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## Grades 2-4 Publishing Writing

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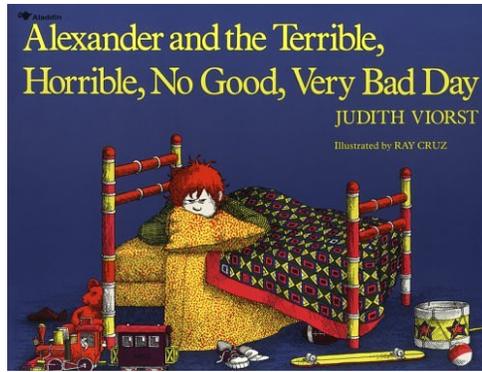
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**Unit Theme:** Publishing Our Own Writing in New Ways

**Unit Questions:** How can we create our own writing pieces by learning about new types of literature? What can we learn from other types of authors and their writing?

**Subject:** English Language Arts

**Grade:** Third Grade

<p><b>Standards</b></p>	<p><b><i>ELA Standards:</i></b></p> <p><b><i>Standard 1: Language for Information and Understanding:</i></b> Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <p><b><i>Standard 4: Language for Social Interaction:</i></b> Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>
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<b>Pre-Assessment</b>	Because this is a writing piece, the students will need to have basic knowledge of sentence structure and grammar. A few days before the lesson, the teacher will do a pre-assessment. The teacher will write some words on the board and the students will be asked to create one sentence for each word. The selected words are words that the students are familiar with: soccer, run, brother, fun, walk, school. Based on the evaluation of the pre-assessment and previous knowledge of the students' abilities, the students will be placed in the proper group for follow up activities.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will respond to literature by socially interacting with their peers.</li> <li>• Students will gain an understanding of a tagline story through this lesson. In addition, they will come up with their own tagline story/poem/song/script.</li> </ul>
<b>Motivation/Hook</b>	The teacher will tell the students that he/she is going to play a popular song that all of the students know. The students must listen to the song and try to figure out if they hear anything repeated. (this would be the chorus part of the song) Once the song is over, the students will pair share their thoughts and then share with the group. The teacher will then tell the students that this was the chorus of the song. "Sometimes it sends the main message of the song. Just like songs have a chorus, books have things called taglines. A tagline is repeated throughout the story. We are going to read a story now. Let's see if we can figure out the tagline. This book is called <u>Alexander and the Horrible, No Good, Very Bad, Terrible Day.</u> "
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A copy of the book <u>Alexander and the Horrible, No Good, Very Bad, Terrible Day</u> by Judith Viort.</li> <li>• Materials will vary depending on what follow up activities/assessment the students choose. (See activity sheets at end of lesson plan.)</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Before reading the story, the students will sit with their reading partner and discuss what they predict the book was going to be about. This book is called <u>Alexander and the Horrible, No Good, Very Bad, Terrible Day.</u></li> <li>• As the book is being read, the teacher will stop a few times and allow the students to speak in pairs. The students will be asked</li> </ul>

	<p>“Why is Alexander having such a horrible day?” or “Has anybody noticed a tagline in the story yet?”</p> <ul style="list-style-type: none"> <li>• At the end of the story the students will be asked to speak with their partner again. The question will be “What did Alexander say about his horrible day at the end of the story?”</li> <li>• Students will think and “pair share” their ideas again and discuss it with the class.</li> <li>• The students will discuss what phrase or repeated words they heard the most in the story.</li> <li>• The teacher will explain to the students that the chorus part of the song is just like the tagline of the story.</li> <li>• After reviewing what a tagline is, the students will briefly brainstorm some taglines as examples.</li> <li>• As a class, the students and teacher will come up with one sample tagline story.</li> <li>• The students will then be put into three groups based on readiness level. Each group will receive a cube with four activities. The student will have to complete the activity that the cube lands on. This is an independent activity; when every member of the group has rolled, the students will return to their desk and begin working.</li> </ul>
<b>Assessment/Activities</b>	See activity/assessment sheets following lesson plan.
<b>Accommodations</b>	For and ESL/ELL students the teacher could go over some new vocabulary with them before reading the story. Such words would include: car pool, car sick, double-decker, jelly roll. This may be done as a small group instruction or mini lesson the day before the story is read.



