

CUCUMBERS WRITING IN ROLE

OVERALL EXPECTATIONS

- Identify the topic, purpose, and audience for a variety of writing forms.
- Generate ideas about a potential topic and identify those most appropriate for the purpose,
- Write longer and more complex texts using a variety of forms

LEARNING GOALS

- By the end of this lesson, students will be able to effectively write descriptive pieces that will allow their audience to determine what type of writing the author chose to use and who the intended audience is

RESOURCES

- Paper
- Pencil

INTRODUCTORY ACTIVITY

- Before you begin this assignment, it is crucial to review what descriptive writing looks like. Find a piece of writing that covers a previously taught topic that you have done with your students. Read the piece of writing to your students, leaving out the title of the piece, what the piece is about, and any other details. **READ WITH ENTHUSIASM!**
 - What type of writing did you read to them? (letter, obituary, etc.)
 - Who is the audience?
 - What is the main idea of the writing?

MAIN ACTIVITY

- Thinking like a cucumber, pick an action that a cucumber would go through in the kitchen. For example, cucumbers are peeled, chopped, pickled, etc.
- Think about how the cucumber feels when they see the knife or peeler or what they say to their friends as they leave the fridge.
- Once an action has been selected, students will begin writing in role.

INSTRUCTION FOR STUDENTS

- You are going to produce a piece of creative writing (between 500-750 words) that will allow you to demonstrate your knowledge and understanding of cucumbers, as well as enable you to express your creative writing skills.
- You must complete one of the RAFT options below. This will require you to select one "role", one "audience", one "format", and one "topic". You may select any combination of these options, *as long as it makes sense.*

FOR EXAMPLE

Role - A cucumber

Audience - Other Vegetables

Format - Proclamation

Topic - Leaving the Fridge

WRITING OPTIONS:

Proclamation

A proclamation is an official public announcement that is used to inform the public of official matters of state or government.

Diary Entry

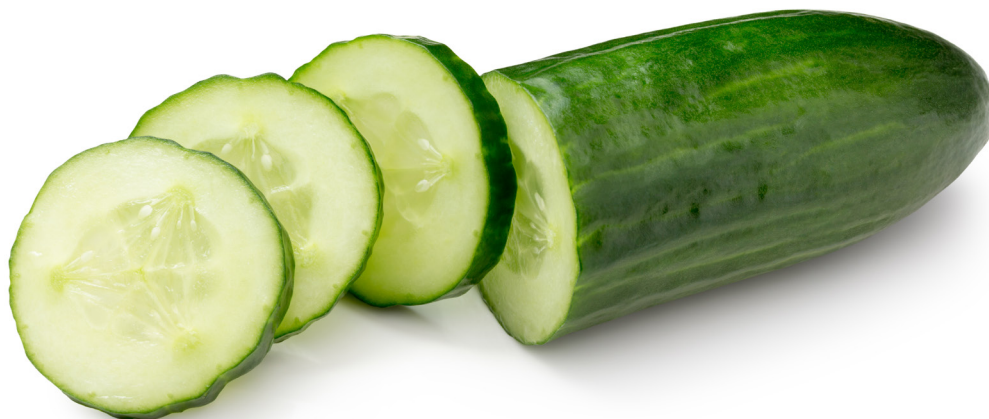
A personal reflection written to express the inner thoughts, feelings, emotions or ideas of the author.

Personal Letter

A written communication between two individual which deals with a personal or intimate subject matter

CONSOLIDATION

- Ask for a few student volunteers to read their work to their peers. After each student reads, have the class guess what type of writing the student used and who was their piece directed to.
- This is an excellent opportunity to have a class discussion about effective writing.
- Use descriptive writing in additional assignments to help students develop their writing.
- Remember the more feedback the better!



GRADE 5 | WRITING | 45 MINUTES

CUCUMBERS ASSESSMENT

ACCURACY

Information presented is accurate and is supported with specific detail.

5 4 3 2 1

ROLE

Students stayed in the role assigned. Students took on the role effectively.

5 4 3 2 1

FORMAT

The choice of was effective for the assignment.

5 4 3 2 1

CONVENTIONS

The writing had no errors in grammar, spelling, punctuation, capitalizations, or spelling.

