

The Writing Academy Lesson Plans

Block # 2 - Lesson # 1

Concept: Introductions

Learning Style	<div style="display: flex; justify-content: space-around; padding: 5px;"> Auditory Visual Tactile </div> <p style="text-align: center; margin-top: 5px;">The learning style addressed by the activity will be in bold-faced letters.</p>
Rationale	Students need to be exposed to and then practice using different introduction strategies.
Activity	<p>IMPORTANT NOTICE: Please make sure that the first few minutes of your writing time is spent having five students come to the front of the classroom and demonstrating linear writing (on Monday) and webbed writing (on Tuesday – Friday).</p> <ol style="list-style-type: none"> 1) Take students to the library and have them check out a chapter book. 2) Have students read the first paragraph of their chapter book, silently. 3) Ask them to raise their hand if the introduction of the book made them want to read the book. 4) Call on students with hands up to read the first paragraph of their book, and then lead a discussion with the class as to what made that a good introduction that caught the reader's attention. 5) Next, place the students into groups of 3-4. 6) Hand out the sheet with various introduction strategies (see next page). 7) Have each group write three different introductions using three different strategies. 8) Have each group share with the entire class. 9) After each introduction is read to the class, ask the class to guess which strategy was used.

Innovative Introductions

Dramatic Description: She was at least seven feet tall, or so it seemed to me from my point of view. Her hair was black and matted. It looked like clumps of it were glued together in spots and in other spots just single long strands hung down. A long face protruded from the jumbled mess, with one feature more startling than the others. Her mouth was a tiny, puckered, round circle. I wondered how she could even eat! However, it did not affect her voice. When she opened her miniature mouth, a booming voice came out. I slunk back in my desk, as she roared, "Welcome, fifth graders, we are going to have an adventurous year!" I think she winked, but I really could not see that particular eye behind her ravenous hair, as she added, "So, buckle your seatbelts, it may be a bumpy ride!"

Surprising statement: I was a smart kid...but not here. Their heads were twice as big as mine, and were squared off on the top. They had to hold both sides of their enormous heads with their hands as they walked about spouting out formulas and data.

Amazing action: He ducked his head between his knees, as the plane lost altitude. Glass flew, penetrating his arms and legs...and face. The wind blew like a hurricane pushing his body backwards. He felt like his neck was going to break, and then realized he was lying backwards over someone else's body. The roar stopped and his body was flung forward. Pain shot up his back but he grabbed his ribs because they hurt even worse.

Famous quote: "Step into my parlor," said the spider to the fly. Well, anyway, that is how I felt when the principal opened her door and invited me to enter.

State a contrast: My best friend has four feet, glossy black hair, and snappy brown eyes!

Make the reader wonder: I will never forget the day we moved to the country. I was used to living in the city and this country-living looked boring to me. I had no idea the adventures I was about to embark upon, no idea at all.

Scare the reader: I heard the noise in the next room. I wanted to run. I was frozen. My legs would not move! I tried to move them but they just would not go!

Use an onomatopoeia: Swish! Swoop! The water grabbed me up and took me screaming down the river!

Shock the reader: Lots of people don't like me. I know I have done things that I regret...but, I am not a thief!

Fantasy: I picked up my space helmet and struggled to get it onto my head. As I screwed the helmet into my space suit, I watched my friends getting in line to board the rocket. My legs were so heavy that I had to cup both of my hands behind each knee to help lift the weight of my leg with each step, as I lined up behind my friends. However, I knew my legs would not be heavy when we reached my school. You see, there is no longer enough room on earth for all of the schools that are needed, so each day my friends and I are flown to Mars to attend school.

Flashback: It has been five years, but I remember my first day of football practice like it was yesterday.

Pretend you are the authority on the "facts" and let your reader know that they are about to hear the inside "scoop": Everyone has heard stories about the abandoned building downtown. However, no one knows the inside story – except me.

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Block # 2 - Lesson # 2

Concept: Conclusions

Learning Style	<div style="display: flex; justify-content: space-around; padding: 5px;"> Auditory Visual Tactile </div> <p style="text-align: center; margin-top: 5px;">The learning style addressed by the activity will be in bold-faced letters.</p>
Rationale	<p>Students need to be exposed to various ways to conclude a story so that they will be better writers.</p>
Activity	<p>IMPORTANT NOTICE: Please make sure that the first few minutes of your writing time is spent having five students come to the front of the classroom and demonstrating linear writing (on Monday) and webbed writing (on Tuesday – Friday).</p> <ol style="list-style-type: none"> 1) Have the students use the chapter books that they checked out of the library for lesson #1. 2) Have them turn to the end of the book and read the last few paragraphs. 3) Have each student write a paragraph about: 1. how they feel about the ending of the book, or 2. what feelings the ending evoked. 4) Ask for volunteers that think their book had particularly good endings to read the last paragraph(s) to the class. Discuss with the class why that was a catchy ending. Endings do not have to summarize the book or paper. To be an effective ending, the conclusion only needs to be “memorable”. 5) Have the students pick one of the ten introductions from the “Catchy Introduction Strategies” sheet and write a memorable conclusion. (It is fun to see how many different “takes” there can be on conclusions to any given introduction. Please have several students read their conclusion to the same introduction; and then have several more read their conclusion to another introduction, etc.)

The Writing Academy Lesson Plans

Block # 2 - Lesson # 3

Concept: Introductions & Conclusions

Learning Style	<div style="display: flex; justify-content: space-around; padding: 5px;"> Auditory Visual Tactile </div> <p style="text-align: center; margin-top: 10px;">The learning style addressed by the activity will be in bold-faced letters.</p>
Rationale	<p>Students need to apply concepts of effective introductions and conclusions in small chunks before they apply their skill to an entire composition.</p>
Activity	<p>IMPORTANT NOTICE: Please make sure that the first few minutes of your writing time is spent having five students come to the front of the classroom and demonstrating linear writing (on Monday) and webbed writing (on Tuesday – Friday).</p> <ol style="list-style-type: none"> 1) Provide a topic to your students, or have them pick their own topic, as long as it is appropriate for school. 2) Ask them to write a creative, original, voice-filled introduction. 3) Then have them write a corresponding conclusion as though they had written the entire story. <p>Teacher note: When assessing your students on this assignment do not take points off for spelling or grammatical components. Assess only the concept you are teaching: writing effective introductions and conclusions.</p>