

# Unit 2 – Lesson: 2

## Fiction- Drafting

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*In this lesson students will explore how to draft a piece of writing. We will explore strategies for recording our thoughts about a specific topic.*

Topic: Writing Process-Fiction Elements

Time Frame: 60 minutes

Driving question: How do growing writers get started on a piece of writing?

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
Drafting: write some complete thoughts, match text to their drawings, consistently writes left to right, writes top to bottom, uses some conventional spacing, re-read their writing to monitor meaning and message	Drafting: Writing is connected to pre-writing, write on a single topic, begin to choose forms of writing that are appropriate to specific purposes and audiences (ie. narrative, expository, descriptive, and persuasive), begin to include information that is relevant and purposeful for an intended audience, re-read their writing to monitor meaning and message

## Resources Needed:

- Wordless picture books or books with few words (see examples in lesson plan)
- Access to computers or iPads with familiar apps
- Screencast: <https://www.youtube.com/watch?v=sByDE1o3OIc>
- Picture Cards: <http://primaryinspiration.blogspot.ca/2012/10/motivate-reluctant-writers-with-this.html>
- Writing Folder – to store writing at various stages
- Writer’s Notebook - to record ideas and goals for their writing

## Lesson:

### **I Do:**

Students should have an opportunity to interact with mentor texts for fiction stories. These should be on display in the classroom and explored during shared or independent reading experiences. This is an important step for growing writers. Stories can also have just a few words in order for the story to be interesting.

Some stories to explore are:

No, David! (by David Shannon) <http://www.slideshare.net/rexwoodbury/no-david-39020612>

Here is a great explanation about how the author and the book “No, David!”  
[http://www.scholastic.com/teachers/sites/default/files/asset/file/david\\_shannon\\_bio\\_2012.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/david_shannon_bio_2012.pdf)

Tuesday (By David Wiesner) <https://www.youtube.com/watch?v=JtQ4DdzCZMA>

Here are some other suggestions:

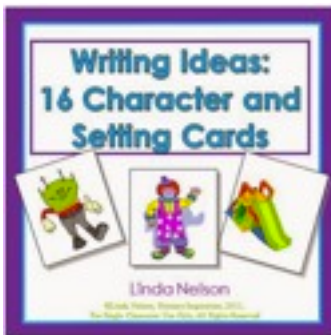
<http://childrensbooksguide.com/wordless>

Ask students, “How do you think the author came up with these ideas?”  
Allow for student response and discussion.

## We Do:

“During the previous class we talked about brainstorming, or ways that we could record our ideas about a story that we had in our minds. Today we are going to revisit our stories and begin to record our stories. Usually we begin recording our thoughts using a pencil and paper. You can “draft” your story on an iPad in any app that you choose. It’s the same process. You begin to put your ideas together in sentences. You can also talk your story into your iPad if you are struggling with getting your ideas written down or typed. We can work together in a small group to show you how to do this. If you are really struggling getting sentences in your story, you can work on the pictures first and add letters and labels to your story. Stories don’t always have to have words to tell a story

Today we are going practice putting our ideas in sentence. We will do an example together using picture cards.



<http://primaryinspiration.blogspot.ca/2012/10/motivate-reluctant-writers-with-this.html>

Choose cards for the character and setting. Have students provide the suggestions for the beginning, middle, and end of the story. Record the story on chart paper, iPad, computer, or an interactive white board.

## You Do:

Remind students that the previous day they were brainstorming to create ideas for their writing. Today we are going work on putting our ideas together to make a story that makes sense.

Remind students that they can start with pictures, use iPads, or voice to text to start putting their ideas into a story form.

As students are independently writing the teacher can conference with students one-on-one or in small groups. Some students may need instruction on how to use voice to text on the iPad.

## We Share:

When students are finishing up we can gather together as a group. Students can have an opportunity to share their draft writing. They may offer suggestions to their peers about story ideas and help students who may be “stuck”. Celebrate all levels of writing and point out in the strengths and provide on the spot feedback.

### **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.

Picture cards could also help students who need support develop ideas

### **Assessments:**

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

## Fiction Writing Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Ideas	Uses 1 simple idea not connected to your topic	Uses 2-3 ideas that are connected to your topic	Uses 4 ideas connected to your topic	Uses 4 or more ideas connected to your topic
Details	Uses 1 supporting detail	Few supporting details but not enough to make the reader see, feel, hear your description	Uses an increasing number of details.	Uses a variety of details to help the reader see, feel, or hear the description
Voice	There is no feeling in your writing	Little feeling about your topic is expressed	Feeling about your topic is expressed	Strong feelings and emotions about your topic is expressed
Sentences	No evidence of simple sentences	Few simple sentences, sometimes incomplete	Simple, complete sentences	Variety in simple and complete sentences
Spelling	Uses only random letters	Uses some spelling strategies	Uses strategies for spelling	Familiar words are spelled correctly
Capital Letters	No capital letters or in the wrong place	Some use of capital letters	Mostly uses capital letters properly	Uses all capital letters accurately
Periods	No periods are used	Some periods at the end of some sentences	Mostly uses periods properly	Uses periods properly
Visual Presentation	Visual presentation is unclear (spacing, placement, legibility)	Visual presentation is basically clear	Clear visual presentation	Clear presentation that enhances the writing.