

# Amy MacDonald Lesson Plans

**Unit:** WRITING BY STORM

**Lesson 1:** Thinking It Up

**Grade Level:** K-5

**Time Required:** 15 minutes

**Materials/Resources:** Workshop Packet, paper, whiteboard (etc)

**Standards/Benchmarks:**

**Pre K-2:** Writing: LAB 211 : writes questions and observations about experiences

Listening: LAC11: uses listening strategies effectively

**Gr. 3-5:** Writing: LAB121 Prepares for writing

Listening: LAC12- uses listening strategies effectively

**OBJECTIVE:** Students will be able to

1. Keep a journal of observations
2. Develop observations into potential story idea
3. Recognize when a story idea has potential

**PRESENTATION:** See Workshop Packet.

Make sure to use examples of how 'real' authors find ideas (ie. Monster Mama story) and explain how journals help with 'noticing' skills (use 'fishing' analogy).

**EVALUATION:** Make sure class listens when students share 'what ifs' to determine if there is enough of a story idea there.

**FUTURE ACTIVITY/FOLLOW UP:** have students write one thing a day in their journal that they noticed: a natural history, social, or personal observation.

**Unit:** WRITING BY STORM

**Lesson 2:** Shrinking It Down

**Grade Level:** 3-8

**Time Required:** 20 minutes

**Materials/Resources:** Workshop Packet. Overhead, paper

**Standards/Benchmarks:**

Gr. 3-5: Writing: LAB121: Prepares for writing by focusing on central idea...

Writing: LAB 226: Creates expository responses...

Gr. 6-8: Writing: LAB 131: Organizes information...

**OBJECTIVE:** Students will be able to:

1. Recognize when a topic/prompt is too broad
2. Make it more specific by narrowing it down

**PRESENTATION:** See Workshop Packet.

**EVALUATION:**

When the pyramid has been completed, have the students make a "web" around the final topic to be sure they can generate enough content to write about.

## Unit: WRITING BY STORM

### Lesson 3: Brainstorming a Story

**Grade Level:** K-4

**Time Required:** 40-50 minutes

**Materials/Resources:** Workshop Packet, overhead or whiteboard, *Rachel Fister's Blister* (by Amy MacDonald), or similar kind of story with definite beginning, middle, end

**Standards/Benchmarks:**

Pre K-2: Writing: LAB 1.1. 1-3: make a plan, write a story with beginning, middle, end, and produce final, edited document

Literature: LAE 112: Identify story elements...

Gr. 3-5: Writing: LAB 121: Prepare for writing...

Writing: LAB 122: draft and revise story with beginning, middle, end...

Literature: LAE 122: understand plot developments...

OBJECTIVE: Students will be able to:

1. Plan, write, and revise a story as a large group
2. Clearly identify beginning, middle, and end
3. Recognize where and when more detail is needed
4. Identify the five elements of a story: plot (beginning, middle, and end), characters, setting
5. Eventually be able to recreate the story process on an individual (instead of large group) level

PRESENTATION: See workshop packet

FUTURE ACTIVITY : The teacher may repeat the exercise with different settings while allowing students to take over the process at an earlier stage as individuals (rather than as a group).

## Unit: THINKING LIKE A WRITER/PERSUASIVE WRITING

### Lesson 1 : Loaded Words

**Grade Level:** 5-10

**Time Required:** 20 MINUTES

**Materials/Resources:** Workshop Packet

**Standards/Benchmarks:**

Gr. 3-5: Reading LAA 222: Author purpose...

Reading LAA223: Recognizing when text is meant to persuade

Language LAD 221: Word choice

Gr. 6-8 Reading: LAA 131: Predicting purpose

Reading LAA 232: Author purpose

Writing: LAB 132: Word choice

Language: LAD 236: Understanding specific ways mass media can potentially enhance or manipulate readers

Language: LAD 231: Selecting language that shapes reactions, perceptions and beliefs

Literature: LAE 133: Understanding the author's craft: word choice, persuasion techniques, point of view

OBJECTIVE: Students will understand the importance of choosing one word over another and use that knowledge to manipulate their readers and recognize when words are being used to manipulate *them*.

PRESENTATION: See Workshop Packet

**Unit:** THINKING LIKE A WRITER/PERSUASIVE WRITING

**Lesson 2 :** Loaded Words and Politics

**Grade Level:** 6-10

**Time Required:** 30 MINUTES

**Materials/Resources:** Workshop Packet

**Standards/Benchmarks:**

- Gr. 3-5: Reading LAA 222: Author purpose...  
Reading LAA223: Recognizing when text is meant to persuade  
Language LAD 221: Word choice
- Gr. 6-8 Reading: LAA 131: Predicting purpose  
Reading LAA 232: Author purpose  
Writing: LAB 132: Word choice  
Language: LAD 236: Understanding specific ways mass media can potentially enhance or manipulate readers  
Language: LAD 231: Selecting language that shapes reactions, perceptions and beliefs  
Literature: LAE 133: Understanding the author's craft: word choice, persuasion techniques, point of view

**OBJECTIVE:** Students will understand the importance of choosing one word over another and use that knowledge to manipulate their readers and recognize when words are being used to manipulate *them*.

