



WRITe

On!

2ND -3RD GRADE MONTHLY WRITING ACTIVITIES AND LESSONS

STANDARDS

MY SUMMER TOUR

WEEKS ONE AND TWO				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1&2	I can write texts to develop and describe a topic and convey ideas and information clearly.	I can generate ideas and content to develop a topic.	W2.2 W3.2 W3.8 TEKS 2.07A TEKS 3.07A TEKS 3.09	- <i>The Night Before Summer Vacation</i> by Natasha Wing - <i>How I Spent My Summer Vacation</i> by Mark Teague - <i>Arthur's Family Vacation</i> by Marc Brown - <i>Summer Days and Nights</i> by Wong Herbert Yee - <i>Summer</i> by Nuria Roca
3&4		I can organize ideas to develop a topic and convey ideas and information clearly.	W2.2 W2.8 W3.2, W3.2A, W3.2B, W3.2D TEKS 2.07B TEKS 3.07B TEKS 3.26AII TEKS 3.26AIII	
5&6		I can develop a topic with supporting facts and details.	W2.2 W3.2 W3.2A, W3.2B, W3.2D TEKS 2.07C TEKS 3.07C TEKS 3.26AII TEKS 3.26AIII	
7&8		I can use capital letters in holidays, product names, geographic names, proper nouns, and titles.	W2.5 L2.2A W3.5 L3.2A TEKS 2.07D TEKS 2.22B TEKS 3.07D TEKS 3.23B	
9&10		I can edit and publish final copy of story.	W2.5 W3.5 W2.6 TEKS 2.07D TEKS 2.07E TEKS 3.07E	

Dreaming of 3rd/4th Grade

WEEKS THREE AND FOUR				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1&2	I can write texts to develop and describe a topic and convey ideas and information clearly.	I can generate ideas and content to develop a topic.	W2.2 W3.2 W3.8 TEKS 2.07A TEKS 3.07A TEKS 3.09	- <i>A Camping Spree With Mr. Magee</i> by Chris Van Dusen - <i>S is for S'mores</i> by Helen Foster James - <i>Amelia Bedelia Goes Camping</i> by Peggy Parish - <i>Arthur Goes to Camp</i> by Marc Brown - <i>When We Go Camping</i> by Margaret Wild
3&4		I can organize ideas to develop a topic and convey ideas and information clearly.	W2.2 W2.8 W3.2, W3.2A, W3.2B, W3.2D TEKS 2.07B TEKS 3.07B TEKS 3.26AII TEKS 3.26AIII	
5&6		I can develop a topic with supporting facts and details.	W2.2 W3.2 W3.2A, W3.2B, W3.2D TEKS 2.07C TEKS 3.07C TEKS 3.26AII TEKS 3.26AIII	
7&8		I can use correct punctuation in my writing.	W2.5 L2.2 W3.5 L3.2B TEKS 2.07D TEKS 2.22B TEKS 3.07D TEKS 3.23B	
9&10		I can edit and publish final copy of story.	W2.5 W3.5 W2.6 TEKS 2.07D TEKS 2.07E TEKS 3.07E	

Aligned

DAILY

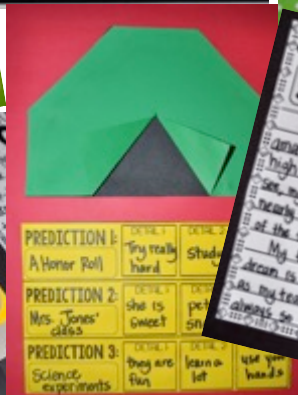
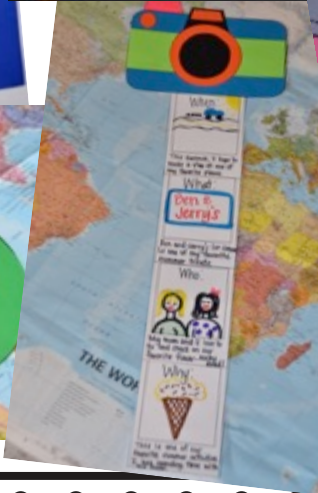
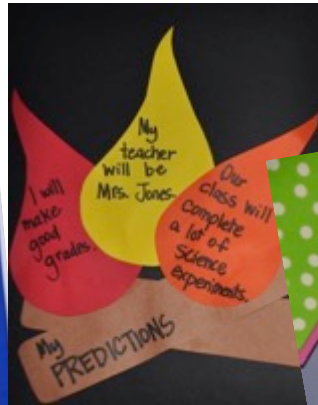
LESSON PLANS

The image displays a grid of lesson plan cards. The cards are organized into two main sections: 'MY SUMMER TOUR' and 'Dreaming of 3rd/4th Grade'. Each section contains multiple lesson cards, each with a title, a learning objective, and a detailed description of the lesson activities. The cards are color-coded and include various icons and text boxes. The 'MY SUMMER TOUR' section includes cards for 'Lesson Three: Day 6', 'Lesson Four: Day 8', and 'Lesson Five: Day 10'. The 'Dreaming of 3rd/4th Grade' section includes cards for 'Lesson Two: Day 3', 'Lesson Four: Day 7', and 'Lesson Five: Day 10'. The cards are arranged in a grid that is partially obscured by a large, stylized text overlay at the bottom.

enough for one month!

