help as necessary.

NOTE: Today would be a good day to work on the art project. The writing and art project are going home on Lesson 33's day.

Transition Words and Phrases

Opinions

Reasons

- | | | |
|---------------------|---------------------|----------------------|
| • First, | • Second, | • The last reason is |
| • Most importantly, | • Another reason is | • Most importantly, |
| • To begin with, | • Next, | • One last reason, |
| • One reason is | • Also, | • Finally, |

Details

- | | | |
|-----------------|----------------------|-----------------|
| • For example, | • Another example is | • In addition, |
| • For instance, | • In other words, | • Similarly, |
| • An example is | • In fact | • Additionally, |
| • Specifically, | • In particular, | • Furthermore, |

Conclusion

- | | | |
|------------------|----------------------|----------------|
| • In conclusion, | • To sum it up, | • Obviously, |
| • All in all, | • After all of that, | • Evidently, |
| • Finally, | • Therefore, | • Undoubtedly, |
| • Clearly, | • To conclude, | • Certainly, |



Lesson 32



Opinion 1:

Prompt: What is your favorite season between spring and summer?

Rough Draft: Reasons and Details

- **Handout:** Opinion Writing Organizer (page 57)
 - **Handout:** Opinion Transitions (page 66)
 - **Handout:** Opinion Paragraph Rough Draft (pages 60-61)
 -
1. **Discuss:** Today we are going to continue writing our essay. We wrote the introduction already. Now it is time to add our reasons and details. The hard work has already been done by brainstorming and jotting down what we wanted to say. So all we have to do is add a transition and finish our thoughts.
 2. Let's take a look at the Opinion Transitions handout. Do you see where it says "Reasons"? We are going to look at the transitions for reasons.
 3. Walk them through each transition word or phrase.
 4. Have them pick one to put down on their paper right after their introduction sentence. Then walk them through how to write the "reason" sentence.
Example:
Winter is the most magnificent season of them all. First, winter has amazing holidays.
 5. **Discuss:** Transitions for details and use the example below to help them write their own. Remind them they need a transition for each of their details. They also need to explain their details.
Example:
For example, Christmas is celebrated at the beginning of winter. Christmas is a favorite holiday for most people. Another example is Valentine's Day which is towards the end of winter. Valentine's Day is amazing because it shows people how much you love them and you get a lot of candy.
 6. Then have them do it again only this time with their second reason and details.
 7. We are now going to finish our rough draft because all we have to do is copy our conclusion from yesterday and put it at the very end.



Lesson 33



Opinion 1:

Prompt: What is your favorite season between spring and summer?

Publishing: Opinion Essay

- **Handout:** Final draft (page 69)
 - **Handout:** Opinion Paragraph Rough Draft (pages 60 & 61)
 - **Handout:** See example opinion writing (page 49)
1. Remind students what their final writing should look like.
 - Indentation (2 fingers)
 - Correct word spacing on lines
 - Best handwriting
 2. **Today all writing and art project are going home.**

Name: _____

Title: _____



Lesson 34



VALENTINE'S DAY: CARD MAKING DAY FOR PARENTS

- Teacher choice for art and letter.
- Encourage students to use juicy words and to use nice, neat, handwriting.
- Encourage students to use best coloring skills and staying within the lines.
- **Hold on to card until Valentine's Day or closest day to it.**



Lesson 35



Opinion 2:

Prompt: What is your favorite sport or activity?

Brainstorm: Ideas & Reasons

- **Handout:** Reason Brainstorm (page 54)
1. Brainstorm with students ideas for sports and activities. Have them write their opinion on top of Reason Brainstorm page.
 2. Then brainstorm with the class reasons to put for their activity or sport.
 3. Students will complete the "Reasons" brainstorm page for the prompt.

Teacher choice for art project.



Lesson 36



Opinion 2:

Prompt: What is your favorite sport or activity?

Brainstorm: Opinion Writing Organizer

- **Handout:** Opinion Writing Organizer (page 57)
- **Handout:** Reasons Brainstorm (page 54)
- **Handout:** Lead Opinion Sentence (page 59)

1. Remind Students:

- Their opinion needs to be strongly stated. They can use their Strong Opinion Statements page to help out.
- All reasons need to relate to their opinion.
- All reasons need to be supported with details.

Example: Winter is the best season:

Reason: Holidays

⇒ Christmas

⇒ Valentines Day

- Their conclusion needs a transition phrase and then needs to restate their opinion statement.

Note: You can walk them through the reminders one at a time until the graphic organizer is completely filled out.



Lesson 37



Opinion 2:

Prompt: What is your favorite sport or activity?

Rough Draft: Opinion Writing

- **Handout:** Opinion Writing Organizer (page 57)
 - **Handout:** Opinion Transitions (page 66)
 - **Handout:** Opinion Paragraph Rough Draft (pages 60-61)
1. **Remind Students:**
 - Indent (two fingers)
 - Write their strong opinion sentence with nice neat writing.
 - Use a transition for their reason and write in a complete sentence.
 - Use transitions for their details and explain their detail.
 - Write their conclusion sentence.
 2. Work on art project for opinion writing.

Note: You can walk them through the reminders one at a time until their rough draft is completely filled out.



Lesson 38



Opinion 2:

Prompt: What is your favorite sport or activity?

Publishing: Opinion Essay

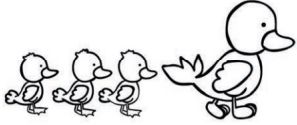
- **Handout:** Final draft (page 69)
 - **Handout:** Opinion Paragraph Rough Draft (pages 60-61)
1. Remind students what their final writing should look like.
 - Indentation (2 fingers)
 - Correct word spacing on lines
 - Best handwriting
 2. When students are done have them read their opinion essays to a partner.
 3. Finish art project.
 4. **Today the writing and art project are going home.**



Second Grade
Unit 3:
Informational
Writing

Lesson 39

Informational Writing Prompt: Animal Report



Introduction to Informational Writing

- **Handout:** Student Informational Writing Example (pages 76-79)
1. **Ask:** "What is Informational writing?"
 2. **Discuss:** Informational writing teaches others about things by explaining or sharing knowledge of real people, places or things. We find non-fiction writing in biographies, autobiographies, text books, non-fiction books, newspapers, and magazines articles.
 3. **Share:** Show students the example student writing, so that they know what they will be doing. Walk them through it pointing to different features.
 4. Have students pick an animal to write about among the following choices:
 - ⇒ Artic Fox (page 75a)
 - ⇒ Reindeer (page 75b)
 - ⇒ Harp Seal (page 75c)
 - ⇒ Emperor Penguin (page 75d)
 - ⇒ Puffin (page 75e)
- Three to four students per animal.

