

## Writing Lesson – 4/15

### Unit: Spring Writing

SOL Objective: 1.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.
- d) Use vocabulary from other content areas.

1.12 The student will print legibly.

- a) Form letters accurately.

1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- g) Share writing with others.

Student Objective: The student will generate descriptive ideas about spring and complete a writing and craft activity based on those descriptions.

#### Materials:

- “Fletcher and the Springtime Blossoms”
- Document camera
- Colorful tulip writing papers
- Green rectangle construction paper (leaves)
- Template for leaves
- Green construction paper stems (prepped)

#### **Engage:**

- Ask the students what season we are in right now. Talk about spring a little bit (the weather, what is happening with the plants and trees). Introduce the book.
- Read “Fletcher and the Springtime Blossoms” about spring. Point out the ways in which spring is described.

#### **Explore:**

- Remind the students what a description word is (a word that describes something).
- Generate spring adjectives and write them on the board (sunny, beautiful, my favorite season, colorful, etc.) (“my favorite season” is not an adjective but we can still use it as a description of spring).
- Make sure every student has an opportunity to give an idea.

#### **Explain:**

- Introduce the activity.
- First we will use our great adjectives to do the writing portion. Demonstrate the writing on the document camera.

- Next, we will color the writing flower.
- Finally, we will glue all of the pieces together.

**Elaborate:**

- If there is time, have some of the students share their work with each other and the class.
- They can also read their stories about what they did over spring break.

**Evaluate:**

- Brainstorming will act as a informal, formative evaluation.
- The flowers will act as a formal, summative evaluation.