



WRiTe

On!



2ND -3RD GRADE MONTHLY WRITING ACTIVITIES AND LESSONS



Weeks 3 & 4:

MY NIGHT IN THE WHITE HOUSE

WRITTEN BY: AMY LEMONS AND HOPE KING



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2ND -3RD GRADE MONTHLY WRITING ACTIVITIES AND LESSONS



Weeks 1 & 2:

HOW I BECAME A PIRATE

WRITTEN BY: AMY LEMONS AND HOPE KING

MY NIGHT IN THE WHITE HOUSE

Weekly Objectives Overview:

Week One				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts
Days 1 & 2	I can write a realistic fiction story with a beginning, middle, and end.	Brainstorm: I can generate ideas and content to develop a topic.	TEKS: 2.14B, 2.17A, 3.13, 3.17A CC: RI 2.1, RI 3.11, W2.7, W2.8, W3.3, W3.7	These texts are not required to teach this writing unit. They will just enhance lessons. Really, any books about Presidents and the White House will do! - <i>If I Were President</i> by Catherine Stier - <i>Grace For President</i> by Kelly DiPucchio - <i>The Story of the White House</i> by Margo Kennedy
Days 3 & 4		Write: I can organize ideas to develop a beginning, middle, and end in a story.	TEKS: 2.17B, 3.17B CC: W2.3, W3.3, W3.3A, W3.4	
Days 5 & 6		Revise: I can use dialogue in my writing to bring my characters to life.	TEKS: 2.17C, 3.17C CC: W2.5, W3.3B, W3.5	
Days 7 & 8		Edit: I can use the correct punctuation when using dialogue in my writing.	TEKS: 2.17D, 2.22C, 3.17D CC: W2.5, W3.5	
Days 9 & 10		Publish: Publish final copy of story.	TEKS: 2.17E, 3.17E CC: W2.6, W3.6	

HOW I BECAME A PIRATE

Weekly Objectives Overview:

Weeks One and Two

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.	W.2.3 W.3.3 TEKS 2.17A TEKS 3.17A	<p>These texts are not required to teach this writing unit. They will just enhance lessons. Really, any books about pirates will do!</p> <p>-<i>How I Became a Pirate</i> by Melinda Long and David Shannon</p> <p>-<i>Pirate Pete</i> by Kim Kennedy</p> <p>-<i>No Pirates Allowed Said Library Lou</i> by Rhonda Gowler Greene</p> <p>-<i>How to Be a Pirate</i> by Sue Fliess</p> <p>-<i>The Pirates Next Door</i> by Jonny Duddle</p>
3 & 4		I can organize ideas to develop a beginning, middle, and end in a story.	W.2.3 W.3.4 TEKS 2.18A TEKS 2.17B TEKS 3.17B	
5 & 6		I can use vivid vocabulary and imagery to make my story more interesting.	CC: L.2.6 CC: L.3.1A TEKS 2.21Aiii TEKS 3.22Aiii	
7 & 8		I can maintain the same verb tense in my story.	CC: W.2.5 CC: W.3.5 CC: L.2.1E CC: L.3.1DEF TEKS 2.17CD TEKS 2.21B TEKS 3.17CD TEKS 3.22BC	
9 & 10		I can publish final copy of story.	W.2.6 W.3.6 TEKS 2.17E TEKS 3.17E	

CLUE ONE I CAN...
CLUE TWO...
A STORY HAS A SOLUTION
A STORY HAS A PROBLEM
A STORY HAS CHARACTERS

HOW I BECAME A PIRATE
LESSON ONE MATERIALS

Display these "I Can Statements" for fiction writing throughout the unit.

HOW I BECAME A PIRATE
LESSON ONE MATERIALS

STORY ELEMENT POSTERS

In our stories it is important to know what we should include. These posters will help your students remember to add characters, setting, problems, events, and solutions to their writing. Post these as a reminder throughout the week.

HOW I BECAME A PIRATE
LESSON ONE MATERIALS

THINKING MAP

On the sticky notes, students brainstorm characters, setting, problems, events, and solutions that could be included in a pirate story.

STORY LOOT

WORDS THAT Pirates TREASURE

WORDS THAT Pirates TREASURE

Abol crew anchor jolly Roger treasure map jewels parrot sail cannon island

plink cannon eye patch Mohay gold parrot sword shower net trowsers foot captain

CAPTAIN HOOK
Your friend to look for always!

HOW I BECAME A PIRATE
LESSON TWO MATERIALS

CAPTAIN HOOK: STORY STARTERS

By we will work on the structure of our story in Captain Hook and the different story starters and discuss with your students. You can also reform other story starters that they can use throughout the week.

Unit Nine: Write On - Fiction

WRiTe On!