What Is Specific Vocabulary?

- **Handout:** What is Specific Vocabulary (page 80)
1. **Discuss:** When we write informational reports or essays, it is important to use vocabulary specific to the topic. Our purpose is to teach the reader about the topic and to do this, we need to use specific vocabulary.
 2. Together complete "What is Specific Vocabulary?"

Student Report Cover

Report



By, [REDACTED]

Name: Aaron

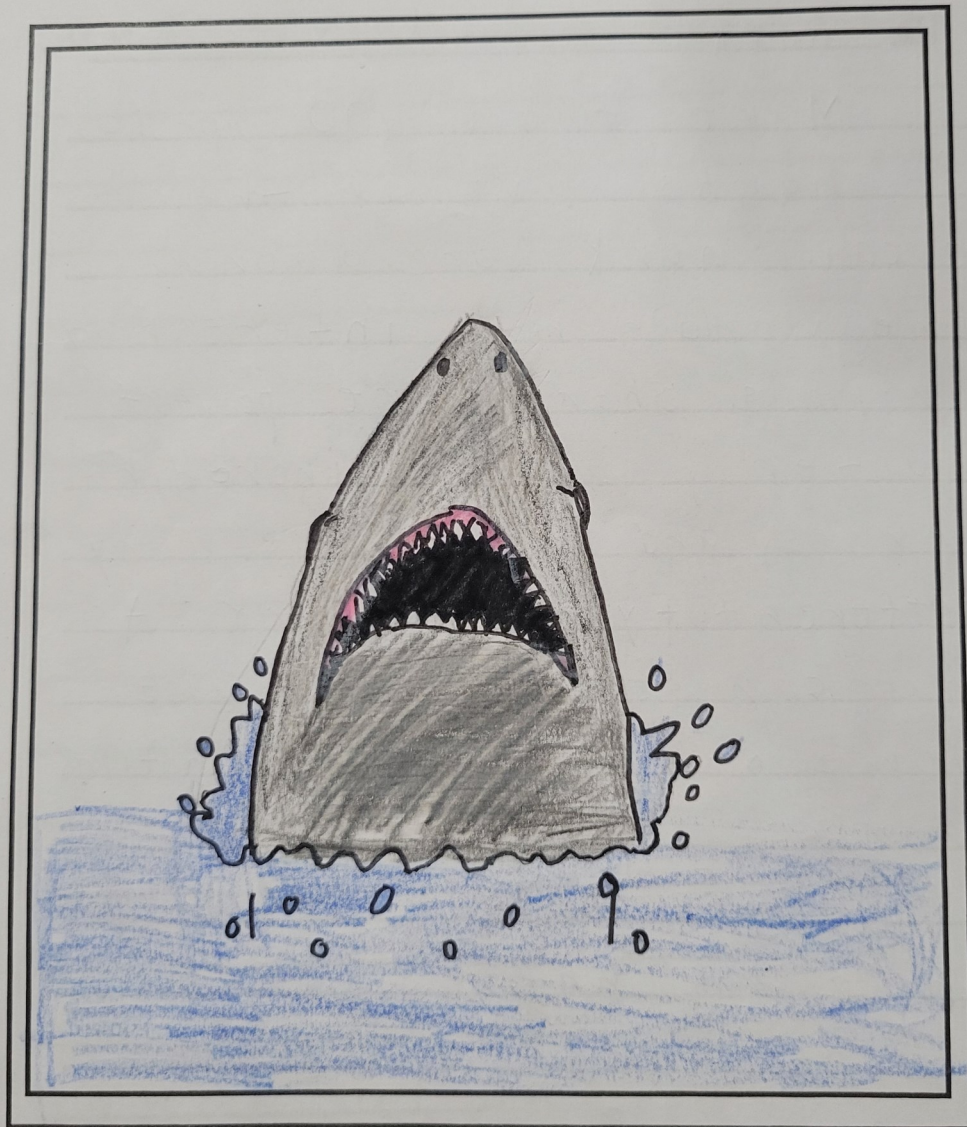
Title: Sharks

More than 400 species of sharks live in the ocean. Sharks are among the worlds most interesting animals. Sharks are powerful hunters, have incredible senses, and have many different types. Sharks are some of the most fascinating animals.

First, sharks have amazing bodies. They are powerful and have super senses for hunting. Their bodies are sleek and stream lined. They also have five fins. Sharks have nearly 360 degree vision which means they can see in all directions. They never close their eyes and don't sleep. Sharks grow their teeth throughout their lives. When they loose a tooth they have rows of teeth waiting. Sharks bodies help them to be very powerful and great hunters.

Image with Caption

Picture of sharks teeth



Sharks grow teeth
throughout their lives.

Name: Aaron

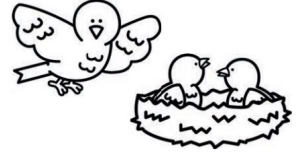
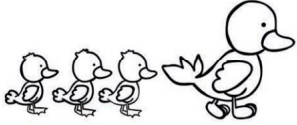
Next, sharks use their senses to find and hunt prey. Sharks have a great sense of smell. They can smell up to 500 feet which is 10,000 times better than humans. They can hear up to 300 feet. They can hear low frequency sounds well. Sharks can sense vibrations 300 feet away. They can detect prey moving in the water. Sharks use their senses to find and hunt prey.

Lastly, there are many amazing sharks. The deadliest sharks to humans are the great white, tiger, and bull sharks. The most poisonous shark is the Greenland shark. The shortfin mako is the fastest shark. It is able to go 43 mph in short bursts. There are many amazing sharks.

