

2nd Grade

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Week 1 - Let's Write!

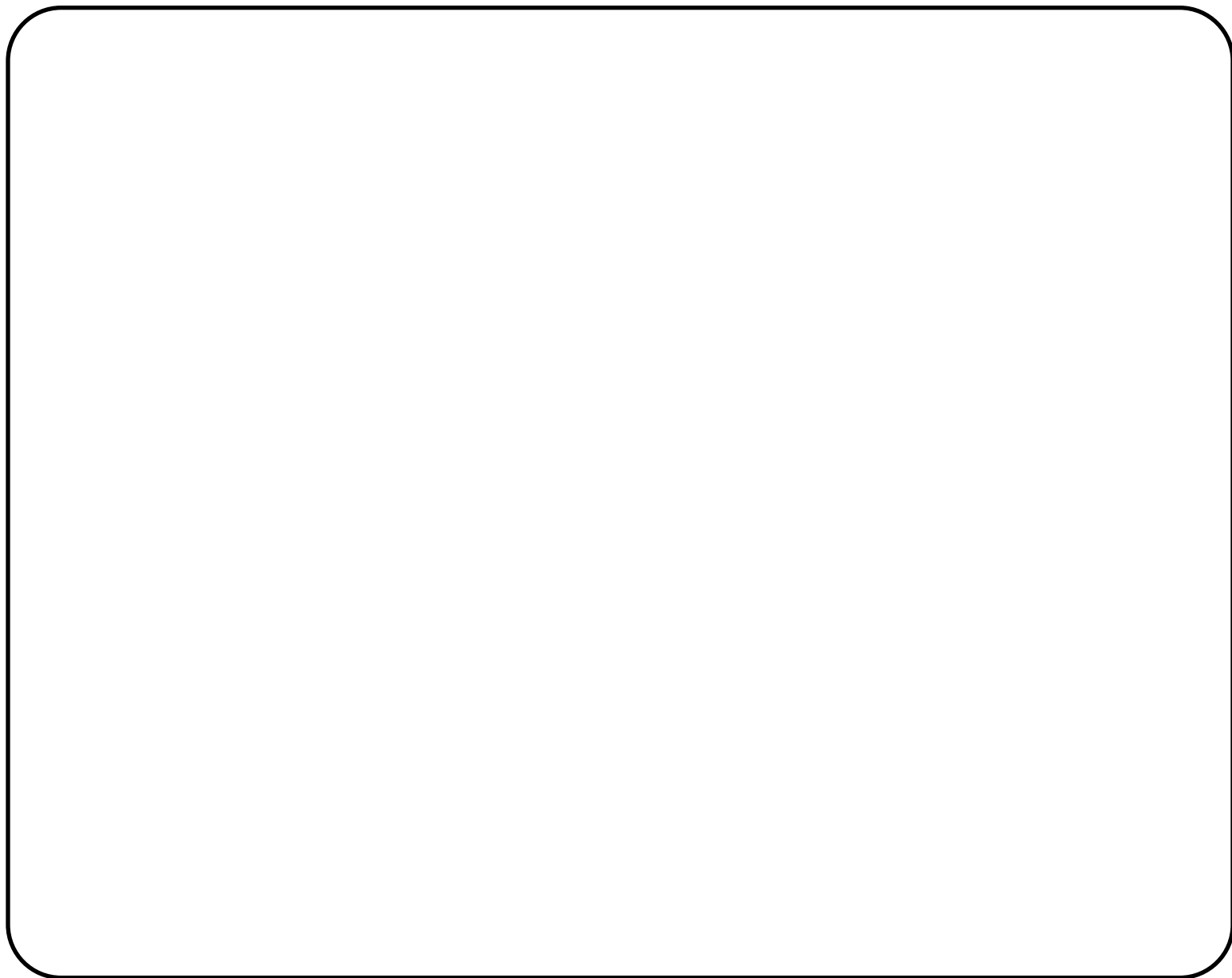


Understanding:

Write three or more sentences on your own or with your teacher that describes a bowl of fruit. You can use ideas from the brainstorming session with Mr. Butler, or you can create new ones on your own. As you describe, be sure to follow the writing process of brainstorming, planning, writing, and revising and editing to create your sentences.

