

Objective: Student will be able to create a story opening with a character, setting, and conflict for a narrative writing.

Procedure: Pass out a character, setting, and conflict card to students. (Words can be written on index cards. On the KleenSlate dry erase paddle, students write a character, setting, and a conflict for the character in the setting. Students switch their paddle with another student. Students then write the opening to a narrative with the story elements on their KleenSlate dry erase paddles.

M=KleenSlate dry erase paddle, character, setting, and conflict cards.

E=Completed opening to the narrative

Objective: Students will be able to analyze a writing and score it to the state rubric.

P= After teaching students the rubric scoring with examples, students practice scoring to the rubric. Students read the opening paragraphs of an essay or narrative. All students then write the rubric score for the opening on the KleenSlate dry erase paddle. Teacher instructed students to hold up their paddles and teacher assesses students' mastering of scoring process. Teacher discusses the actual rubric score and explains reasons for that score.

Continue process.

M=Teacher sample to use as model, student writing samples, KleenSlate dry erase paddle, state rubric

E=Scoring on whiteboard

Objective: Student will be able to use a random word to create a quick write opening.

Procedure: Teacher writes random words on the whiteboards. Students are given KleenSlate dry erase paddles and instructed to write an opening to a story using the words somewhere in the opening. Give students 3 minutes to write the opening. You can then have students switch paddles and add to their story with their new word. Share when complete.

M=Writer's Notebook or notebook paper, KleenSlate dry erase paddles with random words

E=Openings

Objective: Student will be able to write a snapshot.

Procedure: Teacher teaches how to write a snapshot and models samples with the class. Then students are given a KleenSlate dry erase paddle and are instructed to write a strong snapshot paying attention to descriptive details that connect to the five senses. Vote on best snapshot. These can also be scored to the state rubric as a follow-up lesson. Strong snapshots can be placed in a Writer's Notebook.

M=Snapshot models. KleenSlate dry erase paddles, state rubric

E=Completed snapshots

Objective: Student will be able to write a descriptive opening to a story.

P=Students are instructed to use KleenSlate dry erase paddles to create a story opening that contains who, what, where. Once the story opening is written, students add character dialogue.

M=KleenSlate dry erase paddles

E=Openings

O=SWBAT create and develop a character for a narrative.

P=Students are given the first and last name of a character. On their paddles they are to write down three word phrases that describe the character. Students should pretend they are the character as they develop the phrases so that they give the character a unique personality and voice.

M=Character names and paddles.

E=Completed notes on character

O=SWBAT write a simile or metaphor

P=Students are given KleenSlate dry erase paddles with a random word such as tear, rain, fire, eyes, face

Student use the word to construct an original metaphor or simile on the paddles.

Share when complete. Put in Writer's Notebook to use in future writing/poem.

M=Random words, KleenSlate dry erase paddles

E=Simile on KleenSlate dry erase paddles