

Writing Lesson Plan

Purpose of Lesson:

1. to instruct a sixth grade unit on creative writing.

Student Objectives:

1. Students will create a workable outline
2. Students will manipulate outline into paragraph form
3. Students will create a graphically pleasing brochure based on writing

State Standards:

- **9.1.5 B** - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- **1.4.5 B** - Write multi-paragraph informational pieces
- **1.5.5** – Quality of Writing
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Materials Needed:

- 8x11 paper, Colored pencils, markers, and crayons.

Anticipatory Set:

The teacher will open the lesson by asking the students to choose any location in the world to go for a vacation. The students need to be able to come up with reasons why it would be a good trip.

Procedures:

1. Students will brainstorm and select a place that they want to take a trip to.
2. Students will create an outline with reasons why this is a good place to travel.
3. Students will create a tri-fold (or bi-fold) brochure that features creative writing of the reasons they select.
4. Teacher will share some brochures to give students some graphic ideas
5. The cover of the brochure needs to be a picture of their location. The inside needs to include; a brief description, things to do, places to stay, where to eat, directions, deals or coupons.

Closure:

The teacher will have students talk about where their vacation spot is and they can showcase certain parts of their brochures.

Reinforcement Activity:

The student will bring in a brochure for a tourist location and will compare and contrast similarities and differences between the “professional” brochure and the ones created in class.

Student Evaluations:

Students will be evaluated based on the writing in the brochure. The images will not be evaluated in terms of drawing level – but need to correspond to the location selected.

Lesson Evaluation:

The lesson will be evaluated by the level of enthusiasm the students show during the creation of the brochure, appropriateness of the locations/images used, and overall

Adaptations:

For students with high abilities:

Have students re-create their brochures in a computer program like Photoshop

For students with low abilities:

Use of laptops for students with difficulty writing during the brainstorm

Students can

Contingency Plans for technology glitches:

none required