

Writing Presentation

Anna Martin
Sneads Elementary
Fourth Grade Teacher

Two Week Writing Cycle

The framework I use is designed to provide students with teacher lead model writing for one week.

Week 2 is spent on conferencing individually with students while the others are group writing or working on a mini-lesson.

Date	Writing Lesson	Writing Prompt	Grammar Lesson	Spelling Lesson	Homophone Lesson	Elements of Reading Vocabulary
August 20-24	N/A	N/A	Nouns	Root Words plus Suffixes	there, their, they're	1 st part of Lesson 1 1 st 4 words dejected stupefy dazzle fulfill and Test pg 121
Date	Writing Lesson	Writing Prompt	Grammar Lesson	Spelling Lesson	Homophone Lesson	Elements of Reading Vocabulary
Aug 27- Aug 31	How to read a narrative prompt (write a story) p. 17 How a narrative is organized, brainstorming/jotting – BME p. 60, 24, 26 Writing margin to margin/indenting Onomatopoeia p. 88 Transition words (hang BME chart)	Show Sample Narrative Show examples and non-examples Model Narrative: Write a story about bad weather.	Verbs	Root Words plus Prefixes	your, you're	2 nd Part of Lesson 1 2 nd 4 words divine triumph vanish crave and Test pg 122
Date	Writing Lesson	Writing Prompt	Grammar Lesson	Spelling Lesson	Homophone Lesson	Elements of Reading

						Vocabulary
September 3 (Labor Day off)	Brainstorm a unique idea Narrative grabber, p. 27, 28, 29, 30 Five senses p. 75, 76 Mind movies p. 37 Write like you talk/voice p. 69, 89	Model Narrative: Write a story about the day you found a secret door.	Verbs	Spelling Changes with Affixes	to, two, too	1st part of Lesson 2 <i>1st 4 words reinforced</i> expel bail cubicle and Test <i>pg 123</i>
Date	Writing Lesson	Writing Prompt	Grammar Lesson	Spelling Lesson	Homophone Lesson	Elements of Reading Vocabulary
September 10-14	Strong verbs p. 86 (make chart for common verbs – like, eat, walk, said) Avoid tacky expressions p. 82 <u>Types of Elaborations</u> “Near-Far or Far-Near Descriptions”	Model Narrative: Write a story about the day you got lost.	Nouns and Pronouns	Inflectional Endings	know, no knew, new	2nd Part of Lesson 2 <i>2nd 4 words</i> resolutely dilemma abandon impetuous and Test <i>pg 124</i>
Date	Writing Lesson	Writing Prompt	Grammar Lesson	Spelling Lesson	Homophone Lesson	Elements of Reading Vocabulary
September 17-21	Similes p.70 (begin simile chart) <u>Types of Elaborations</u>	Student’s Write & Conference: (Wednesday Writes)	Subject and Predicates	Compound Words	here, hear heir, air	1st part of Lesson 3 <i>1st 4</i>

Types of Elaborations

“The Shoes”

- * Near to Far or Far to Near descriptions
- * Sensory images
- * Show, don't tell descriptions

The focus is teaching students to “slow down time”

- * BEEF (expository)

Elaborating causes the writer to slow down and provide clear, concise details.

Slowing down time (in writing & film) - Aaron Sitze

<http://ed.ted.com/lessons/slowing-down-time-in-writing-film-aaron-sitze>

Literary Devices

“The Shoelaces”

- * Similes
 - * Metaphors
 - * Idioms
 - * Alliterations
 - * Onomatopoeias
 - * Hyperboles
- etc...

2012-2013 Writing Conferences

Student Name: _____

Date/ Prompt	Needs to Work On:	Additional Notes from Conference:	0-6 Score
____/____/____ Narrative Expository	<input type="checkbox"/> Punctuation <input type="checkbox"/> B.E.E.F. <input type="checkbox"/> Capitalization <input type="checkbox"/> Beginning <input type="checkbox"/> Spelling <input type="checkbox"/> Middle <input type="checkbox"/> Writing Neatly <input type="checkbox"/> End		
____/____/____ Narrative Expository	<input type="checkbox"/> Punctuation <input type="checkbox"/> B.E.E.F. <input type="checkbox"/> Capitalization <input type="checkbox"/> Beginning <input type="checkbox"/> Spelling <input type="checkbox"/> Middle <input type="checkbox"/> Writing Neatly <input type="checkbox"/> End		
____/____/____ Narrative Expository	<input type="checkbox"/> Punctuation <input type="checkbox"/> B.E.E.F. <input type="checkbox"/> Capitalization <input type="checkbox"/> Beginning <input type="checkbox"/> Spelling <input type="checkbox"/> Middle <input type="checkbox"/> Writing Neatly <input type="checkbox"/> End		
____/____/____ Narrative Expository	<input type="checkbox"/> Punctuation <input type="checkbox"/> B.E.E.F. <input type="checkbox"/> Capitalization <input type="checkbox"/> Beginning <input type="checkbox"/> Spelling <input type="checkbox"/> Middle <input type="checkbox"/> Writing Neatly <input type="checkbox"/> End		
____/____/____ Narrative Expository	<input type="checkbox"/> Punctuation <input type="checkbox"/> B.E.E.F. <input type="checkbox"/> Capitalization <input type="checkbox"/> Beginning <input type="checkbox"/> Spelling <input type="checkbox"/> Middle <input type="checkbox"/> Writing Neatly <input type="checkbox"/> End		

