

Unit Title: The Writing Process to Express Your Ideas

Grade Level: Grade 2,3,4

Subject Area: English/Language Arts - Writing

Duration/Length/Number of class periods: 7-10 class periods of approximately 30 minutes

Description: Students will refine and improve their understanding and knowledge of mechanics of writing and the writing process through a variety of digital and practical means.

Established Goals (National, State, Local): From Minnesota State Standards

Grade 2: Writing W1: Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

2.2.1.1 Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns), authentically in writing.

Grade 2: Writing W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

2.2.3.1 Plan, draft, revise, edit, and publish writing, using self-reflection and teacher guidance.

What Enduring Understandings are desired?

Being able to write clearly is a fundamental skill in communicating your thoughts and ideas to others as well as helping you organize your thoughts.

Writing is critical to becoming a better reader.

What Essential Questions will be considered?

What makes a good writer?

How does writing help express who we are as individuals?

How does writing help our learning and thinking become permanent?

Students will know / be able to: Write complete sentences which are grammatically correct and logical in reasoning. Students will be able to follow the writing process to publish a meaningful story of their choosing.

Description	<u>Formative</u>	<u>Summative</u>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<u>ISTE Standards</u>
Day 1: Introduction Guiding Question: What makes a good writer? Class discussion. Dig deep with “Why” questions. See what students come up with.			x				3b
Play video: https://slideplayer.com/slide/2497149/ Discuss. Stop video often				x		x	4c
Write: Give open ended questions to spur creativity. This is also where you determine students current writing abilities.	x			x			7c
Day 2: Begin with Kahoot that focuses on completing sentences correctly, identifying proper punctuation and using transition words.			x		x	x	4c
Students search for images on their iPads that they wish to write on. They can tell a story about their picture on speech to text.				x	x		5a
They then must edit their sentences from their speech to text on a google doc or paper and pencil.				x	x		7a
Day 3: Spelling day. Spend a whole day with spelling. Through a variety of media with many pictures and words, have fun with developing spelling strategies.				x	x	x	5c
Using computer assisted instruction. By showing a picture and then having a choice of letters for students to build the word correctly.				x	x		5a
Have students think of mnemonic devices for hard to spell words, play word games with rhyming words. Students can pair and develop raps or poems to share.				x	x		5a
Use speech to text to ease the challenges of spelling.					x		2b
Day 4: Students will learn how to write a paragraph using their choice of graphic organizers. The Hamburger or a simple flow chart paragraph organizer is all that is needed. Have several choices. Have an example completed, and then talk about your thinking in completing the paragraph.				x	x	x	6a
Encourage students to name a topic, then expand upon it, in their own individualized way.				x			6d
Students should use speech to text if they are having trouble writing on the graphic organizer, google doc or with paper and pencil.					x		7a
Students pair and share or join a small group to read their paragraphs. These should be recorded.					x		5a
Day 5: Revisiting it all. A Kahoot with grammar, completed sentences and word choice.				x	x	x	4c
Give mini -lesson on editing and revising. Do this step by step, give students a chance to find mistakes in print and screen. Be deliberate. This can be done with paper and pencil or on google docs.				x	x	x	5c

Give students a rubric of paragraph writing. Have several available. One does not fit all writing.				x			7a
Students work on their paragraphs by going through rubric, pairing, reading into speech to text. Making final written and final video copies.		x		x	x		7c

Materials, tools and resources:

iPads, Kahoot, YouTube, paper and pencil, app with speech to text, google docs, several writing graphic organizers, several writing rubrics.

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