

Writing a Masterpiece

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Writing a Masterpiece: My Goals for the Project

Writing a story is like creating a piece of artwork. Just as an artist will go through many changes in the piece of art they are creating before they have created a masterpiece. A writer will also go through many changes in their work before their final product becomes a masterpiece.

My first goal is to show students that writing is not just putting words on paper, it is so much more. Writing cannot only be fun, but the final product can soon become a masterpiece. When a writer is finished writing a short story, poem or narrative their final product will become a piece that is their own. It will contain their voice and style in the writing, and will be a complete original unlike no one else's writing.

My second goal is to teach the students how to make an original masterpiece. I want the students to be able to learn what their voice and style are and how to include those to elements into their paper. When the student has completed the sixth week of their project and they read their masterpiece they should be able to know that the story is their own and no one else writes the way they do.

My third goal is I want them to learn that grammar is fun. I plan to teach the students Standard Edited English. After completing the mini lessons the students will learn how to incorporate certain aspects of grammar into their writing. The students will learn how to write with the concept of grammar that they have been taught and put them to good use in their writing.

My last goal is I want the students to learn that there is more than just Standard Edited English when it comes to writing. There is not a right or wrong way when it comes to English. The students will explore not only the characteristics of their own language but they will also learn about the characteristics of grammar in other languages.

By the end of the six weeks the students will not only have an appreciation for the English Language, but they will have a strong understanding of how the language works and how to put to good use the grammar they have learned over the past weeks.

Writing a Masterpiece: Description of Project for Students

Have you ever wanted to create a Masterpiece? If you have now is your chance. For the next six weeks of the course you will be creating a Writing Masterpiece.

You will be:

- Learning different concepts of the English Language.
- Exploring other languages and their concept of grammar.
- Incorporating grammar lessons into your writing.
- Learning about the history of the English Language.
- Learning about voice.
- Incorporating your voice and style into your writing.

By the end of the six weeks your final product will be amazing. Each student will be responsible for turning in a Writing Masterpiece along with all of the drafts that were created before getting to the Writing Masterpiece and also all of the in class research that was done to help you create your Masterpiece. This will be an exciting journey. Let the creation begin!

***Note** - see page 10 for (Items Due Checklist for Students)

Writing a Masterpiece: Lesson Plan for First Week

Day 1

1. Have students bring in a photo.
2. From the photo have the students write independently about the image or experience in the photo.
3. Brainstorming.
4. Free write.

Day 2

1. Have students finish their writing (if needed).
2. Teach a grammar lesson (Appositives)
3. Include appositives in their paper.
4. If appositives are already in their paper the student needs to record on a separate piece of paper where they are used and why they used them.

Day 3

1. Have students finish writing (if needed).
2. Teach grammar lesson (Participles /-ing verbs)
3. Include participles in their paper.
4. If participles are already in their paper the student needs to record on a separate piece of paper where they are used and why they used them.

(Continuation of Lesson Plan for First Week)

Day 4

1. Have students finish writing (if needed).
2. Peer Response in groups of four.
Everyone reads their paper aloud in groups. On peer response sheet (see page 12) each student in peer group writes down their comments on the story that was read aloud.

Day 5

1. Teach comma errors and proper way to use a comma.
2. Have students correct paper for comma errors and incorporate correct ways for the comma in their paper.

Writing a Masterpiece: Day by Day Lesson Plan

Week 2

Day 1 First I will give a presentation to the class. The presentation will consist of reviewing the works of several different authors. Then I will give a handout which will contain several passages consisting of the authors that I just discussed in my presentation. The students in groups of three or four will be responsible for reviewing the passages and deciding which of the authors we just talked about wrote which passage. The students will then write down who they think the authors are on their group handout.

Day 2 The students will get into their groups the previous day before and study the passages and their answers again. The students will then hold a group discussion and make a list of grammatical characteristics that each passage contained. Grammatical characteristics, such as: appositives, hyphens, prepositional phrases, or repetitive phrases.

Day 3 We will have a class discussion based on the research done on the passages over the past two days. All of the groups will share their notes with the class.

Day 4 Teach a mini lesson on Absolutes (nouns + ing participle). Students will be required to complete the handout on Absolutes then they will go back to their draft that they were working on and add in Absolutes. If they are already in their writing they need to identify on a separate sheet of paper where they are at and why they put an absolute in their paper.

Day 5 Teach a mini lesson on Adjectives (shift out of order). Students will be required to complete the handout on Adjectives then they will go back to their draft that they were working on and add in adjectives. If they are already in their writing they need to identify on a separate sheet of paper where they are at and why they put an adjectives in their paper.

Week 3

Day 1 Teach a mini lesson on Action Verbs (reduce “being” verbs). Students will be required to complete the handout on action verbs then they will go back to their draft that they were working on and add in action verbs. If they are already in their writing they need to identify on a separate sheet of paper where they are at and why they put an action verbs in their paper.

Day 2 I will supply crazy hats for the students to wear. Each student will have a different hat. They will wear the hats for a couple of minutes allowing them time to get into character. With their new character in mind they will rewrite their story they are working on with their new character’s voice. The students can add in any form of grammar except Standard Edited English

Day 3 Each of the students will share their stories with the class.

