

Second Grade Writing Plans For Week Twenty-four

**Topic: Expository writing using a ten sentence web-with a bow – two paragraphs-
After school activities**

Strand: Writing

Writing Standards: (those that apply to this lesson have a smiley face)

- ☺ **The student uses writing processes effectively.**
- ☺ **The student writes to communicate ideas and information effectively.**

Writing Benchmarks: (those that apply to this lesson have a smiley face)

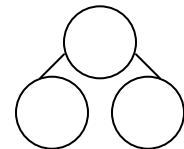
- ☺ **The student makes a plan for writing that includes a central idea and related ideas.**
- ☺ **The student drafts and revises simple sentences and passages, stories, letters, and simple explanations.**
- ☺ **The student produces final simple documents that have been edited.**
- **The student writes questions and observations about familiar topics, stories, or new experiences.**
- ☺ **The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.**
- **The student uses basic computer skills for writing.**
- **The student composes simple sets of instructions for simple tasks using logical sequencing of steps.**

Proverb of the week: See eye to eye.

Golden Nugget Word for the week: transparent: clear, see through

Write-Aerobics:

- ❖ Warm up – T- chart- Pool (do) (hear)
- ❖ Stretch- Curry powder
- ❖ One minute web – Fill in this web in one minute
What do you think fair punishments are for you?



Day one: Spill the beans/Brainstorm

1. Introduce the new prompt.

**There are a myriad of things to do after school.
Think about what you like to do after school. Write
to explain about what you like to do after school.**

Pass out the student handout. Have a copy of the prompt written on chart paper or make an overhead of the student handout with the prompt on it.

2. Have the students underline the first sentence in the prompt red. Model this on chart paper. Say that we do this because we are going to borrow this sentence as the first sentence for the story that we are going to write. Have them change you's to I and yours to my in the prompt. That way they won't refer to themselves as a "you".
3. Say that we are ready to box the word "explain" in red.
4. Say we have set up the prompt and now we know that we are ready to spill some beans. Say that spilling the beans is taking the seeds from our head to our paper. Review writing process handout. Discuss spilling the beans. List on chart paper after school activities:
Scooter racing, bike riding, watching television, YMCA, Nintendo
Circle TWO of your brainstormed ideas. Circle them in orange and green.
In order to motivate your students, have them role play what they like to do after school. This can turn into a game of Charades.
5. Students will brainstorm. Then they can color a picture on the back of their page.
6. Now, make a word bank of as many words related to this prompt as they can give you. This will help them with spelling and writing details later on.
7. Review what you covered in today's lesson.

Day two: Plot it out/Web

1. Review yesterday's work.
2. Say that we have spilled the beans, and now we are ready to plot out our garden. We plan by using a web. Review writing process handout.
3. Have on hand a web drawn on chart paper or an overhead copy of the prompt page from yesterday's lesson. Take note that there is a line drawn through the web.
4. Trace the top circle red. Tell them this is the topic circle and we put the subject or topic that we are going to write about inside of this circle.
5. Have students trace their topic circle red. Have them write the topic in it.
6. Discuss that the next circle is orange and it is called the main idea circle. Trace it orange. Say that this circle is called the main idea circle because we put our ideas related to the topic in this circle. Say that we get the ideas from the brainstorm list of beans that we spilled yesterday. Say, "What orange idea did I circle on my list yesterday?" They will respond with the one you circled in orange. Model writing that word inside of your orange circle.
7. Tell them to write their main idea inside their orange circle. Make sure they choose the one that they had circled yesterday.
8. Do the same for the green circle. Say, "This is also a main idea circle. We will put our second idea in this circle."

9. Model putting the green main idea in the green circle.
10. Students will do the same.
11. Now you are ready for the detail circles. **Details tell more about the main ideas. They give extra information.** They explain what, when, why, where, who, or how about a main idea.
12. Review the sheet titled Details, Details, Details. Go over the words.
13. NOTE THERE ARE THREE DETAILS FOR EACH MAIN IDEA. Now you are ready to fill in your yellow detail circle. Remember to ask a question, and then you put the answer to the question inside of the yellow detail circle. Make sure to trace it yellow.
14. Students will do the same. Make sure they trace it in yellow.
15. Now model filling in the next two detail circles. Trace them yellow.
16. Students will do the same.
17. Now model filling in the blue detail circle. Again, make sure to ask a question. The answer is what you will put inside of the circle. Make sure to trace it in blue.
18. Students will do the same with their blue sentence.
19. Fill in the next two blue detail circles. Trace them blue.
20. Students will do the same.
21. Review that bows wrap up a story. They are almost the same as a topic sentence in that they don't have main ideas or details in them. Model filling in the bow box with the topic. Trace the box black.
22. Students will do the same.
23. Review what you covered in today's lesson.

