



Writing Virtual Learning

2nd Grade: Revise and Publish

April 17, 2020



2nd Grade Writing

Lesson: April 17, 2020

Learning Target: I can revise and edit my writing before publishing.

I can use adjectives in my writing.

Background: This is a continuation lesson from this week.

- Students learn to provide some sense of closure in 1st grade.
- Students respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing in 1st grade.
- Students strengthen writing as needed by revising in 2nd grade.
- Students edit for language conventions in 2nd grade.

Let's Get Started:

Watch this video to activate your prior knowledge: [Who, What, Where](#)

Revise vs. Edit

Watch [this video](#) and then let's take a look at the story you have been working on.

Does your story make sense? Does it have a beginning, middle, and end? Did you write using complete sentences with capital letters and punctuation? Is everything spelled correctly?

Revise vs. **Edit**

A	Add words or sentences.	C	Capitalize names, places, titles, months, I
R	Remove unneeded words or sentences.	U	Usage Match nouns and verbs correctly.
M	Move sentences or words around.	P	Punctuation . , ? ! " "
S	Substitute words or sentences for others.	S	Spelling Check all your words. Use a dictionary.

Illustrations: A cartoon boy with blonde hair, wearing a red shirt and brown pants, stands with his hands on his hips. To the right is a bowl of pink ice cream with a spoon, sitting on a pink saucer.

School House Rock Video:

[Schoolhouse Rock: Grammar -
Unpack Your Adjectives Music Video](#)

What adjectives could
you “unpack” to make
your story more exciting?

Where could you add
more description to your
story?



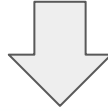
Adjectives!

1. Click on this link: [Adjectives](#)
2. Take the quiz after watching the video.

Think about what new information you learned about adjectives. What adjectives could you use in your story to make it come alive?



Keep writing and revising using [this paper](#) from your packet. When you are finished, post your writing on Class Dojo, Seesaw or email it to your teacher!



A set of ten horizontal writing lines. Each line consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Or continuing writing your story in [Google Docs](#). [This video](#) will help you get creative with how your story looks.

Self Check:

Go tell someone in your home your answers.














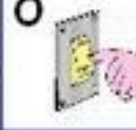



























1. Was this lesson?

- easy,
- just right
- hard

2. What is an adjective? Make a list of adjectives.
What does it mean to “edit and revise” a story?
What can you add to your story to make it more interesting and exciting?

Use the sound card to help you spell words.

s 	a 	t 	i 	p 	n 	ck 
e 	h 	r 	m 	d 	g 	o 
u 	l 	f 	b 	ai 	j 	oa 
ie 	ee or 	z 	w 	ng 	v 	u 
x 	oo oo 	ch 	sh 	th th 	qu 	ou 
oi 	ue 	er 	ar 			

Use the sound card to help you spell words.

ai snail
day **ay**
a-e snake

Action: Cup hand over ear and say 'ay'!

ee bee
beak feet eat
ea leaf sheep

Action: Put hands on head as if ears on a donkey and say 'ee'. (This comes from the 'ee' in 'beak'.)

ie high kite
y fly i-e
igh hive pie

Action: Stand to attention and salute, saying 'ie, ie'.

oa oak
o-e grow
ow mole

Action: Bring hand over mouth as if something isn't too happy, and say 'oa'.

ue rescue
few **u-e**
ew cube

Action: Point to people around you and say 'ue, ue, ue'.

er mixer
ir turn bird
ur

Action: Put hands over each other like a mixer and say 'er, er, er'.

or storm
au autumn **al** talk
aw saw

Action: Put hands on head as if donkey's ears pointing down, and say 'or'. (This comes from the 'or' in 'storm'.)

oi toy
boy **oy** oil
coin

Action: Cup hands around mouth and shout as if shouting 'oi', saying 'oi'.

