

Writing Topics

WebQuest Description: Students will learn to develop strategies to generate ideas for writing.

Grade Level: K-2

Curriculum: English / Language Arts

Keywords: Writing, ideas, thoughts, topics

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Introduction

Ever wonder how authors get their ideas to write stories or books? Well stop wondering.... You will learn different ways to come up with ideas to write your own amazing stories. Let's get ready for an awesome adventure into the world of ideas and imagination!

Tasks

You will be completing the following tasks to learn how to come up with ideas to write about. Adventure 1: You will be doing a "chalk talk" activity as a class. Adventure 2: You will listen to the story, Aunt Flossie's Hats by Elizabeth Fitzgerald Howard. Then you will think about objects around your house and the memories connected to them. Adventure 3: You will listen to the story, My Rotten Redheaded Older Brother by Patricia Polacco. Then you will think about times when things have happened in your life. Adventure 4: You will listen to or read the story, Miss Rumphius by Barbara Cooney. Afterwards, you will think about places where things have happened in your life or places you have traveled to. Adventure 5: You will think about things that you like to do. Adventure 6: You will listen to or read the story, Some Birthday by Patricia Polacco. Afterwards, you will think about special moments or events in your life. Now that doesn't sound too difficult does it? Enjoy your adventures!

Process

Your writing will be broken down into several adventures. Each of the adventures will require you to either work by yourself on an activity, to work in your writing group or work as a whole class. This will be a great adventure to start you on the road to coming up with amazing ideas so you can write incredible stories.

This is an adventure that we will be doing as a class. There are two giant "chalk talk" papers on the wall in the hallway. One paper has a circle in the middle with the word "Ideas". On this paper, you will write all your ideas for topics to write stories about. You can write them anyway and anywhere you want on this paper. The other paper has a title at the top of the paper that says: "Ideas". On this paper, you will notice that it is organized using stars. For students that like things in an organized manner, you will write your ideas next to one of the stars. This adventure will be done without talking. Read what others have written if you would like. This adventure will last for 20 minutes. At the end of 20 minutes, we will read through each of the lists. Everyone should write at least 3 ideas on the "chalk talk" wall. After reviewing what everyone wrote on the "chalk talk" wall, write at least 3 ideas/topics in your reflective journal. These can be your ideas/topics, ideas/topics that your classmates wrote or a combination of ideas/topics from you and your classmates.

You will be listening to the story, Aunt Flossie's Hats by Elizabeth Fitzgerald Howard. Think about what stories her hats told. Now think about all the things in your bedroom at home or any place in your house that remind you of a special memory. Maybe it was that stuffed animal that you got from your grandmother when you were sick. Maybe it was that new desk your parents bought you when you started school. Maybe it was the new skis you got last winter. The possibilities are endless. Go to Kid Pix and draw a picture of three objects that hold a special memory for you. Write a sentence or two (or more if you would like) about why these objects are special to you. When finished, save to your class folder. Then go to your webpage and import it to your "Writing Ideas" page. Also, remember to list these three ideas in your reflective journal.

You will listen to the story, My Rotten Redheaded Older Brother by Patricia Polacco. Put your headphones on. Then click the link below which will take you to a website where actors and actresses read stories. Click on the book, My Rotten Redheaded Older Brother. After listening to the story, talk to your group for about 15 minutes and discuss the following questions:-

What happened in Patricia's life that made this a good story to tell? -Was it a happy time, sad time or another type of time?Now think about different times in your life when things have happened to you. These might be happy times, sad times or scary times.In your reflection journal, list at least three things that have happened to you that you might want to write about in the future.

You will either listen to the story, Miss Rumphius by Barbara Cooney on the link below, read it on your own or read it with a partner.Think about the places Miss Rumphius went.Okay....maybe you and I haven't traveled to the places that Miss Rumphius did but we have been some place.Now think about those places you have been.Maybe it was a trip to another country or state.Maybe it was a trip to a museum or aquarium.Maybe it was camping or a day at the beach.List at least five places that you have been to in your reflective journal. Write at least one sentence about each of the five places.

This adventure takes you to the things you like to do. BUT before you begin, I would like you to view the link below about the things I like to do.List 10 things that you like to do in your reflective journal.Now that you have viewed my PowerPoint and listed 10 things that you like to do, get ready to create a PowerPoint. You will create your own PowerPoint about at least 5 of the things that you like to do.I put more than one thing that I like to do on a slide. But I only want you to put one thing on each slide.The first slide will be the Title of your PowerPoint.Then you will have at least five more slides.Remember put only one thing you like to do on each slide. Write a sentence about each thing you like to do.On each slide include an image, picture or photo of what you like to do and at least one sentence about what it is that you like to do.Remember if you use images from the image file, you must include final slide that is your reference page. You have to list the reference of where the image came from.Remember to use the PowerPoint tutorial if you have forgotten how to create a PowerPoint.I am also here to help you if you need me.

