

UNIT OF STUDY

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| Title: Language Arts 1 st Quarter Subject/Course: Language Length: 8/19 – 10/12 (TLI October 13 th) Topic: Writing/Grammar Skills Grade: 5 Designer: Yamber/Franks | |
| UNIT GOALS AND EXPECTATIONS | |
| IMPORTANT CONCEPTS: <ol style="list-style-type: none"> 1. Effective writers employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes. 2. Effective readers and writers use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge. 3. Effective readers and writers develop an understanding and respect for linguistic diversity and use their first language to develop competency in the English language arts and content across the curriculum. | ESSENTIAL QUESTIONS: <ol style="list-style-type: none"> 1. How does an author determine the purpose for writing? 2. How does an author determine the audience for a piece of writing? 3. How does an author develop a plan before beginning to write? 4. How does drafting help an author get her/his ideas on paper? 5. How can writing be improved through revising? 6. How can writing be improved through editing? 7. When is a piece of writing ready to share with an audience? |
| STUDENT LEARNING EXPECTATIONS: <u>Ongoing/Pre-writing</u> W.5.5.2 Select the form of writing that addresses the intended audience <u>Ongoing/Drafting</u> W.5.5.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts W.5.5.7 Write with and without prompts for a sustained period of time W.5.5.9 Write on demand with or without prompt within a given time frame W.5.5.10 Write across the curriculum <u>Ongoing/Revising</u> W.7.5.2 Use a variety of sentence types and lengths (see Conventions Standard 6) W.7.5.7 Use writer's checklist or scoring guides/rubrics to improve written work W.7.5.8 Self-evaluate writing using checklists or scoring guides/rubrics W.7.5.6 Use logical sequence <u>Ongoing/Editing</u> W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes W.6.5.9 Spell homonyms correctly according to usage W.6.5.10 Apply conventional rules of capitalization in writing <u>Ongoing/Publishing</u> W.4.5.12 Use available technology for sharing and/or publication W.4.5.14 Publish/share according to purpose and audience | <u>First Quarter/Pre-writing</u> W.4.5.1 Generate ideas using such strategies as reading, discussion, focused free-writing , observing, and brainstorming W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping , and formal outlining with main topics <u>First Quarter/Drafting</u> W.5.5.1 Write to describe , to inform, to entertain , to explain, and to persuade W.5.5.3 Create expository, narrative, descriptive , and persuasive writings W.5.5.8 Write in response to literature <u>First Quarter/Revising</u> W.7.5.5 Create a strong lead and conclusion W.4.5.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration , a revision checklist, rubric , and/or reference materials (i.e. dictionary, thesaurus, etc.) W.4.5.8 Revise content for - central idea - organization (i.e. beginning/middle/end; sequencing ideas; major points of information, etc.) -unity - elaboration -clarity W.4.5.9 Revise style for -sentence variety - tone - voice -selected vocabulary -selected information W.6.5.6 Define and identify the parts of speech to construct effective sentences - common and proper nouns -pronouns to avoid repetition - active and linking verbs - adjectives to modify nouns and pronouns -adverbs to modify verbs, adjectives, and other adverbs - conjunctions to join |

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| | <p>-interjections for excitement</p> <p>-prepositions to indicate relationships</p> <p>W.6.5.2 Use different kinds of sentences</p> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory <p>W.7.5.1 Use figurative language purposefully, such as simile and metaphor, to shape and control language</p> <p>First Quarter/Editing</p> <p>W.7.5.4 Use purposeful vocabulary for emphasis or elaboration</p> <p>W.6.5.7 Apply conventions of grammar with emphasis on the following:</p> <p>-subject-verb agreement</p> <p>-parts of speech</p> <p>-parts of a sentence</p> <p>-conjugation in simple verb tenses</p> <p>-possessive pronouns</p> <p>W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <p>-Sentence formation</p> <ul style="list-style-type: none"> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers • Standard word order <p>-Usage</p> <ul style="list-style-type: none"> • Standard inflections • Agreement • Word meaning • Conventions <p>-Mechanics</p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Formatting • Spelling <p>W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on:</p> <p>-end marks</p> <p>-quotation marks</p> <p>-comma in a series</p> <p>-comma in compound sentences</p> <p>-comma in complex sentence</p> <p>-comma in direct address</p> <p>First Quarter/Publishing</p> <p>W.4.5.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations</p> |
| <p>SPECIFIC DECLARATIVE KNOWLEDGE</p> <p>Identify the appropriate mode of writing based on purpose and audience</p> <p>Identify purpose and audience for writing</p> <p>Identify topic</p> <p>Identify form of writing</p> <p>Identify varied sentence types and lengths</p> <p>Identify attributes of written pieces that correspond with each level of a writing rubric</p> <p>Identify features of checklists/scoring guides/rubrics</p> <p>Recognize sequence</p> <p>Define and identify root words, prefixes, suffixes, and their</p> | <p>SPECIFIC PROCEDURAL KNOWLEDGE</p> <p>Ongoing/Prewriting</p> <p>Select the appropriate mode of writing based on purpose and audience</p> <p>Ongoing/Drafting</p> <p>Respond and reflect on multicultural and universal themes in the context of literature/texts across the curriculum</p> <p>Write with and without prompts for a sustained period of time</p> <p>Examine the prompt to identify purpose, audience and format:</p> <ul style="list-style-type: none"> • Determine key words and phrases • Develop a plan for writing • Consider the time restraint to pace completion of |

