



WRITe On!

2ND -3RD GRADE MONTHLY WRITING ACTIVITIES AND LESSONS

STANDARDS

2ND/3RD GRADE SURVIVAL GUIDE

WEEKS ONE			
Day	Big Idea	Mini Lesson Focus	Lesson Idea
1	I can write to convey facts and ideas clearly.	What is brainstorming? I can generate ideas and content to develop a topic (small moment catcher)	CC: W2.3, W3.3, W3.8 TEKS 2.17A, TEKS 3.17A, TEKS 3.19
2		What is writing? I can organize ideas to develop a topic and convey ideas and information clearly.	CC: W2.3, W3.4 TEKS 2.17B, TEKS 3.17B
3		What is revising? I can write complete sentences. I can use sentence type variety.	CC: W2.5, W3.5, L2.2, L3.2 TEKS 3.17C, 2.17C, 2.21B, 3.22B
4		What is editing? I can use the correct ending punctuation. (Intro close editing)	CC: W2.5, W3.5, L2.2, L3.2 TEKS: 2.17D, 2.22C, 3.17D, 3.23C
5		I can publish final copy of my writing	CC: W2.6, W3.6 TEKS 2.17E, TEKS 3.17E

SECRET SERGEANT

WEEK TWO			
Day	Big Idea	Mini Lesson Focus	Standards
1	I can write to convey facts and ideas clearly.	What is brainstorming? I can generate ideas and content to develop a topic.	CC: W2.3, W3.3, W3.8 TEKS 2.17A, TEKS 3.17A, TEKS 3.19
2		What is writing? I can organize ideas to develop a topic and convey ideas and information clearly.	CC: W2.3, W3.4 TEKS 2.17B, TEKS 3.17B
3		What is revising? I can write simple and compound sentences.	CC: W2.5, W3.5, L2.1F, L3.1I TEKS 3.22BC, 3.17C, 2.23B, 2.17C
4		What is editing? I can capitalize the beginning of each sentence and proper nouns.	CC: W2.5, W3.5, L2.2, L3.2 TEKS: 2.17D, 2.22C, 3.17D
5		I can publish final copy of my writing	CC: W2.6, W3.6 TEKS 2.17E, TEKS 3.17E

Aligned

DAILY

LESSON PLANS

2ND/3RD GRADE SURVIVAL GUIDE This week's big idea: I can write to convey facts and ideas clearly.	2ND/3RD GRADE SURVIVAL GUIDE This week's big idea: I can write to convey facts and ideas clearly.	2ND/3RD GRADE SURVIVAL GUIDE This week's big idea: I can write to convey facts and ideas clearly.	SECRET SERGEANT This week's big idea: I can write to convey facts and ideas clearly.	SECRET SERGEANT This week's big idea: I can write to convey facts and ideas clearly.
Week One Focus: Week One Model: Week One Assess: Week One Share: Week One	Week One Focus: Week One Model: Week One Assess: Week One Share: Week One	Week One Focus: Week One Model: Week One Assess: Week One Share: Week One	Week Two Focus: Week Two Model: Week Two Assess: Week Two Share: Week Two	Week Two Focus: Week Two Model: Week Two Assess: Week Two Share: Week Two
LESSON FIVE: DAY 5 I can write to convey facts and ideas clearly.	LESSON ONE: DAY 1 I can respond to a given journal prompt.	LESSON ONE: DAY 2 I can respond to a given journal prompt.	LESSON ONE: DAY 4 I can generate ideas and details to write.	LESSON ONE: DAY 1 I can respond to a given journal prompt.
WRITE ON! WORKSHOP This week's big idea: I can demonstrate my roles and responsibilities in writer's workshop.	WRITE ON! WORKSHOP This week's big idea: I can demonstrate my roles and responsibilities in writer's workshop.	WRITE ON! WORKSHOP This week's big idea: I can demonstrate my roles and responsibilities in writer's workshop.	SECRET SERGEANT This week's big idea: I can write to convey facts and ideas clearly.	SECRET SERGEANT This week's big idea: I can write to convey facts and ideas clearly.
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enough for one month!

