

**Welcome!**

**Here you will find a sample lesson from each Level 2 workbook. I hope they are helpful. Please call or email if you have further questions.**

**To return to the Growing Writers website, please click the back arrow instead of closing the page.**

# B O O K 1 | L E S S O N 4

## Objective for Conventions

To review writing the letters *t*, *d*, and *g*

To continue work with making fragments into sentences

## Objective for Creative Content

To help the teacher get to know the students, and the class get to know each other

## Materials

Writing workbooks and pencils

Chart paper or whiteboard

## Group Lesson and Practice

Do the same exercise as Lesson 3 with sentence fragments, starting with different words for the *who/what* and *tell more* than the last time.

■ **Model how to make letter *t* and review letters *d* and *g*.**

■ **D'Nealian:**

*r*: "Down, touch the line and make a hook, pick up your pencil, and cross."

*d*: "Over, around, stop, straight up the elevator to the top, down the elevator, and a monkey tail."

*g*: "Over, around, stop, straight up,

trace down, under water, and a fishhook."

■ **Zaner-Bloser:**

*r*: "Down, touch the line, pick up your pencil, and cross."

*d*: "Big round *c*, stop, straight up the elevator to the top, down the elevator."

*g*: "Big round *c*, stop, straight up, trace down, under water, and a fishhook."

Show right and wrong examples and see if they can catch your mistakes.

**H**ave students open their workbooks and look at the sentence and fragment. Have them talk to a partner about which one is the fragment. Identify the answer as a class. Instead of having them cross it out, ask students if the fragment is missing a beginning or an ending. Have everyone draw the blank line in front to show it needs a beginning.

Remind everyone that when they write their sentence on the line it will need to start with a capital and end with a period. They will also need to change the capital *S* in "Swings" to a lowercase *s*.

Today students will write about anything they wish for.

*Lessons 4–11 have an extra line labeled*



*“Handwriting extra practice” on the second page of each lesson. Many students will not need extra practice and it will be left blank. For students who do need a little more practice with a certain letter, you can use this line to individualize instruction. The letter you assign for extra practice can be from the current day’s lineup or a letter you have already reviewed that didn’t seem to “gel” yet.*

### Independent Practice / Teacher Guidance and Feedback

**G**radually add more time to the silent work period until the class is doing 10 minutes of silent work by the end of Book 1. If you are helping a student, make sure you are both using whisper voices. Students will practice handwriting, then they will make the fragment into a sentence and write it on the line. If you can get around to everyone today, that’s great! You may need to remind students to fill up the writing lines before drawing anything.

Give extra handwriting support to students who need it.

### Extension for More Experienced Writers

You can encourage these students to write more words on the topic instead of drawing a picture.

### Sharing

Leave a little time at the end today to share some student work from the creative side of today’s assignment. Share work from students who haven’t had a chance to be in the spotlight so far.

### ■ Planning Ahead

*Between Lessons 8 and 9 there will be a Fix-It-Up day. After Lesson 8, you’ll need to have some time to go over each student’s writing book and underline work that wasn’t up to standard or done correctly. If you have some students who need intensive help, see if you can schedule one or more adult volunteers or some older students to help on your Fix-It-Up day.*



l

d

g

Circle the real sentence. Make the fragment into a sentence.

Swings the bat.

That car is fast.

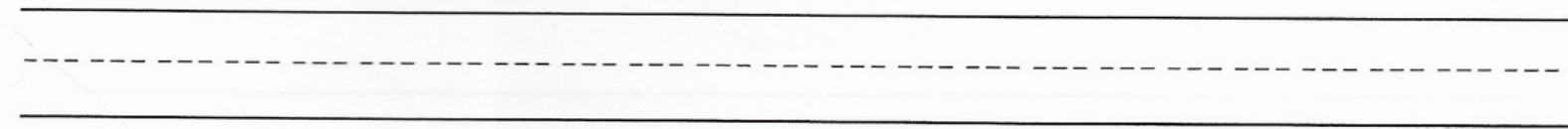
Jane

Jake

Jack



Handwriting extra practice:



*I wish*

*I wish*

# Writing Book 2

Name \_\_\_\_\_

Handwriting practice

Identifying nouns, verbs, and pronouns

Sentence editing

Using conjunctions



## My writing progress:

- I remember to start my sentence with a capital letter and end with a period.
- I can tell which words are pronouns, nouns, or verbs.
- I can write to the end of the line before beginning a new sentence.
- I know the conjunctions “because”, “and”, and “but”.
- I use neat handwriting.

Comments:

## BOOK 2 | LESSON 2

### Objective for Conventions

To practice neat handwriting  
To gain confidence in understanding nouns and verbs

### Objective for Creative Content

To generate a Silly Story

### Materials

Projector or whiteboard  
Writing workbooks and pencils  
Silly Stories (see Appendix B)

### Group Lesson and Practice

■ Show how to form the practice letters in the lesson.

■ D'Nealian:

*p*: "Down, under water, trace up, and pop it out."

*b*: "Down, stop, over, and around."

*j*: "Down, under water, and a fishhook. Pick up your pencil... dot."

*h*: "Down, up halfway, over the hill, and a monkey tail."

*k*: "Down, up halfway, over the hill, tuck it in, and a monkey tail."

*l*: "Down, and a little monkey tail."

*z*: "To the right, slant down, to the right."

■ Zaner-Bloser:

*p*: "Down, under water, trace up, and pop it out."

*b*: "Down, trace up halfway, over, and around."

*j*: "Down, under water, and a fishhook. Pick up your pencil... dot."

*h*: "Down, up halfway, over the hill."

*k*: "Down, pick up your pencil, slant left, slant right."

*l*: "Top start, straight down."

*z*: "To the right, slant down, to the right."

Go over the definitions of "noun" and "verb" (see Lesson 1).

Explain that when students finish handwriting practice and have had their page checked, they will find a partner and make a Silly Story.

Put out piles of Silly Story strips 6–10 for students to access when they are ready.

### Independent Practice / Teacher Guidance and Feedback

Help everyone get settled, then give your signal for silent work time. The length of silent work time may vary for Lessons 1–4, since some students will not take 10 minutes to finish their handwriting.



That's okay. These lessons will be a little noisier.

**S**tudents may want to rush through the conventions page in order to get to the Silly Story. Encourage them to work neatly and carefully so they don't have to do work over. Let everyone know there will be plenty of time to get to the story.

This is a lot of handwriting to check, but there will be a Fix-It-Up day after Lesson 6, so don't worry if you can't get around to check everyone.

Have the students team up with someone who is getting finished about the

same time. One person will be the writer and one person will be the idea person. Both partners will write the *same* Silly Story with the *same* filled-in words in their writing books.

### Extension for More Experienced Writers

These students can help remind others what a noun and a verb are.

### Sharing

Try to make time to share some of the Silly Stories.

p

b

j

h

k

l

z



Copy your silly story here.

Four sets of primary handwriting lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Eight sets of primary handwriting lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.



## Silly Story 3

Mick and Mack like to \_\_\_\_\_ together.  
verb                      noun+s

After that they \_\_\_\_\_ a \_\_\_\_\_. Then they sing  
verb                      noun

\_\_\_\_\_  
name of song



## Silly Story 4

Did you ever see a \_\_\_\_\_?  
noun—animal                      verb



## Silly Story 5

For my birthday, I got a \_\_\_\_\_ and a \_\_\_\_\_.  
noun                      noun



## Silly Story 6

Have you ever seen a \_\_\_\_\_ wearing a purple  
noun

\_\_\_\_\_? I saw one at \_\_\_\_\_ today.  
noun—clothing                      noun—place

It was \_\_\_\_\_ a book.  
verb+ing

**A few of the Silly Story templates.**



Copy your silly story here.

