



# WRiTe On!

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

# STANDARDS

## PERSONAL NARRATIVE: OUCH!

WEEKS ONE AND TWO				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1&2	I can write and express a sequence of events clearly to develop a personal narrative.	Brainstorm: I can use adjectives to describe nouns.  I can develop ideas for a personal narrative.	W.2.3 W.3.3 W.3.8 TEKS 2.17A TEKS 3.17A TEKS 3.19	Owl Moon by Jane Yolen  The Leaving Morning by Angela Johnson
3&4		Write: I can organize ideas (and use temporal words) to sequence and develop a personal narrative.  I can organize my writing into a personal narrative.	W.2.3 W.2.8 W.3.3, W.3.3A, W.3.3B, W.3.3D TEKS 2.17B TEKS 3.17B	Roller Coaster by Marla Frazee
5&6		Revise: I can develop a personal narrative with supporting facts and details.	W.2.3 W.3.3 W.3.3, W.3.3A, W.3.3B, W.3.3D TEKS 2.17C TEKS 3.17C	Fireflies by Julie Brinckloe  Stella Tells Her Story by Janiel Wagstaff
7&8		Edit: I use reflexive pronouns. (2 <sup>nd</sup> )  I can use abstract nouns. (3 <sup>rd</sup> )	L.2.1C L.3.1C TEKS 2.17D TEKS 2.21A TEKS 3.17D TEKS 3.22A and Avi	Come on, Rain by Karen Hesse  When I Was Young in the Mountains by Cynthia Rylant
9&10		Publish: I can publish a final copy of my story.	W.2.5 W.3.5 W.2.6 TEKS 2.17E TEKS 3.17E	

## BOO! I MEAN IT!

WEEKS THREE AND FOUR				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
11-12	I can write and express a sequence of events clearly to develop a personal narrative.	Brainstorm: I can develop ideas for a personal narrative using question words.	W.2.3 W.3.3 W.3.8 TEKS 2.17A TEKS 3.17A TEKS 3.19	
13-14		Write: I can develop a strong beginning.  I can organize ideas (and use temporal words) to sequence and develop a personal narrative.	W.2.3 W.2.8 W.3.3, W.3.3A, W.3.3B, W.3.3D TEKS 2.17B TEKS 3.17B	Owl Moon by Jane Yolen  The Leaving Morning by Angela Johnson  Roller Coaster by Marla Frazee
15-16		Revise: I can develop a personal narrative with supporting facts and details.  I can organize my writing using temporal words.	W.2.3 W.3.3 W.3.3, W.3.3A, W.3.3B, W.3.3D TEKS 2.17C TEKS 3.17C	Fireflies by Julie Brinckloe  Stella Tells Her Story by Janiel Wagstaff  Come on, Rain by Karen Hesse
17-18		Edit: I use reflexive pronouns. (2 <sup>nd</sup> )  I can use regular and irregular verbs. (3 <sup>rd</sup> )	L.2.1D L.3.1D TEKS 2.17D TEKS 2.21A TEKS 3.17D TEKS 3.22A	When I Was Young in the Mountains by Cynthia Rylant
19-20		Publish: I can publish a final copy of my story.	W.2.5 W.3.5 W.2.6 TEKS 2.17E TEKS 3.17E	

Aligned

# DAILY LESSON PLANS

## PERSONAL NARRATIVE: OUCH!

This week's big idea:  
I can write a personal narrative.

Week One			
Focus	Model	Independent Practice Writing Conferences	Share/Peer Edit
<p><b>LESSON SEVEN: DAY 7 (2<sup>ND</sup> GRADE)</b></p> <p>Edit. I use reflexive pronouns.</p>	<p>For our grammar focus this week we are going to introduce reflexive pronouns. Before discussing reflexive pronouns, review pronouns in general with the class. You can get some down on an anchor chart or on the board for review. Discuss how pronouns take the place of nouns.</p> <p>Introduce reflexive pronouns using the digital poster. These are words we may want to include in our writing. For example: I was sitting by myself in the doctor's office while my mom went for a snack. My dad talked to himself as he was reading my medication.</p> <p>The goal isn't to master reflexive pronouns today, but to introduce the words and try to include them into our writing.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a pronoun, reflexive pronoun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any reflexive pronouns and use them correctly.</p>

## PERSONAL NARRATIVE: OUCH!

This week's big idea:  
I can write a personal narrative.