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| <p>meaning</p> <p>Define and identify correctly spelled homonyms in writing</p> <p>Identify sentences that demonstrate correct use of capitalization</p> <p>Identify an appropriate method of available technology to use in publishing</p> <p>Identify graphic organizers and their specific uses</p> <p>Identify characteristics of descriptive and narrative writing</p> <p>Recall information read</p> <p>Identify effective leads and conclusions in literature</p> <p>Differentiate between revise and edit</p> <p>Define parts of speech</p> <p>Identify parts of speech in student created sentences</p> <p>Identify the four kinds of sentences</p> <p>Identify similes, metaphors, and idioms within a piece of writing</p> <p>Differentiate between literal and figurative meaning</p> <p>Identify purposeful vocabulary</p> <p>Define conventions of grammar</p> <p>Identify conventions of grammar in student created examples</p> <p>Identify sentences in authentic writing that demonstrate punctuation rules</p> | <p>writing</p> <ul style="list-style-type: none"> • Compose writing to respond to the prompt <p>Write on demand with or without prompt within a given time frame.</p> <p>With prompt:</p> <ul style="list-style-type: none"> • Identify purpose and audience • Identify topic • Identify form of writing • Write; gauge time span <p>Without prompt:</p> <ul style="list-style-type: none"> • Generate ideas • Organize thoughts • Identify topic • Determine purpose and audience • Write; gauge time span <p>Write across the curriculum:</p> <ul style="list-style-type: none"> • Write multiple times on varied topics in all content areas <p><u>Ongoing/Revising</u></p> <p>Create a piece of writing utilizing a variety of sentences (types and lengths)</p> <p>Utilize rubric to improve content, style, sentence formation, usage, and conventions in a written work.</p> <p>Revise writing using checklists/scoring guides/rubrics</p> <p>Construct writing with logical sequence</p> <p>Create a piece of writing using logical sequence</p> <p><u>Ongoing/Editing</u></p> <p>Apply knowledge of root words, prefixes, suffixes to spell words correctly</p> <p>Demonstrate ability to use homonyms correctly in writing</p> <p>Create a piece of writing that includes correct use of capitalization</p> <p><u>Ongoing/Publishing</u></p> <p>Utilize available technology such as</p> <ul style="list-style-type: none"> • Word processing program • PowerPoint • Overhead projector • Elmo/projector <p>Publish/present writing using a method appropriate to the purpose and audience</p> <p><u>First Quarter/Pre-Writing</u></p> <p>Generate ideas by</p> <ul style="list-style-type: none"> • Reading • Discussion • Free-writing with a focus • Observation • Brainstorming <p>Choose appropriate organizer based on task and/or text structure</p> <p>Select relevant information appropriate to organizer</p> <p>Use graphic organizers for the purpose of organizing ideas (i.e. webbing, mapping, and formal outlining with main topics)</p> <p><u>First Quarter/Drafting</u></p> <p>Create a piece of writing to describe/entertain</p> <p>Compose narrative and descriptive writing pieces</p> <p>Reflect upon what was read</p> <p>Respond to reading and reflections (i.e. reading journal, learning log, story summaries, etc.)</p> <p><u>First Quarter/Revising</u></p> <p>Create a piece of writing using an effective lead and conclusion</p> <p>Choose appropriate reference materials such as a dictionary</p> |
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| | <p>and/or thesaurus to revise writing</p> <p>Participate in peer and/or teacher conferences for the purpose of revision</p> <p>Utilize various tools/methods such as peer and/or teacher collaboration, revision checklists, rubrics and/or reference materials to revise writing.</p> <p>Re-read draft for clarity</p> <p>Change or revise to assure that the writing:</p> <ul style="list-style-type: none"> • Contains a central idea • Is organized according to purpose and mode (Beginning/Middle/End) • Maintains a central focus • Contains an appropriate amount of elaboration • Has a clear message (Clarity) <p>Revise to assure that the writing:</p> <ul style="list-style-type: none"> • Contains a variety of sentence types and lengths • Maintains a consistent tone (mood) • Contains voice (writer's personality) • Contains selected information and vocabulary appropriate to the piece <p>Create effective sentences using parts of speech:</p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions to join • Interjections for excitement • Prepositions to indicate relationships <p>Create the four kinds of sentences</p> <p>Create a piece of writing using figurative language</p> <p><u>First Quarter/Editing</u></p> <p>Revise writing with purposeful vocabulary appropriate to content</p> <p>Demonstrate the ability to use purposeful vocabulary for emphasis or elaboration in writing</p> <p>Construct sentences that demonstrate knowledge of grade-level conventions of grammar</p> <p>Demonstrate effective use of grammatical conventions in writing</p> <ul style="list-style-type: none"> • subject-verb agreement • parts of speech • parts of a sentence • conjugation in simple verb tenses • possessive pronouns <p>Re-read the draft</p> <p>Change or edit to assure that the writing:</p> <ul style="list-style-type: none"> • Contains complete sentences • Contains no run-on sentences • Contains sentences that have been expanded using standard coordination (independent clauses, i.e., conjunctions) and modifiers (adjectives and adverbs) • Contains sentences that employ elaboration through standard subordination (i.e., because, although, even though) and modifiers (adjectives, adverbs) • Contains sentences that make sense • Contains standard inflections, subject-verb agreement, word meaning and conventions • Contains correct capitalization, punctuation, format, and spelling |
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| | <p>Create a piece of writing that includes correct use of punctuation:</p> <ul style="list-style-type: none"> • End marks • Quotation marks • Comma in a series • Comma in compound sentences • Comma in complex sentence • Comma in direct address <p><u>First Quarter/Publishing</u> Create pieces of different genres Select pieces to include in the portfolio based upon preset goals and criteria that demonstrate growth</p> |
| <p align="center">UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p> | |
| <p>Traditional Assessments:</p> <ol style="list-style-type: none"> 1. Tests given in Benchmark format after SLEs have been taught. 2. Grading of on-demand writing for correct use of parts of speech, punctuation, capitalization, subject/verb agreement, strong beginning, sequencing, description, dialogue, use of transitional words, concluding sentences, etc. Students will be told which of the listed skills will be graded before beginning to write. 3. Published Personal Narratives graded using TLI Domain Writing Rubric | <p>Other Evidence of Learning:</p> <ol style="list-style-type: none"> 1. Portfolio Assessment 2. Class performance/group work 3. Teacher/student writing conferences 4. Various graphic organizers 5. Bell ringers which assess various grammar skills 6. Super sentences |