Day three: Add water, warmth and air/Write

1. Review yesterday's lesson.
2. Say that we have spilled the beans, we have plotted our garden by webbing, and now we are ready to add water and air. Review the writing process handout.
3. You are now ready to write. You can either use your own handwriting paper, or the paper that accompanies this program. It is located in the front of this book. Review heading a paper. Now say, "We will borrow the first sentence from the prompt as our first sentence in our story." Model writing this sentence. Model underlining this sentence in red. You may want to make some mistakes while writing today, because you will model editing on day five.
4. Students will do the same. Make sure that they put a period.
5. Next, model writing the orange main idea sentence. Review the handout titled orange and green beginnings. Discuss that no details or reasons are given here.
6. Students will write their orange sentence. They will underline it in orange. They will need to put a period at the end. Walk around and check those periods.
7. Next, model writing the yellow sentence. Review the yellow and blue beginnings handout. Use these words or any extra words to begin your sentence. Make sure to underline it in yellow.
8. Students will do the same. Make sure they are varying their sentence structure.
9. Now write a second yellow detail sentence. It is not attached to the first yellow, it is separate.

10. Students will do the same.
11. Model writing the last yellow detail sentence
12. Students will do the same.
13. Review today's lesson.

Day four: Add water, warmth and air/Write and Pull weeds/Edit

1. Review yesterday's work.
2. Model writing the green main idea sentence. Make sure to indent it and start a new paragraph. Discuss that the green is no longer next to the yellow. Underline it in green. Remind them that no details are given in the main idea sentence. You may want to make mistakes while writing today because you are going to model editing on day five.
3. Review the indention handout and discuss it. Students will write their green main idea sentence. They will underline it in green. They will need to put a period at the end of it.
4. Now model writing the blue detail sentence. Use the yellow and blue beginnings to help with this. Underline your sentence in blue.
5. Students will do the same.
6. Write the second blue detail sentence.
7. Students will do the same. Make sure they vary their sentence structure.
8. Now model writing the third blue detail sentence.
9. Students will do the same.
10. Now write the black bow sentence. Underline it in black.
Students will write their bows and underline them in black.
11. Read your story to the class.
12. Review editing on the writing process handout. Review the editing and revision symbols handout. Discuss that editing is called pulling the weeds. They need to take out the bad.
13. Model editing your story. Use the editing and revision symbols handout. Edit from the bottom up or from the middle up and then the middle down. Vary this from week to week. Also, you can use the editing tally mark sheet to tally mark your capitals and periods or whatever else you want them to look for.
14. Now students can edit their own papers. ¹ They can use the tally mark sheet, too.

Day five: Revise, Share your harvest

1. Now you are ready to discuss revision. This is adding fertilizer to our story. Review writing process handout. Review revision symbols and discuss that these are the symbols they will use in order to revise. **Revision is different than editing in that you are adding to your story in order to make it better.** Sometimes that even means that you have to delete a word in order to make a story better. You can revise by either lengthening a sentence or by adding more mature vocabulary words.

¹ Use editing sheet on page 119 of WriteReflections, Vol. 1

2. Model revising. Students will watch. In order to revise, you can cut and paste. For example, let's say that you want to extend yellow #2. You would need to take a pair of scissors and cut off yellow #3 and beyond. Then, tape the first part of the story onto a new piece of chart paper or whatever you are using. Add in the extension. Now you can add back the yellow #3 section and what do you know – you have extended without erasing and making a mess.
3. Now students can revise by using the cut and paste method. At first they will need some supervision, but then they will be fine.
4. You will want all of your students to make a final copy of their story.
Work on those handwriting skills: spacing, not writing in the margin, nice headings, writing too tiny, writing too big, etc. . .
5. At this time some of your students can share their stories. Review the writing process handout. I like to rotate groups each week. It is impossible to hear everyone's story each week. Therefore, it is nice to rotate them. Remember this, "Sharing writing gives writing a purpose." All students want to share: some want to share in a quiet place, while others want to share in front of everyone. Either way, sharing is top priority.
6. Pass out the handout on run on sentences. Discuss it.
7. Refer back to sensory writing handout. Have students choose four words from the touch section. Have them fold their handwriting paper two times. Have them unfold their paper. Have them write each of these words in the four boxes on their handwriting paper. Then, they can write each of these words in a sentence in these squares. After that, they can illustrate each of their sentences in these squares, as well.

