

A Family Bike Ride – The Writing Process

Early Elementary English Language Arts

LESSON 1 | Families on Bikes

30–40 minutes

Students read and discuss the story *Families on Bikes*.

Objectives

- Students will be able to read a basic text with fluency.
- Students will be able to identify reasons why it is good for families to ride bikes together.
- Students will be able to identify some safety rules for riding a bicycle.

LESSON 2 | Preparing to Ride: Pre-Writing

30–35 minutes

Students prepare to write their own stories by completing graphic organizers.

Objectives

- Students will be able to organize their pre-writing thoughts using graphic organizers.

LESSON 3 | My Family's Bike Ride: Writing

30–40 minutes

Students use a completed graphic organizer to write the first draft of a story about taking a family bike ride.

Objectives

- Students will be able to develop pre-writing efforts into a short story.
- Students will be able to write a short story with a clear beginning, middle and end.

LESSON 4 | Sentence Stretching

35–50 minutes

Students use revision techniques to add details and descriptions to the first draft of a story.

Objectives

- Students will be able to demonstrate understanding of the writing process.
- Students will be able to improve their writing with adjectives and details.
- Students will be able to work together to provide suggestions when writing.



LESSON 5 | A Few Route Changes: Editing

30–40 minutes

Students work in pairs to edit their stories and produce final drafts.

Objectives

- Students will be able to demonstrate understanding of the writing process by editing their own work.
- Students will be able to peer edit each other's writing.
- Students will be able to recognize errors in writing mechanics in each other's work.
- Students will be able to complete the writing process by producing a final draft of their stories.

LESSON 6 *(Optional)* | Sharing Your Story

20+ minutes

Students find pictures to be used in creating final versions of their stories to share with others.

Objectives

- Students will be able to use images to add meaning to their writing.
- Students will be able to present their work to one another.



LEARNING OBJECTIVES

- Students will be able to develop pre-writing efforts into a short story.
- Students will be able to write a short story with a clear beginning, middle and end.

ILLINOIS STATE LEARNING STANDARDS

- 3.A.1–Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
- 3.B.1b–Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).
- 3.C.1a–Write for a variety of purposes including description, information, explanation, persuasion and narration.

REQUIRED MATERIALS

- Students' completed graphic organizers from Lesson 2
- Chalkboard or chart paper
- Chalk or marker
- Paper for each student
- Pencil for each student

SET-UP

- Hang up chart paper (if used).

LESSON ACTIVITY

Preparing to Write (5 minutes)

Tell students that today they will begin writing their family bike ride stories. On chart paper or the chalkboard (similar to Lesson 2), help students recall all the things they need to think about while they are writing. Topics may include: writing in complete sentences; using correct spelling, punctuation and capitalization; writing in a consistent tense (past, present, or future); writing for a specific audience; telling a story with a beginning, middle, and end.

Writing (20–25 minutes)

Explain that their stories should be based on the structure and information of a graphic organizer from the previous lesson. Each story should include every part of that graphic organizer.

Direct students to begin writing. Encourage students to focus on telling their stories without worrying about making them perfect; they will have opportunities to make corrections and revisions in the future. Instruct students to write on every other line, to leave room for revisions during the next lesson.

Ask students to add details they may not have included in their graphic organizers. Vivid details give the reader a better understanding of the people, places, and things you are telling them about and make your story more interesting. If students need help adding details to their stories, ask some leading questions: “What are some things you might hear, see, feel, touch or taste during your ride? How would you feel on this bike ride?”



Lesson 3 My Family's Bike Ride: Writing

Early Elementary English Language Arts
30–40 minutes

Walk around the room and assist students as necessary.

For students who write quickly or finish early, see “Extending the Lesson” below.

Author's Chair (5–10 minutes)

Author's Chair gives students an opportunity to share their writing with their classmates. Have students take turns sitting in front of the rest of the class and reading their stories.

After each student finishes reading, encourage students in the audience to raise their hands to give constructive feedback. Help students focus their responses. Some possible guided questions could include: “What were some specific things you liked about the story? What were some specific things that you didn't like as much? Was there anything in the story you'd like to know more about? What details could this author have added to the story that would have made it more interesting to you?”

EXTENDING THE LESSON

Ask students to think of a conflict they could add to their stories. Be sure to explain that, in a story, a conflict is a problem, a threat, or a challenge. For example, a stray dog could cross the bike riders' path, or someone could get a flat tire. The bike riders could get lost, or they could get caught in a thunderstorm. Conflict can add drama and suspense to a story, helping to hold the reader's interest. Ask students help each other brainstorm resolutions for the conflicts in their stories.

HOME CONNECTION

Bike Ride: Encourage students to ride their bikes with family or friends whenever possible, being sure to use the safety precautions that have been discussed.

ADDITIONAL RESOURCES

Bicycle Safety Tips for Parents

<http://www.ok.gov/health/documents/Bicycle%20Safety.pdf>

More Bike Safety Tips for Parents

http://kidshealth.org/parent/firstaid_safe/outdoor/bike_safety.html#cat151