Brainstorming:

Planning:



Writing Instructions:

Write three or more sentences describing the bowl of fruit.

Revising & Editing:

Did you begin each sentence with a capital letter? Does each sentence end with a period, an exclamation mark, or a question mark? Does each sentence make sense? Did you use describing words — adjectives? action verbs?

Week 1 - Let's Write!



Descriptive Writing

Descriptive writing paints pictures with words. When you describe, the reader experiences what's in your imagination. You can describe a person, a place, a thing, or something that happens.

To brainstorm for ideas of what to write about, let's ask great questions:

- What do you see?
- What do you hear?
- What do you smell?
- What do you taste?
- How does it feel to touch?
- How does it make you feel inside?

Using your five senses and your emotions gives your writing lots of details about what you are describing.

In the video, Mr. Butler will walk you through the writing process of **brainstorming**, **planning**, **writing**, and **revising and editing**.

What We Wrote Together

The bright red apple sits in the bowl by a juicy orange. A pale yellow banana has brown spots like a giraffe.

Summary

In the video, you learned the keyword for descriptive writing is **describe**. When you see this word in directions, you will know you need to describe.

Mr. Butler helped you brainstorm ways to describe a bowl of fruit by using a web. RIP helped Mr. Butler make a plan for describing. They used bullets as a way to organize the plan. Sentence by sentence, Mr. Butler modeled complete sentences that described the bowl of fruit. Finally, RIP helped Mr. Butler revise and edit the paragraph.

Your Turn!

Write three or more sentences on your own or with your teacher that describes a bowl of fruit. You can use ideas from the brainstorming session with Mr. Butler, or you can create new ones on your own. As you describe, be sure to follow the writing process of brainstorming, planning, writing, and revising and editing to create your sentences.



Activities

Your students have been asked to write three or more sentences describing the bowl of fruit. After watching the modeling video, you should model the process for them one more time. The writing process - brainstorming, planning, writing, and revising and editing - must become habit. To accomplish that, you will need to constantly model the process with them until it becomes natural.

Assessment

What should you expect of your students? The prompt asks for three or more sentences describing the bowl of fruit. To assess this activity, you need to assess the writing process as well.

- Did they brainstorm?
- Did they make a bullet plan?
- Did they write three or more sentences using the plan and the brainstorming? Do the sentences reflect descriptive writing? Is there evidence of juicy words - adjectives, action verbs, figurative language, etc.? Do the sentences utilize senses and emotions?
- Did they capitalize the first word of each sentence?
- Is there end punctuation?
- Does each sentence make sense?

Use the rubric to assess their writing. Although your students' writing may not look exactly like this, you will have a general idea of what is acceptable and what isn't.

Rubric

Exceeds Standards:

A delicious bowl of fruit rests on my kitchen table. A juicy, crimson apple begs me to take a bite. A long, pale yellow banana peeks out of the bowl waiting to be peeled. The juicy orange makes my mouth water just thinking about taking a bite.

Meets Standards:

A yummy bowl of fruit sits on my kitchen table. The red, juicy apple wants me to take a bite. The large, yellow banana is asking me to peel it. I can't wait to peel the orange and let the juice explode in my mouth.

Below Standards:

i see a bowl of fruit there is an apple and a banana and an orange. It looks good. I like it. That's what I see in the bowl.

CLICK

Understanding the skills are quite different from the application of skills. When understanding meets application, I call that a "click." It's like a puzzle piece finding its companion.

In this activity, the application of the writing process is the click. When your students apply the process viewed in the modeling video to their own writing, they will understand how following the process removes frustration from their writing.

Week 1 - Conventions



Types of Sentences

In your *Let's Write* lesson, Mr. Butler and RIP created a descriptive paragraph about a bowl of fruit. Were the sentences complete? Or, were they fragments or run-on sentences?

