



# WRITe

On!

2<sup>ND</sup> -3<sup>RD</sup> GRADE MONTHLY WRITING ACTIVITIES AND LESSONS

# STANDARDS

## THE MAGICAL FROG

Weekly Objectives Overview:

Weeks One and Two			
Day	Big Idea	Mini Lesson Focus	Standards
1&2	I can write a story with a beginning, middle, and end.	I can generate ideas and content to develop a topic.	W23 W33 TEKS 2.17A TEKS 3.17A
3&4		I can organize ideas to develop a beginning, middle, and end in a story.	W23 W34 TEKS 2.18A TEKS 2.17B TEKS 3.17B
5&6		I can use sentence variety (simple, and compound) in my writing.	CC: L2.1F CC: L3.1H, L3.1I TEKS 2.21Aiii TEKS 3.22Aiii TEKS 3.22C
7&8		I can correctly use commas in my writing.	CC:W25 CC: W35 CC: L2.1F CC: L3.2C TEKS 2.17CD TEKS 3.17CD TEKS 3.22vii
9&10		I can publish final copy of story.	W26 W36 TEKS 2.17E TEKS 3.17E

## The Poisonous Apple

Weekly Objectives Overview:

Weeks Three and Four				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts
1&2	I can write a story with a beginning, middle, and end.	I can generate ideas and content to develop a topic.	W23 W33 TEKS 2.17A TEKS 3.17A	
3&4		I can organize ideas to develop a beginning, middle, and end in a story.	W23 W34 TEKS 2.18A TEKS 2.17B TEKS 3.17B	-The True Story of the Three Little Pigs by Jon Scieszka
5&6		I can use sentence variety (simple, complex, compound) in my writing.	CC: L2.1F CC: L3.1H, L3.1I TEKS 2.21Aiii TEKS 3.22Aiii TEKS 3.22C	-The Three Little Pigs by James Marshall
7&8		I can correctly use commas in my writing.	CC:W25 CC: W35 CC: L2.1F CC: L3.2C TEKS 2.17CD TEKS 3.17CD TEKS 3.22vii	-Snow White by Parragon Books
9&10		I can publish final copy of story.	W26 W36 TEKS 2.17E TEKS 3.17E	-Seriously, Snow White Was So Forgetful by Nancy Loewen

Aligned

# DAILY

# LESSON PLANS

## THE MAGICAL FROG

This week's big idea:

I can write a fairy tale with a beginning, middle, and end

Weeks One and Two			
Focus	Model	Independent Practice/Writing Conferences	Share/Peer Edit
Pal Pul fi cap stc		The students will use the writing	Students will share their

## THE MAGICAL FROG

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Weeks One and Two			
Focus	Model	Independent Practice/Writing Conferences	Share/Peer Edit

Reverse your fairy tale that was written through modeling focusing on your sentence types and joining out the compound sentences that you had yesterday.

Review Sir Simple and Countess Compound. Tell the students that today we will continue learning how to turn simple sentences into compound sentences.

Explain to the students that a good writing piece will have sentence balance—a variety of both simple and compound sentences.

Like the same fairy tale pictures (with your model/follow students to assist) you in transforming these sentences into compound sentences.

The students will complete the Sentence Chivalry activity.

The students will use the writing piece that they wrote yesterday and add compound sentences to their fairy tales or on their writing sheets.

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Focus	Model	Independent Practice/Writing Conferences	Share/Peer Edit
		Students will use the editing guidelines to edit their stories using the editing ideas for the week	Students work together to edit their stories using the editing ideas for the week

With a partner, students look back through their stories to see whether their sentences can be added to their stories.

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The students will scan the sentence using their magic wand. They will use the wand to punctuate the missing comma(s) and draw the corrections on their recording sheets.

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enough for one month!



# ENGAGING MINI LESSONS

### The Poisonous Apple

Projectable or Printable Stories



Story #1: Display and read together as a class. Print out the transition words and show how these words help keep our story sequenced and how they show a passage of time.

Story #2: Read the story. Allow the students to share what they think (They should say it is a mess.) Go directly into the story of the wicked queen who mixed up all of the transitions.

### The Poisonous Apple

Sentence Pattern Posters



These posters illustrate different sentence structures: Compound, Simple, and Subordinating Conjunctions.

### The Poisonous Apple

Story Organization Flip Book



Now, students will take their story ideas from yesterday and work on their story structure. Students use their ideas to generate a story using this flipbook. This rough draft will help them write their stories later this week. First, students cut out their pieces and organize by height. Then, layer the pieces and staple.

### Apple Level Two

Students practice highlighting subjects, verbs, and subordinating conjunctions to check for two independent clauses.



### The Magical FROG


Billidi - Bollidi - Boo!  
Magical Comma Corrections



This students wave their magical wand over the sentence and look for mistakes. Then they use pasta to punctuate correctly. The record their corrections on the response sheet.

### The Magical Frog

Story Organization



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### FR09 Princess


Anchor Chart for conjunctions



Save the Princess Activity- students write five compound sentences. Once written correctly, students earn a key to put into the bucket. After students finish, draw a key to see who saved the princess!

# ALL YOU NEED FOR ANCHOR CHARTS

The Poisonous Apple  
Wanted: The Story Behind That Apple - Story Organization Chart



It is important for students to understand the structure of a story. Our stories should have a beginning, middle, and end. Use your brainstorming anchor chart from yesterday to model a story with your class. Show students how to organize ideas into a b, m, and e

The Magical FROG Fairy Tale Story Elements Anchor Chart



notes, students brainstorm characters, setting, events, a solution, a magical element, and a group setting will allow your students to think of ideas for their own brainstorming map and story. You will use these ideas to generate a story as a class. On day one, we will brainstorm characters and setting for our Magical Frog story. On day two, we will finish the other story elements.

The Poisonous Apple Transition Words Anchor Chart



You can either use the anchor chart to display common story

The Poisonous Apple Brainstorming CHART



an whole group lesson to of your story. To make paper into strips. You can chart from last week!

The Magical FROG So Grandmother's House We Go - Story Organization Chart



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# DAILY JOURNAL PROMPTS

In the palm of my hand  
was a  
**MAGIC APPLE...**



Copy on white paper and cut apart so that students can glue into their spirals.



One day I rubbed  
**MAGIC LAMP**



One day I rubbed  
**MAGIC LAMP**



One day I rubbed  
**MAGIC LAMP**

I met the  
**9 BAD  
WOLF...**



The evil queen gave  
me two bottles of  
**POISON...**

There once was a  
**PRINCESS  
WHO...**



**THE PRINCESS**  
was getting dressed  
for...



a time I found a  
**MAGIC  
TOWN...**



to project and glue into spirals

# WRITE ON!

## SET-UP



## RUBRICS

### MAKING A WRITING Folder



\*Glue the front cover onto the folder.

### Choose a writing PARTNER

- Each day students will work with a partner to enhance their writing.
1. Brainstorm
  2. Revise & C
  3. Revise
  4. Edit

### STUDENT WRITING GOALS



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

Includes the following goals:

- PUT** - Put all the beginning words on the board.
- ADD ! ?** - Add punctuation to the end of my sentences.
- THE BEGINNING** - Includes an interesting start.
- MY STORY** - Has a beginning and end.
- CHECK** - Make sure I use correct verbs.
- MY WORDS** - Include vivid vocabulary.

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### ADD ! ?

punctuation to the end of my sentences

### MY STORY

Let's Make WRITING GOALS

# CREATED BY:



**AMY** Lemons



**HOPE** King