| ACTIVITIES AND LEARNING EXPERIENCES | Resources |
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| <p>This unit includes on-demand writing, domain writing, and grammar. Each component will be taught daily, and is listed separately in the unit.</p> <p>First Week of School - Without any class discussion or instruction, students will complete a writing prompt for their portfolios. This piece of writing will be used for comparison purposes throughout out the year to measure progress in domain writing. Prompt – Students will write about a topic on which they are an expert, in their opinion, e.g., baseball, video games, making good grades, etc.</p> <p align="center"><u>On-Demand Writing</u></p> <p>Daily journal writing - Including focused free-writing, writing in response to literature, writing with and without prompts within a given time frame.</p> <p>Focus this quarter will be primarily on personal narrative prompts.</p> <p>Depending on the day's lesson, a prompt may be graded for use of certain parts of speech, use of a particular punctuation mark, capitalization, subject/verb agreement, etc.</p> <p>When discussing each prompt, have students tell why it is considered a personal narrative prompt, and have them explain the difference between the part of the prompt they are to <u>think</u> about and what exactly they are to <u>write</u> about.</p> <p>Narrative Prompt Bank:</p> <ol style="list-style-type: none"> 1. It's not always possible to plan things ahead of time, and sometimes fun things happen | <p align="center">Narrative Writing Pen Pals</p> |

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| <p>when nothing has been planned. Write about a time you did something on the spur of the moment.</p> <p>2. Think about situations when you were proud of yourself. What did you do that made you proud? Why did it make you proud? Write about a time you felt very proud of yourself.</p> <p>3. YOU Are the News! The front-page story in today's newspaper is all about you! What exactly did you do? Write the story's headline and the first three paragraphs.</p> <p>4. Think about people you know that you admire. Why do you admire them? Write about a time that you truly admired someone's behavior.</p> <p>5. Not all learning takes place in a classroom. What kinds of things have you learned outside of school? Write a story about a day you learned an important lesson someplace other than school.</p> <p>6. Your friends probably think they can predict how you are likely to behave in most situations. Do you consider yourself predictable? Write about a time your behavior surprised even you.</p> <p>7. Writing from a different POV: Ants are known as picnic pests. They seem to appear out of nowhere when people have food outdoors. What do you think it would be like to be an ant? Write a story about your experience as an ant at a picnic.</p> <p>8. Think about fun days you have had. What made them so much fun? Write about a day you hoped would never end.</p> <p>9. A pessimist is a person who expects the worst. An optimist is a person who expects the best. Are you more of a pessimist or an optimist? Write about a time something turned out better or worse than you expected it would.</p> <p>10. Different people get nervous about different things. Some people get nervous about speaking in front of people. Other people get nervous about heights. Think about times you have been nervous. What caused your nervousness? Write about a time your nervousness proved to be unnecessary.</p> <p>11. People are always changing. How do you think you are different from the way you were two years ago? What kinds of things make you change? Write about a day you changed in some way.</p> <p>12. "Finders keepers; losers weepers." What does this saying mean? Do you agree with it? Write a story about a time you found something that belonged to someone else.</p> <p>13. On average, people need between 7 and 9 hours of sleep a night in order to feel well rested. How much sleep do you usually get in a night? How do you feel when you don't get enough sleep? Write about a time you were extremely tired.</p> <p>14. At times everyone has to do things he or she doesn't want to do. For example, do you always want to get up right away when the alarm rings? Do you always want to do your homework when you have to? Write about a time you forced yourself to do something and it turned out to be a valuable experience.</p> <p>15. Write a story about the busiest day you've ever had.</p> <p>16. "To get up on the wrong side of the bed" means to be in a bad mood. What are you like when you are in a bad mood? Write about a day you got up on the wrong side of the bed.</p> <p>17. Telephones are valuable communication tools, but not all calls are welcome. What unwelcome phone calls have you received? Write a story about a time you got an unwanted telephone call.</p> <p>18. People can be startled by such things as unexpected noises or movements. Write about a time you were startled.</p> <p>19. Everyone gets angry sometimes. What kinds of things make you angry? Write about a time you lost your temper.</p> <p>20. Laughing is a natural response to something funny. Sometimes, however, it is hard to</p> | <p>McDonald Publishing Co. 2005</p> <p><u>Bob Barlow's Book of Brain Boosters</u> Scholastic Professional Books 1997</p> |
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stop laughing once you start. Have you ever seen someone with this problem? Has it ever happened to you? Write about a time you had a hard time trying not to laugh.

