

Do the Write Thing Sample Lesson Plan

Submitted by Kim Hatch

Writing Traits: Voice, Word Choice

Grade Level: Middle School (6-8)

Time: 2-3 class periods

Supplies:

- Copies of sample student essays-
<http://www.juvenile.utah.gov/DoTheWriteThing/2004Book.pdf>
- Dictionaries
- Transparencies of winning student's work
- 6 writing traits rubrics (included)
- Transparency of Definition of Trait of Voice

Lesson Description:

Day One

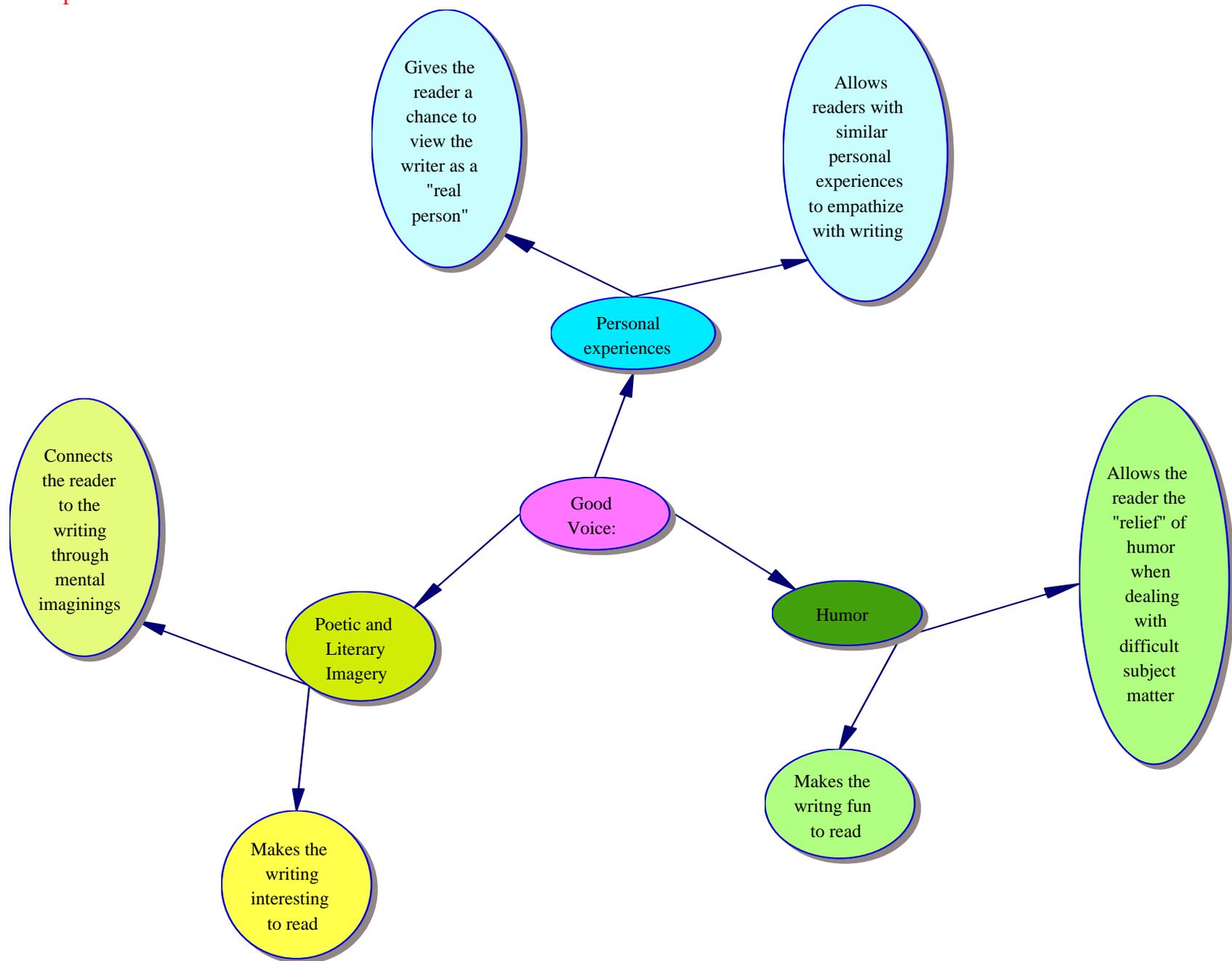
1. Display transparency describing Voice Trait. (See example A attached)
2. Discuss what the transparency means to good writing.
3. Have students suggest books where authors reflect good voice.
4. Display transparency of winning students work and discuss the aspects of good voice within the text.
5. In cooperative groups, have students analyze a winning essay and list, circle or describe all of the examples of good voice and what impact it has on the reader.
6. Have each group create a graphic organizer on a poster with these examples listed in the middle and the effects of the writing as support. (See example B attached)

Example A

DEFINITION FOR TRAIT OF VOICE

VOICE shows the writer's personality. The writing has a sound different from everyone else's. It contains feelings and emotions so that it does not sound like an encyclopedia article. The reader should be able to sense the sincerity and honesty of the writer. The writer should be writing from the heart. The language should bring the topic to life for the reader. The voice should be appropriate for the topic, purpose, and audience of the paper.

Example B



Day Two

1. Review with the students the contest rules and parameters.
2. Have students fill out the entry forms and send them home for parental approval.
3. Have students brainstorm about possible topics for their personal writing.
4. Each student should have at least two topics to choose from.
5. Each topic should be backed up by personal experiences, examples from literature, advice from appropriate adults, etc.
6. Have students outline the topic of their choice and plan to come to class tomorrow ready to write!

Day Three

1. Review voice definition.
2. Discuss the importance of relating personal connections to writing to facilitate reader understanding.
3. Write, write write...
4. Have students edit their own work and prepare for publication.
5. Review contest rules.
6. Have students share their essays with the class.