ou house owl
ow

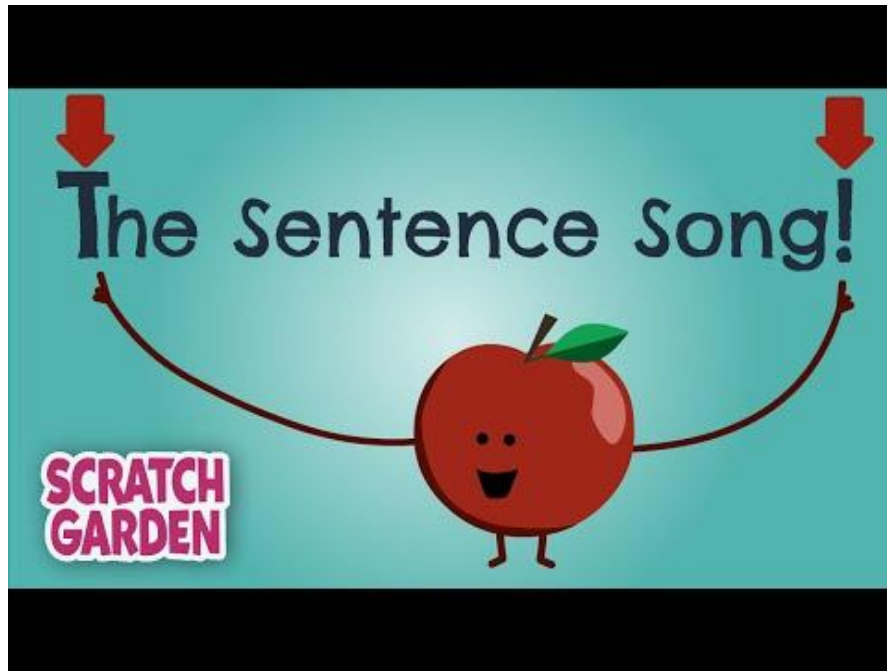
Action: Pressed your finger in a needle and push your thumb, saying 'ou'.

All 220 Dolch words in alphabetical order

a	better	don't	get	I	many	out	she	these	wash
about	big	done	give	if	may	over	show	they	we
after	black	down	go	in	me	own	sing	think	well
again	blue	draw	goes	into	much	pick	sit	this	went
all	both	drink	going	is	must	play	six	those	were
always	bring	eat	good	it	my	please	sleep	three	what
am	brown	eight	got	its	myself	pretty	small	to	when
an	but	every	green	jump	never	pull	so	today	where
and	buy	fall	grow	just	new	put	some	together	which
any	by	far	had	keep	no	ran	soon	too	white
are	call	fast	has	kind	not	read	start	try	who
around	came	find	have	know	now	red	stop	two	why
as	can	first	he	laugh	of	ride	take	under	will
ask	carry	five	help	let	off	right	tell	up	wish
at	clean	fly	her	light	old	round	ten	upon	with
ate	cold	for	here	like	on	run	thank	us	work
away	come	found	him	little	once	said	that	use	would
be	could	four	his	live	one	saw	the	very	write
because	cut	from	hold	long	only	say	their	walk	yellow
been	did	full	hot	look	open	see	them	want	yes
before	do	funny	how	made	or	seven	then	warm	you
best	does	gave	hurt	make	our	shall	there	was	your

Use the word list to help you spell.

Remember when you are writing, to think about capital letters, punctuation and spelling!



Writing Checklist



- Use a capital letter at the beginning of a sentence.
EX: The tree is tall.
- Use finger spaces. 
EX: I _swim_ at _the_ pool.
- Use ending punctuation.
EX: Do you have a pet?   
- Use the word wall to help you spell.
EX: I fell  

The 'Writing Checklist' is enclosed in a decorative black border with a white dashed inner line. On the left side of the checklist is a large yellow pencil character with a smiling face, a pink eraser, and a sharpened lead tip. The checklist items are arranged vertically to the right of the pencil. Each item includes a checked box, a description, and an example. The examples use various punctuation and spacing to illustrate the rules. The word wall grid is a 4x4 grid of red boxes containing words, with the word 'down' in the bottom right box circled in red and an arrow pointing to it from the example text.