21. Some people think that a four-leaf clover brings good luck. Do you believe in luck? Write about a time you were lucky.
22. "If at first you don't succeed, try, try again." When you are doing something difficult, do you try and try again, or do you give up easily? Write about a time you accomplished something important because you kept trying.
23. "A job worth doing is worth doing well." What do you think this saying means? Do you enjoy the feeling of doing a good job at something? Write about a time you felt happy because of a job well done.
24. Sometimes people do things they regret. What things have you done that you would undo if you could? Write about a time you wish you had behaved differently.
25. A role model is a person whose behavior is imitated by others. Do you think you have ever been a role model for someone? Write about a time you set a good example for others.

Domain Writing

Introduction

1. Class Discussion – What are the 5 domains? Record on board.
2. Individually, have students brainstorm everything they recall about the 5 domains
3. Give each group a piece of chart paper, and have them discuss and record their conclusions about each domain. Post and share.
4. Pass out copies of the 5 domain rubric. Discuss and compare to group charts. Have students put rubric in their binders for use all year.
5. Come up with a class consensus about the 5 domains, and make a final class chart describing each domain.

Ongoing Instruction

6. Throughout the year, when evaluating writing on the document camera, students will be divided into 5 groups and each group assigned a domain. The group will discuss and evaluate the writing based on that domain only, share with the class the grade they think the writing should receive on a 4 point scale using the domain rubric, and be prepared to explain why they came to that conclusion. The first few times we do this activity, we will discuss the purpose for it. This activity is to show examples of good writing, give students ideas on how to improve their own writing, help students understand how to revise and edit, and essentially make them more conscious of how they write. They also need instruction on "not critiquing the paper to death" and not laughing at the writing they are evaluating.

Writing Personal Narratives

1. Begin a class chart titled "Personal Narrative." Draw a large T chart and label one side "IS" and one side "IS NOT." As we discuss characteristics of personal narratives, fill in the chart. (Possible answers: Story doesn't focus on characters as much as the events that happened. There is dialogue. Beginning – Middle – End sequence. Sensory description. Purpose – entertain. Written in first person. Take all acceptable answers.) Make sure students do not confuse personal narratives with narrative story starters. Post in the classroom for reference.

2. Read aloud various picture books/excerpts from chapter books that are good examples of personal narratives:

The Hello, Goodbye Window by Norton Juster and Chris Raschka
A Chair for My Mother by Vera B. Williams
 Various stories from Chicken Soup for the Kid's Soul

5 Domain Writing Rubric
(TLI)

The Hello, Goodbye
Window by Norton Juster
and Chris Raschka

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| <p>Any book – teacher's choice that shows personal narrative</p> <p><u>Reviewing the Writing Process</u></p> <p><u>Brainstorming</u></p> <ol style="list-style-type: none"> 1. Class discussion – What is brainstorming? Record responses on board. 2. Have students brainstorm memorable events in their lives; events they can vividly remember and describe. 3. Discuss the definition of "Personal Narrative." 4. Read aloud and discuss "Don't Call Me Goldilocks" on page 11-13 of <u>Strategies for Writers</u>. 5. Use questioning to analyze the article. 6. Use rubric to assess the article. 7. Have students go back to their brainstorming and select the topic that they think they can tell about the best. Remind them that their paper must include dialogue, so there must be other people involved in their narrative. <p><u>Graphic Organizers</u></p> <ol style="list-style-type: none"> 1. Have students draw small representations of each kind of graphic organizer they can remember using in the past. Put several on the document camera and identify what kind of graphic organizers they drew. 2. Introduce the spider map. Explain that the topic goes in the middle, and details go on the "legs." Add lines to the "legs" for more explanations, details, and descriptions. 3. Model the use of a spider map on the board with the help of the class. Topic - "My first day in the fifth grade" 4. Have students create a spider map based on their selected topic. 5. Have students highlight on their organizers where they will include dialogue. 6. Writing conferences – check graphic organizers and have students explain their narratives to me. <p><u>Drafting</u></p> <ol style="list-style-type: none"> 1. After instruction on strong beginnings, sequencing, sensory description, and conclusions, etc. (see "Other Writing Mini-Lessons") students will begin to draft their personal narratives. <p><u>Revising</u></p> <ol style="list-style-type: none"> 1. Mini-lesson on revising. Discuss what revising is (adding juicy details, taking out unnecessary information, adding strong verbs and specific nouns, etc.) and what revising is NOT. Make a t-chart on the board with the headings "Revising" and "Editing." Also discuss the use of thesauruses. 2. Teachers role-play "Let's Put Said to Bed." 3. "The Tone of Talk" (P.40-41 <u>Scholastic Success With Writing</u>) Practice in using words other than "said" 4. Prompt - Write a conversation between a glass of milk and a chocolate chip cookie. Remember to use quotation marks correctly and indent each time a different character speaks. Your conversation must contain six quotes, and you cannot use the word "said." Share. 5. Students are now ready to revise their personal narratives. 6. Pass out the "Improving My Writing" flip book for students to complete. Activities include Word Choice, Sentence Expansion, and Writing with the Senses. <p><u>Editing</u></p> <ol style="list-style-type: none"> 1. Mini-lesson on proofreader's marks. Give each student a copy of proofreader's marks to keep in their binders for reference. 2. Model proofreading (P.45 <u>Powerful Paragraphs</u>) on the document camera. 3. Students are now ready to edit their papers. <p><u>Publishing</u></p> <p>Students may take their work home and publish using computers or handwriting them neatly if they do not have a computer available.</p> | <p><u>A Chair for My Mother</u> by Vera B. Williams</p> <p><u>Strategies for Writers</u> Zaner-Bloser 2003</p> <p><u>Scholastic Success With Writing</u> Scholastic Professional Books 2002</p> <p><u>Fill-in Flip Books for Grammar, Vocabulary, and More</u> by Michael Gravois</p> <p><u>Powerful Paragraphs</u> by Carol Rawlings Miller and Sarah Glasscock, Scholastic 2005</p> |
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Other Writing Mini-Lessons