**\*THIS IS THE  
CUBE THAT WILL  
BE PUT TOGETHER  
AND USED BY  
EACH GROUP.**

**THE STUDENTS'  
ASSIGNMENT WILL  
BE DICTATED BY  
THE SIDE THEY  
LAND ON.\***

**\*ONCE THE STUDENTS  
HAVE ROLLED, THEY  
WILL REFER TO THE  
ACTIVITY SHEET THEIR  
GROUP WAS  
ASSIGNED.\***

**(SEE FOLLOWING  
PAGES)**



(Level 1 Group)

**1, 2, 3, ACTION!**- Use your creativity to come up with your own scripted play about Alexander and the Horrible, No Good, Very Bad, Day. The events of the story should be told in the same order of the original book. Choose at least **two** characters to include in the script. Be sure to include the tagline of the story: “It was a horrible, no good, very bad, day”. Remember to include a setting, plot, and climax. (Suggestion: You may have Alexander as the narrator of this story, or create a narrator to help develop the story) When completed, you will be allowed to select a few of your classmates to act out your scripted play.

**Sing It!**- Get in tune with your ideas and come up with a song or melody about Alexander and the Horrible, No Good, Very Bad, Day. Include at least **three** events from the story into your song. This song can be funny or serious. You must also be sure to put in the tagline: “It was a horrible, no good, very bad, day”. (Suggestion: This may be part of the chorus of the song) You will be able to present this song to the class and either sing it, or explain what you came up with.

**Director’s Cut-** Write up a film strip summarizing the events in Alexander and the Horrible, No Good, Very Bad, Terrible Day. The pictures must show actual events from the book that made Alexander have such a bad day. Each picture must have at least two sentences underneath it and include the tagline “it was a horrible, no good, very bad, day.” This assignment will be presented to the class when completed.

**Journal Entry-** Write a journal entry about Alexander and the Horrible, No Good, Very Bad, Terrible Day from Alexander’s point of view. Include events from the story that showed what a bad day Alexander really had. You must also include the tagline of the story “it was a horrible, no good, very bad, day” in your writing. You will be able to read this journal entry to the class when it is finished.

**\*Remember to: be creative, use proper grammar and spelling, follow the guidelines/expectation from the rubric, and take pride in all of what you do.\***



**Green Group Activities/Assessment**



(Level 2 Group)

**1, 2, 3, ACTION!**- Use your creativity to come up with your own scripted play about Alexander and the Horrible, No Good, Very Bad, Day **and** a horrible day of **your** own. The play should compare your day to Alexander's. You will need at least ONE other character in the story, besides Alexander and yourself. Remember to add in a setting, plot, and climax. Be sure to include the tagline of the story: "It was a horrible, no good, very bad, day". When completed, you will be allowed to select a few of your classmates to act out your scripted play.

**Sing It!**- Get in tune with your ideas and come up with a song or melody following the end of Alexander and the Horrible, No Good, Very Bad Day. The song should be about what you predict, or believe, is going to happen next. Here you will include the tagline: "It was **still** a horrible, no good, very bad, day", OR a tagline of your own which predicts that Alexander's next day is better. You will be able to present this song to the class and either sing it, or explain what you came up with.

**Director's Cut-** Create a film strip based on Alexander and the Horrible, No Good, Very Bad, Terrible Day; include yourself as a character in the filmstrip; show how the story would change or stay the same. You must include a tagline whether it is the one from the story or one you come up with on your own. Each strip of film must include at least two to three sentences. This assignment will be presented to the class when completed.

**Journal Entry-** Write a journal entry about Alexander and the Horrible, No Good, Very Bad, Terrible Day from Alexander's point of view. Instead of his day continuing to get worse, write how you made the day better or changed it into a good day. You can start by using the tagline from the story, but must put in a tagline of your own to show how the story changed. You will be able to read this journal entry to the class when it is finished.