2nd-3rd GRADE MONTHLY WRITING ACTIVITIES AND LESSONS

Weeks 1-4

HOW I BECAME A PIRATE
WRITTEN BY: MY LEMONS AND HOPE KING

HOW I BECAME A PIRATE
LESSON TWO MATERIALS

STUDENT STORY ORGANIZER

HOW I BECAME A PIRATE
LESSON TWO MATERIALS

STUDENT STORY ORGANIZER

HOW I BECAME A PIRATE
LESSON THREE MATERIALS

HOW I BECAME A PIRATE
LESSON FOUR MATERIALS

HOW I BECAME A PIRATE
LESSON FIVE MATERIALS

HOW I BECAME A PIRATE
LESSON FIVE MATERIALS

I can describe what I Feel

The blazing sun was fire on my face.

My heart pounded as I was forced to plank.

I can describe what I Taste

I tried to describe what I ate and my stomach growled.

HOW I BECAME A PIRATE
LESSON THREE MATERIALS

EXAMPLE TREASURE CHEST

If you have a treasure chest on hand, fill it with objects that your students can describe for writing. You could also have students describe the items, and then use the objects to describe words to describe the items. Using the objects to describe words will give your students more words to use in their writing.

SINGLE COLUMN RUBRICS

Once upon a time, my crew found a TREASURE MAP...
For a story, we will use the HIPWREC

THE BONE SOUP...

THE BONE SOUP...
THE BONE SOUP...
THE BONE SOUP...
THE BONE SOUP...

TASTE

HEAR

SEE

SMELL

FEEL

HOW I BECAME A PIRATE
LESSON THREE MATERIALS

FIVE DEVELOPMENTAL CRIB

HOW I BECAME A PIRATE
LESSON THREE MATERIALS

VIBRANT VOCAB CRFT

Verb Conjugation

Verb	Present	Past
eat	eat	ate
run	run	ran
jump	jump	jumped
play	play	played
read	read	read
write	write	wrote

HOW I BECAME A PIRATE
LESSON FOUR MATERIALS

Verb Tense Lesson

PRESENT

Captain Hook fed the golden conns.

"I" should feed the pirates on the ship.

able shook in fear at the sight of Pirate Pete.

pet parrot above the ship.

MY NIGHT IN THE WHITE HOUSE
LESSON ONE MATERIALS

2 CAN STATEMENTS

Display these "2 Can Statements" for fiction writing throughout the year.

SMALL EDITS MUST BE WRITTEN IN A DEK.

CHARACTERS THINK AND FEEL.

MY NIGHT IN THE WHITE HOUSE
LESSON ONE MATERIALS

INFORMATIONAL PASSAGES

Use these links to do research and use the data to generate ideas for your story.

MY NIGHT IN THE WHITE HOUSE
LESSON ONE MATERIALS

STUDENT RESEARCH

Students will be writing an informational fiction story for the section of write on - Fiction. Students will need to incorporate characters, events, and details that are believable. In order to do this, the authors must do some research that will be the basis of their plot. Students can use the research page to help them locate additional information online. You can let the students scan the QR codes to learn more. Simply download a free QR code reader app in the app store of your device.

AN ENDING IN TS

MY NIGHT IN THE WHITE HOUSE
LESSON ONE MATERIALS

Story Element Posters

Great stories are important to know what we should include. These posters will help your students remember to include characters, setting, problems, events, and solutions to their realistic fiction writing. Each poster contains illustrations that are easy to understand.

MY NIGHT IN THE WHITE HOUSE
LESSON ONE MATERIALS

TRAYCUP MAP

This map shows the layout of the White House. It is used to help students understand the setting of their story.

MY NIGHT IN THE WHITE HOUSE
LESSON TWO MATERIALS

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 transformation anchor chart to help you understand the structure of a story.

MY NIGHT IN THE WHITE HOUSE
LESSON THREE MATERIALS

CLASS DIALOGUE PRACTICE

Use this dialogue practice to help students understand the structure of a dialogue. The dialogue should have a beginning, middle, and end. Use your transformation anchor chart to help you understand the structure of a dialogue.

MY NIGHT IN THE WHITE HOUSE
LESSON TWO MATERIALS

STUDENT STORY ORGANIZER

Now students will take their story ideas from yesterday and work on their story structure. Students use their ideas to generate a story using the three-act structure organizer. The page draft will help them write their stories later this week.

MY NIGHT IN THE WHITE HOUSE
LESSON TWO MATERIALS

STUDENT STORY ORGANIZER

Now students will take their story ideas from yesterday and work on their story structure. Students use their ideas to generate a story using the three-act structure organizer. The page draft will help them write their stories later this week.

WRITE ON!