(These will be taught daily starting the first week of school along with journal entries/other writing lessons/grammar lessons)

Strong Beginnings

1. Prompt: "You have just won \$1,000,000! Write the beginning only of a story telling me about this experience." Share various ways students began their stories. Record on board the strategies used (action, dialogue/exclamations, onomatopoeia).
2. Grab Some Attention (P.18 Scholastic Success with Writing) Focuses on writing strong topic sentences.
3. A Scrumptious Topic (P. 22-23 Scholastic Success with Writing) focuses on writing strong topic sentences and weeding out non-important details.
4. Read aloud beginnings from picture books which have great examples of strong beginnings. Examples:
Two Bad Ants by Chris Van Allsburg
Shrek! By William Steig
5. Great Beginnings: Writers' Techniques (sheets)
6. Continually read aloud leads from chapter books, nonfiction works, and newspaper and magazine articles. Encourage students to share leads from their independent reading and to bring in any interesting leads they notice.
Types of leads to look for:
Engaging dialogue
Creating a mood
Starting with an astonishing fact
Describing a character's feelings
Using humor
Jumping into action
Asking a question
Describing a character
Describing the setting
Creating suspense
7. Share strong leads on document camera (P.125-126 Craft Lessons)

Beginning/Middle/End Sequence

1. Make a 3 column chart on the board with the headings B – M – E. Have students brainstorm the beginning, middle, and ends of popular children's stories (Cinderella, The Three Little Pigs, etc.)
2. Read aloud Owl Moon by Jane Yolen. Continue to chart characteristics of a personal narrative. Discuss sequence of events and chronological order.
3. Have students go back to their personal narrative graphic organizers and number the events in the correct sequence.

Sensory Description

1. Briefly review the five senses for understanding of sensory description.
2. "Using Sensory Details" (P. 53 Craft Lessons)
3. Model a graphic organizer (P. 37 Powerful Paragraphs) using sensory description. Topic – Going to an Arkansas Traveler's baseball game (What do you see, hear, smell, taste, feel?)
4. "Don't Tell Everything, Show Your Readers" (P.11 Brighten Up Boring Beginnings)
5. Have students add sensory descriptions to their graphic organizers.
6. Extra activity for inclusion class: (P. 38-42 Spectrum Vocabulary) Good basic practice with sensory words

Dialogue

1. Refer to "Revising" in the Domain Writing section.
2. Refer to "Quotation Marks" in the Grammar section.

Scholastic Success With Writing Scholastic Professional Books 2002

Two Bad Ants by Chris Van Allsburg

Shrek! By William Steig

25 Mini-Lessons for Teaching Writing Scholastic Professional Books, 1997

Teaching Writing with Picture Books as Models Scholastic Professional Books, 2000

Craft Lessons: Teaching Writing K-8 Ralph Fletcher and Joann Portalupi, Stenhouse Publishers 1998

Owl Moon by Jane Yolen

Powerful Paragraphs by Carol Rawlings Miller and Sarah Glasscock, Scholastic 2005

Brighten Up Boring Beginnings and Other Quick Writing Lessons Scholastic Professional Books, 1999

