



Introduction To The Writing Process Animate And Publish Your Stories With The Zimmer Twins.

Grades: 4-6

Subjects: English, English As A Second Language

Overview of Lesson Plan:

Help students develop a more effective writing style by exploring the steps of the writing process. Lesson will use guided activities to encourage brainstorming and proofreading. Students will compose a structured short story.

Suggested Time Allowance: 2x - 60 minutes

Objectives:

By the end of the lesson(s) students will:

- be familiar with 6 stages of the writing process
- practice various tasks associated with the writing process
- provide feedback on the work of their peers
- use peer feedback to improve their work
- publish original stories with the Zimmer Twins editor
- reflect on strategies they found most helpful at different stages in the writing process

Resources / Materials:

Computer lab, Paper, Pencils, Brainstorming Starters, Story Outline Activity Sheet

Vocabulary:

Story outline, the writing process, (planning for writing, drafting, revising, editing and proofreading, and publishing), narrative, descriptive, punctuation, spelling, and capitalization

Additional Materials:

1. Poster describing the writing process, including:
Brainstorming. Prewriting. Drafting. Editing. Rewriting. Publishing.
2. Brainstorming Pictures for group activity (one per group – use visuals student are familiar with).
3. Story Outline Activity Sheet for practice writing (one per student).

Activities:

Lesson One.

Warm Up: Discuss what makes a good story. Describe the act of telling your friends a story, and compare this to the writing process (oral versus written). Ask the class for examples of written stories. Where do you see stories (library, newspaper, books)? Discuss the difference between personal opinion stories and information-based stories (example: news versus a fairytale). Explain that the class will be creating their own short stories. If classroom has a computer, show the class an animation on the Zimmer Twins website. Explain to class that they need to plan the animations and stories before they build them online.

Review: Teacher reviews the stages of the writing process.

Guided questions: How do you write a story (show a poster of the six steps of writing on the board)? How do you get your ideas? Class discusses strategies for brainstorming.

Questions for discussion: Once you have these ideas what do you do with them? Have

a class discussion about prewriting, drafting and proofreading/editing. Finally when the story is ready, how are we going to publish it? Briefly discuss various methods of publishing (books, newspapers, online, TV, cartoons).

Guided brainstorming. The teacher shows the class a printed picture and guides a brainstorming session about what is happening in the picture. The teacher records several of the ideas on the board.

Group brainstorming activity. Students receive a printed picture to start their brainstorming session. In groups of 4 students look at the picture and discuss ideas for a story. Each person in the group must write down one idea on a shared paper used for brainstorming. After five minutes the teacher writes some of the class examples on the board. Asks several groups how they generated story ideas.

Using The Story Outline. Teacher reviews how a story needs a beginning, middle, and an ending. The teacher then models a diagram on the board that will allow students to create a story outline with point form ideas. The diagram has space to create an introduction, a body, and a conclusion.

Guided Learning Using The Story Outline. The teacher uses the same picture as earlier and refers to the list of ideas that the class generated. Choosing one of the ideas, the teacher guides a discussion to complete the story outline as a class. The teacher then repeats the process choosing a different idea.

Independent Learning Using The Story Outline. Students work individually. Using the hand out, students develop their own story outline by filling in point form ideas for the introduction, the middle, and the ending.

Once students have completed the chart, they will use these ideas to compose a story. For more challenge, use descriptive or narrative sentences. Teacher explains these terms and shows examples of stories that students are already familiar with. Students work on their compositions.

Teacher observes students and monitors level of completion. Each student should have at least 3 sentences complete. If not they will need to finish this for homework.

Wrap Up.

Proofreading, Editing and Rewriting: Students pair up and show their work to a partner. Students pair up and show their work to a partner. Students are reminded to look for proper capitalization, punctuation and spelling in each other's work. Students use pencils to circle any mistakes they see. Students discuss with partner, and then edit their own work.

Lesson Two. (In the computer lab)

1. Introducing the Zimmer Twins website (see "Instructions For Teachers" located within the download folder).
2. In pairs (if there are not enough computers to work individually) students use both sets of story ideas to develop two movies. Teacher explains that students need to work together, and share ideas to publish both stories in two separate movies.
3. Students use the Zimmer twins website to publish an animated movie.
4. Teacher guides a discussion, and students reflect on strategies they found most helpful at different stages in the writing process.

Evaluation / Assessment:

By the end of class, student pairs will complete a 4-6 sentence animated movie. Students will follow the structure modeled by the teacher on the board. Students will create sentences that have varied beginnings (no repeats). Students will create a set of sentences that is logical.

Bonus marks will be given for creativity, and to students who incorporate vocabulary from the last several weeks of class.

Extension Activities:

This lesson will adapt to other writing activities, grammar lessons and creative writing exercises. For more ideas, see the list of lesson ideas in the download section.

THE WRITING PROCESS

BRAINSTORMING



PREWRITING



DRAFTING



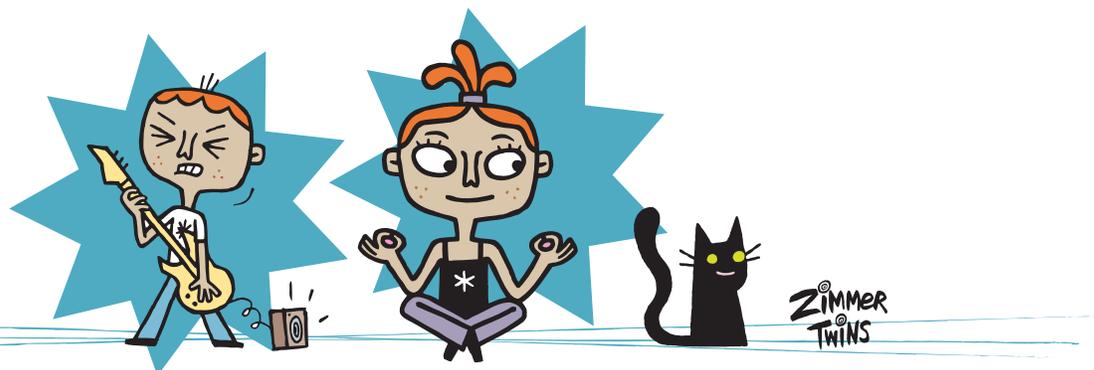
EDITING

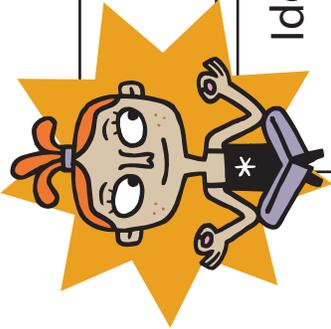


REWRITING



PUBLISHING





Introduction

Ideas

Body

Ideas

Conclusion

Ideas

Start your story >

Helpful Vocabulary

- agrees
- angry
- bored
- confused
- disagrees
- dizzy
- examines
- happy
- impressed
- plots
- plugs ears
- relieved
- scared
- seeks
- surprised
- suspicious
- tease
- laughs
- leaves
- levitates
- meets
- plays
- rides
- rocks
- runs
- sits
- sneaks
- sleeps
- stands
- steals
- struts
- wakes
- walks
- announces
- lectures
- reads aloud
- reports
- sings
- talks
- thinks
- whispers
- yells
- chases
- crowd surfs
- dances
- drops
- falls
- finds
- flies
- gives

finish on the back >