WRITING

PROJECTS



ENGAGING

MINI LESSONS

WRITE ON! SLIDER

Use this slider to help your students track and monitor their progress through the stages of the writing process.

To Make:

Copy onto cardstock, use a hole puncher to punch a hole at the top and bottom. Thread a string onto a pipe cleaner. Put the ends of the pipe cleaner through the holes and bend to hold in place.

MY SURVIVAL GUIDE

Basic Joining Brainstorming Flipbooks

STUDENTS USE THESE FLIPBOOKS TO RECORD AND ORGANIZE THEIR IDEAS FOR THE WRITING PROCESS.

BRAINSTORMING

SECRET SERAUNT
TALK THE CARTON

writing
drawing

SECRET SERAUNT
TALK THE CARTON

ORGANIZING

RIDDLE #1
RIDDLE #3
RIDDLE #4
RIDDLE #5
RIDDLE #6

Today we are going to start organizing our riddles using our information on brainstorming those riddles. During the writing process students will begin writing their facts into sentences.

WRITING

COMPOUND

Students will complete a writing activity during the writing process. They will glue around the edges of the card to show the words that are used to make a compound. Students will attach the words to the card and use the card to show the words that are used to make a compound.

MY SURVIVAL GUIDE

Punctuation Patch

STUDENTS GLUE FLAPS ONTO THE PATCHES. THEY SORT SENTENCES (COMPLETE AND INCOMPLETE) GLUE THE SENTENCES UNDER THE CORRECT FLAP. ATTACH TO AN ARMY MAN (FROM THE DOLLAR TREE) OR ONE OF THE PAPER VERSIONS INCLUDED.

Let craft the activity to make a flip book. Use worksheets to add appropriate punctuation.

MY SURVIVAL GUIDE

Paper Bag Book: Survival Guide

Students will read two LARGE text 'Fold in half' and staple together. Staple for the book onto each page.

CAPITALS

Students will focus on writing for capitals. Students make these for a little extra.

Students use their flipbook during the writing process. They will use the flipbook to write the words that are used to make a compound. They will use the flipbook to write the words that are used to make a compound.

SECRET SERAUNT

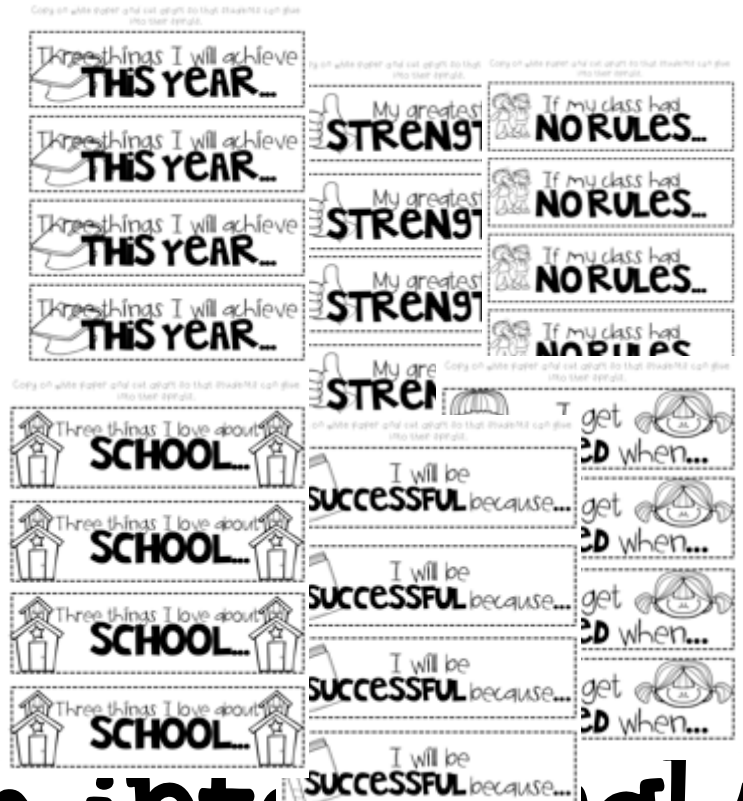
Students will use their flipbook during the writing process. They will use the flipbook to write the words that are used to make a compound. They will use the flipbook to write the words that are used to make a compound.