**\*Remember to: be creative, use proper grammar and spelling, follow guidelines from rubric, and take pride in all of what you do.\***



**Orange Group Activities/Assessments**



(Level 3 Group)

**1, 2, 3, ACTION!**- Use your creativity to come up with your own tagline story through a written play. Your play must include at least three characters and use the tagline throughout the play. Your story may be fiction or nonfiction. Remember to include a setting, plot, and climax. When you have completed your script you will be able to select a few students to act out your play with you.

**Sing It!**- Get in tune with your ideas and come up with your own song or melody including a tagline. It can be about a terrible or great day you once had, OR you can use any tagline you wish. Be sure to include the tagline throughout the song. You will be able to present this song to the class and either sing it, or explain what you came up with.

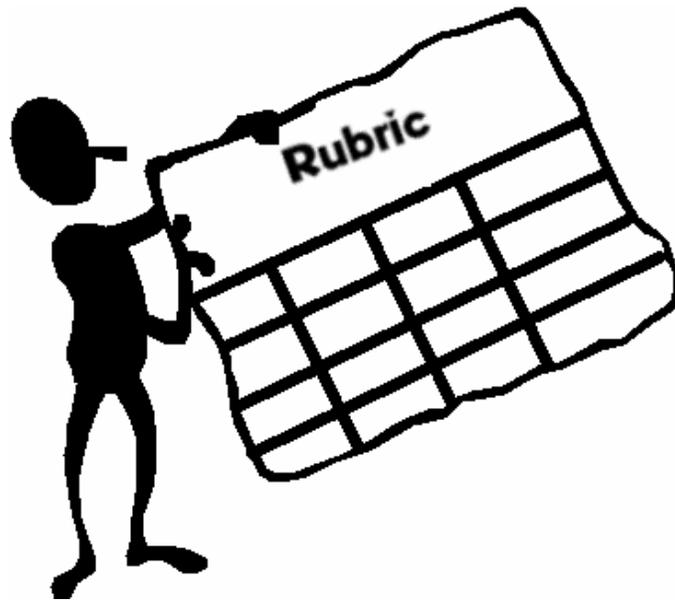
**Director's Cut-** Create your own tagline story through a film strip. The film strip must include at least three sentences to match each picture. You must also include any tagline that you wish to come up with. This assignment will be presented to the class when completed.

**Journal Entry-** Write a journal entry about a memorable day you once had. It can be about something terrible, something great, something scary, or anything else you want. You must include a tagline in to your writing which reflects the story you came up with. You will be able to read this journal entry to the class when it is finished.

**\*Remember to: be creative, use proper grammar and spelling, follow guidelines from rubric, and take pride in all of what you do.\***



# RUBRICS FOR ASSIGNMENTS



**NOTE- ALL THREE GROUPS WILL RECEIVE THE SAME RUBRICS FOR THE ASSIGNMENTS. RUBRICS WERE GENERATED FROM WEBSITE:**

**<http://rubistar.4teachers.org/index.php>**

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Student Name: \_\_\_\_\_

**Sing It: Writing Your Own Song**

CATEGORY	4- Excellent	3- Good	2- Satisfactory	1- Needs Improvement
The TOPIC	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
GRAMMAR	Writer makes few or no errors in grammar or spelling that distract the reader from the content.	Writer makes 2-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 4 or 5 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 5 errors in grammar or spelling that distract the reader from the content.
CREATIVITY	The song is original and creative; a great deal of thought and effort is put into the work.	The song is creative yet not outstanding; it is clear that effort was put into this song.	The song is somewhat creative; lacks or little originality and effort.	The song is not creative or original; it appears that very little effort was put into the song.
PRESENTATION	The song is neatly written or typed with no distracting corrections.	The song is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The song is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.

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Student Name: \_\_\_\_\_

**Director's Cut: Film Strip Project**

CATEGORY	4- Excellent	3- Good	2- Satisfactory	1- Needs Improvement
STORY EVENTS	Events to illustrate the story were well chosen. They were clearly written, complete, and you have just the right number to retell the story well.	Events chosen to illustrate the story were good. They were well written and complete. You may have needed more or fewer to make your retell the better.	Events to illustrate the story were poorly chosen. They were not clearly written, and/or complete.	No events from the story were used; the story was not clearly written.
ILLUSTRATIONS	All of the illustrations reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
ATTRACTIVENESS/ CREATIVITY	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
GRAMMAR	Writer makes few or no errors in grammar or spelling that distract the reader from the poster	Writer makes 2-4 errors in grammar or spelling that distract the reader from the poster.	Writer makes 4 or 5 errors in grammar or spelling that distract the reader from the poster.	Writer makes more than 5 errors in grammar or spelling that distract the reader from the poster.