Week One			
Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p>Common focus this week is going to introduce act nouns. Before abstract nouns, review general with the class. Get some down on an anchor chart or on the board for review. Discuss how nouns are concrete and we can see, touch, taste, and hear them.</p> <p>Introduce abstract nouns using the digital poster. These are words we may want to include in our writing. For example: The owed kindness as she said my temperature.</p> <p>Introduce abstract nouns, but to introduce them into our writing.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>Students finish writing their rough drafts and begin editing.</p>

## PERSONAL NARRATIVE: OUCH!

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I can write a personal narrative.

Week One			
Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p>Today we want to give students continue writing their rough drafts. The goal is that students use what we have learned in our mini-lessons to enhance their writing each day. Discuss with students how we read and edit our stories to make sure they make sense.</p> <p>Students have had the time to edit their stories, students use the guide to edit their stories. We students how to use the rubric to check their work. We highlight to make sure we included all of the major elements of our writing. This is the first time your students moved to editing this way. We are only focusing on the things we highlight to make sure students understand the things we highlight: capitals, punctuation, and spelling.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>During share time, students work together to edit their writing. Students can help each other check for spelling, capitals, etc.</p>

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Week One			
Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p>The students will use the writing rubric to give their writing a final check before publishing.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>Students will use the writing rubric to give their writing a final check before publishing.</p>

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## MEAN IT!

This week's big idea:  
I can write a personal narrative.

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Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p>Students will use the writing rubric to give their writing a final check before publishing.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>Students will use the writing rubric to give their writing a final check before publishing.</p>

Week One			
Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p><b>LESSON THREE: DAY 3</b></p> <p>Write. I can organize my writing into a personal narrative.</p>	<p>Today we are going to take our brain ideas and begin to develop the organs of our story. We are focusing on one of the details today.</p> <p>Students will choose one occasion where they were sick or hurt. We are going to magnify that and make it a story. We don't want to discuss ALL of the times we have been sick or hurt. Have students get out their brainstorming cloud from Monday. Students highlight or circle the Old sick/hurt moment to write about for the week. Model choosing one event and how to expand that event going details. For example: I was sick with the flu. I had to leave school early. I went to the doctor. I made me feel week and tired. I stayed home from school for a week.</p> <p>Introduce the transition words to your students (we are focusing on first, next, then, and last but feel free to use any transition words). Discuss the best order for them to appear in your story. We discuss how they help us to transition from one idea to the next. Using the chart, or graphic organizer, model how we should organize our story. For example: First, I was playing on the monkey bars. Next, I fell down and heard a pop. Then, my teacher called me to the nurse. Last, I went to the doctor and got a cast. We want to organize the events in the order of how things happened so that it makes sense to our readers.</p>	<p>Students begin organizing their small moment with their writing partner. Partners help each other to organize their events in a sequence that makes sense to the reader.</p>	<p>EDIT: I can develop a personal narrative using question words.</p> <p>Introduce past, present and future tense verbs.</p> <p>Use your chart to write the connect of the word (There two versions - regular verbs and irregular verbs).</p>

Week One			
Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p><b>LESSON EIGHT: DAY 18</b></p> <p>Introduce past, present and future tense verbs.</p> <p>Use your chart to write the connect of the word (There two versions - regular verbs and irregular verbs).</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>Students will use the writing rubric to give their writing a final check before publishing.</p>

