

MANCHESTER COLLEGE
Education Department

LESSON PLAN by: Candy Preston, Erica Hudson, Katie Stoneburner, Tyler Kottkamp

Lesson: Writing a book about farm life

Length: 30 minutes a day for 3 weeks

Grade Intended:

Academic Standards: English/Language Arts

2.4.3 *Find ideas for writing stories and descriptions in pictures and books.*

2.4.7 *Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.*

Performance Objective:

2.4.3 After reading several stories about farm animals, students will create a list of at least five ideas dealing with farm life.

2.4.7 Given an editing checklist, student will then proofread their own story about farm life, finding at least three errors, if applicable.

Advance Preparation by Teacher:

Pigaroo by Debbi Miller Gutierrez Illustrated by Linda Lea Alsbury

Found at: <http://www.pigaroo.com/pig/pig-1.html>

Other stories that have been read through out the unit

Copies of editing checklist

Procedure:

Introduction: Read *Pigaroo* to the class and explain that they will be coming up with ideas for writing their own story about farm life.

Step-by-Step Plan:

1. Give students time to read other books and to think about what they know about farms
2. Students create lists
3. Write stories
4. Proof read stories using editing checklists
5. Exchange with a peer to edit again.

Closure:

Turn in for final editing by the teacher (using the same checklist) and publish the story.

Adaptations/Enrichment:

Give directions in Spanish

Students with a writing disability can dictate to a scribe, fill in a story blank, use a computer.

Students can write longer stories, more detailed stories, or elaborate on one character in their story.

Self-Reflection:

Did the students enjoy writing their own stories?

Do the stories resemble each other or a previously read story?

Bloom's Taxonomy:

Analysis: Organize ideas, and choose one.

Synthesis: Writing own stories

Gardner's Multiple Intelligences

Verbal/Linguistic: Writing a story

Interpersonal: Having a peer edit the story

Intrapersonal: Working alone on writing and editing the story

Author's Name _____
Peer Editor's Name _____

Editing Checklist

1. Does each sentence begin with a capital letter?
2. Does each sentence have correct punctuation?
3. Do the sentences make sense?
4. Are proper nouns capitalized?
5. Do your sentences relate to your topic?
6. Are the beginnings of paragraphs indented?
7. Did you use describing words to make your story more interesting?
8. Did you use quotation marks when someone is talking?