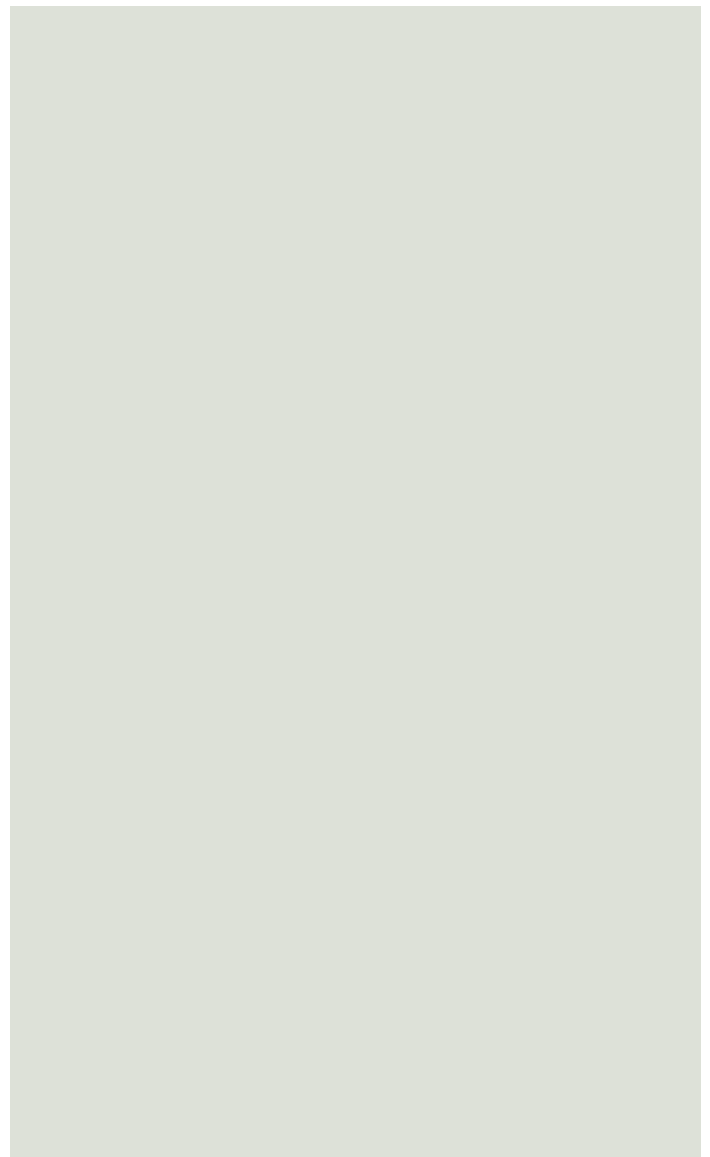
5 4 3 2 1

OVERALL QUALITY

Your best effort was evident. Your final project is neat and well organized.

5 4 3 2 1

FINAL COMMENTS



PLUMS STORY BOARD ACTIVITY

OVERALL EXPECTATIONS

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

LEARNING GOALS

- Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.
- Use some vivid and/or figurative language and innovative expressions to add interest.
- Proofread and correct their writing using guidelines developed with peers and the teacher

RESOURCES

- 2 flow charts for writing short stories (see pages 3 & 4 of this lesson plan)

INTRODUCTORY ACTIVITY 15MIN.

- If students are unfamiliar with the basics of writing a short story, a brief overview would be beneficial to this task. The focus should be more on the development of the basic story elements. You may also want the students to create a storyboard if a short story is too difficult a task.
- One way of reviewing story elements is by choosing a fairytale or short story that most students are familiar with as a class. Have the students identify the following:
 - What is the beginning of the story or what happens at the beginning?
 - What do you think is the middle of the story? Is there any sort of problem?
 - What happens at the end of the story? Is the problem solved?
 - Who are the characters?

MAIN ACTIVITY 30MIN.

- Creating the story: for this portion of the activity, this is up to your discretion depending on the needs of your students to set a certain amount of time to writing/creating a storyboard.
- The purpose of this activity is for students to use plums as the main character for their story. Students can create stories based on any one of the following options:
 - 1. A day in the life of a plum (school/work/friendship).
 - 2. Plum's adventures in (choose setting) but there is some sort of disaster that interrupts.
- See attached potential resources that you can use to approach this activity.

CONSOLIDATION

- **Formative**
This will be a scaffolded task, so you will have to provide feedback along the way. This would be required in the planning stages of the storyboard and the rough draft.
- **Summative**
The final product would be evaluated based on your discretion. You may choose to also incorporate an oral presentation connection to this task