Week One			
Model	Independent Practice Writing Conferences	Share/Peer Edit	
<p><b>LESSON NINE: DAY 19</b></p> <p>Brainstorm. I can use adjectives to describe nouns.</p> <p>Today we are going to take our brain ideas and begin to develop the organs of our story. We are focusing on one of the details today.</p> <p>Students will choose one occasion where they were sick or hurt. We are going to magnify that and make it a story. We don't want to discuss ALL of the times we have been sick or hurt. Have students get out their brainstorming cloud from Monday. Students highlight or circle the Old sick/hurt moment to write about for the week. Model choosing one event and how to expand that event going details. For example: I was sick with the flu. I had to leave school early. I went to the doctor. I made me feel week and tired. I stayed home from school for a week.</p> <p>Introduce the transition words to your students (we are focusing on first, next, then, and last but feel free to use any transition words). Discuss the best order for them to appear in your story. We discuss how they help us to transition from one idea to the next. Using the chart, or graphic organizer, model how we should organize our story. For example: First, I was playing on the monkey bars. Next, I fell down and heard a pop. Then, my teacher called me to the nurse. Last, I went to the doctor and got a cast. We want to organize the events in the order of how things happened so that it makes sense to our readers.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>Students will use the writing rubric to give their writing a final check before publishing.</p>

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<p><b>LESSON TWO: DAY 1</b></p> <p>Brainstorm. I can use adjectives to describe nouns.</p> <p>Today we are going to take our brain ideas and begin to develop the organs of our story. We are focusing on one of the details today.</p> <p>Students will choose one occasion where they were sick or hurt. We are going to magnify that and make it a story. We don't want to discuss ALL of the times we have been sick or hurt. Have students get out their brainstorming cloud from Monday. Students highlight or circle the Old sick/hurt moment to write about for the week. Model choosing one event and how to expand that event going details. For example: I was sick with the flu. I had to leave school early. I went to the doctor. I made me feel week and tired. I stayed home from school for a week.</p> <p>Introduce the transition words to your students (we are focusing on first, next, then, and last but feel free to use any transition words). Discuss the best order for them to appear in your story. We discuss how they help us to transition from one idea to the next. Using the chart, or graphic organizer, model how we should organize our story. For example: First, I was playing on the monkey bars. Next, I fell down and heard a pop. Then, my teacher called me to the nurse. Last, I went to the doctor and got a cast. We want to organize the events in the order of how things happened so that it makes sense to our readers.</p>	<p>Operation: Give groups a bowl of 1st Tamiels with the word cards mixed in and a pair of tweezers. Students will take turns operating by picking out a word with their tweezers. Students identify whether the word is a concrete noun, abstract noun, or neither. Students can also use the recording sheet if you want them to.</p>	<p>Students work together to edit their writing. If possible, students add in any abstract nouns and use them correctly.</p>	<p>Students will use the writing rubric to give their writing a final check before publishing.</p>

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enough for one month!



# WRITING

## PERSONAL NARRATIVE: OUCH!



**OUCH!**

[illegible]

## First Aid Fact Finder



Students will find a fact from the text and write the details that support the fact.

## Student Rough Drafts



**FIRST**  
I was playing in a basketball game against the Hawks. After shooting the ball, I fell down and heard a loud POP! I thought to myself, "OH NO!"

Today students will begin writing their rough drafts. Students can do this on the medical bag booklet, or on scratch paper.

**WRITE!**

Personal Narrative Story Stru



## Using Transitions to Organize



he "On the Road with Transitions" chart produce transition words used to signal the beginning, middle, and end of a personal narrative. The students will then create their own traffic light. They will choose a transition word for beginning (green), middle (yellow), and end (red). The students will then write a three-paragraph story correctly using their transition words. You may even choose to allow students to work in partners for this activity.

## Publish! Final Craft.

A time that I was scared!



The students will publish a final copy of their writing and create the Boo! I Mean It! Craft to add to their final display.

# ENGAGING Mini Lessons

## Snatch



Arrange the spoons in a small circle in the center of the table and deal four cards to each player. Each player tries to make four of a kind (four past tense, four present tense...etc.).