A **complete sentence** is a group of words beginning with a capital letter and ends with a period, exclamation point, or question mark. The sentence is a complete thought. Here is an example:

I enjoy reading in my hammock.

A **fragment** is a group of words that does not express a complete thought. It may still begin with a capital letter and have ending punctuation but still not be a complete thought. Let's look at a fragment:

The big brown dog.

Notice how the fragment told what the sentence would be about, but never actually completed the thought.

A **run-on sentence** is a sentence made up of two or more complete thoughts that have not been connected properly. See if you can find what is wrong with this run-on sentence:

I like to play soccer and I also like to play basketball and I like to play football.

Run-on sentences can often be fixed by adding a comma and a conjunction (and, but, or) between complete thoughts or making each thought a complete sentence. In this case, there are too many thoughts connected by the word "and." The sentence could easily be fixed by writing:

I like to play soccer, basketball, and football.

Checking for Understanding

Decide whether each group of words is a complete sentence, a fragment, or a run-on sentence. Label **CS** for complete sentence, **F** for fragment, and **RO** for run-on.

1. My favorite place to visit is the beach. _____ CS
2. To the grocery store. _____ F
3. My dog ran across the yard my cat jumped the fence. _____ RO
4. Since we were running late. _____ F
5. I left my backpack at school. _____ CS
6. My Spanish teacher. _____ F
7. I didn't do well on my test I didn't study. _____ RO
8. My mom made fried chicken for supper. _____ CS

Bonus!

In your Let's Write lesson, these are the sentences Mr. Butler and RIP wrote with you. Are they complete thoughts and complete sentences? What makes them complete? Be ready to discuss this with your teacher and classmates.

The bright red apple sits in the bowl by a juicy orange. A pale yellow banana has brown spots like a giraffe.

All sentences are complete sentences.



Assessment

Conventions covers punctuation, grammar, and spelling. It is one of the six traits of writing and commonly part of analytical assessment scoring.

In *Weekly Writer*, the instructional videos focus on holistic content writing first and editing for punctuation, grammar, and spelling at the end of the writing process. Students need to focus on first on their content. If the content of the writing isn't sound, then there is little need to edit. By nature, language arts teachers want to edit first for conventions, but if the student has to go back and rewrite sentences for content, then they feel like they've wasted their efforts.

Therefore, it is important for you to focus on the content of their writing as a primary goal. When the content is firm, then ask the student to edit for punctuation, grammar, and spelling.

In *Conventions*, the goal is to make basic punctuation and grammar second nature to the young writer. Consider these basics:

- Capitalize the first word of a sentence
- Capitalize the word "I"
- Capitalize proper nouns
- Add end punctuation for a statement, a question, or exclamation

Next, focus on —

- Subject and verb agreement
- Is the sentence a complete thought?

Checking for Understanding

This is a great group activity for an interactive white board. Feel free to print out the activity sheet and let the students do it on their own or with a partner. This activity can also be projected on your interactive white board or viewed on a tablet or computer with the students answering on notebook paper.

As teachers, we constantly remind our students to write in complete sentences, but our young writers struggle with the concept of what is complete, what is a fragment, and what is a run-on sentence.

Each time you write with your second graders, take the time to review the structure of each sentence and remind them of why the sentence is complete. At the same time, make some intentional errors in your writing and point out what makes a fragment and what makes a run-on. They need to see you making the same mistakes they do. They need to see you modeling the editing of those mistakes.

CLICK

For this Conventions lesson to click, you will have help connect the pieces. As described above, your constant modeling of writing complete sentences is vital. The continued discussion is vital. Pointing it out in reading passages, your reading series, or any examples is vital.

How many times have you heard a teacher say, "They can't even write a complete sentence." To eradicate that statement, we have to make the writing of complete thoughts real to our students and never assume "they get it."

This concept will be a constant "click" each time you write. As you observe your students, be mindful of those who master this concept and those that need more attention.

