

# TAAS Writing Initiative Grant - TWIG Books

*Twig books are very effective in encouraging the children to write lengthy and detailed stories. Usually, 2nd graders are reluctant to write more than a paragraph. However, by using the twig books, students were excited to write new stories. The original, creative stories were based on experiments and discoveries made during science exploration experiences.*

## Curriculum/State Standard

TEKS 4.16 & 4.22

I. TAAS Writing- penmanship, punctuation, and components of successful writing

### A. Purpose and Audience

1. Informative: How to Writing (explanatory),
2. Writing to Entertain: Narrative Writing (formal/informal)

### B. Organize Ideas

1. Pre-write and revise (use graphic organizers and reference books)

### C. Language Control

- a) demonstrate control of English Language in written composition

### D. Elaboration

### E. Sentence Construction

### F. Usage

### G. Spelling and Mechanics

## Overview

After making the twig books, the class participated in various hands-on science experiments. Students used the data learned in the experiments as text for creative writing assignments, which they compiled in their twig books.

## Objectives

- The students will receive writing prompts and will practice writing essays, poems, and various writing formats.
- The students will construct hand-made TWIG (TAAS Writing Initiative Grant) books which will provide a compilation of their creative writing examples.
- The students will work with teachers and volunteer writing coaches to write original works in their books.

*Continued on the back...*

# 2

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



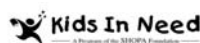
SOCIAL STUDIES

# 7

MONTHS

# \$500

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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# “TWIG Book” project continued...

- The students will illustrate their books and writing samples.
- The students will focus on basic sentence construction and mechanics of writing in order to form a firm foundation of writing expertise.

## Materials

Writing paper, twigs, art materials, science experiment components (example: salt dough to construct working volcano models which students used as a prompt for writing about vulcanization and landforms.)

## Readiness Activity

Before writing a story, our class participated in a hands-on science activity in order to stimulate interest and provide vocabulary. The experiments/activities provided students with the background knowledge they needed to write the stories. Students also prepared graphic organizers on a chosen topic. Then the students used the organizers to help them write paragraphs in sequential order.

## Strategies/Activities

Simply gather twigs from outside, cut cardstock, or other durable paper, to make a front and back for your Twig Book. Punch 2 holes about 5 inches apart and about an inch from the top edge of the cover. Take a rubber band, pinch the end together, and then feed the rubber band through one of the punched holes. Insert one end of the twig through the rubber band to keep the rubber band from coming back out of the hole. Do the same to the other side using the other end of the rubber band and the twig. Basically it is a creative way to bind paper, which will hold all of

the students' stories they write during the year. Each time you want to add another story simply measure and punch holes at the top of the writing paper so that you will be able to add them into the Twig Book.

Choose a topic to study and read about. Then plan a hands-on science experiment for the class to participate in prior to writing. An example is volcanoes. Go to the library and check out books and other multimedia on volcanoes. Then each student will make his/her own papier maché volcano and watch it erupt. Now the students are ready to write an informational story telling how to make a volcano.

Another idea we used was dyeing eggs. We learned how to boil eggs, make dye (using food coloring, hot water, and vinegar), and then the students decorated their boiled eggs with wax crayons and used the dye to make colorful eggs for Easter. Afterwards, the students wrote a story on how to dye eggs.

## Culminating Activity

Students participated in a variety of science-related experiments and hands-on classroom experiences and then wrote an original story, poem, or composition about each experience. They illustrated the stories, illustrated the cover of the twig books, and then added each composition page to their Twig Books to complete the books. Students brought their books to the Principal's office and read aloud a selection from their books to the Principal. Books were displayed in the classroom and then provided to the parents as a portfolio of creative writing completed throughout the year. Parents were very pleased to have a memento of their child's writing experiences and original artwork from 2nd grade.

## Evaluation

1. I would proof the students' first drafts, and then they would rewrite their final drafts and revise errors.
2. I checked the students' paragraphs for topic sentences and related details.
3. I checked sentences for correct subject-verb agreement, capitalization, and punctuation.
4. I checked stories for correct sequencing, usage of time order words, and transitions between paragraphs.
5. I checked stories for correct usage of new vocabulary in sentences.
6. Benchmark testing was done throughout the year to check students developing skills in language and writing.
7. Students were given Reading Inventory assessments to determine their progress in language and reading development.