

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

### **Lesson Template**

**Lesson Title: Popcorn Writing – teaching the 4 types of writing**

**Trait: voice and conventions and presentation**

**Grade Level: 5**

**Content Area: Writing/Language Arts**

**MA Framework:**

**Strand/Standard: 19 – Students will write with a clear focus, coherent organization, and sufficient detail.**

**Teacher: Maura Sharp**

**Instructional Content/Strategy/Strategies:** *Describe the content/strategy learned and used.*

**Students will be able to identify the four types of writing: descriptive, narrative, informative/instructional, and persuasive.**

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

**Same as above**

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

1. Teacher will pass out popcorn to each child and tell them not to eat any yet!
2. Class will be asked to write one paragraph telling what their popcorn looks like, including details to really describe the popcorn. They will be given only 5 min. to write.
3. Teacher will model a story about how she remembers popcorn, then will ask class to write a paragraph about a memory they have related to popcorn. Again, 5 min. will be given.
4. Time to eat some popcorn!
5. Now the children will be told to write one paragraph about how you make popcorn – taking into account that many use microwaves. Specific details will be encouraged. (5min.)
6. Last of all, the class will be instructed to write a paragraph that “sells” their popcorn to their school. Why is their popcorn the best? How much is it? What other details might make their popcorn sell really well? (5 min.)
7. After everyone completes their last paragraph, the teacher will explain what we just did – we learned about the four types of writing. She will put up a chart that explains exactly what they are.
8. Children will be put into groups of four, and each will share his/her paragraph about the designated genre. If time permits, groups will be swapped so more voices could be heard. Some might volunteer to share their writing in front of class.

**Resource Materials:** *Include book chapter pages, handouts, graphic organizers . . .*  
**None**

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

**Teacher will collect children's work and read some out loud. The students will be asked to stand in the area of the room that tells what type of writing it was. (There will be four signs; descriptive, narrative, informative, and persuasive will be taped to different corners of room).**

**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?*