WRITING

PROJECTS



ENGAGING

MINI LESSONS

MY SUMMER TOUR

On the Road to Correct Capitals

Activity

Students sort the words into four categories: holidays, time, product names, and geographic locations. Then, students write the first letter of the words on their road signs. Students can make the craft or use the black line version.

MY SUMMER TOUR

Watermelon Topic Breakdown

Copy the content organization chart to 'squeezing down' your topic (watermelon) by using (slices). Then taking those (slices) (or each slice) and slice them into specific details.

Some included both key ideas on terms (holidays) and (and). Use the same meaning. My only reason is to use one consistent.

MY SUMMER TOUR

Writing Booklets

Students should begin their paragraphs with an explicit subject and a clear topic. The student will follow your writing chart and use the 'Hot Diggity Dog' as a guide for writing a paragraph.

DREAMING of next year!

Reeling in Punctuation- Activity

Students begin their paragraphs with a topic sentence. Students will use the punctuation to organize their paragraphs. There are different ways you can use punctuation. You can use the recording sheet or the hot diggity dog.

DREAMING of next year!

Punctuation- Activity

There are different ways you can use punctuation. You can use the recording sheet or the hot diggity dog.

MY SUMMER TOUR

Snapshot Data

Use the anchor chart when introducing students how to strengthen their writing by using question words. These can also be utilized using a projector rather than printing out. You can also use the thinking map at a class with a projector.

MY SUMMER TOUR

On the Road to Writing Paragraph: Interactive for Students

Punch holes at the end of each row of the road. Punch two holes in your car. Thread a pipe cleaner through the car and through the chart.

MY SUMMER TOUR

On the Road to Paragraph Writing: Interactive Chart

Display these steps to writing a paragraph. As you develop each step use the 'Hot Diggity Dog' to help you. You will record your 'Hot Diggity Dog' to Descriptive Writing chart. You can weave the car along by using a clothespin at each step.

Hot Diggity Dog Student Writing

The students will practice all parts of their paragraph (topic, holiday, opinion) at the end of the writing pages together. We will use each step (topic, holiday, opinion) and the 'Hot Diggity Dog' to help them. Students can use their pencil on the hot diggity dog to help them write that they liked on the

Writing Chart

Use this chart as an interactive activity. The students will create a topic and a detail. They will expand the detail with an explicit. Finally, they will complete the paragraph with a closing.

DREAMING of next year!

Reeling in Punctuation- Activity

During this lesson, the students will be creating one (or more) of their paragraphs to check for punctuation content in their writing. They will be looking at a word before the punctuation, or a word version that it (usually) to make sure they have each of the right. You may let the students for what you would like to see of each paragraph. We have also included a writing chart (double) and a writing chart (double) to use.

ALL YOU NEED FOR ANCHOR CHARTS



DAILY JOURNAL PROMPTS

What would you bring on a **ROAD TRIP?**

My dream **VACATION**

What might be the **RISK AHEAD?**

I started daydreaming about the **NEXT SCHOOL YEAR...**

We hopped in for a long **ROAD TRIP...**

It was the perfect night to **CAMP UNDER THE STARS...**

We cooked the perfect **CAMPFIRE DINNER...**



Copy on white paper and cut apart to fit through cut line

I was relaxing in the sun, when **SUDDENLY...**

What might be the **RISK AHEAD?**

I was relaxing in the sun, when **SUDDENLY...**

What might be the **RISK AHEAD?**

I was relaxing in the sun, when **SUDDENLY...**

What might be the **RISK AHEAD?**

I was relaxing in the sun, when **SUDDENLY...**

What might be the **RISK AHEAD?**

Copy on white paper and cut apart to fit through cut line

I rolled up my **SLEEPING BAG...**

A **BEAR** crept into my tent...

things ready sampling **TURE...**

I rolled up my **SLEEPING BAG...**

A **BEAR** crept into my tent...

things ready sampling **TURE...**

I rolled up my **SLEEPING BAG...**

A **BEAR** crept into my tent...

things ready sampling **TURE...**

I rolled up my **SLEEPING BAG...**

A **BEAR** crept into my tent...

things ready sampling **TURE...**



to project and glue into spirals

WRITE ON!

SET-UP



RUBRICS

The Single

MAKING A WRITING Folder



*Glue the front cover onto the folder.

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

Choose a Writing PARTNER



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

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

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

THE BEGINNINGS Include an interesting beginning.

MY STORY Put a beginning, middle, and end.

CHECK Use a checklist to make sure you wrote what you planned.

MY WORDS Include vivid vocabulary.

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.

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

MY STORY Let's Make MY STORY. Include a beginning, middle, and end.

WRITING GOALS

CREATED BY:



AMY Lemons



HOPE King