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Student Name: \_\_\_\_\_

### **Writing a Journal Entry**

CATEGORY	4- Excellent	3- Good	2- Satisfactory	1- Needs Improvement
IDEAS/ REFLECTION	Reflects to the part of the book read and does not summarize the part read or tell a long story. Includes concrete examples directly from the book.	Almost all of the entries reflect the part of the book read and tries not to tell a story or summarize. Includes some concrete ideas from the book.	Most of the entries reflect the part of the book read but there are more summaries and stories. Provides very little examples from the book.	The entries do not reflect the book and make no sense towards the book. Provides no examples from the book.
CREATIVITY	A very interesting entry that hooks the reader and doesn't lose their attention.	Interesting, but does not keep the reader hooked the entire time.	Tends to lose the interest of the reader frequently during the entry.	The entry is boring and unoriginal. The reader is not interested at all.
GRAMMAR	Writer makes few or no errors in grammar or spelling that distract the reader from the content.	Writer makes 2-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 4 or 5 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 5 errors in grammar or spelling that distract the reader from the content.
PRESENTATION	The entries are neat and the writing is very well organized.	The entries are well organized and fairly neat.	The entries aren't very well organized and hard to understand in some places.	The entries are not organized at all, very hard to understand.

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Student Name: \_\_\_\_\_

### 1,2,3, Action: Writing a Scripted Play

CATEGORY	4- Excellent	3- Good	2- Satisfactory	1- Needs Improvement
FLOW	Script is easy to read and has an specific plot with beginning middle and end. Characters carry the play smoothly to an end.	Script is easy to read and has a specific plot with beginning, middle and end.	Script is slightly confusing to read and has a plot that has a weak beginning, a middle, or end.	Script is slightly confusing to read and has an unclear plot that is missing a beginning, a middle, or end.
GRAMMAR	Writer makes few or no errors in grammar or spelling that distract the reader from the content.	Writer makes 2-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 4 or 5 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 5 errors in grammar or spelling that distract the reader from the content.
CREATIVITY	The play is original and creative; a great deal of thought and effort is put into the work.	The play is creative yet not outstanding; it is clear that effort was put into this song.	The play is somewhat creative; lacks or little originality and effort.	The play is not creative or original; it appears that very little effort was put into the song.
CONTENT	Plot, characters and vocabulary are completely relevant to the topic.	Plot, characters and vocabulary are mostly relevant to the topic.	Plot, characters and vocabulary are somewhat relevant to the topic.	Plot, characters and vocabulary have little relevance to the topic.



## Anchor Activities

### for Students Who Complete the Assignment Early

- Make a board game about the book, *Alexander and the Horrible, No Good, Very Bad, Terrible, Day*
- Write a letter to Alexander or another character in the story about his bad day.
- Make a collage of pictures that represent/symbolize Alexander's terrible day with a write up of what everything means.
- Come up with questions about your assignment for a fellow classmate to answer. You must make answer sheet as well.
- Draw a map of where Alexander went throughout his terrible day. You must include a key.
- Read another book and compare it to *Alexander and the Horrible, No Good, Very Bad, Terrible, Day*. Look for what is the same and what is different. Did the story have a tagline? You may use a bubble map/Venn diagram, or write it out in sentences.
- Write a reflection on the book *Alexander and the Horrible, No Good, Very Bad, Terrible, Day*. Did you like the story or not? What do you think of tagline stories?
- Write a reflection of the assignment you just completed. Did you follow the guidelines? Did you work your best? What could you have done better?
- Silently read another book on the unit we are currently working on.
- Make a mobile of things in the classroom that might also be symbols from the story. Include setting, characters, and plot.