SECOND GRADE BEGINNING
EXPOSITORY WEB #10- WEEK TWENTY -FOUR
STUDENT HANDOUT

NAME _____

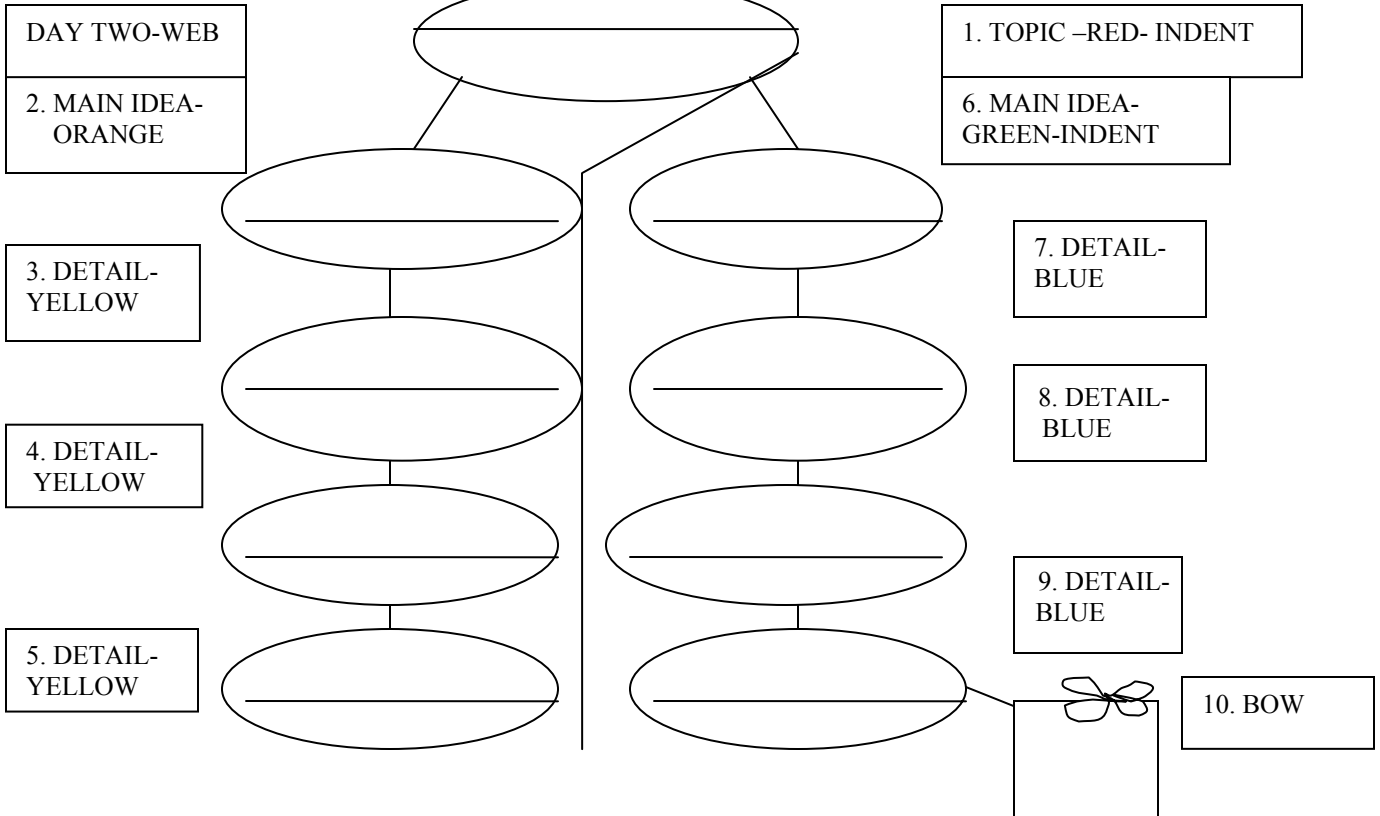
DAY ONE

There are a myriad of things to do after school.
Think about what you like to do after school. Write to
explain about what you like to do after school.

DAY ONE

BRAINSTORM: CHOOSE TWO AND CIRCLE!

1. _____
2. _____
3. _____
4. _____
5. _____



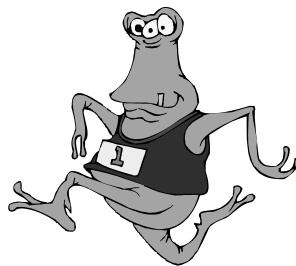
Editing Tally Marks

Name _____

Tally mark your way to an "A". There are ten boxes for ten different items. Put a tally for each item that you find. You can count: capitals, periods, adjectives, etc... Have Fun!

Ex. Capitals 

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |



Run On Sentences

Name _____

If two or more sentences are written together without punctuation, you confuse the reader. You then have created what is called a run on sentence. These are also called fused sentences. These are SERIOUS errors because the reader has to reread the sentence.

Directions: Read the following story and rewrite the run on sentences. You can rewrite them making them into two separate sentences or you can put a comma in the middle of the sentence. You would put the comma between the first sentence and the second sentence. To make it easier on you the run on sentence is underlined.

Many people like to go out to eat. One place I love to eat at is Olive Garden their salad and breadsticks are to die for. I can't resist their all you can eat salad with olive oil on top. After I eat, my mom usually lets me order dessert.

Another fabulous restaurant is Don Pablos. Now if you ever go there, you will have to get their chips and salsa. They even will give you refills on your drinks they are in thirty-two ounce size cups. I usually order their homemade chicken tortilla soup because it is unlimited, too. I can't wait to dine at one of these remarkable restaurants. I would give them both five stars.