

**“Writing Lessons According To the 6 Traits of Writing” July 2007**

**Lesson Template**

**Lesson Title:** Writing Halloween Rebus Stories: Lesson 3  
Teacher Generated Lesson

**Trait:** Conventions and Presentation

**Grade Level:** Grade 2

**Content Area:** Writing

**MA Framework:** Writing: Composition

**Strand/Standard:** General Standard 22: Standard English Conventions

Learning Standards:

22.2 Use correct standard English mechanics.

General Standard 25: Evaluating Writing and Presentations

Learning Standards:

25.1 Support judgments about classroom activities or presentations.

**Teacher:** Thais Savage, Anne Littlefield, Kathleen Smith

**Instructional Content/Strategy/Strategies:** *Describe the content/strategy learned and used.*  
Students write, conference, edit, rewrite and share their stories.

**Instructional Objectives:** *Include content, process or skills, goals . . .*

Students will be able to produce and share their own Halloween rebus stories.

**Description:** *Include how you proceeded with the lesson. What did you do?*

Students write their stories.

- \* Referring to personal “Spooky Story Graphic Organizer”
- \* Write a sloppy copy.
- \* Edit (conference) with teacher correcting letter choice, legibility, capitalization, punctuation, and spelling.
- \* Circle the words that will be pictures.
- \* Write a final copy leaving      spaces for pictures.
- \* Draw and color the pictures.
- \* Make a cover.

Students share their stories.

- \* Fellow students are encouraged to offer questions and compliments.

**Resource Materials:** *Include book chapter pages, handouts, graphic organizers . . . .*

Halloween books

Examples of student’s Halloween rebus stories

Various examples of rebus

Personal Spooky Story Graphic Organizer

Halloween Rebus Picture Charts

Great Source: Write Away p. 40-41, Checking for Errors

**Assessment/Follow-up:** *List the method(s) you’ll use to assess student learning.*

Assessment will be based on students’ ability to write Halloween rebus stories and share in the Author’s Chair.

**Reflection:** *How was this content/strategy useful or successful? What changes would you make, if any? Why did you select this content/strategy for this lesson? Was this an effective content/learning strategy? How will this content/strategy lead to increased achievement in your classroom?*

Empowering writers to use organizers, stay “on story” to write, edit and present is a formidable challenge in Grade 2. By focusing on the individual “traits” we have improved our instruction and enabled more students to be successful.