As you can see, sharks are some of the most cool animals. Sharks are hunters, have awesome sense, and there are many varieties. Sharks are amazing creatures that live in the ocean.

Lesson 40

Informational Writing Prompt: Animal Report

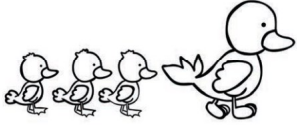


Spicing Up Informational Writing

- **Handout:** How Can I Spice Up My Writing? (page 82)
- **Handout:** Polar Bears (page 83)

1. Together read through the "How Can I Spice Up My Writing?" page.
2. Then look at the "Polar Bears" reading for the text features that you just learned about. Have students circle or highlight the text features on their reading page. (Bold, special text, text box, picture with caption, and diagram with labels.)

Lesson 41



EASTER: CARD MAKING DAY

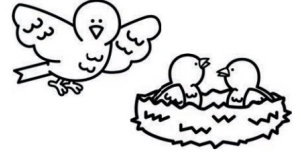
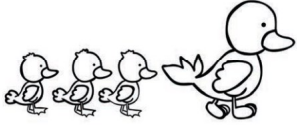
* Teacher choice

- Encourage students to use juicy words and to use nice, neat, handwriting.
- Encourage students to use best coloring skills and staying within the lines.

Hold on to card until right before spring break.

Lesson 42

Informational Writing Prompt: Animal Report



Organize Writing

- **Handout:** Example Organize it! (page 86)
- **Handout:** Organize It! Packet (pages 87-91)

1. **Discuss:** Organization is the key to writing informational essays. It is important for you to be able to group the same type of information together. Writing will be easier for you when you are organized. As we learn information about your specific animal, you will put the information you learn in a graphic organizer. The graphic organizer will help you to keep the information organized so that it will be easier to write your informational essay.
2. When you write an informational report you will be writing on a specific topic and you will be breaking down the main topic into subtopics.

For example:

TOPIC:

⇒ Mars

SUBTOPICS:

- Location and size (characteristics)
- Weather
- Moons

***Oftentimes, children's informational books have pages with headings that can give ideas for what the subtopics could be. ***

3. Using the graphic organizers, called "Organize It!", have the class start by writing down their three subtopics on the "Subtopic 1:_____", "Subtopic 2:_____", "Subtopic 3:_____" lines on each of the pages. The subtopics are "What it looks like", "What it eats", and "Where it lives". One subtopic per page. (An example is on page 82).
4. As they find facts during their reading they can place the fact under the correct subtopic. You will have three days to do this. Today is day one.
5. They will want 3-4 facts per subtopic. See the example page 86: it shows that "Fact 2" needed one more fact sentence for the reader to understand the significance of the first fact sentence.
6. **Make sure the class writes the fact in a new way. If it is copied word for word, then it is plagiarism.**

NOTE: You do NOT need to write the subtopic sentence or conclusion sentence, that comes later.

Name: Sammy

Informational Writing: Organize It!

Subtopic One: Cheetah's Body Features

Subtopic One Sentence:

First of all, Cheetahs are built for speed.

Fact 1:

This African animal can run up to 50 to 61 miles per hour.

Fact 2:

Their powerful legs stretch out and curl in as they run. One leap is 21 feet!

Fact 3:

They also have a long tail that helps them to balance as they run.

Conclusion: (Restate Subtopic Sentence)

This is how the Cheetah's build helps them to be an extremely fast cat.

Name: _____

Informational Writing: Organize It!

Subtopic One: _____

Subtopic One Sentence:

Fact 1:

Fact 2:

Fact 3:

Conclusion: (Restate Subtopic Sentence)

Name: _____

Informational Writing: Organize It!

Subtopic Two: _____

Subtopic Two Sentence:

Fact 1:

Fact 2:

Fact 3:

Conclusion: (Restate Subtopic Sentence)

Name: _____

Informational Writing: Organize It!

Subtopic Three: _____

Subtopic Three Sentence:

Fact 1:

Fact 2:

Fact 3:

Conclusion: (Restate Subtopic Sentence)

Name: _____

Informational Writing: Organize It!

Introduction: _____

Lead & Topic Sentence:

Subtopic 1:

Subtopic 2:

Subtopic 3:

Conclusion: (Restate Topic Sentence)

Name: _____

Informational Writing: Organize It!

Conclusion: _____

Restate Topic Sentence from Introduction:

Subtopic 1:

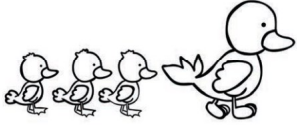
Subtopic 2:

Subtopic 3:

Conclusion: (Restate Topic Sentence)

Lesson 43

Informational Writing
Prompt: Animal Report

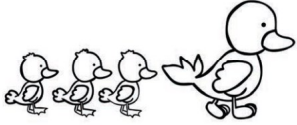


Organize Writing: Day 2 of Researching

- **Handout:** Organize It! Packet (pages 87-91)
- Remind students to rewrite the information in their own words.
- Remind students of the subtopics they are gathering information for.
- Remind students that they only have one day left to research their topics.
- Please help the class as needed.

Lesson 44

Informational Writing
Prompt: Animal Report

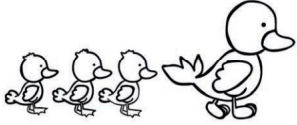


Organize Writing: Day 3 of Researching

- **Handout:** Organize It! Packet (pages 87-91)
- Remind students to rewrite the information in their own words.
- Remind students of the subtopics they are gathering information for.
- Remind students that today is their last day to research their topics.
- Please help the class as needed.

Lesson 45

Informational Writing Prompt: Animal Report



Organizing: Introduction & Conclusion Sentences

- **Handout:** Organize it! Example (page 86)
 - **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Transitions: Informational Writing (page 95)
1. **Discuss:** Today you will write subtopic and conclusion sentences for each of your subtopics. Each of your subtopics need to have a transition.
 2. Have students pick one and write it down.
 3. **Discuss:** Now, it is time to write your subtopic sentence. Your sentence needs to tell what the paragraph is about.
 - Use example on page 86 to walk your students through the sentence.
 4. **Discuss:** Remember you need to have descriptive sentences and strong verbs.
 5. Then remind students that the conclusion sentence is just restating the subtopic introduction sentence again.
 6. Have them write the introduction sentences and conclusion sentences for all of their subtopics.