This adventure is about special moments or events in your life.It might be your birthday, holiday gatherings, celebrating your grandparents' anniversary or your hockey game when you scored the winning goal.Remember these adventures are personal to you. These are your special moments.List at least 3 special moments or events in your life in your reflective journal.

You have gone on many adventures.Now you are going to take your last adventure.Throughout these adventures you have made a list of objects, things we like to do, places you have been to and special moments or events.You will choose one of those ideas from your list. That idea is a story ready to be told. Now is the time to tell the story.You will make a digital story using iMovie about that one idea.You will use the storyboard to map out your digital story.Then you will put the story all together using iMovie.Remember to use the tutorials if you have forgotten how to use iMovie. These are in Ms. Devoid's class file.Remember if you need any help with this last adventure, I'm here for you. Good luck!

Evaluation

All of the evaluations are listed at the bottom of each of the adventures.

Category and Score					Score
				Total Score	

Conclusion

Congratulations! You have been on quite an adventure. You have learned so much about ways to come up with ideas that you can write about.The next step in your writing journey is to keep those ideas flowing and turn them into amazing stories.The Enrichment Adventure and the More Writing Ideas have more thoughts on writing.Happy Writing!

Teacher Page

This webquest is to teach students how to generate ideas for writing. It will take 7-10 days depending on how quickly your students complete the work.You can use this webquest as a group in a computer lab or as a combination lesson. Some of it done together and some done by themselves on the computer.

Standards

Vermont State: Writing Standards

Writing Grade Expectations: Grade 2

Standard 1.5: Writing Dimensions-Writing Process

W2: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Standard 1.6: Writing Conventions

W2: 2 In independent writing, students demonstrate command of appropriate English conventions by...

- Using capital letters for the beginning of sentences and names
- Using correct end punctuation in simple sentences (e.g., period)

W2: 3 In independent writing, students demonstrate command of conventional English spelling by...

- Correctly spelling grade-appropriate, high-frequency words
- Correctly spelling past tense (three sounds for -ed) and plural endings (-s and -es), with no alterations required, on common vocabulary
- Giving a readable and accurate phonetic spelling for words that have not been taught
- Representing each sound heard in a word with a feature of print
- Correctly spelling phonetically regular words with short vowels, consonant digraphs and blends, silent e

Standard 5.18: Structures of Language

W2: 4 Students demonstrate command of the structures of the English language by...

- Distinguishing between letters, words, and sentences

Standard 1.19: Research

Informational Writing: Reports

W2: 8 In reports, students organize information by...

- Using a given organizational structure (e.g., template, frame, graphic organizer)

W2: 9 In reports, students effectively convey a perspective on a subject by...

- Restating a given focus/controlling idea on a topic (purpose)

W2: 10 In reports, students demonstrate use of a range of elaboration strategies by...

- Including details/information relevant to topic and/or given focus

Technology – NETS for Students:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures
- contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- identify and define authentic problems and significant questions for investigation
- plan and manage activities to develop a solution or complete a project
- collect and analyze data to identify solutions and/or make informed decisions
- use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- demonstrate personal responsibility for lifelong learning
- exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems
- select and use applications effectively and productively
- troubleshoot systems and applications
- transfer current knowledge to learning of new technologies

Credits

Resources Cited:

Story generator:

<http://www.funenglishgames.com/writinggames/story.html>

Story starters:

<http://www.scholastic.com/teachers/story-starters/>
<http://www.classroomjr.com/category/worksheets/story-starters/>
<http://www.meddybemps.com/9.700.html>
<http://www.escapadedirect.com/storystarters.html>

Forms of writing:

<http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm>

Images from:

http://4.bp.blogspot.com/-pLSpfOhLOfI/Th0VPClwa-I/AAAAAAAAA98/4f_jkPq7FMk/s1600/rubric.gif
boston.mommypoppins.com
cltbuzz.com
<http://mommyblues.wordpress.com/category/childrens-needs/>
itthing.com
kbarnstable.wordpress.com
kidsinventnigeria.com
northshorekid.com
thediaryofadivinediva.wordpress.com

Digital Photo Story Rubric:

<http://in-service.cesu.k12.vt.us/modules/groups/homepagefiles/gwp/1556877/2101818/File/scenarios/Grade2-Writing-Narrative.pdf>

Other

If you have any questions, feel free to contact me.

Now that you have learned how to generate ideas for writing you will be able to write all kinds of stories. I am going to give you one more idea for coming up with an idea to write about. Take the digital camera outside. Make sure you have an adult with you. Take photos of many different things that you find cool and interesting. It might be the kickball game going on, the girls on the bars upside down, the kids building their fairy villages, the wind blowing the trees, the funny faces that people make.....just look around and take pictures. When you are back inside, download onto the computer. Place the photos either in your photo file or the general photo file. It will depend on whether you want to share the photos or not. Remember you do not have to share these photos with anyone. Now create your story. There are many ways to do this. Use your imagination.

If you are having a difficult time thinking of an idea, a story generator may help to spark your creative juices once again. Check out this site: <http://www.funenglishgames.com/writinggames/story.html>