Week 1 - Application



Describing Characters

During your *Let's Write* lesson, you learned how to describe by asking questions. Asking great questions will help you find great details to use in your writing.

Soon, you will learn to write stories. You will need to describe the characters in your stories so the reader will have a clear picture in their imagination. Like this—

Two blonde piggy tails bounced on Ellie's back as she skipped down the sidewalk. She stopped on the corner to make sure the road was clear. As she looked down, Ellie spotted a puddle of water, and her sparkling blue eyes stared back at her.

In this paragraph, there are many ways Ellie was described. Can you answer these questions?

1. What color is Ellie's hair?
2. What words described her hairstyle?
3. What color are Ellie's eyes? How do you know?
4. Based on the passage, what kind of personality does Ellie have? What word or words in the passage gave you a clue?

Before we can describe a character in a narrative story, we need to create a character, and we need to practice describing them. Let's begin with you! Complete *The Character Worksheet* and the writing activity about yourself.

Apply It!

The Character Worksheet

What is your character's name? _____Alba

How old is the character? _____7

What grade is the character in? _____2nd

What color eyes does the character have? _____blue

What color hair does the character have? _____blonde

Is it long or short? _____long

Choose 3 words or phrases that describe the character. Think of things like: *happy, full of energy, bossy, friendly, loves sports, loves to sing, loves to dance.*

_____spunky_____loves to sing_____curious_____

Write three sentences describing your character:

Alba's long, blonde hair curls up at the bottom. She smiles all the time, and everyone loves her. Alba is very curious, and sometimes it gets her in trouble!

Draw a picture of your character:

Week 1 - Application Teacher's Edition



Assessment

This is an ongoing activity for the student. Make multiple copies of these and put them in an easily accessible spot in your classroom.

When a student has an idea for a character, they can fill out a *Character Worksheet* and add it to their *Writer's Workbook*. I like to see second graders develop the following types of characters:

- **Main Characters** - These are characters the student wants to use as the main focus of a story.
- **Allies** - These are friends of the main character
- **Opponents** - These are good and bad opponents. Good opponents are teachers, parents, and friends who have the best interest of the main character at heart. Bad opponents are bullies or other bad guys in their stories.

I highly suggest developing some classroom characters for the entire class to write about in your modeling lessons. I have seen some amazing examples of how teachers have used classroom characters to reinforce character education concepts through narratives they wrote in modeling activities. Make these classroom characters part of your classroom family.

There is an example included in the answer key of how a second grader might fill out the *Character Worksheet*. As you review their choices, encourage them to make their character their age and grade. There is nothing wrong with having a variety of ages as they develop additional characters, but for the time being, they should create about what they know in their world.

In the descriptive sentences, make sure your students are not explaining details about the character. In other words, if they write — Everyone loves her because she smiles all the time. — point out that this is explaining “why” they like her. Notice how I reversed the same concept by letting Alba have the action. She smiles all the time, and everyone loves her. I deleted the word “because” and used the action verbs “smile” and “loves” to show instead of tell or explain.

Students can draw a picture or paste a picture in the space provided. A fun activity for students is to pull photos from old magazines and use them for inspiration with the characters they create. Keep a stack on hand!

CLICK

You’re probably asking yourself — why are we doing an obvious narrative activity in the middle of a week focused on descriptive? Great question. Narrative writing is where we find a great deal of descriptive writing. We have to describe characters, settings, and objects all the time.

To begin with, students need to start building a collection of character worksheets for their narrative writing. Don’t let this one be the only one you do. Encourage your students to do several of these over a period of time.

Additionally, the *Character Worksheet* asks the students to be observant about what they see in their imaginations, and they have to describe as well. This is an excellent opportunity for you to drive home the message about descriptive not being just the sense of “seeing.” Describing must include all of the sense and emotions to be well-rounded.

There are many opportunities for you to provide “clicks” to your students as you work through these activities. Use character descriptions in the passages located in your reading series as well as read alouds conducted in your classroom.