Please do not touch the introduction or conclusion **sheets** we will work on those later.

Transition Words and Phrases

Informational

Subtopic Paragraph

- | | | |
|-----------------------|--------------------|------------|
| • First, | • Second, | • Third , |
| • In the first place, | • Another point is | • Then, |
| • To begin with, | • Next, | • Finally, |
| • To start, | • Also, | • Lastly, |

Details

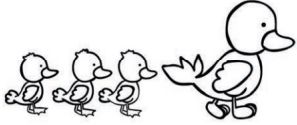
- | | | |
|-----------------|----------------------|-----------------|
| • For example, | • Another example is | • In addition, |
| • For instance, | • In other words, | • Similarly, |
| • An example is | • In fact, | • Additionally, |
| • Specifically, | • In particular, | • Furthermore, |

Conclusion

- | | | |
|------------------|----------------------|----------------|
| • In conclusion, | • To sum it up, | • Obviously, |
| • All in all, | • After all of that, | • Evidently, |
| • Finally, | • Therefore, | • Undoubtedly, |
| • Clearly, | • To conclude, | • Certainly, |

Lesson 46

Informational Writing Prompt: Animal Report



Organizing: Introduction Paragraph

- **Handout:** Organize it! Example (page 86)
 - **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Lead Sentences (page 97)
1. **Discuss:** Today you will fill in the "Introduction Organize It!" page. You will start with a lead sentence. You learned about this from when we wrote opinions. Only this time you need to write a lead and then a topic sentence.
 2. Walk them through the options on page 93.
 - Emphasize that the fact has to be one they have not used previously in their writing, nor can they ever use it in their writing after this.
 3. Next, they will write their topic sentence (last one on the lead's page).
 4. They will then place each of their subtopics in order from 1 to 3 in the middle boxes.
 5. Lastly, they will write the conclusion sentence which is a restatement of their topic sentence.

Lead Sentences

Informational

Remember: This sentence grabs the reader's attention and is followed by the topic sentence.

Description

- **Weak lead:** I am going to teach you about an African animal.
- **Strong lead:** Under the harsh African sun the Cheetah spots its prey. With a bolt it races to catch the unsuspecting gazelle.

Fact... (This fact can't be used any where else).

- **Weak lead:** Do you know about Cheetahs?
- **Strong lead:** Cheetahs have around 2,000 spots. That is a lot of spots for one animal!

Topic Sentence: Follows a lead from above

- **Weak topic sentence:** I love Cheetahs and you will too after this report.
- **Strong topic sentence:** Cheetahs are extremely interesting animals.

Lesson 47



Informational Writing Prompt: Animal Report

Organizing: Conclusion Paragraph

- **Handout:** Organize it! Example (page 86)
 - **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Transitions: Informational Writing (page 95)
 - **Handout:** Student Informational Writing Example (pages 76-79)
1. **Discuss:** Today you will fill in the "Conclusion Organize It!" page. In order to write a conclusion sentence you need to start with a transition word.
 2. Walk them through the options on page 91.
 3. **Discuss:** Then you will finish the sentence with a new restatement of your topic sentence.
 - See example writing (pages 76-79).
 4. They will place each of their subtopics in order from 1 to 3 in the middle boxes.
 5. They will then restate their topic sentence in a new way.

Lesson 48



Informational Writing Prompt: Animal Report

Rough Draft Packet: Introduction

- **Handout:** Organize it! Example (page 86)
 - **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Student Informational Writing Example (pages 76-79)
 - **Handout:** Rough Draft Packet (pages 100-104)
1. Show students a final example of what the introduction should look like.
 2. Make sure students have the pages turned to Introduction Paragraph on both their Rough Draft Packet and their Organize It! Packet.
 3. Have students write only their lead and topic sentence from their Organize It! Packet to their Rough Draft Packet.
 4. Then have students stop, put their pencils down, and have eyes on you.
 5. You will now teach them how to write their plan sentence.
 - Plan sentences are when they put their three subtopics into one sentence.
For example:
Cheetahs are made for running fast, living in a hot habitat, and eat interesting food.
 6. Have them write their plan sentence on a separate sheet of paper and check it.
 7. Then have them write their final version after their topic sentence.
 8. Lastly, they can write their concluding sentence.

Informational: Rough Draft

Introduction

Name: _____

Title: _____

Informational: Rough Draft

Subtopic 1

Name: _____

Informational: Rough Draft

Subtopic 2

Name: _____

Informational: Rough Draft

Subtopic 3

Name: _____

Informational: Rough Draft

Conclusion

Name: _____

Lesson 49



Informational Writing Prompt: Animal Report

Rough Draft Packet: Subtopic 1 (Paragraph 2)

- **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Rough Draft Packet (pages 100-104)
1. **Discuss:** Today you will take all the facts that you have found and write them into paragraphs that will teach someone all about your topic. Please make sure that both pages you are looking at say "SUBTOPIC ONE".
 2. Have them write their topic sentence on the page.
 - Remind them to have a two finger indentation.
 3. **Discuss:** When you add your detail sentences make sure you have complete sentences and thoughts. Also, know that you may need to add a definition to words that are specific to your animal. **For example, Cheetahs have canine teeth which develop when they are two years old. Canine teeth are very sharp teeth that look like fangs.** Then I can go on to talk more about their teeth.
 - You may want to write the example on the board for students to see it.
 4. Remember every sentence needs to end with punctuation.
 5. They only need to write their Subtopic One paragraph.

Please no headings or bolded words.

Lesson 50



MUFFINS WITH MOM: CARD MAKING DAY

- **Handout:** Muffin Picture (page 107)
- **Handout:** Muffins with Mom Writing (page 108)
- Encourage students to use juicy words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.