**PRESENTATION:** See Workshop Packet

**Unit:** THINKING LIKE A WRITER/PERSUASIVE WRITING

**Lesson 3 :** Advertising and Loaded Words

**Grade Level:** 5-10

**Time Required:** 25 minutes

**Materials/Resources:** Workshop Packet

**Standards/Benchmarks:**

- Gr. 3-5: Reading LAA 222: Author purpose...  
Reading LAA223: Recognizing when text is meant to persuade  
Language LAD 221: Word choice  
Reading: LAA 226: Fact vs. Opinion
- Gr. 6-8 Reading: LAA 131: Predicting purpose  
Reading LAA 232: Author purpose  
Writing: LAB 132: Word choice  
Language: LAD 236: Understanding specific ways mass media can potentially enhance or manipulate readers  
Language: LAD 231: Selecting language that shapes reactions, perceptions and beliefs  
Literature: LAE 133: Understanding the author's craft: word choice, persuasion techniques, point of view  
Listening: LAC 131 and LAC 133

**OBJECTIVES:** Students will be able to:

1. Recognize loaded words in advertising
2. recognize the difference between fact and opinion in advertising
3. use loaded words correctly to manipulate readers

**PRESENTATION:** See Workshop Packet

EVALUATION: Students in small groups will present their “radio ad” to the class and be judged on how well they sold the product, how many loaded words and techniques they used, and how closely they stuck to the truth.

**Unit: THINKING LIKE A WRITER/PERSUASIVE WRITING**

**Lesson 4 : Point of View**

**Grade Level:** 2-10

**Time Required:** 20-30 minutes

**Materials/Resources:** Workshop Packet ; *The True Story of the Three Little Pigs* (Jon Scieszka), *Little Beaver and the Echo* (Amy MacDonald) or any book of your choosing

**Standards/Benchmarks:**

Gr. 3-5: Reading LAA 222: Author purpose...

Reading LAA223: Recognizing when text is meant to persuade

Language: LAD 221 (Word choice)

Language: LAD 223: Understanding different media techniques and their purposes

Literature: LAE 2.2 (Responding critically to fiction)

Gr. 6-8: Reading LAA 232: Author purpose

Language: LAD 236: Understanding specific ways mass media can potentially enhance or manipulate readers

Language: LAD 231: Selecting language that shapes reactions, perceptions and beliefs

Literature: LAE 133: Understanding the author’s craft: word choice, persuasion techniques, point of view

Listening: LAC 131 and LAC 133

OBJECTIVE: Students will be able to:

1. Understand how point of view works
2. Understand how point of view affects the reader reaction to a story
3. Be able to employ techniques that signal point of view

**Unit: PERSUASIVE WRITING**

**Lesson 1 : Learner Writing**

**Grade Level:** 6-10

**Time Required:** 30 minutes

**Materials/Resources:** Workshop Packet, overhead, paper

**Standards/Benchmarks:**

Gr. 6-8: Reading: LAA 132: Vocabulary

Writing: LAB 132: demonstrate command of word choice

OBJECTIVE: Students will be able to substitute strong words, especially verbs and adverbs, for weaker ones.

PRESENTATION: See workshop packet.

**Unit:** THINKING LIKE A WRITER

**Lesson 1:** Ask the Author

**Grade Level:** 3-8

**Time Required:** 10-15 minutes

**Materials/Resources:** Workshop Packet, any book your class is reading, Post It notes (nice but not necessary)

**Standards/Benchmarks:**

Gr. 3-5 Reading: LAA 223 Author intent/purpose

Gr. 6-8 Reading: LAA 232 Author intent/purpose

Literature: LAE 133: Understanding the author's craft: word choice, persuasion techniques, point of view

**OBJECTIVE:** Students will learn to read closely, pay attention to author's 'craft,' and think like an author while reading as well as writing.

**Unit:** THINKING LIKE A WRITER

**Lesson 2 :** Copycat: Emphasis

**Grade Level:** 3-5

**Time Required:** 30 minutes

**Materials/Resources:** Workshop Packet, overhead, paper

**Standards/Benchmarks:**

Gr. 3-5 Reading LAA 221 Determine main idea

Writing: LAB 12: Use writing process effectively

Language: LAD 223: Recognize different techniques used in media and their purpose

Literature: LAE 121 Identify distinguishing features of poetry...

