

# Second Grade Writing Workshop

Lacy Collins-Cameron Core Workshop Curriculum 2018

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Type (N, I, or O):</b> Informational <b>Genre:</b> Lab reports and Science Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                       |
| <b>Standard:</b> <a href="#">L.2.1.1-1.2.1</a><br><small>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or statement.</small><br><b>CC.2.1.1-1.2.1</b> Write informative and support their points and ideas, have an a clear and thoughtful writing, or reader to writing and ideas.<br><b>CC.2.1.1-1.2.1</b> Write informative texts appropriate to the audience and purpose, using relevant facts and appropriate details to support a point. |                                                                                                                                                                                                                                                       |
| <b>Unit:</b> Lab Reports and Science Books <b>Band:</b> III <b>Session:</b> 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                       |
| <b>Before this lesson:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2 page stapled booklets, charts, Post-its, examples of a scientific discovery that stemmed from a scientist's ability to uncover the hidden story of a phenomenon. (Use the book p.116-118 for examples), plan a hidden story for demonstration text. |
| <b>Mini-Lesson (15 minutes)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                       |
| <b>HOOK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |
| <b>Connection</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EW recount the peacock story to offer a real-life example of the scientific process they are working through. (p.116) Scientists often have to explain things that are hard for people to experience in regular life.                                 |
| <b>Teaching Point</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writers might slow things down or show the inside of things to show a hidden story on their topic!                                                                                                                                                    |
| <b>Teaching:</b><br>Demonstration, guided practice<br>explanation with example, or<br>inquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EW explain how to slow things down and how to show the inside of things using p.117-118. EW demonstrate using those strategies in the demonstration text.                                                                                             |
| <b>Active Engagement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SW identify a chapter in their book where these strategies might work and they will tell a partner.                                                                                                                                                   |
| <b>Link</b><br><br>Refer back to TP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Writers reveal hidden worlds in their writing by slowing down a moment step by step or describing the covered up insides of things. (book 14)                                                                                                         |
| <b>Independent Practice/Conferencing:</b><br><br>(30 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EW will put some students in a small group to work with partners. SW revision and talk about their hidden story before writing. Some students can create a time lapse in their writing.                                                               |
| <b>Mid-Workshop teaching point (2 minutes)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Zoom in! Writers can magnify hidden worlds by drawing a picture larger so the reader can see it more closely to learn something new.                                                                                                                  |
| <b>Sharing:</b><br><br>(10 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SW revise and accept feedback from their partner by looking at one page. SW give their partner a STAR for a compliment and a WISH for advice.                                                                                                         |

# Lab Report Exemplar Lucy Calkins Second Grade

**VM Jensen**



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