Needs:

- Purple construction paper- 1 per student
- Glue
- Scissors
- Crayons/Markers (Teacher's choice)

Hold on to this card until Muffins with Mom Day

Lesson 51



Informational Writing Prompt: Animal Report

Rough Draft Packet: Subtopic 2 (Paragraph 3)

- **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Rough Draft Packet (pages 100-104)
1. **Discuss:** Today we are going to continue writing about our subtopics. Please make sure that both pages you are looking at say "SUBTOPIC TWO".
 2. Have them write their topic sentence on the page.
 - Remind them to have a two finger indentation.
 3. **Remind them to:**
 - Add details to their sentences
 - Have complete thoughts
 - Have correct punctuation
 - Add definition to specific words related to their animal.
 4. They only need to write their Subtopic Two paragraph.
Please no headings or bolded words.

Lesson 52



Informational Writing Prompt: Animal Report

Rough Draft Packet: Subtopic 3 (Paragraph 4)

- **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Rough Draft Packet (pages 100-104)
1. **Discuss:** Today we are going to continue writing about our subtopics. Please make sure that both pages you are looking at say "SUBTOPIC 3".
 2. Have them write their topic sentence on the page.
 - Remind them to have a two finger indentation.
 3. **Remind them to:**
 - Add details to their sentences
 - Have complete thoughts
 - Have correct punctuation
 - Add definition to specific words related to their animal.
 4. They only need to write their Subtopic Three paragraph.
Please no headings or bolded words.

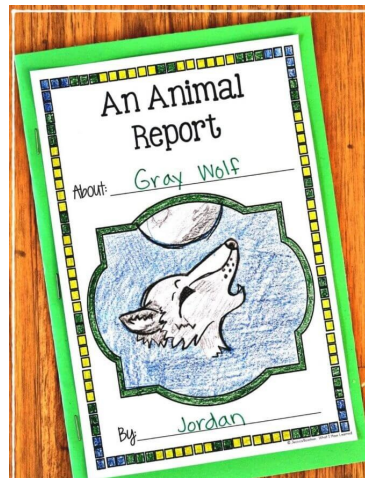
Lesson 53



Informational Writing Prompt: Animal Report

Rough Draft Packet: Conclusion (Paragraph 5)

- **Handout:** Organize It! Packet (pages 87-91)
 - **Handout:** Student Informational Writing Example (pages 76-79)
 - **Handout:** Rough Draft Packet (pages 100-104)
1. **Discuss:** Today is our last day of writing our final version. This paragraph is very important because it has the last words that our readers will read. It is what they will remember most about the report.
 2. **Read:** *Student Informational Example Conclusion Paragraph*
 3. **Ask:** What did Aaron include in his conclusion?" "What made the conclusion well written?"
 4. Have students double check their "Conclusion Organize It!" to make sure they have strong words and descriptions.
 5. Have them write their conclusion sentence.
 6. Have them look at their plan sentence from the introduction paragraph in the Organize It! Packet and have them restate it a new way.
 7. Then have them write their concluding sentence.
 8. Show students examples of the drawings below for what their drawings should look like on their reports. Show the details and beautiful coloring. Show them the attention to detail.