Mini Lesson Examples

Narrative Brainstorm Outline

Literary Elements

Characters
"Explain your position"

Setting

Use your 5 senses

Foreshadowing – give the reader a clue about what will happen

Transition (ex. Suddenly,) Problem (beginning of the middle)

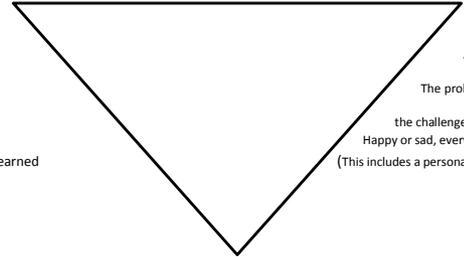
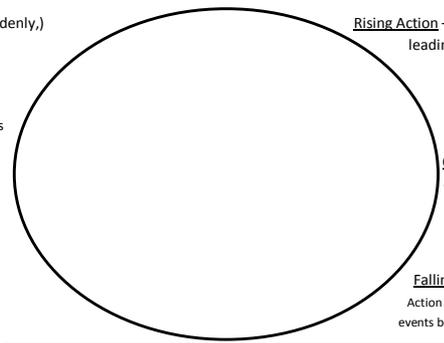
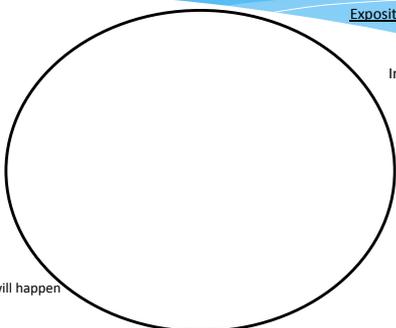
Biggest action occurs

Lots of Details!

Create a MIND MOVIE!

Transition (ex. In the end,)

Tell your lesson learned



Exposition – set the scene

Introduce characters

Describe Setting

Hint at the action

Rising Action – All the action leading to the climax

Climax – Most exciting part of story

Falling Action – Action after the climax, events begin to settle down

Resolution –

The problem is solved or the challenge is overcome. Happy or sad, everyone moves on. (This includes a personal reflection.)

Make sure you use clue words that tell how the eye is moving from near to far!

After a long drive, I made it to my destination – Panama City Beach! Without wasting another minute, I grabbed my gear and headed down to the sand. Letting out a huge sigh, I plopped down on my cozy towel! Of course, my iPod and cooler were _____. With my umbrella _____, I was sure this would be the relaxing day I had hoped. _____, I noticed a hermit crab scurrying along to find a hole to hide in. Boy, could he move! I quickly wondered what he made him so afraid. Should I be alarmed? Surely not! _____, I caught a glimpse of a couple nearby flying a beautiful kite. The kite seemed to soar on the wind like a majestic bird. After watching the kite flyers, my _____ where the water white capped and rolled into the shore. What a relaxing sight. I got lost in the ebb and flow of the surf as it rolled onto the beach. _____, a pair of dolphins jumped into and out of the water in unison like they were synchronized swimmers. Watching them made me wonder what life would be like underwater. _____, I could barely make out a ship as it glided across the waves headed for the unknown.

Scoring Activity

Using the exemplar, calibration, and anchor sets as well as the released prompts, have students practice scoring papers.

Make sets of Unscoreables to 6s, have students work in groups to read and discuss what each paper in the set should be scored.

Crunch Time

Brainstorm drills

Sentence Strengthening

Paragraph timing

Homework guides

Elaboration activities

After school program

An hour of extra instruction

Enrichment groups

4th grade teachers collaborate so students get an opportunity to hear someone else teach.

Writing Boot Camp: Saturday before writing test.
3 or 4 hour writing review.