Spectrum Vocabulary School Specialty Publishing 2003

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| <p>Transitional Words</p> <ol style="list-style-type: none"> 1. Overhead 5 (Powerful Paragraphs) on document camera – Intro transitional words/purpose of transitional words. 2. Discuss using transitional words to move from beginning, to middle, to end of personal narratives. (P. 31 Craft Lessons) 3. Make a class chart of transitional words. 4. "Lost in Transition" sheet for reinforcement. <p>Conclusion</p> <ol style="list-style-type: none"> 1. "The Circular Ending" Use <u>Tuck Everlasting</u> to illustrate the technique. (P.103 Craft Lessons) 2. Discuss going back to your introduction for ideas and key words. 3. Chart a list of helpful phrases for use in conclusions (Clearly..., To sum it up..., Definitely..., All in all..., etc.) <p>Tone/Voice/Point of View</p> <ol style="list-style-type: none"> 1. Read aloud <u>Two Bad Ants</u> by Chris VanAllsburg. Make a t-chart with the headings "Ant's Perspective" and "Human Perspective" 2. Read aloud <u>The True Story of the Three Little Pigs</u> by Jon Scieszka. Have students write a short story titled "The True Story of Little Red Riding Hood" written from the Big Bad Wolf's perspective. Discuss how the different POV changed the story and the tone. 3. Discuss how strong verbs can change the tone of a piece of writing. Give bland sentences, and then have students change the verb to convey different tones. Example: The man walked down the stairs. The man flew down the stairs. The man stormed down the stairs, etc. They can also add phrases to express tone, such as "The angry man stomped down the stairs and burst through the door." 4. Read the poem "Stopping by Woods on a Snowy Evening" by Robert Frost. Discuss the tone of the poem. How does the author feel about the woods? How did it make you feel? What words had a positive tone? Did any have a negative tone? Make a 3 column chart with the headings "Senses", "Negative Tone", and "Positive Tone." Have students brainstorm words or phrases that they associate with each of the five senses found in a dentist's office. Independently, have students think about the principal's office and generate a list of descriptive phrases and words that they can group into negative and positive sets using the five senses. Share. Use these lists to write a descriptive paragraph using either the negative or positive list to set the tone. Share. 5. Read aloud <u>Stevie</u> by J. Steptoe to demonstrate voice through dialogue. <p>Word Choice</p> <ol style="list-style-type: none"> 1. "Cracking Open" General Words (P. 50 Craft Lessons) 2. Have students create a graphic organizer with a very general word in the middle, and more specific words to replace it surrounding it. Examples: car/Camaro, Honda, etc., animal/cat, horse, etc., building/LES, library, etc. Also discuss that the specific nouns that are capitalized are proper nouns. 3. Read aloud <u>Workshop</u> by Andrew Clements to demonstrate the use of strong verbs. Then discuss "Using Stronger Verbs" (P. 51 Craft Lessons) 4. Read aloud <u>Flossie and the Fox</u> by Patricia McKissack <u>The True Story of the Three Little Pigs</u> by Jon Scieszka <u>Skippyjon Jones</u> by Judy Schachner <u>Dear Mrs. LaRue: Letters from Obedience School</u> by Mark Teague to show examples of descriptive word choice. Also, refer back to <u>Owl Moon</u> by Jane Yolen. 5. Figurative language is being covered by the reading teachers in their 1st unit this year. We will review it in language, also, and encourage students to use it in their writing. We will keep an ongoing figurative language chart in the room to record examples we find in our class books or AR books. | <p><u>Powerful Paragraphs</u> by Carol Rawlings Miller and Sarah Glasscock, Scholastic 2005</p> <p><u>Tuck Everlasting</u> by Natalie Babbitt</p> <p><u>Two Bad Ants</u> by Chris VanAllsburg</p> <p><u>The True Story of the Three Little Pigs</u> by Jon Scieszka</p> <p>"Stopping by Woods on a Snowy Evening" by Robert Frost</p> <p><u>Stevie</u> by J. Steptoe</p> <p><u>Workshop</u> by Andrew Clements</p> <p><u>Flossie and the Fox</u> by Patricia McKissack <u>The True Story of the Three Little Pigs</u> by Jon Scieszka <u>Skippyjon Jones</u> by Judy Schachner <u>Dear Mrs. LaRue: Letters from Obedience School</u> by Mark Teague</p> |
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Grammar

www.brainpop.com will be used for quick and easy reviews for grammar lessons.

Parts of Speech

The strategy of "Super Sentences" will be used to help students add details to their writing and to reinforce the parts of speech. A basic sentence is given, and students must add specific parts of speech correctly to turn the sentence into a "Super Sentence."

A bell ringer from 5-Minute Daily Practice Grammar will be given several times per week.

Common/Proper Nouns

1. Read aloud A Lime, a Mime, a Pool of Slime: More about Nouns by Brian P. Cleary. Discuss the difference between common and proper nouns.
2. Make 2 charts, titled "Common Nouns" and "Proper Nouns." Both charts should have 4 columns labeled People, Places, Things, and Ideas. Have students write nouns in the correct column of each chart. The "Ideas" column will probably contain the least number of words. Refer back to the section of A Lime, a Mime, a Pool of Slime: More about Nouns which talks about ideas, and discuss with the class, then have students list additional ideas on the chart. Examples: peace, love, hope, sadness, wisdom, friendship, freedom, etc.
3. Continue adding common and proper nouns to the chart and referring back to it often.
4. Have students fill in the blanks of this sentence: I, _____, was born in the month of _____ in the city of _____ in the state of _____. Share answers. Discuss what all of the words in the blanks had in common. Create a chart titled "Words We Capitalize." Keep an ongoing class chart of reasons for capitalization, such as names, states, cities, etc.
5. Pass out shuffled pairs of common/proper nouns on index cards. (Example: store/WalMart, restaurant/McDonalds, etc. Set the timer for 2 minutes, and students must find their "partner." Share pairs with the class.
6. Super Sentences

