

Lesson 13: Writers Add to Their Work

Supplies Needed:

- A drafted piece of writing from a previous lesson and a few ideas for adding parts and details to the draft
- A bright colored pen or marker

Procedure:

- Gather students and remind them of the draft of writing you did in front of them in a previous lesson. Read the draft aloud to them.
- Let them know that you have been thinking about this particular piece and that you feel as if it needs some work before you continue on your journey to creating a published piece of writing.
- Display the story so that all the students can see it. Read through the story slowly and carefully and model to students how you might add an entire part to the story. You might share with them that they can use the bright pen or marker to put a star in the piece of writing where you would like to add a part. Explain your thinking for adding the part and then move to the end of the piece (or grab a new piece of paper), add the same star and begin writing the part that you would like to add. Share with them that the star is the reminder that there was something added, so that when they move on to other steps in the writing process, they will add the part in the correct spot. Reread the story with the part added and solidify your thinking to the class about how it makes the story better.
- Next, model to students how to use the pen or marker to add details to your story. Perhaps it is a descriptive word or phrase to help readers get a better visual of something. Maybe it is an entire sentence that clarifies something that was unclear when you read the story through again. Whatever details you choose to add to your story, be sure to explain your thinking to your class.
- Show the students where they can find the pens to add to their pieces of writing (in the suitcase) and explain guidelines for their use.

- Send students to their writing spots and tell them that you would like to see some of them using pens to add parts or details to their drafts. Hold conferences and help a few students to do this if needed.
- Gather students and have a few of them share their thinking and what they added to a draft of writing. Make sure they are able to explain why they felt the draft needed the extra part.

Notes: _____