ALL YOU NEED FOR ANCHOR CHARTS



DAILY

JOURNAL PROMPTS



to project and glue into journals

WRITE ON!

WORKSHOP INTRO LESSON PLANS AND MATERIALS

giving feedback

HELPFUL	HURTFUL
Your writing is great, but your introduction could use a hook.	Your story is really unorganized.
I like the way you used transition words in your writing.	Did you even try to write today?
Your writing is really easy to understand.	Maybe you should just start over.
Can I help you go back and add punctuation?	Go fix your capitals.
I'm having a hard time understanding your story.	

JOURNAL WRITING

WELL...
WELL...
WELL...
WELL...

★ ★ ★ ★ ★

WRITE ON!

Share Writing Strategies



HELPFUL FEEDBACK

OUR CLASSROOM IS...

absolutely wonderful! My favorite part is the large selection of books in the library! We have so many books to choose from and they are all organized! I'm so thankful for my new classroom! Aren't you?

RATE MY WRITING

Are You LENDING A HELPING HAND?

Are you LENDING a Helping Hand?

Are you giving a hand? Are you giving a hand? Are you giving a hand?

★ ★ ★ ★ ★

RATING: 1

My name is Dan. I am 8 years old. I like to ride my bike.

RATING: 3

My name is Dan. I am 8 years old. I like to ride my bike.

Make Your Journal Writing a MARK Above the Rest!

DON'T HAVE A MONSTER MOUTH!

WRITE ON! GOALS

These Books BELONG TO Hope

USEFUL	HURTFUL
	These aren't sentences! You need periods now!
	make goal!



WRITE ON!

SET-UP



RUBRICS

The Single

MAKING A WRITING Folder



*Glue the front cover onto the folder.

Choose a writing PARTNER

Each day students will work with a partner to
1. Enhance their writing.
2. Revise.
3. Edit

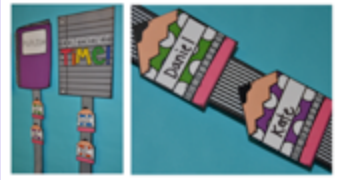


STUDENT WRITING GOALS

WRITING GOALS	YES
PUT I use punctuation marks.	Yes
ADD ! ? I use exclamation points and question marks.	Yes
THE BEGINNING I include an interesting start.	Yes
MY STORY I use beginning, middle, and end.	Yes
CHECK I check my work.	Yes
MY WORDS I include vivid vocabulary.	Yes

There are a variety of goals included in the pages that follow. Choose the goals that you want your students to focus on for the week. You don't have to use all of them each week. Glue the goals to a poster board, tape them onto your board, or slide them into a pocket chart. When reviewing student writing, or conferring with students, you can set goals with your students. Students write their names on a sticky note, and stick it next to the goal that they need to focus on during their independent practice. For example, if we notice they are missing punctuation marks, their name will go next to that goal, and tomorrow they will add punctuation marks to their paper.

STATUS OF THE CLASS



WRITING

GOAL

Charts



Setting Writing GOALS

Students put a sticky note with their name next to a skill they can focus on during their writing time.



STUDENT WRITING GOALS

PUT a name next to the skill you want to focus on for the week.

ADD ! ? Add punctuation to the end of my sentences.

THE BEGINNINGS Include an interesting beginning.

MY STORY Write a beginning and end.

CHECK Write your name on a sticky note and stick it next to the goal that they need to focus on during their independent practice.

MY WORDS Write words that you will use in your story.

Put	Check
Add	My Story
My Words	Check
My Words	Check

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ADD ! ?

ADD ! ? Add punctuation to the end of my sentences.

MY STORY

Let's Make MY WRITING GOALS

CREATED BY:



AMY Lemons



HOPE King