Have you ever seen a leaf  
wearing purple pants? I saw one  
at calafornia today. It was  
sneezing a book.





# Writing Book 3

Name \_\_\_\_\_

Getting ideas for writing  
Writing three sentences on a topic



## My writing progress:

- I remember to start my sentence with a capital letter and end with a period.
- I use neat handwriting.
- I can identify proper nouns.

Comments:

# B O O K 3 | L E S S O N 4

## Objective for Conventions

To practice neat handwriting

To understand that titles and specific names begin with a capital letter

## Objective for Creative Content

To generate ideas for writing

## Materials

Writing books and pencils

Projector, chart paper or whiteboard

Scratch paper

## Group Lesson and Practice

Today's list will be about animals. As the class comes up with ideas, write them in list form. Try to come up with different categories of animals such as farm

animals, wild animals, and pets. By now everyone should understand that each line will have one idea only.

**I**n your conversation today about uppercase and lowercase letters, explain that *most animal names are not capitalized* unless they are named after a place or individual. For example, "bald eagle" is not capitalized, but "California condor" does begin with a capital letter.

## Independent Practice / Teacher Guidance and Feedback

Make sure everyone is settled and give your signal for silence. Students should be working silently for the first 10 minutes of writing time.

Students can copy words from the list,



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generate their own ideas, or do a combination of both.

**H**ave a piece of scratch paper at each student's desk so you can come around and write a word for them if they need a spelling. They will then copy it into their list. Students can also use sound spelling. Encourage students to use their best handwriting. In some cases of extreme rushing and sloppy work, you may want to reinforce slowing down by having the student redo some or all of the handwriting. It's not about how many things are on the list, and it's not a race to get finished!

When finished, children can either illustrate today's page (making sure not to cover up the words) or generate a new list of their own on a "My list of" page at the end of the workbook.

### **Extension for More Experienced Writers**

Encourage these students to make a list of their own choosing on one of the back pages in the book.

### **Sharing**

If you have time, share some of the lists or let children share with each other.

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**Sample list for Lesson 2**

**In a later Book 3 lesson, students write who, what, where, when or why sentences using an idea from one of their lists.**

animals

Winter White hamster

bird

Cat

chameleon

lizard

gecko

Micropachysephalosaurus

Tree Frog





My topic today is Winter White hamster

Sentence 1 My hamster can run  
super fast.

Sentence 2 My hamster lives in a  
fish tank with no water in it.

Sentence 3 I like hamsters because they  
are funny, cute, fun to watch, and furry.



# Appendix D

■ Worksheet master to copy for Book 3, Lessons 6–8

Name \_\_\_\_\_

My topic today is \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

# *Writing Book 4*

*Name* \_\_\_\_\_

*Details in a paragraph*

*Identifying proper nouns*

*Writing a second draft and a final draft*



## My writing progress:

- I use punctuation and capital letters without reminders.
- I can make a Super Sentence without help.
- I can make a long sentence into shorter sentences.
- I use the writing lines correctly for letter sizing.

Comments:

## BOOK 4 | LESSON 7

**Objective for Conventions**

To practice writing in full sentences

**Objective for Creative Content**

To write at least five informational sentences on a topic

**Materials**

Writing workbooks and pencils

**Group Lesson and Practice**

**E**xplain that today's writing will be about an event. It could be any event—a party, a sports event, a holiday, a sleepover, an accident, a parade, something scary or sad, etc. It is best if the event is rather short, taking one day or less.

Model how to do this with an event in your own life.

Remind everyone that the questions are just to help with ideas. They don't have to answer every question, and they can add other things that aren't in any of the questions.

The writing lines on the creative side do not need to be filled up today. Students can add more on the lines about their topic, start a new topic, or just draw.

**Independent Practice /  
Teacher Guidance and Feedback**

Monitor for good sentences and punctuation. Provide spelling help as much as possible.

As much as you can, try to make sure that students have one sentence per box and that none of the sentences are general (e.g., "It was fun").