Lesson 54

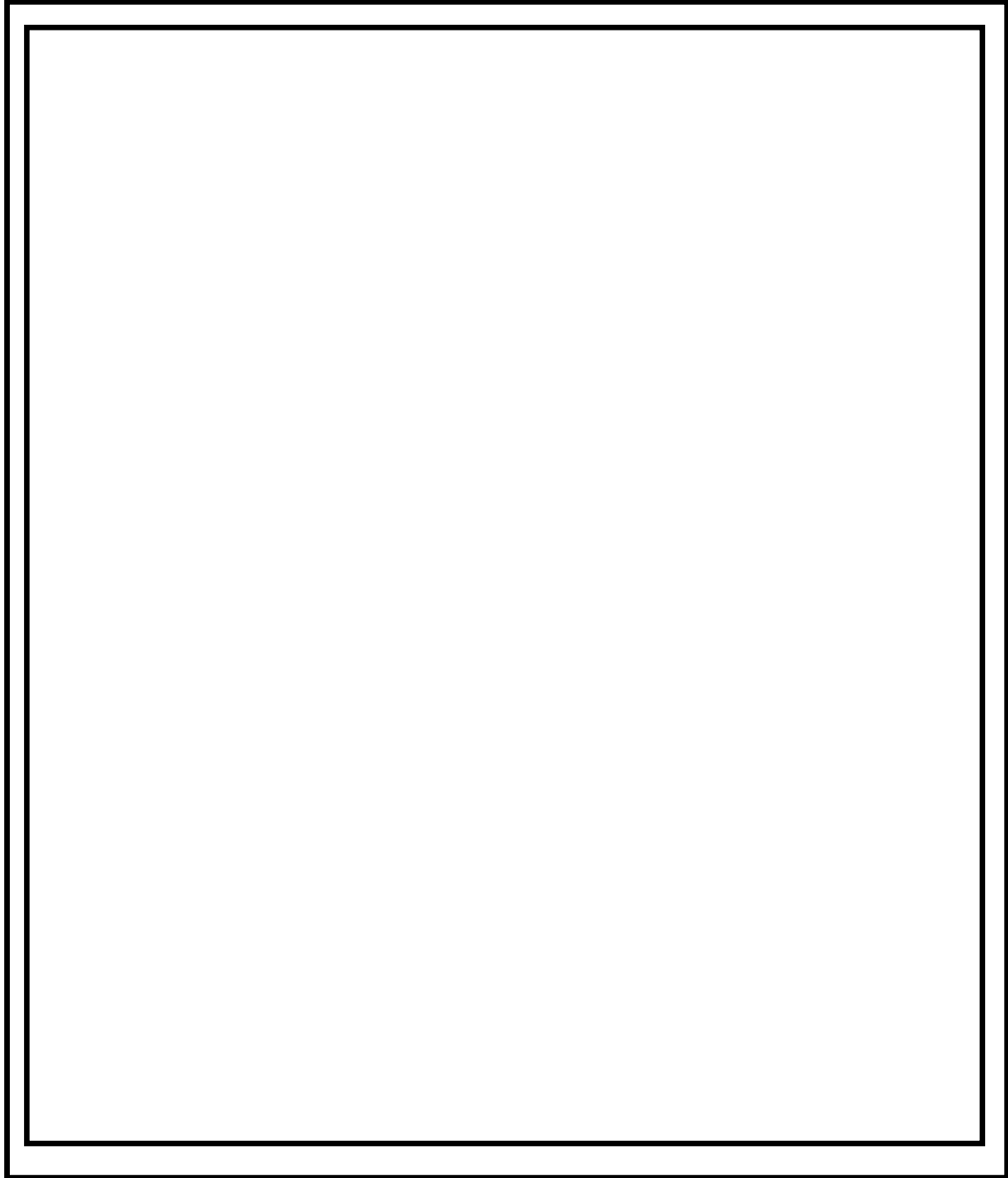


Informational Writing Prompt: Animal Report

Final Packet: Introduction and Subtopic 1

- **Handout:** Rough Draft Packet (pages 100-104)
 - **Handout:** Final Packet (pages 113-118)
1. **Discuss:** Today we get to rewrite our rough draft introduction and subtopic 1 to our final draft page!
 2. Remind them to write in paragraph style.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
 3. **At the end say, "I am proud of you and all the amazing work you are doing."**