## Snatch



## IRREGULAR VERBS

## Zoom Zone

"Zooming in on small moments!"



Teaching students to narrow down a topic and "zoom" in on small moments is a huge part of writing a strong personal narrative. Students need a great amount of exposure and modeled thinking. During the Zoom Zone lesson, the students wear "small moments finders" (sunglasses without lenses) to search the room for moments. The moments are found on the cards that you tape around the classroom. The students must organize the moments into big idea/small moments.



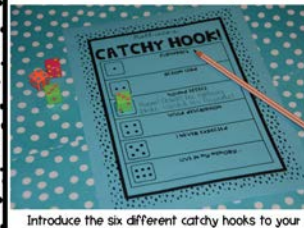
Use these charts to introduce the structure of a personal narrative. Today the students will begin organizing ideas into, beginning, middle, and end.

## Show NOT Tell



## Catchy Hooks

Creating a strong beginning...



Introduce the six different catchy hooks to your students. Model writing a quick version of each hook. The students will then complete the "Roll into a catchy Hook" activity. They will roll the dice and will write a hook to correlate with that number. Once they have completed one type, they don't write that type again. They must keep rolling the dice until they hit a number that they need. Conclude the lesson by having the students write a catchy hook for their personal narrative.

## Operation: Nouns



To Prep Operation Game: Cut apart the word cards, put into a bowl of Hot Tamaros (to resemble organs), and give students prep this as a group. Students put the category labels on the table. Students take turns using the tweezers to carefully choose a card. Once they have a word, students sort the word into the correct category. Students can use the recording sheet to sort their words. You can also do this just as a sort without the candy and tweezers. Give students the card and sort into groups.

## Operation: Pronouns



To Prep Operation Game: Cut apart the word cards, put into a bowl of Hot Tamaros (to resemble organs), and give students prep this as a group. Students put the category labels on the table. Students take turns using the tweezers to carefully choose a card. Once they have a word, students sort the word into the correct category. Students can use the recording sheet to sort their words. You can also do this just as a sort without the candy and tweezers. Give students the words to cut apart and sort into groups.

## Events Details



As a class complete the fact and details puzzles. Students work together to match the details to the correct fact.



# ALL YOU NEED FOR ANCHOR CHARTS

## On the Road with Transitions



## Zoom Zone

"Zooming in on small moments!"



## MEAN IT!

Thinking Map

BEGINNING

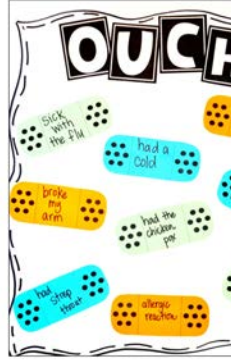
MIDDLE

end

Why?

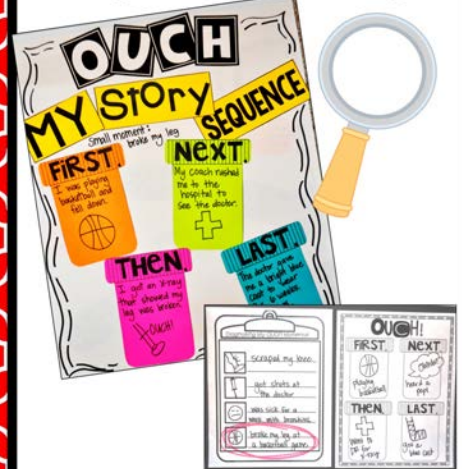
How?

## Brainstorm



Use the OUCH! Chart to brainstorm ideas as a class. Display this chart throughout the week so that you can refer back to it as you are completing the other steps of the writing process.

## Organize Writing



Show students how we can take our graphic organizer from yesterday to expand our small moment. Use a magnifying glass to show students how to magnify a small moment.