It is okay if some things go uncorrected. Starting with the next lesson, children will be choosing one piece of writing from Lessons 5–7 to mold into a final product. They will get plenty of practice in editing and revising.

**Extension for More Experienced  
Writers**

**T**hese students can be encouraged to carry over their writing on the topic to the writing lines on the creative page. Encourage them to add even more detail about the game.

**Sharing**

If you are having students choose which piece of writing to edit and make into a final copy, do this instead of sharing time today.



### ■ Planning ahead

Before beginning Lesson 8, go over student writing and make editing marks on the piece they (or you) have chosen to

make into a final copy. Add some revisions for clarity if needed. It isn't necessary to edit or fix the pieces of writing that aren't chosen.

## BOOK 4 | LESSON 8

### EDITING | FINAL DRAFT PROJECT

#### Objective for Conventions

To learn how to interpret editing marks and incorporate new suggestions into writing

#### Objective for Creative Content

None

#### Materials

Writing books with editing and revising

Blank lined paper

Pencils

#### Group Lesson and Practice

Show your editing marks in several student writing books.

Show how to rewrite the piece, incorporating the editing, onto a new sheet of paper. Demonstrate how to write to the end of the line before starting the next line of writing. (Most students already know this, but a few will benefit.)

Students can draw on the back when finished, since this won't be the final copy.

#### Independent Practice / Teacher Guidance and Feedback

**T**ake a quick check around the room after about 5 minutes to make sure students are rewriting from your editing and not starting something completely new on their blank paper. You may have new students who haven't edited work before, or just a few who still haven't internalized the meaning of editing. Try to catch this early on in the independent work time so they don't waste the whole lesson time doing something unnecessary.

It is okay if this second draft isn't perfect. Here are examples of two children's progress from workbook page to second draft. As you can see, neither of these second drafts would have been worthy of final draft status. In the first example





("Las Vegas"), the student needed a lot of help with editing and revising. In the second example ("Aiden's Party"), the student needed more help in fleshing out the event and adding more detail.

Event Las Vegas

I went to Las Vegas ~~I went~~ last summer. I liked it, but I ~~didn't~~ realized it was so hot there. There was loud noise. I thought that it was fun, and ~~my dad~~ my dad took me there. There was a swimming pool. I like it. I wanted my dad to win the race, and I screamed "Yay! Yay!"

**you ROCK**

Write five full sentences. Use these questions if you need some ideas.

Who was there? What did you do at the event? Where was it? What was most fun about it?

What happened that wasn't fun? What did the room or place look like? Who took you there?

What did you notice about someone? Who were you happy to see? What did you eat?

13

Las Vegas

I went to Las Vegas <sup>with my mom and dad</sup> last summer. I liked it, but not until I realized it was so hot there. There was loud noise. I thought that it was fun, even though it was hot. My dad took me there and my mom. We went there swimming. I like it. My dad was racing his car there. I wanted my dad to win the race. In 2019 we won! I screamed "yay!"



Event Aiden's party

Nolen, me, Aiden, Sawyer, Dylan, Grady and Landen  
were there.

I ate.... CAKE! what flavor was the cake?

It was at Aiden's house.

My mom took me there.

The thing that was the most fun was  
 when the magician came. magician

Write five full sentences. Use these questions if you need some ideas.

Who was there? What did you do at the event? Where was it? What was about it?

What happened that wasn't fun? What did the room or place look like? there?

What did you notice about someone? Who were you happy to see? Who

Lesson 7 13

I went to Aiden's birthday party and Nolen, Aiden Sawyer, Dylan, Grady and Landen were there. The only thing that I ate <sup>cake but I don't remember what kind it was.</sup> ~~there was unknown flavored~~ cake. Aiden's party was at his house. My mom took me and everybody else rode the bus. The thing that was the most fun was when the magician came and did all of his wierd stuff. The magician...  
 He also...