**OBJECTIVE:** Students will be able to

1. use repetition effectively in a poem
2. recognize the importance of repetition in a piece of fiction or non-fiction to signal importance

**PRESENTATION:** See Workshop Packet

**Unit:** THINKING LIKE A WRITER

**Lesson 3 :** Copycat: A-Hunting We Will Go

**Grade Level:** Pre-K—Gr 1

**Time Required:** 20-30 minutes

**Materials/Resources:** Workshop Packet, whiteboard and two colored markers, A-Hunting We Will Go (or knowledge of the first verse)

**Standards/Benchmarks:**

Gr. PreK-2: Language: LAD 111 Recognize patterns

Language LAD 211: Identify and use rhyme, repetition, and rhythm

Literature: LAE 212 : Recognize rhyme and rhythm and pattern structures

**OBJECTIVE:** To increase phonemic awareness. Students will be able to:

1. Identify rhyming word pairs
2. apply generalizations about onsets and rimes
3. create rhyming word pairs

**PRESENTATION:** (See also Workshop Packet)

INTRO: Ask each child to name an animal. Try different 'genres' (farm, zoo, ocean, jungle) and write them on whiteboard.

#### CONTENT/ACTIVITY

1. Pick one animal (ie 'shark') and write on whiteboard, using different color for onset and rime.
2. Ask children for words that rhyme. Make children listen carefully to each suggestion (with their 'rhyming ears'). Ask group if suggested word SOUNDS like it rhymes.
3. Write suggested word under animal name, using same color scheme for onset and rime. Ask children if suggested word LOOKS like it rhymes.
4. Start writing on whiteboard a verse of "A-Hunting We Will Go" using animal name (shark) in different color from other words.
5. Start a second line which you leave blank except for final word, which is the rhyming pair. Ask for suggestions as to how to complete that line.
6. Write as many verses as you can, and let each child illustrate one 'animal.'

**Unit:** THINKING LIKE A WRITER

**Lesson 4 :** Copycat: Rachel Fister's Blister

**Grade Level:** 2-5

**Time Required:** 30 minutes

**Materials/Resources:** Workshop Packet, *Rachel Fister's Blister* (Amy MacDonald), paper

**Standards/Benchmarks:**

Gr. 3-5 Writing: LAB 12: Use writing processes effectively.

Language: LAD 223: Recognize different techniques used in media and their purpose...

Literature: LAE 121 Identify distinguishing features of poetry...

**OBJECTIVE:** Students will be able to determine rhyme scheme and create a rhyming story.

**PRESENTATION:** See Workshop Packet

**EVALUATION:** Sing the final versions to the tune of "Clementine" to determine if they have adhered to the original rhyme scheme

**Unit:** THINKING LIKE A WRITER

**Lesson 5 :** Copycat: *The BFG* and "Jabberwocky"

**Grade Level:** 3-8

**Time Required:** 30 minutes

**Materials/Resources:** Workshop Packet, overhead, paper

**Standards/Benchmarks:**

Gr. 3-5 Reading LAA 221 Determine main idea...

Writing: LAB 12: Use writing process effectively...

Language: LAD 223: Recognize different techniques used in media and their purpose...

Literature: LAE 121 Identify distinguishing features of poetry...

Gr. 6-8 Writing: LAB 132 Uses creative writing strategies...and demonstrates a command of language (word choice) with freshness of expression

Literature: LAE 135 Knows how mood or meaning is conveyed in poetry such as...invented words, word choice

Literature: LAE 133 Understands elements of the writer's craft...

**OBJECTIVE:** Students will be able to understand a unique part of the creative process and be able to create their own 'vocabulary' words.

**PRESENTATION:** See Workshop Packet.

**CLOSURE:**

1. Have students create 'definitions' for their *BFG* words
2. Have students try writing a poem using their "Jabberwocky" words

**Unit:** THINKING LIKE A WRITER

**Lesson 6:** Filling in the Cracks: *You Fish!*

**Grade Level:** 1-8

**Time Required:** 10-20 minutes

**Materials/Resources:** Dr. Seuss's *One Fish, Two Fish* (optional; or just refer to Workshop Packet), overhead, paper

**Standards/Benchmarks:**

Pre K-2 Language: LAD 111 Recognize basic patterns...

Language: LAD 212: Identify and uses rhyme, rhythm, and repetition

Literature: LAE 212 Recognize rhyme, rhythm and patterned structures in children's texts...

Gr. 3-5 Reading LAA222 Determine main idea

Language: LAD 121: Understands there are patterns and rules...

Language: LAD 223: Recognize different techniques used in media and their purpose

Literature: LAE 121 Identify distinguishing features of poetry...

Literature: LAE 125 Identifies and uses alliteration and assonance

Gr. 6-8 Literature: LAE 133 Understands elements of the writer's craft...

**OBJECTIVE:** Students will be able to:

1. Decipher patterns of rhyme, repetition, alliteration and assonance in text
2. Create a similar pattern of rhyme, repetition, alliteration and assonance

**PRESENTATION:** See Workshop Packet