# DAILY JOURNAL PROMPTS

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

I taught my friend or family member <b>HOW TO...</b>	When I'm in a so that students can glue into their spirals.
I taught my friend or family member <b>HOW TO...</b>	SS TO Ne...
I taught my friend or family member <b>HOW TO...</b>	SS TO Ne...
I taught my friend or family member <b>HOW TO...</b>	SS TO Ne...
I taught my friend or family member <b>HOW TO...</b>	SS TO Ne...
	SS TO Ne...

When I showed  
**KNOWLEDGE TO SOMEONE...**

When I was very favorite family I'm in a  
**SUCCESSFUL... EDUCATION... GOOD...**



to project and glue into spirals



# WRITE ON!

## SET-UP



## RUBRICS

The Single

**MAKING A WRITING Folder**

\*Glue the front cover onto the folder.

\*Put the students will work with a partner to enhance their writing.

1. Brainstorm  
2. Revise  
3. Edit

**WRITE ON!**

**REVISE**

**EDIT**

**choose a writing PARTNER**

Each day students will work with a partner to enhance their writing.

1. Brainstorm  
2. Revise  
3. Edit

**STUDENT WRITING GOALS**

**PUT**  
the beginning of the story

**ADD**  
an interesting detail

**THE BEGINNING**  
the beginning of the story

**MY STORY**  
the beginning of the story

**CHECK**  
the end of the story

**MY WORDS**  
the end of the story

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 tell 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**

Materials

1. Brainstorm  
2. Revise  
3. Edit

1. Brainstorm  
2. Revise  
3. Edit

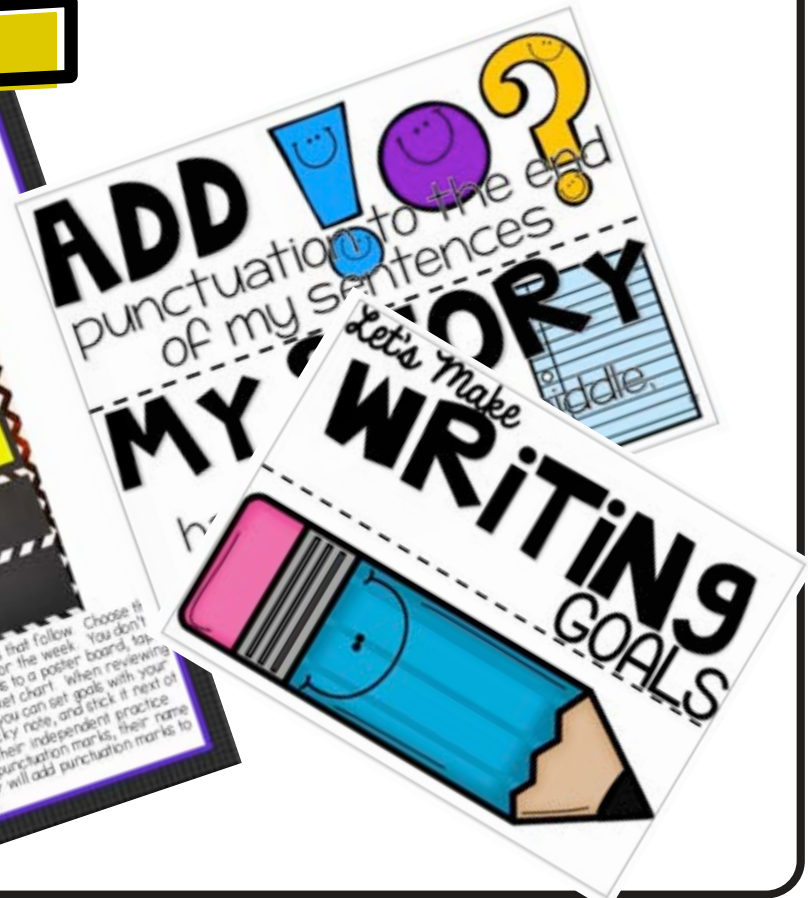


# WRITING GOAL Charts



## Setting Writing GOALS

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



# CREATED BY:



**AMY** Lemons



**HOPE** King