Active/Linking Verbs

1. Read aloud Nouns and Verbs Have a Field Day by Robin Pulver. This book addresses only action verbs. After reading, pick out all of the action verbs in the story and chart them.
2. Teach the class the "Verb Cheer." "A verb is something you can do. It makes you want to move. It makes you want to grooo-ooo-ooove." They shake their shoulders forward on the first line, backward on the second, and they do the twist on the third line until they are close to the floor.
3. Model the following cheer for the class: "We are the Jackrabbits, we chant and cheer, 'cause we are the best, team of the year! We tackle, rumble, then nail the ball, 'cause we are the best team of them all! We always win, 'cause that's our habit. That's why we are the mighty Jackrabbits!" Divide the class into groups, and have them write a Jackrabbit football cheer to perform for the class. Each cheer must contain at least 5 action verbs. They must have motions to go with their cheer, also. They should brainstorm a list of rhyming verbs. Examples: crackle, tackle, shackle; bumble, fumble, rumble, stumble, tumble; hike, pike; bash, crash, dash, smash. Teams will perform their cheers.
4. Introduce linking verbs. Display the following sentences on the document camera: I am a trained lifeguard. Thirty-two children are in the pool. Being a

www.brainpop.com

5-Minute Daily Practice Grammar by Judith Bauer Stamper

A Lime, a Mime, a Pool of Slime: More about Nouns by Brian P. Cleary

Nouns and Verbs Have a Field Day by Robin Pulver

Awesome Hands-on Activities for Teaching Grammar by Susan Van Zile Scholastic Teaching Resources, 2003