Week 1 - *RIP* & Write



"Read, Interpret, Predict"

Reading to comprehend can be hard. Sometimes, you may read the words in a sentence, but you may not know what it all means. In *Let's Write*, Mr. Butler and RIP worked very hard to put words together to create complete sentences with details and descriptive language.

RIP is named after a reading strategy to help boys and girls be better readers. As you **read**, you will ask questions. We call that **interpret**. Then, you are going to think about what could happen next. We call that **predict**. The first letter of each word creates our furry superhero's name - **R-I-P**. Are you ready to RIP this passage?

How Many Boats?

Read

Read one sentence at a time. As you read, remember to stop at the periods. Picture what's happening in your imagination. Read with expression even if you are reading in your mind!

Steven and Amanda went to the marina to look at the beautiful sailboats. Steven saw six blue sailboats with four people in each boat.

Interpret

We're not finished reading the passage, but let's stop and interpret by asking some questions.

- Where are Steven and Amanda?
- What are they doing there?
- Which words are descriptive?
- How many sailboats did Steven see? How many people were in each boat?
- Can you use mental math to find out how many people Steven saw all together?

Predict

- What do you think will happen next?
- What do you think Amanda will see?
- Will she see more or less than Steven?

Read

Let's read the rest of the passage. Don't forget to stop at the periods, picture it in your mind, and use expression in your voice!

Amanda saw eight red sailboats and two of those boat were parked at the dock. How many sailboats did Steven and Amanda see at the marina?

Interpret

We're finished reading the passage. Let's stop and interpret by asking some questions.

- How many sailboats did Amanda see?
- How many were at the dock?

Predict

Look at the last sentence. What do you think you will have to do for an activity?

Your turn!

1. Name two descriptive words used in the passage:

blue beautiful

2. How many sailboats did Steven and Amanda see at the marina? Write a number sentence and solve the problem.

$$6 + 8 = 14$$

3. Write a complete sentence answering the question: *How many sailboats did Steven and Amanda see at the marina?*

Steven and Amanda saw fourteen sailboats at the marina.



Assessment

The RIP strategy has been proven to build reading comprehension through close reading. As your students are learning the strategy, model it with them. Each element of the strategy is key to building reading comprehension.

How Many Boats?

Steven and Amanda went to the marina to look at the beautiful sailboats. Steven saw six blue sailboats with four people in each boat.

Guide —

As you guide students through this lesson, point out that after reading these two sentences, a red flag should pop up. This sounds and feels like a math lesson. Watch out! Which information is important? In your mind, convert the number words to digits and start predicting what math operation you will have to do.

Additionally, take notice of the descriptive language. Is it odd to find descriptive language in a math problem? Wow! Is descriptive language truly all around us? We need to be more observant.

Now that we *know* it's a math problem, let's be on the lookout for additional information we may need to solve a potential problem. And, how will we recognize the instructions?

Keep reading —

Amanda saw eight red sailboats and two of those boat were parked at the dock. How many sailboats did Steven and Amanda see at the marina?

Guide —

Did you see it? The question is our instructions! Now, let's try to fully understand what the question is asking us to do.

How many sailboats did Steven and Amanda see at the marina?

The instructions are very clear. The words *How many* tell us we will need to use addition to solve the problem.

If we are using addition to solve the problem, which numbers will we be adding? Don't forget, we have to convert the number words to digits! There may also be some information and numbers included which we will not need to solve the problem.

As you guide your students through the *RIP & Write* lesson, you are clearly modeling the process step by step. You are not only building reading comprehension skills, but you are building logical thinking skills. Too often, we focus on "thinking out of the box," and forgetting that students need logical, common sense thinking skills as well. There is nothing difficult about this problem if you look at it from a logical perspective.

When you answer the open-ended questions, be sure to model how students should answer in a complete sentence.

CLICK

During the week, we have talked about complete sentences. In math, it is important to answer open-ended questions with a complete sentence that expresses the answer with details.

Use this opportunity to talk about the parallel of complete sentences in writing to complete sentences in math. The number sentence the students created — $6 + 8 = 14$, is a complete number sentence. In the third question, students wrote a complete sentence to answer the question.