2nd-3rd GRADE MONTHLY WRITING ACTIVITIES AND LESSONS

Unit Nine: Write On - Fiction

MY NIGHT IN THE WHITE HOUSE
LESSON THREE MATERIALS

CLASS DIALOGUE PRACTICE

Use this dialogue practice to help students understand the structure of a dialogue. The dialogue should have a beginning, middle, and end. Use your transformation anchor chart to help you understand the structure of a dialogue.

MY NIGHT IN THE WHITE HOUSE
LESSON THREE MATERIALS

INDEPENDENT PRACTICE

Students can make Secret Service agents to display with their booklets. We used pipe cleaners to make the headgear.

MY NIGHT IN THE WHITE HOUSE
WRITTEN BY: NINA LEMONS AND HOPE KIMO

LESSON ONE: SET

LESSON TWO: SET

LESSON THREE: SET

LESSON FOUR: SET

LESSON FIVE: SET

MY NIGHT IN THE WHITE HOUSE
LESSON THREE MATERIALS

INDEPENDENT PRACTICE

Use this independent practice to help students understand the structure of a dialogue. The dialogue should have a beginning, middle, and end. Use your transformation anchor chart to help you understand the structure of a dialogue.

MY NIGHT IN THE WHITE HOUSE
LESSON THREE MATERIALS

INDEPENDENT PRACTICE

Use this independent practice to help students understand the structure of a dialogue. The dialogue should have a beginning, middle, and end. Use your transformation anchor chart to help you understand the structure of a dialogue.

THE PRESIDENT NEEDED MY SIGNATURE ON A VERY IMPORTANT DOCUMENT...

After I made it to the office... I was asked to sign a very important document...

SECRET

THE PRESIDENT NEEDED MY SIGNATURE ON A VERY IMPORTANT DOCUMENT...

After I made it to the office... I was asked to sign a very important document...

SECRET

MY NIGHT IN THE WHITE HOUSE
LESSON FIVE: PUBLISH

Use this publish page to help students understand the structure of a dialogue. The dialogue should have a beginning, middle, and end. Use your transformation anchor chart to help you understand the structure of a dialogue.

WRITING PROCESS

BRAINSTORM ORGANIZE
 BRAINS & ORGANIZE
 WRITE
 REVISE
 EDIT

make a writing FOLDER

Writing folders can be made so that students easily move through the writing process each week.

MAKING A WRITING Folder

*Glue the front cover onto the folder

*Put the labels in this order:

1. Brainstorm
2. Organize
3. Write
4. Revise
5. Edit

STATUS OF THE CLASS

Materials

Illustration of a student using a 'WRITE ON!' folder.

CHOOSING WRITING PARTNERS

Materials Needed: Container, Craft Sticks

*Divide the number of students in your class in half. Label the sticks with those numbers, repeating each number twice.

*Have each student choose a stick. The students who get matching numbers are partners.

WRITE ON! A day in the life of

Mini Lesson	Status of the Class	Independent Writing	Share Back/ Partners
10-15 min	5 min.	25-30 min.	5-10 min.

enhance their writing

writing time.

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.

EXTRA writing pages

FOLLOW Along

UNITS INCLUDED IN THE SERIES

1	WRITING ABOUT CAMP - WRITING BASIC TRAINING
2	WRITING ON - PERSONAL NARRATIVES
3	WRITING ON - HOW TO
4	WRITING ON - SCIENTIFIC/OPINION TEXTS
5	WRITING ON - RESEARCH
6	WRITING ON - CHARACTERIZATION AND PLOT DEVELOPMENT
7	WRITING ON - "WHAT'S IN IT FOR YOU?"
8	WRITING ON - POSTER
9	WRITING ON - FICTION
10	WRITING ON - COURT TRIALS
11	WRITING ON - WRITING UP AN ARGUMENT/DEBATE

JOURNALING:

- Use during morning work, center time, or early finishers.

MINI LESSON:

- Short
- Tightly focused
- On practical issues that your students need

STATUS OF THE CLASS:

- Checks the status of each author
- Builds a sense of community
- Sets expectations
- Monitors accountability

INDEPENDENT WRITING:

- Build stamina
- Students time to apply skills learned during the mini lesson

WRITING CONFERENCES:

- What are you working on today?
- Check the progression through the writing process
- Identify struggles and patterns of struggles between writers

SHARE:

- Authors collaborate
- Share ideas
- Build their idea box (ideas they can incorporate into their stories)

RUBRICS

The Single Column Rubric

Why a Single Column Rubric? TYPICAL RUBRIC

Teachers have become more and more aware of the importance of using rubrics to assess student learning. However, many teachers are still using the traditional multi-column rubric. This rubric is different because it only has one column. It is easy to use and it is easy to understand. It is also easy to modify to meet the needs of your students.

include dialogue