

## K-2 Writing process-Expository writing

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### **Strand: Writing**

**SOL** 2.12

### **Materials**

- Content books such as those on the woodland forest habitat
- Large paper for each pair of students
- Chart paper and markers
- Index cards with a specific subject written on it. Subjects may include: deer, trees, ponds, bears, squirrels, woodpeckers, insects, berries, caves, etc.
- Masking tape

### **Lesson**

1. Read a nonfiction book aloud on the woodland forest habitat. The book should introduce the animals, food, water sources, and shelters that are found in that specific habitat. (This lesson can also be done in conjunction with teaching habitats in science.)
2. Write key vocabulary words on a piece of chart paper: energy, nutrients, oxygen, shelter, survive, adapt, etc. Discuss each word and use in the context of a sentence. Students will be able to use this list as a word bank when writing their expository piece. The teacher may add additional words to the list as they appear during the lesson.
3. Explain to students that they will be writing an expository text that communicates new facts. The text will be a description of the woodland forest habitat based on the information in the book or covered during science explorations.
4. Review with students that good writers use descriptions to help the reader “see” the woodland forest. Specific details and clear adjectives need to be included.
5. Divide students into partners and give each pair a large piece of paper and an index card with a subject written on it.
6. Tape one piece of paper on the board and model writing a sentence about raccoons. The first draft should read, “Raccoons eat fruit.” Ask students if that description of raccoons allows them to “see” the animal in the forest. Remind students that specific details and clear adjectives must be included to help the readers visualize. The second draft should read, “Black and grey raccoons hunt for juicy berries during the night.” Model illustrating the sentence.
7. Allow students to work with their partner to write one sentence using specific details and clear adjectives describing their subject card. Encourage students to revise and improve their sentence. After they have completed their sentence, allow them to illustrate it on the paper.
8. Have each student tape their paper on the wall.
9. Draw attention to the specific details and clear adjectives that were used. Check for beginning capital letter and ending punctuation.
10. Categorize the sentences into groups based on the subject. Categories include: animals, shelter, food, and water. Explain to students that sentences in the same category should be grouped together in the text.

11. Add a piece of paper to the beginning and end of the row.
12. Work with students to write a captivating beginning sentence that introduces the topic of the woodland forest habitat.
13. Work with students to write a strong concluding sentence.
14. Read the entire woodland forest text from start to finish.
15. Tell students that they just wrote an expository text that communicated facts. Point out to students that they had a captivating beginning sentence, organized/descriptive facts, and a strong concluding sentence.
16. Display this piece in the room as a model when students work on individual expository writing.
17. Ask students: "What do good readers include when writing an expository or informational text?"