Week 1 - Source Writing



Sources are different types of information. They can be fiction or non-fiction. When you **RIP** a passage, you are doing your best to understand what it says. Sometimes, your teacher will ask you questions about details in the passage. Other times, your teacher will ask you questions about what you think based on what you have read.

When you have two or more types of information to look at, the writing you create will be called source writing. You will compare the information from all of the sources to answer questions for your teacher.

To answer the questions, you will have to use your own words. If you copy the words from the sources, you are a copycat! To learn how to write from sources, you need to practice. In this lesson, you will use what you've learned this week to complete the writing activity.

The Coming Rain

The soft, cool breeze tickles Tom's cheek. Drip, drop. Drip, drop. Droplets of rain fall on his head. Thunder echoes in the distance, and Tom spots a scared squirrel running for his home.

*Did you **RIP** the passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

Ellie's Walk Home

Ellie looks into the puddle, and her big, blue, sparkling eyes stare back at her. Far away, thunder rumbles, and Ellie takes out her bright pink umbrella. Dark, gloomy clouds roll across the sky, but Ellie is determined to make it home before it rains again.

*Did you **RIP** this passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

Let's Source Write

It is important to write your answers in complete sentences. Do not answer "yes" or "no." Let's practice:

After reading passage #1 and passage #2, do you think these are descriptive passages?

If you answered, "yes," you would be correct, but the word "yes" is not a complete sentence.

Answer:

Passage #1 and passage #2 are descriptive.

Your Turn —

1. In passage #1, which words helped you hear the rain?

Drip, drop. Drip, drop.

2. In passage #2, Ellie feels differently about the thunder than the squirrel did in passage #1. How did Ellie feel different?

Ellie felt different because she was not scared like the squirrel.

3. Using descriptive language, **ADD** two complete descriptive sentences to passage #1. Imagine the wind is causing the trees to sway.

Tall, pointy pines sway on the horizon. They bow to me.

Week 1 - Source Writing Teacher's Edition



Assessment

Source writing brings it all together. The passages are descriptive. The questions following the passages ask the students to do a variety of tasks.

- They have to identify descriptive details in the passage. The descriptive words are actually an example of onomatopoeia. If this is new to the student, it is an excellent teachable moment.
- Students have to explain how the passages are different. Even though this response is not a descriptive response, it applies a foundational concept of explaining.
- Students have to continue a passage with two sentences of their own descriptive writing.

The Coming Rain

The soft, cool breeze tickles Tom's cheek. Drip, drop. Drip, drop. Droplets of rain fall on his head. Thunder echoes in the distance, and Tom spots a scared squirrel running for his home.

*Did you **RIP** the passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

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*Did you **RIP** this passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

Let's Source Write

In your activity, students are asked to locate the words in passage #1 that allowed them to hear the rain. The onomatopoeia of *Drip, drop Drip, drop* provides an avenue for discussion about words that make sounds. If your students have not heard of onomatopoeia, this is an excellent time to introduce it (it's never too early!).

The second question asks the student to evaluate emotion. The squirrel is going home because he is scared. Ellie is going home because she is simply on the way home. There are no indications that she is scared. This is inferred in the text of each passage.

Finally, students are asked to write two sentences about the swaying trees. Guide your students to utilize the writing process of brainstorming, planning, writing, and revising and editing to create these two sentences. If they are having trouble with this, you may have to model it for them in a group activity and then ask them to write two descriptive sentences on their own.

CLICK

In Source Writing, students have to utilize the skills they have learned during the week. They have to:

- Read to comprehend using the RIP strategy
- Use the writing process to write two additional descriptive sentences
- Use comprehension skills to identify differences in descriptive passages with regard to emotion
- Write in complete sentences

Each step of the way, you are making "clicks" for your students. Help them to make these connections. It may seem obvious to you and to me, but our young writers need you to connect the dots. By doing this, they will begin to do this independently as they write on their own.