Day 4 Students will discuss what grammatical aspects changed their paper. These exercises will help the students with finding their voice.

Day 5 Teach a mini lesson on Colons and Semi-Colons. Students will be required to complete the handout on colons and semi-colons then they will go back to their draft that they were working on and add in colons and semi-colons. If they are already in their writing they need to identify on a separate sheet of paper where they are at and why they put a colons or a semi-colons in their paper.

(Continuation of Day by Day Lesson Plan)

Week 4

Day 1 Teach a grammar and punctuation history lesson.

Day 2 Have students in groups make a list of as many grammars as they can think of.

Day 3 Each group will choose a grammar to research from the list that they made. They will compile as many different terms from that grammar to make a slang dictionary.

Day 4 Research for slang dictionaries and finish them.

Day 5 As a class groups will share and discuss what they found out about their grammar. Why their grammar evolved. What characteristics make up their grammar?

Week 5

Day 1 Teach a mini lesson on tense shift. Students will be required to complete the handout on tense shift then they will go back to their draft that they were working on and add in tense shift.

Day 2 Teach a mini lesson on tense and verb form. Students will be required to complete the handout on tense and verb form then they will go back to their draft that they were working on and add in colons and semi-colons.

Day 3 Teach a mini lesson on subject-verb agreement. Students will be required to complete the handout on subject-verb agreement then they will go back to their draft that they were working on and add in subject-verb agreement.

Day 4 Work on draft for masterpiece

Day 5 Work on draft for masterpiece

Week 6

Day 1 Handout form checklist. Make any changes to draft if needed.

Day 2 Handout content checklist. Make any changes to draft if needed.

Day 3 Peer response on final. Make any changes needed.

Day 4 Teacher response day. Make any changes needed.

Day 5 Turn in final and share with class.

Writing a Masterpiece: Integration of the Writing Process and Grammar

Throughout this project students will be responsible for completing all steps of the writing process. On the first day of the project the students will begin by using the brainstorming process and then they will also do some free writing.

Throughout the course of the six weeks students will be responsible for completing many drafts of their writing. In between writing their drafts their will also be peer group response and student teacher editing. I will make time to discuss the student's masterpiece with them.

At the end of the six weeks each students will have a final draft and they will be responsible for turning in their brainstorm, free write, all of the drafts completed and the final draft, a.k.a. the masterpiece.

Grammar will be integrated within the writing process. Throughout the six weeks I will be teaching mini grammar lessons and punctuation lessons. The students will be responsible for incorporating those lessons into each of their drafts. The students will also be learning about other grammars, a.k.a. slang, such as: toddler, restaurant, teenager and slang that other cultures may use, such as: Southern, Canadian, and British.

After learning about other forms of grammar besides Standard Edited English, and learning about what causes to grammar to form, the students will be responsible for incorporating everything that they have learned about grammar over the past six weeks into their "masterpiece."

Writing a Masterpiece: The Final Masterpiece

The final product the students will have created will be a packet full of all of their drafts that they created before getting to the Writing Masterpiece and also all of the in class research that was done to help create their Masterpiece.

This packet will be a help to them throughout their schooling because not only will each of their drafts contain a grammar lesson that they learned and incorporated into their writing, but they will also have handouts of each mini grammar lesson that was taught. This packet will become a very useful tool for the students because they will be able to reference back to it for any punctuation questions or grammar questions they may have.

Writing a Masterpiece: Items Due Checklist for Students

Week 1

Brainstorm

Free Write

Draft 1

Week 2

Handout on Appositives

Draft 2

Handout on Participles

Draft 3

Peer Response #1

Week 3

Handout on Commas

Draft 4

Passage handout

Notes on Passage handout

Handout on Absolutes

Handout on Adjectives

Week 4

Draft 5

Hand out on Action Verbs

Hand out on Colons and Semi-Colons

Draft 6

List of Different Grammars

Slang Dictionary

Characteristics of grammar studied

Week 5

Handout on Tense Shift

Handout on Tense and Verb Form

Handout on Subject Verb Agreement

Draft 7

Week 6

Form Checklist

Content Checklist

Peer Response handout #2

Draft 8

Final Masterpiece with a copy of all previous drafts following.

Writing a Masterpiece: Grammar Checklist

- Appositives
- Participles
- Absolutes
- Adjectives
- Action Verbs
- Tense Shift
- Tense and Verb Form
- Subject Verb Agreement

Writing a Masterpiece: Peer Response Handout

Review Sheet / Writing a Masterpiece

Author: _____

Reviewer: _____

Things you liked:

Things you would change:

Comments:

Writing a Masterpiece: Grading Rubric

I will grade this project based on the items due checklist. Each item that is turned in will be worth 5 points. The masterpiece will be worth 100 points with all of the drafts included.

I will also take into consideration when grading each of the items on the grammar checklist. Also, the students are responsible for including as many grammar elements that were taught over the six weeks into their final paper.

