

Unit 1 – Lesson: 6

Writer’s Workshop- Voice



[Editable Version](#)

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

Topic: Voice in writing traits

Time Frame: 45-60 minutes

Driving question: What does voice mean?

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
Use “voice” in writing effectively.	Use “voice” in writing effectively.

Resources Needed:

- Screencast: https://www.youtube.com/watch?v=mSWd_BayWJI
- Computer/LCD project using program of your choice to record student’s answers
- Access to computers or iPads with familiar apps
- Books that model voice – in traits of writing

<http://www.smekenseducation.com/kristinas-favorite-picture-books-for-teaching-the-6-traits.html>

<http://mrsmayhew.blogspot.ca/2011/09/my-personal-of-six-trait-texts-i-use.html>

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

Lesson:

I Do:

Ask students, “What do you think voice means?”

Allow for student responses and sharing.

Show the screencast:

https://www.youtube.com/watch?v=mSWd_BayWJI

“When we include voice in our writing, it makes our writing interesting and our writing sounds like us. Voice shows how a writer “feels” about a topic”

We Do:

Have a classroom discussion about feeling words. Share the feeling words below. Have a discussion about situations where you might feel those feelings. Cut the feelings apart and place in a container so that students can pull one out at a time. Choose students to pull a feeling out of the container. Without saying anything they should act out the feeling and have their classmate’s guess which feeling it was.

It will also be important to look at books with strong voice. This will depend on your classroom library. Here are some websites with suggestions for each trait of writing.

<http://www.smekenseducation.com/kristinas-favorite-picture-books-for-teaching-the-6-traits.html>

<http://mrsmayhew.blogspot.ca/2011/09/my-personal-of-six-trait-texts-i-use.html>

Look at your mentor text and have students identify areas where the writer’s voice is strong.

You Do:

Have students (using the sheet below) choose 4 feelings. They should draw the face that matches feeling they chose. They should write the feeling word underneath their face. It is important for students to recognize that the more detail they include on their faces, the easier it will be for your audience to recognize the feeling that you are trying to portray.

Students should also spend 20 minutes independently writing. Remind students about the writer’s workshop expectations. They can find ideas to write about from their list we created on the first day. Remind students that they are trying to include voice in their writing and I will be looking for that when I conference with students.

While students are independently writing it will be important to conference with individual students. Record observations.

We Share:

When students are finishing up we can gather together as a group. Students can have an opportunity to share their writing samples. If students do not finish remind students that their writing can be placed in their writing folder and revisited next writer's workshop or when they finish their other work. Encourage students to comment on the voice in their peers' writing. Does it sound like them? Does it have feeling?

Differentiation/Adaptations:

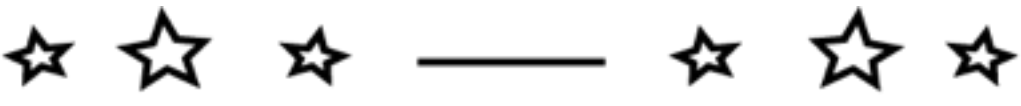
This is embedded into the design of the lesson plan. Students who use an iPad for writing or as a documented adaptation will easily be able to complete this assignment on any app of their choice.

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/>



Feeling Words

Scared mad

Frustrated Tired

Surprised Happy

Confused



Feelings

Choose 4 feelings. Make each circle into a face to match the feeling. Write the word under the face.