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| <p>lifeguard is very rewarding. Ask students to stand at their desks and act out all the verbs in the sentences. (Make sure they are not acting out the nouns.) After students are completely confused, ask them why they could not physically demonstrate the verbs. Guide students to understand that the verbs in these sentences are linking verbs. They simply state that something is or exists. Have students identify the linking verbs in the sentences. Go back to the original cheer from the activity in number 3. Have students find the linking verbs.</p> <ol style="list-style-type: none"> Teach students this mnemonic for linking verbs: Ann is a wild, wonderful bouncing baby bear. (Am, Is, Are, Was, Were, Be, Being, Been) Mini-contest: allow students to see if they can say the sentence and the verbs without looking at the board. See who can do it the fastest and award a small prize. Read aloud <u>To Root, to Toot, to Parachute: What Is a Verb?</u> By Brian P. Cleary. Discuss the difference between active and linking verbs. Have students search their journal writing for examples of linking verbs. Show examples on document camera. Super Sentences <p>Adjectives to modify nouns and pronouns</p> <ol style="list-style-type: none"> Pass out "All About Adjectives" flip book. Model procedure for cutting them out and stapling them. Complete the activities in the flip books for practice adding adjectives to be descriptive. Read aloud <u>Quirky, Jerky, Extra Perky</u> by Brian P. Cleary Pass out "Once Upon a Time" sheet. (P. 55 <u>Fun With Grammar</u>) Have students fill in the blanks with adjectives. Super Sentences <p>Conjunctions to join</p> <ol style="list-style-type: none"> Introduce conjunctions. Share the following poem on the document camera: <p>A conjunction's the word Between sister AND brother That keeps them from running Smack into each other.</p> <p>A conjunction's a word That adds to a thought: "BUT I don't always do The things that I ought!"</p> <p>A conjunction's a word That expresses a choice: "I can whisper OR scream With my only-one voice!"</p> Watch "Conjunction Junction" video from Schoolhouse Rock. Discuss the meanings of and, but, and or. Pass out a newspaper article and have students go on a treasure hunt to find conjunctions. Have them keep a tally chart for each. Give prizes for most conjunctions found, most ands found, etc. Give a prize if a student finds a conjunction other than and, but, or or. Discuss the use of commas when combining sentences using conjunctions. Have students write sentences using and, but, and or, including commas where needed. Introduce FANBOYS. For, And, Nor, But, Or, Yet, So (For and so show cause and effect, and joins, but and yet show contrast, or gives choice, and nor gives a negative.) Pass out Conjunctions...Rules to Remember (guided) and Practice Page (independent work) (P.52-53 Laugh and Learn Grammar) | <p><u>To Root, to Toot, to Parachute: What Is a Verb?</u> By Brian P. Cleary</p> <p><u>Fill-in Flip Books for Grammar, Vocabulary, and More</u> by Michael Gravois</p> <p><u>Quirky, Jerky, Extra Perky</u> by Brian P. Cleary</p> <p><u>Fun With Grammar</u> by Laura Sunley</p> <p>"Conjunction Junction" video from Schoolhouse Rock</p> |
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| <p>5. Use <u>Hot Fudge Monday</u> by Randy Larson (P.81-87) for good sentences to use on the document camera.</p> <p>6. Use <u>Hot Fudge Monday</u> by Randy Larson (P.91-92) for practice with subordinating conjunctions.</p> <p>Interjections for excitement</p> <ol style="list-style-type: none"> 1. Watch "Interjections" video from "Schoolhouse Rock." Discuss the use of interjections. 2. Interjections! Lesson from lessonsnips.com. 3. Have students write 3 sentences using interjections and share with their groups. Encourage students to use interjections in their writing, especially in opening sentences. 4. "Hey! This is Serious" and "Holy Bat Wings" sheets for reinforcement. <p>Homophones</p> <ol style="list-style-type: none"> 1. Read aloud <u>How Much Can a Bear Bare?</u> By Brian P. Cleary. 2. Discussion of homophones. 3. Keep an ongoing chart of homophones. Students can write homophones on the chart as they find them in their AR books. 4. Homophone sheets for reinforcement. 5. Homophone flip book "Homophones: Witch Word Is Write?" 6. Extra activity for inclusion class: (P.20-25 <u>Spectrum Vocabulary</u>) Good basic practice with homophones. 7. There/they're/their activity (Pig Story) <p>Grammar</p> <p>Subject/Verb Agreement</p> <ol style="list-style-type: none"> 1. Subject and Verb Agreement lesson on document camera. (P. 71 <u>Grammar Works!</u>) 2. Discuss how you must "trust your ears" when determining if your subjects and verbs agree. Give several examples of incorrect subject/verb agreement and have students give the correct sentence. 3. "Phone Call" (P.28 <u>Comic-Strip Grammar</u>) on document camera. How do subjects and verbs agree? Have students choose the correct verb for the sentences. 4. "Agreement Maze" for additional reinforcement. (P.76 Grammar Works!) <p>Conjugation in Simple Verb Tenses</p> <ol style="list-style-type: none"> 1. Draw a timeline on the board as a visual aid: <div style="display: flex; justify-content: space-around; width: 100%;"> Past Present Future </div> 2. In small groups, have students share two sentences about themselves using the past tense. Then they will tell two sentences about themselves using the present tense, and finally, the future tense. 3. Class discussion of past/present/future. 4. Have students complete sentences about each other "Because _____ is _____ he/she will _____. Discuss that this sentence has both a present tense verb and a future tense verb. 5. Pass out flip book "Don't Be Tense: Working with Verbs" Have students put the books together and complete the activities. <p>Kinds of sentences (declarative, exclamatory, interrogative, imperative)</p> <ol style="list-style-type: none"> 1. Have 4 student volunteers give statements based on clues I give them. (Ask me a question, give me a command, tell me something about yourself, tell me something exciting!) Write the sentences they give me on the board. See if class can identify each sentence type. Leave blank the ones they don't know. Fill in at end of lesson. 2. Using sheet "Tree Knowledge" (P.22 <u>Comic-Strip Grammar</u>) on document camera, present the four types of sentences. Have students write and define the four sentence types in their folders. Guided: Have students identify 8 given sentences as Declarative, Interrogative, Imperative, or Exclamatory, | <p>"Interjections" video from Schoolhouse Rock</p> <p>www.lessonsnips.com</p> <p><u>Hot Fudge Monday</u> by Randy Larson, Cottonwood Press 2007</p> <p><u>How Much Can a Bear Bare?</u> By Brian P. Cleary</p> <p><u>Laugh and Learn Grammar</u> by Debra J. Housel, Teacher Created Resources, 2006</p> <p><u>Spectrum Vocabulary</u> School Specialty Publishing 2003</p> <p><u>Grammar Works!</u> by Jim Halverson, Scholastic Professional Books 1996</p> <p><u>Comic-Strip Grammar</u> by Dan Greenberg, Scholastic Professional Books 2000</p> <p><u>Great Grammar Lessons That Work</u> by Lee Karnowski, Scholastic Teaching Strategies 2000</p> <p><u>Fill-in Flip Books for Grammar, Vocabulary, and More</u> by Michael Gravois</p> <p><u>Comic-Strip Grammar</u> by Dan Greenberg, Scholastic Professional Books 2000</p> |
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| <p>and add the correct punctuation.</p> <ol style="list-style-type: none"> Go back to sentences on the board and check for accuracy/add any types that were unknown previously. Have students search AR book for examples of each type. Mark with a post-it and share findings. Give students a topic. Have them complete a 10 minute quick write including examples of all four sentence types. Have them share with their groups. Illustrate a caricature based on one of the 4 sentence types. Draw cartoon bubbles and tell what the character would say, using the chosen sentence type. Show examples from last year on document camera. Explain that last year, many students wrote the wrong types of sentences in the dialogue bubbles. The sentences MUST be the same type as the character. Additional sheets/discussion for reinforcement as needed. <p><u>Punctuation</u></p> <p>Quotation marks</p> <ol style="list-style-type: none"> Write several patterns of quotations on the board, and have student volunteers come and fill in the blanks. Example: 1. " _____," _____. 2. " _____?" _____. 3. _____, " _____." Direct instruction on quotation marks. Given sentences on the document camera in which the quotation marks have been omitted, have students explain where the quotation marks should be placed and why. Have students articulate the rules for quotation marks, and make a class chart with the rules and examples for future reference. Have students write and share 3 sentences using quotation marks correctly. Refer back to activity #4 in the Revising section. Place TLI released items for quotations on the document camera and discuss. Give writing prompt from the prompt bank, and grade for use of quotations. Quotations Maze (P.36 Grammar Works!) Additional sheets on quotations, as needed. <p>Comma in direct address</p> <ol style="list-style-type: none"> Write sentences on the board, leaving out the commas. Have students read the sentences aloud, and discuss where it seemed natural to pause. Ask students what they could add to the sentence to show that there should be a pause. "Commas" sheet on document camera. Discuss what a noun in direct address is. Give sentences and have students explain where and why commas are needed. Have students write 3 sentences using commas in direct address. <p>End marks Refer to "Kinds of Sentences" in grammar section.</p> <p>Comma in compound sentences Refer to "Conjunctions" in grammar section.</p> | <p><u>Grammar Works!</u> by Jim Halverson, Scholastic Professional Books 1996</p> |
| <p>Career Connections author, journalist, editor, publisher</p> | |