Animal Report



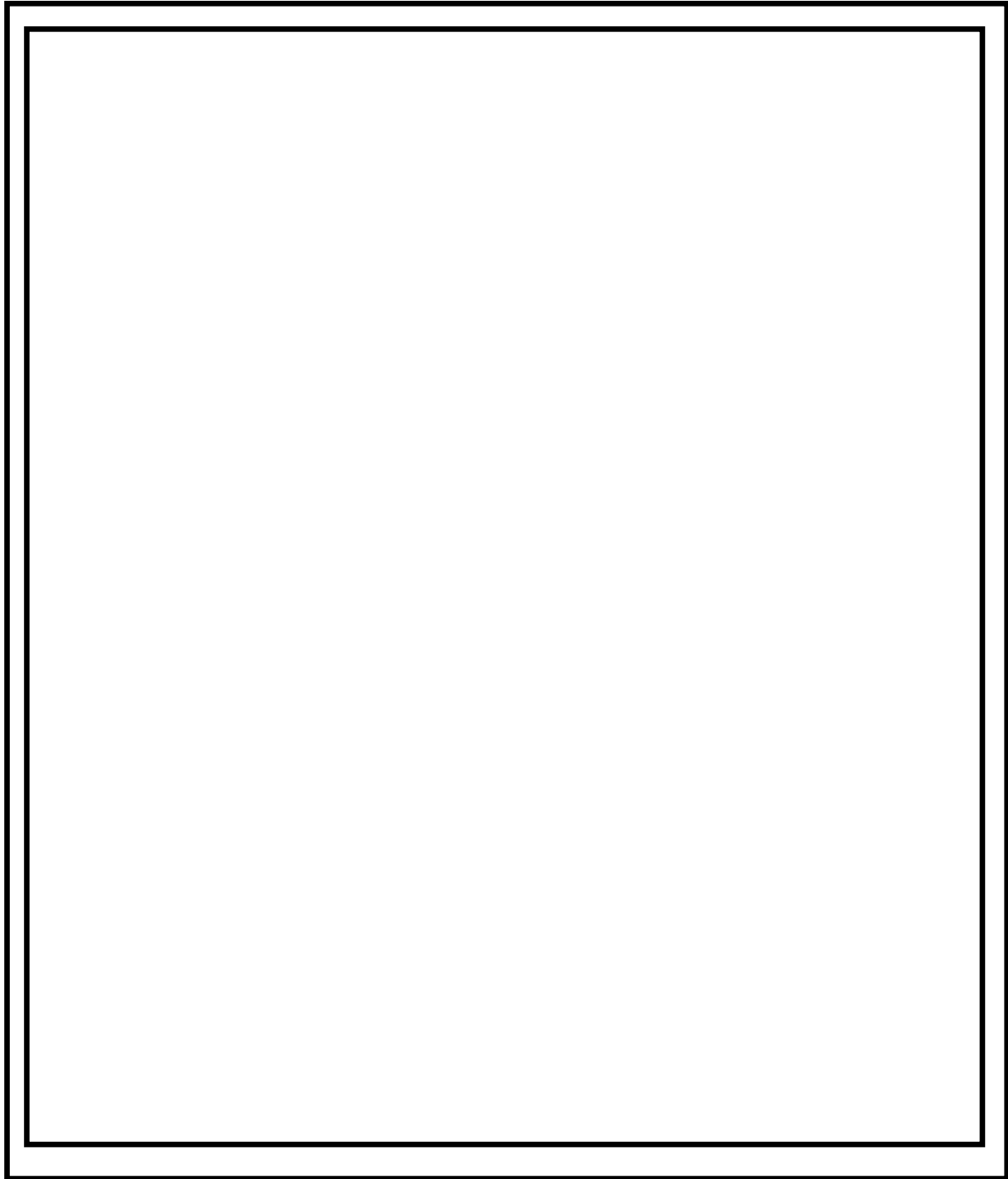
By, _____

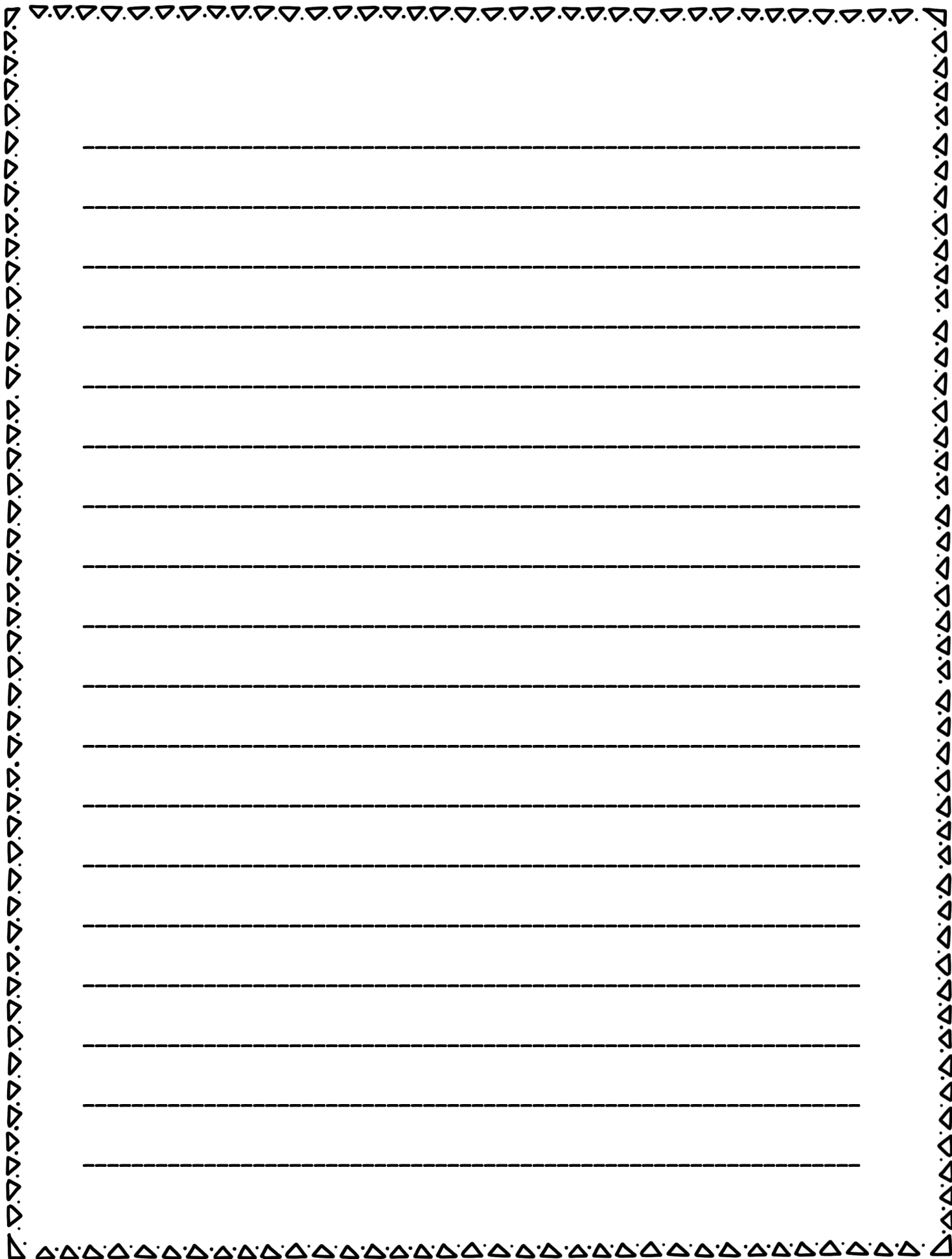
Name: _____

Title: _____

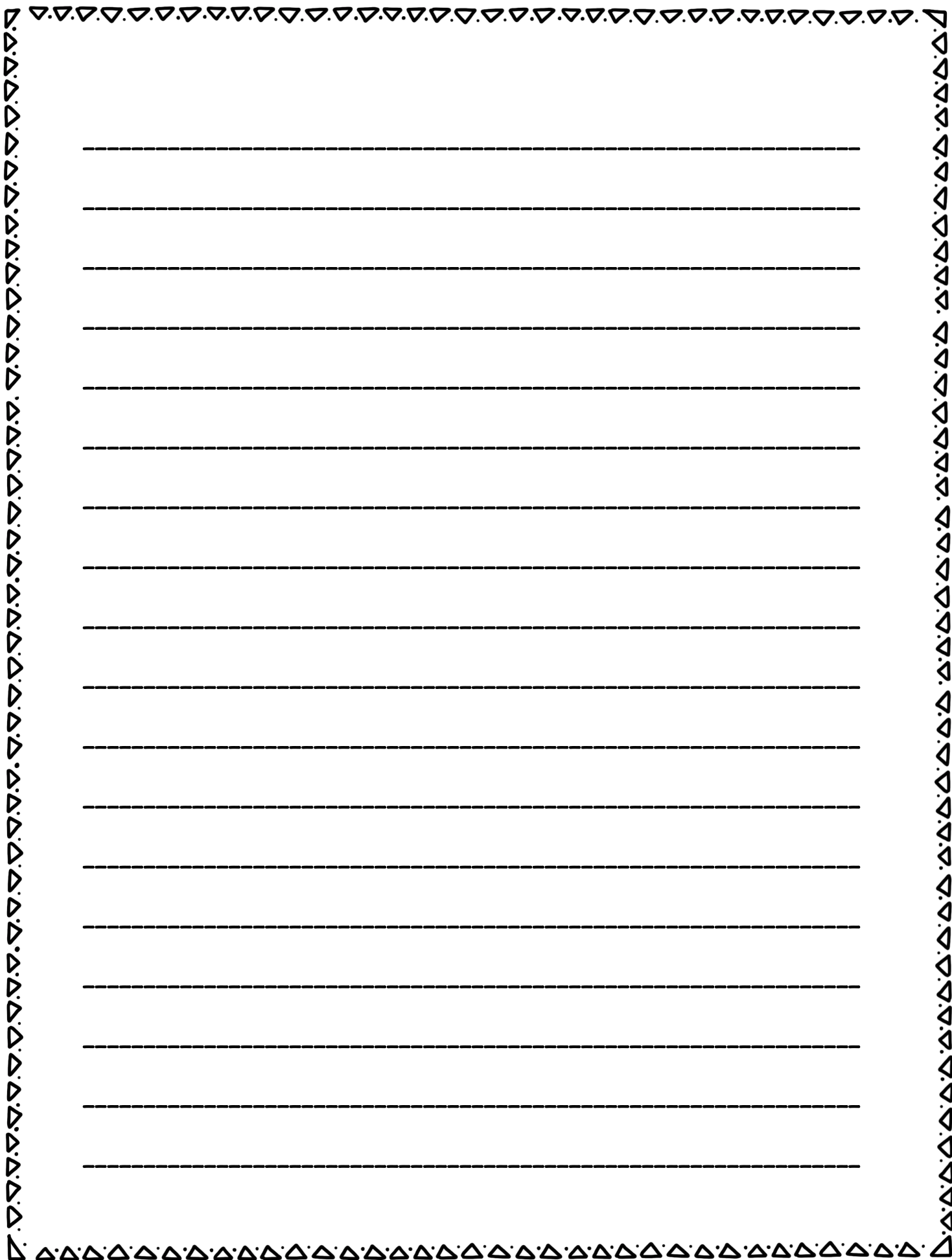
Handwriting practice lines consisting of 15 sets of three horizontal dashed lines.

