

**Ideal Grade Literacy**

**Grade 2 Writing Centre**

Working with the notion that all students can become literate

and all students can become successful language learners.

**Writing: Grade 2**

**Strand: Writing**

**Overall expectations**

By the end of Grade 2, students will:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.

**Specific expectations**

By the end of Grade 2, students will:

1.3 Research

-gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g. from a variety of texts, including teacher read aloud, mentor texts, shared-, guided-, and independent-reading texts)

1.5 organizing ideas

-identify and order main ideas and supporting details, using graphic organizers (e.g. a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally)

**Learning goal:**

By the end of the lesson, students will develop and organize a descriptive sentence with the use of felt figures as nouns and a selection of adjectives.

**Success Criteria:**

I can develop and organize a sentence using felt figures as nouns and selected adjectives.

**Activity**

**Duration:** 15-30 minutes

**Materials:** Various story books

Felt board

Felt cut-outs for each story book

Various printed adjectives

Storage box for each story books felt materials and adjectives

Journal or teacher prepared story sheet (half the page lined for writing)

Bulletin board and stapler or student portfolio

Student will write a descriptive sentence in their journals or on pages provided in the Writing Centre.

1. Select an assortment of nouns from the felt cut out pieces.

2. Select one word from the adjective bag.

3. Students can create or recreate a story on the felt board using the felt pieces.

4. Write a descriptive sentence in your journal or on the paper provided.

4. Work may be displayed in the writing centre or put into student portfolio.

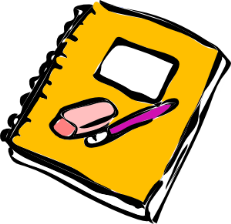
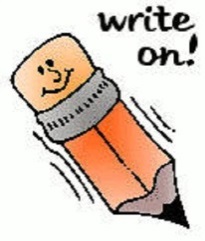
**Formative Assessment Tool:** Self-assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Writing Centre Writing Concepts Self-assessment | | | |
| Name: | | Date: | |
| Did I include a noun in my story? |  | What is my noun? |  |
| Did I include a verb in my story? |  | What is my verb? |  |
| Did I include at least one adjective in my story? |  | What is my adjective or adjectives? |  |

**Resources:**

Ontario Curriculum, Grades 1-8: Language, 2006 (revised)

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html>



**NARRATIVE WRITING**

USING THE FELT BOARD

AT

THE WRITING CENTRE

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Using the felt pieces, make a picture scene on the felt board.

2. Choose an adjective from the adjective pile.

3. Write a sentence about your diagram.

Think about a book you read at the Reading centre.

Can you make a new ending?

**Remember**

The felt piece is a noun.

You will need:

a noun, a verb and an adjective.

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