

Journeys: Unit 1 Lesson 2: Write to Express

Meaty Objectives:		CCO:	Focus Theme:
<ul style="list-style-type: none">Understand the features of a descriptive composition.Demonstrate focused ideas in writingWrite a descriptive composition		W.1.3a, W.1.3b, W.1.3c, W.1.4, W.1.5	Voice
Day 1: Analyze the Model	Day 2: Teach the Focus Text	Day 3: Preview	
Teacher Model: <ul style="list-style-type: none">Explain to students that they will be writing a descriptive composition.Describe that a descriptive composition has a lead sentence that introduces the topic and main idea, grabbing the reader's attention. It includes supporting sentences that tell the events in order, and include sensory words (using the 5 senses), and ends with a concluding sentence that shows the writer's attitude toward the <u>subject</u>. Practice/Apply: <ul style="list-style-type: none">Propagate 2.8	Teacher Model: <ul style="list-style-type: none">Tell students that writers describe things using vivid language to show their attitude toward events and experiences. Explain that the way writers describes a setting reveals his or her feelings toward it.Use the example (7129) to discuss how the author's word choice shows that he or she is very interested in the subject. Practice/Apply: <ul style="list-style-type: none">Practice 2 examples from 7129Practice book p. 34	Teacher Model: <ul style="list-style-type: none">Use the web from Proj. 2.10 and ask students to imagine an adventure, any place they would like to describe.Explain that their topic should be mentioned in the lead sentence of their descriptive composition. Each detail in the outer circles should relate to the topic. (which will later make up the supporting sentences)Work with students to complete their webs. Practice/Apply: <ul style="list-style-type: none">Propagate 2.10Blank propagate 2.10 webs (individual)	
Day 4: Draft	Day 5: Review for Topic	Publish & Share	
Teacher Model: <ul style="list-style-type: none">Discuss with students that they need to <u>introduce</u> their topic in the lead sentence <u>describe</u> their supporting sentences as they make sense. <u>include</u> vivid details, and sensory words to show how they feel about the topic. <u>conclude</u> by expressing their attitude about the topic. Practice/Apply: <ul style="list-style-type: none">Have students use their completed webs to begin drafting their descriptive composition.Confer with students for structure and order	Teacher Model: <ul style="list-style-type: none">Remind students that writers reveal their attitude about the topic by using vivid words and phrases.Read and discuss student book p. 86-87 and how Natalie improved her paragraph by adding more vivid details to show her attitude toward the subject. Practice/Apply: <ul style="list-style-type: none">Propagate 2.11Reviewing as a Writer questions (student book p.87)Students should revise writing using the Writing Traits Checklist on student book p.87Use Proofreading Checklist Backline-Master (as support)	<ul style="list-style-type: none">Students will work to complete their final copy by typing it on a computerAfter, students will share their completed work with their peers.	

Journeys Grade 2 Lesson Plans

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Journeys Grade 2 Lesson Plans:

Decoding **Journeys Grade 2 Lesson Plans**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Journeys Grade 2 Lesson Plans**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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