Companion Lesson 2: Writing

to support students with special needs in writing

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**Owney Companion Lesson 2: for Students with Special Needs in Writing**

**Introduction:**
This lesson plan is for students in the 2nd and 3rd grade who receive services under an Individual Education Plan (IEP) which requires them to receive writing instruction in a special education setting. The lesson is developed for students who have a specific learning disability that impacts their ability to access the general education writing curriculum without special education services. This lesson is developed to be used during the time the general education teacher is utilizing the “Our Stories” Owney Unit writing lessons in the regular classroom (pp. 44-55).

**Essential Questions**
- What does it mean to be a writer?
- Why is it important to write personal stories?

**Key Points**
- The students will go through all the phases of the writing process from prewriting to final copy.
- The students will use an editing checklist to edit their story.
- If available in the classroom, technology can be used by the students to work on the stories.

**Objectives**
- Students will write a simple story about their lives using the stories written about Owney as a guide.
- Students start to make the connection between the books they read and the process involved in writing them. They will make the connection between themselves as writers and readers.

**Lesson Duration**
One to three 45 minute class periods.
Lesson Description

This lesson is written to be used for the students with writing IEPs while their classmates are using the “Our Stories: Creative Writing” lessons. The students will write a personal story going through all 5 stages of writing. The stories will have a beginning, middle and end.

Opening

- Introduce the writing process by displaying the steps either using either an electronic or standard whiteboard. Go over the 5 steps of writing and assess the students for their level of understanding and exposure.
- Use the Owney books that the students read earlier as examples of how the life of a dog became the basis for several stories.
- Explain how the stories they are going to write about themselves will be published and their family and friends can read them just like we read the Owney books.

Guided Practice

Pick a personal story and model all the stages, eliciting questions and comments throughout. Use an electronic whiteboard to write your story going through each of these stages:
- Prewriting: select what you are going to write about and brainstorm. Organize your brainstorming.
- Drafting (sloppy copy): for some students the graphic organizer can be modified to be used as the rough draft. Paper with guidelines is also helpful for some students.

Assessment

- Each student will have a writing folder or journal that will contain their stories, graphic organizer, draft copy, editing checklist, and final copy.

5 steps of writing

Prewriting
Drafting
Revising
Editing
Publishing
Guided Practice (cont.)

- Revising: have the students read what they have written and think about what they would like to add or take out. Do they want to replace any words with better ones?
- Editing: using an editing checklist helps the students go through each step. For reluctant writers, using props such as a fake finger to find errors and a sheriff’s badge helps make this difficult task more fun.
- Publishing (final copy): students copy their edited story in their best handwriting. The final copy can also be typed depending on the student’s keyboarding skills.

Independent Practice

Students will complete each stage of the writing process that was modeled in the guided practice. At each stage, provide guidance and support like:

- Prewriting: Have them use their journals to write story ideas.
- Organize: Provide graphic organizer.
- Draft: Provide draft paper or prediction software.
- Proofreading: Provide editing checklist.
- Publish: Before final draft provide a teacher check and give as much or as little support as needed by each student. It is important that the student finishes feeling pride in their mastery of the writing process.

Closing

Have a class publishing party and give the students the opportunity to read their stories to their classmates and display them in the class library.

Materials

- Graphic Organizer
- Editing Checklist
- 5 steps of writing worksheet www.npm.si.edu/worksheets
- Writing supplies or computer access
- Party supplies