### Extension for More Experienced Writers

See "Planning Ahead."

### Sharing

No sharing today. Ideas for sharing the final version are in Lesson 10.

### ■ Planning ahead

Before beginning Lesson 9, go over student writing and make editing marks on their second drafts.

When you go over these to edit for the final draft, give prompts to your more capable writers (as in the above story about Aiden's party) that will bring more detail and life into the story. Some children can quickly write a few short sentences with great punctuation. Make them work a little harder!

**The last eight lessons in Book 5 take the class through the writing process, creating a detailed personal narrative. They learn about prewriting, creating a "first, next, then, finally" format, editing, revising, adding descriptive language, and publishing.**

**With the skills they have gained through the year, students are ready to be successful with this.**

# Writing Book 5

Name \_\_\_\_\_

Adding prepositional phrases (when and where)

Writing longer sentences

Writing a personal narrative



# B O O K 5 | L E S S O N 4

## Objective for Conventions

To be able to identify parts of a sentence

To understand how to make both simple and complex sentences

## Objective for Creative Content

To practice free-choice writing

## Materials

Word and phrase cards on strips of colored tagboard (see Introduction)

Magnetic clips or pocket chart  
Writing workbooks and pencils

## Group Lesson and Practice

**T**oday you (or student helpers) will choose a Subject, Action, When, Where, and Conjunction card to make a Super Sentence. This will be the longest Super Sentence yet! Make sure everyone knows that just the action and the subject alone make a short sentence, and what you are doing is adding more.



You will be choosing a student to add a few words that could end the sentence after the conjunction. Children will all be excited to supply an ending, so you may want to have them pair-share first!

Say the sentence aloud with lots of energy, and gestures if you like.

Have students go to their seats and get out their workbooks.

### Independent Practice / Teacher Guidance and Feedback

The top section on page 7 will be done together. Ask everyone to find the conjunction in the first sentence and draw an arrow over it. Check work together. Explain that *you are going to ignore the part after the arrow*.

**H**ave everyone underline the action, then check work together. Identify the subject in the sentence and circle it. Then students can go back and underline the *where* and *when* phrases. Remember, they are ignoring the part that comes after the conjunction and are working with only the first part of the sentence. Go through the same process with the second sentence on the page.

Choose a Subject card and an Action card from your collection. Model writing

the words in the correct boxes. Today everyone will be adding their own ideas for the When, Where, and Conjunction boxes.

*Hopefully, you have a volunteer, aide, or older students who can help today. If you are able to work with a small group, you can do the activity together as in Lessons 1 and 2. If you have student helpers, they can work one-on-one with your students who would not be able to do this assignment independently.*

Today as students finish, they can fill the writing lines on the creative page and then draw.

### Extension for More Experienced Writers

Encourage these students to fill up all the writing lines, and to write a story that continues from one lesson to the next. Some may already be writing chapters!

### Sharing

Pick a few students to share their work, either from the creative or the conventions page. Try to make sure everyone has a chance to share with the whole class at least once in Book 5.



Before sunrise, the raccoon found the garbage can on the street and ate some food.

Last week on the bus, Izzie and Isak listened to music because they needed something to do.

WHEN

SUBJECT

ACTION

WHERE

CONJUNCTION

2-6 MORE WORDS

Break up your long sentence into three sentences.

What pronoun will you have to add? \_\_\_\_\_


-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

Book 5 has lots of opportunities for free writing. Some kids love writing their own chapter books!

I didn't have any samples from Book 5 but this sample from earlier in the year shows how some children can take their skills long way with the program.

Choose your own topic today. Fill all the lines up before drawing.

"Guys!" Erica squealed. "What Erica!"  
Mike yelled. Meow! Sisi the kitten yowled.  
"Erica, Mike! Come on we need to go  
trick or treating. We are gonna be  
late!" Mia screamed. And off they  
went going trick or treating.



Spelling: \_\_\_\_\_

\_\_\_\_\_

12