

Unit 1 – Lesson: 5

Writer’s Workshop- Word Choice



[Editable Version](#)

In this lesson students will begin learning about traits of writing. They will look at word choice in writing and develop an understanding of why it is an important trait.

Topic: Word Choice in writing traits

Time Frame: 45-60 minutes

Driving question: How can words make our writing more interesting?

Curriculum Outcomes –

9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

Learning Target:

Grade 1	Grade 2
Revision: Recognize where they can make changes to writing to clarify meaning	Revision: make changes to writing to clarify meaning through strategies such as; inserting a word, using a caret, crossing out a word, adding details

Resources Needed:

- Screencast: <https://www.youtube.com/watch?v=MS6PckZ1Occ>
- Computer/LCD project using program of your choice to record student’s answers
- Access to computers or iPads with familiar apps

- Writing Folder – to store writing at various stages
- Writer’s Notebook--- to record ideas and goals for their writing

Lesson:

I Do:

Show the screencast to students.

<https://www.youtube.com/watch?v=MS6PckZ1Occ>

Ask students, “Why do you think our choice of words is important in our writing?”

Allow for student response and discussion.

Talk about how words can make our writing more exciting and interesting.

Words like “nice” and “good” are not exciting words, especially when use them a lot in our writing.

We Do:

Have students write their name in the middle of a piece of paper. Have students circulate around the room and write kinds words about each student. If students choose, they may use an iPad and pic collage to create their paper.

Gather the papers in and look at the common or similar words that are used.

Ask the class, “Are there any W.O.W words (wonderful, outstanding words) on these papers?”

Being making a common list of interesting words.

Look at over-used words such as **nice**. Ask the class, “Can we think of words to use that could replace nice or friendly?”

Make a chart on paper, iPad, computer, or interactive whiteboard of interesting words that we could use to describe our classmates.

Ask, “Which words are more interesting to read about our classmates, the words that we wrote on the paper first, or the words on the list that we developed together?”

You Do:

Have students use a picture of themselves and add it to pic collage. They can also change the background. The iPads should be left at the students’ desks and students should circulate around the room, stopping at each of their peers’ desks to add an interesting word to describe their classmates.

We Share:

Students’ pictures can be printed off and displayed on the bulletin board. Each student can have the opportunity to share his/her poster. They can choose the

descriptive word that makes them feel good. This will be a great connection to Healthy Community Outcomes for health and a good beginning of the year display. We can talk about the differences when we use interesting words and how it can help the reader understand the topic better.

Differentiation/Adaptations:

This is embedded into the design of the lesson plan. Student choices of how they create and submit the chart make it accessible to all students. Students who use an iPad for writing or as a documented adaptation will easily be able to complete this assignment on any app of their choice.

Enrichments:

Poetry: Adverb Poetry (see the worksheet below)
Students can create a poem based on the template below or they could create their own poems using interesting and exciting words.

Assessments:

Record observations in [Evernote](#) or however you choose to track your students.

Evernote:

<https://blog.evernote.com/blog/2011/01/13/10-tips-for-teachers-using-evernote-education-series/>



Adverb Poem

Adverbs are words that help us to understand verbs. They tell us how, when where, or in what manner an action is performed.

Example: Run Quickly (quickly is an adverb)

Use an adverb after each verb to create a poem.

Run _____

Jump _____

Dance _____

Sing _____

Dream _____

Love _____

Be _____



