

Lesson 4: Writers Sometimes Need “Maps” to Guide Their Writing

Supplies Needed:

- Chrysanthemum by Kevin Henkes (Many Kevin Henkes books would lend themselves well to this lesson OR you could use any fiction book you like that portrays a clear beginning, middle and end.)
- A graphic organizer for prewriting a fiction or narrative story (This will need to be able to be seen by the whole class as you write on it.)
- A copy of the graphic organizer for all the students in the class

Procedure:

- Gather the class and read your story aloud.
- Discuss the beginning, middle and ending of the story and some of the details that made it funny or interesting.
- Talk to the students about how the author probably had an ending in mind before he/she started writing the story. He/she most likely had to make some plans in order to reach the ending that he/she was thinking of so that the whole story made sense and flowed well.
- Show the students your graphic organizer and tell them that papers like this help us to think through our stories before we write them. In that way our stories will have a good beginning, middle and end so that authors can concentrate on wonderful details.
- To relate to the Passport theme, tell the students that graphic organizers or planners are kind of like maps that we create so that we can get from one place to another in our stories. We make them to serve as a guide for us as we write so that we stick to our topic and end up in the right place – the ending we had in mind.
- Pull out your Idea book and choose a topic to write about in front of the class. Fill out the graphic organizer as you think through your story aloud. Model how the graphic organizer is used and emphasize that all the details don't necessarily need to be included in this document.

- When you are done, make sure students understand that this is what we call prewriting. It is a way to get ready and plan out our stories before we begin writing. It is the map that will guide us in our story writing.
- Pass out the graphic organizers and tell the students that today you want them to choose an idea from their Idea book and work on their prewriting plan.
- Send students to their writing spots and conduct informal conferences. Remember again, that you are also emphasizing procedures so that students are on task and working appropriately during this time.
- Gather students and have a few volunteers share the prewriting plan they created for a story they will write. Discuss the strengths and invite students to share just a few details they think they may add to make the story interesting.

Notes: _____
