

Carol Fike  
Student Teaching  
Imagine on Broadway  
March 2-10, 2010

## Writing Lesson

**Lesson:** \_\_\_\_\_ Class Newspaper \_\_\_\_\_

**Length:** \_\_\_\_\_ 2<sup>nd</sup> Grade Writing \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_\_\_ 6 classes – 20 to 30 minutes each class period \_\_\_\_\_

### Academic Standard(s):

2.5.2 Write a brief description of a familiar object, person, place, or event that:

- develops a main idea.
- uses details to support the main idea. (Core Standard)

### Performance Objective(s):

Each student will write a brief narrative that adequately describes their assigned topic with at least 4 describing sentences.

### Assessment:

At the end of the week the students will be graded on how well and how complete their newspaper article is.

### Advance Preparation by Teacher:

- Day 1** – blank paper, chalkboard
- Day 2** – 3 different newspapers
- Day 3** – assigned subjects, with question sheets
- Day 4** – blank paper
- Day 5** – editing checklist

Copied Class Newspaper  
Camera

### Procedure:

#### Introduction/Motivation:

- Day 1** – What kind of things do you like to write about?  
- What are some things that we have talked about in class that you think are important for your parents to know about?

*Make a list of these things on the board.*

Then have the students make a list of things that they would like to write about for a class project. If they happen to get done quickly, then they can begin to write about one (or more) of the subjects.

### Step-by-Step Plan:

**Day 2** –

- 1.) We are going to write a class newspaper.

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- 2.) Before we can start working on it, we need to learn what a newspaper is.
- 3.) I need three volunteers. These three students need to come to the front of the room and pick one of my newspapers. Let's look at the sections of our newspaper (Life, Sports, etc.). Have one of the students find a section, then the other two look to see if it is also in their newspaper. Write the sections on the board.
- 4.) Then have the students get into small groups (2 to 3) and see what they can see in the newspaper. Remind them to look at headlines, and the different sections.

**Day 3 -**

- 1.) Each student will be assigned their topic today.
- 2.) In order to help them think about their subject, I typed up a list of questions, then based on their subject, I picked five questions that were related.
- 3.) The students will be given time to answer their questions.
- 4.) If they happen to get done early then they can start working on making a list of important facts that they want to include in their article.
- 5.) Then they can begin writing their article for the newspaper.

**Day 4 -**

- 1.) Before the lesson begins have five questions written on the board.
- 2.) Together pick a subject that everyone knows about (I used PEANUTs). Answer the questions together.
- 3.) Then show them how to take it from questions, into a story form. Write it out on the board.
- 4.) Then have the students do the same thing with their own questions and turn them into their story.
- 5.) If they get done early, they can begin writing another story for the paper.

**Day 5 -**

- 1.) Together, go over the editing checklist, explain each step and provide examples so that the students know what they are looking for.
- 2.) Allow time for the students to finish their writing.
- 3.) When they are done, they will be given the checklist, they will need to check their own paper.
- 4.) Then they need to give their paper to a partner to check.
- 5.) When both are done, they each need to sign their paper to show that they checked their paper.
- 6.) Then they need to turn in their paper.

**Closure:**

Then I collected all of the articles and typed them up and added some pictures to make it look more like a newspaper. I also edited some of the articles to make it more readable.

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When I returned it to the student we talked about the job of an editor and why their writing might look a little different.

**Adaptations/Enrichment:**

***Students with trouble in written expression*** – For writing almost everyday we have an assistant come in. With this help, have them work with students individually or in small groups to write down what they are thinking.

***Gifted and Talented*** – Challenge these students to write the best that they can. They need to remember to use good detail, accuracy of the subject, and really working on the small grammatical things that are important in good writing.

**Self-Reflection:**

How did the lesson plan go?

What selections were a hit?

Which passages did they not enjoy?

Was there anything that was missing?

Did anything that happened that I was not prepared for?

What went well?

What needs to be changed?

The students really liked working towards a common project. They began to see an aspect of actual writing and it was a good way to keep the parents informed as to what is going on in the classroom. They also really liked picking their own subjects, and being called experts in their subject. I would like to see this happen once a month maybe, with different subjects about what is going on in the classroom. Maybe next time find other class newspapers to use as an example. They also really liked the pictures, so try and take the camera in more so that all students that want have their picture taken.