Picture of _____

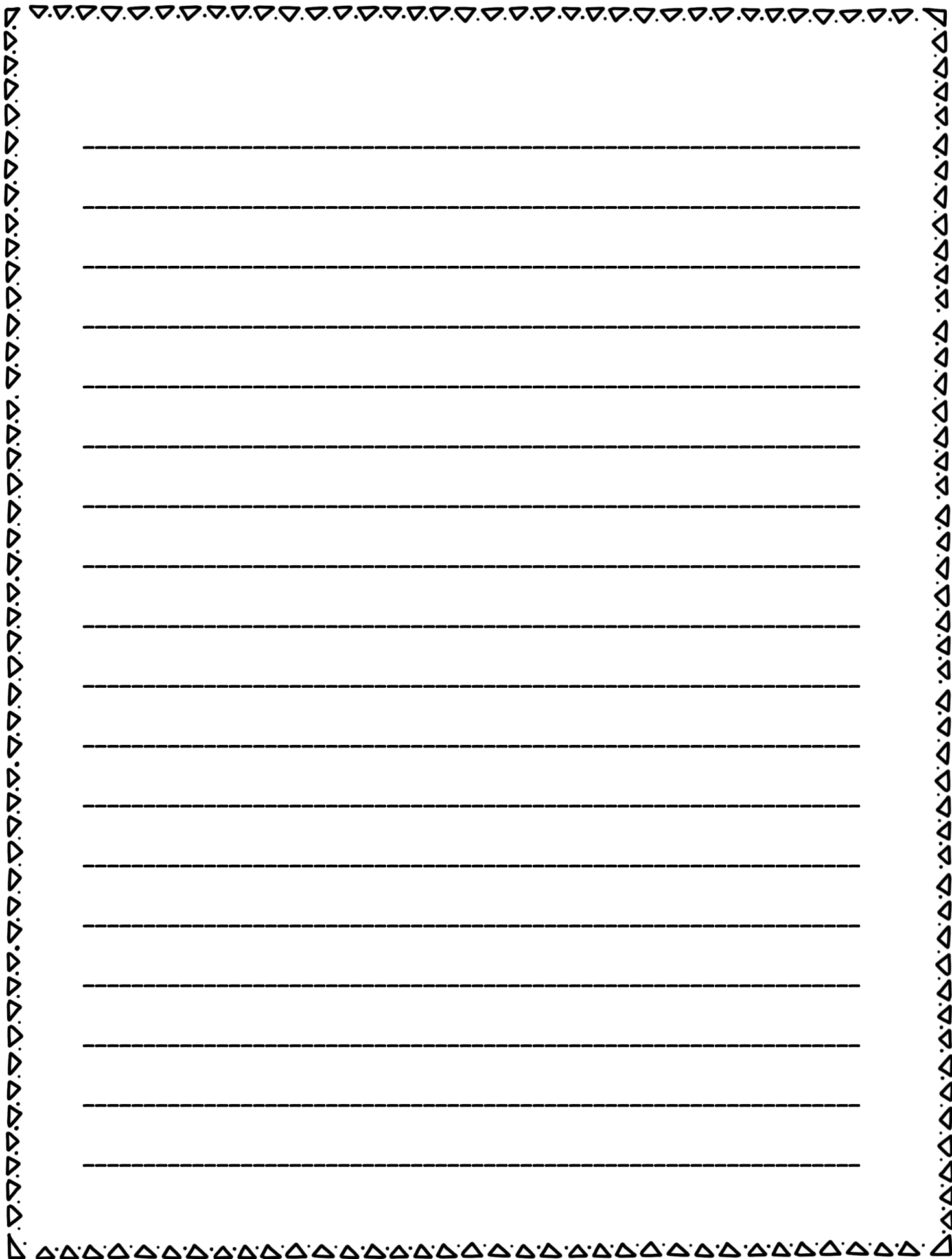




Handwriting practice lines consisting of 15 horizontal dashed lines for tracing and writing.



Handwriting practice lines consisting of 15 horizontal dashed lines.



Handwriting practice lines consisting of 15 horizontal dashed lines for tracing and writing.

Lesson 55



Informational Writing Prompt: Animal Report

Final Packet: Subtopic 2 & Subtopic 3

- **Handout:** Rough Draft Packet (pages 100-104)
 - **Handout:** Final Packet (pages 113-118)
1. **Discuss:** Today we get to rewrite our rough draft subtopic 2 and 3 to our final draft page!
 2. Remind them to write in paragraph style.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
 3. **Please praise them for their effort.**

Lesson 56



Informational Writing Prompt: Animal Report

Final Packet: Conclusion & Practice

- **Handout:** Rough Draft Packet (pages 100-104)
 - **Handout:** Final Packet (pages 113-118)
1. **Discuss:** Today we get to rewrite our rough draft conclusion page! Remember to write your name and title.
 2. Remind them to write in paragraph style.
 - Two finger indent at the beginning of each new paragraph
 - Correct word spacing on lines
 - Correct paragraph spacing
 - Best handwriting
 - Fix all editing errors
 - Double check all sentences for completion
 3. **Please praise them for their effort.**

Lesson 57



Informational Writing Prompt: Animal Report

Arthur's Chair: Report

- **Handout:** Final Packet (pages 113-118)
1. **Discuss:** Today we get to listen to your amazing report and see the pictures you have carefully drawn! You have done a wonderful job and we are going to celebrate that today!
 - Talk about listening expectations.
 - Half the class will go today. The other half will go on Lesson 58.

Lesson 58



Informational Writing Prompt: Animal Report

Arthur's Chair: Report

- **Handout:** Final Packet (pages 113-118)
1. **Discuss:** Today we are finishing sharing our reports!
 - Talk about listening expectations.

Celebrate with them for all that they have accomplished this year!