

Lesson Skill: Writing to a specific topic

Strands Reading, Writing

SOL K.9, K.10, K.12

1.9, 1.10, 1.13

2.8, 2.9, 2.12

Materials

- Book related to the current unit of study (fiction or nonfiction)
- Writing materials (paper, pencils, crayons)
- Chart paper or an interactive whiteboard

Lesson

1. Select a fiction or nonfiction book to read to the class. Before reading it, give students time to look at the cover. Ask students to predict what may happen in the book based on the cover illustrations.
2. Read the story aloud, stopping if necessary to clarify vocabulary or events.
3. Discuss any new vocabulary words that are in the book.
4. After reading, ask students to cite key words, and create a word bank that can be posted during their writing assignment. Ask students to compose a written response about some aspect of the story and to include their own illustrations. Examples from which they may choose:
 - Favorite event of the story
 - If you could add another page that follows the end of the story, what would it be?
 - Create another character to add to the story.
 - What did you learn from the story?
5. Remind students to write top-to-bottom/left-to-right, sounding out words, and using correct spacing, punctuation, and letter formation. Post the word bank, and encourage students to incorporate the new vocabulary in their writing. Also, remind students to be sure their drawings complement their words. As students write and draw, walk around the room to talk with each student, making sure each is clear about what he/she wants to write. After students finish writing, have them share their responses in small groups or with the whole class. Collect their finished writing and illustrations, and make them into a class book.

Strategies for Differentiation

- Give the class a topic, and have them create a great sentence on that topic. Display the sentence, then have students independently compose their own sentences about the topic.
- For students who have difficulty spacing between words, use a highlighter/crayon to draw horizontal lines for the student to write their words. Prior to drawing the lines,

students say their sentence. Count the number of words in the sentence to draw the appropriate number of lines.

- For students who have difficulty writing a complete thought, encourage them to label their pictures. During an individual conference, compose a complete sentence together.