

Writing Wings

with Media

Teacher Edition | Grade 3 | Volume 1
Descriptive Writing

Writing Wings was developed under the direction
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Success for All
FOUNDATION®

***Writing Wings: Teacher Edition Grade 3 Volume 1
Descriptive Writing***

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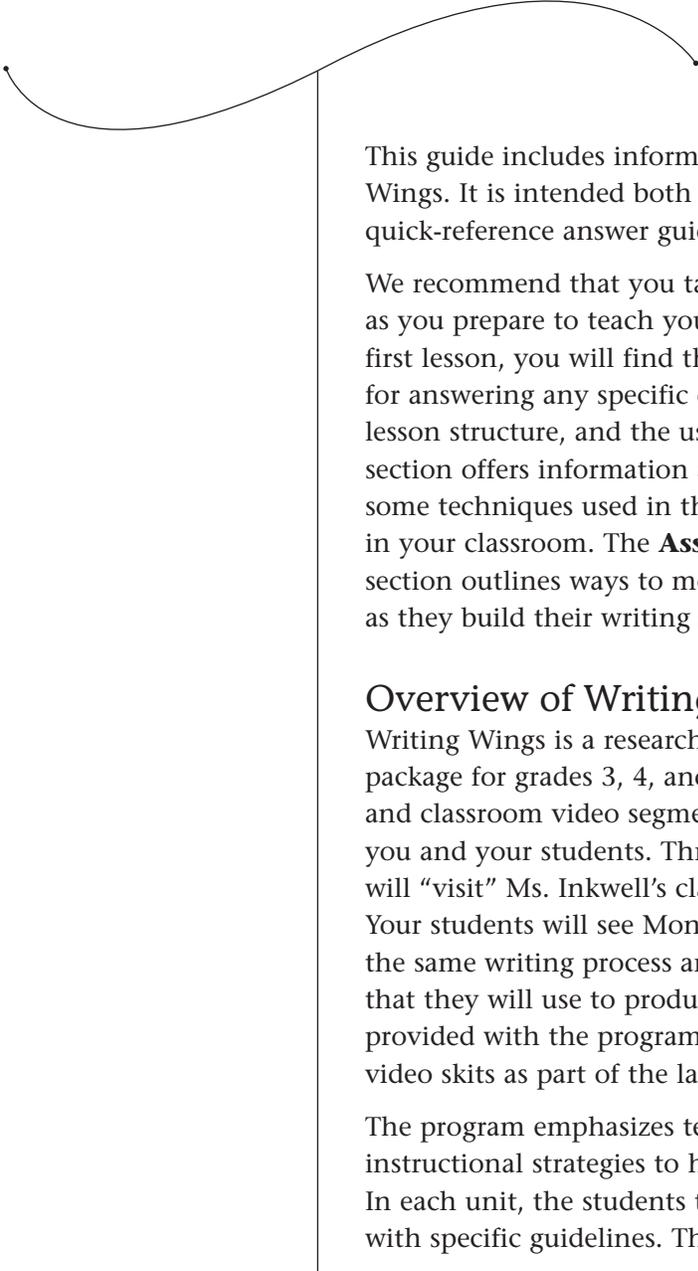
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Writing Wings

Introductory Guide



This guide includes information you will need to teach Writing Wings. It is intended both as a preparatory guide and as a quick-reference answer guide whenever you have questions.

We recommend that you take a moment to review this guide as you prepare to teach your first Writing Wings unit. Before your first lesson, you will find the **Getting Started** section helpful for answering any specific questions you have about materials, lesson structure, and the use of videos. The **Cooperative Learning** section offers information about forming student teams and explains some techniques used in the lessons for encouraging teamwork in your classroom. The **Assessment and Monitoring Progress** section outlines ways to monitor and chart the students' progress as they build their writing skills.

Overview of Writing Wings

Writing Wings is a research-based curriculum and support package for grades 3, 4, and 5. It provides detailed lesson plans and classroom video segments to model the instruction for you and your students. Throughout the lessons, the students will “visit” Ms. Inkwel’s class to observe other student writers. Your students will see Mona, Flash, Tasha, and Ricardo using the same writing process and cooperative-learning techniques that they will use to produce clear, organized writing. The DVD provided with the program also includes live action and animated video skits as part of the language-mechanics instruction.

The program emphasizes teamwork and cooperative-learning instructional strategies to help students become better writers. In each unit, the students take on challenging writing projects with specific guidelines. They give and receive helpful feedback

from their writing team members as they brainstorm, plan, draft, revise, edit, and finally publish their work. These writing and publishing experiences engage the students in a community of writers and introduce them to the power of expressing their ideas through writing. An important tool in each unit is the student revision guide. Through the use of student revision guides, partners and teams learn to evaluate and critique each aspect of their writing—ideas, organization, style, and mechanics—and to revise and edit their work. The effectiveness of Writing Wings depends upon the balanced organization of teams and the use of cooperative-learning instructional strategies.

Writing Wings also prepares students to meet state and national standards for high-stakes assessments by identifying student writing expectations. The core themes of this program provide instruction in the types of writing most often cited in state standards: descriptive, informative, persuasive, and narrative in the key skill areas: ideas, organization, style, and mechanics.

Getting Started

Materials

Following is a list of the materials included in the Writing Wings program.

- Teacher's edition—contains directions for teaching the lessons in each unit
- Student edition—contains revision guides for each unit
- DVD of video segments featuring the Write-on Dudes! and the Language Mechanics
- CD with blackline masters for student handouts, tests, transparencies, assessment and progress charts, and team certificates
- team score sheets

Preparing for Instruction

Before you begin, establish writing teams, develop a system of recordkeeping for the students' works in progress, and review the objectives for each lesson.

Assign the students to heterogeneous teams of four or five members. These teams should be monitored and possibly changed, every six to eight weeks, to maintain the mix of abilities and cooperative relationships. Adjust the teams to separate the students you know will not get along and to balance teams so they have similar numbers of boys and girls and a mix of the ethnicities represented in your class.

Allow at least
30–45 minutes
for each
Writing Wings
lesson.

Provide the students with folders to store their works in progress (revision guides, organizers, drafts, and completed work).

These items are useful for setting goals and discussing individual progress. You may want to transfer completed work to a student writing portfolio. Possible content for the portfolios includes copies of completed revision guides, samples or copies of their work, and informal, observational notes of progress. These portfolios can progress with the students from year to year.

Remember to provide a designated place for teams to store their team score sheets and any other materials shared by members of the team.

Instructional Process

Writing Wings instruction, practice, and assessment are supported by detailed lesson guides and videos. Each lesson includes teacher modeling, student participation, regular routines for the writing activities, and cooperative-learning activities. As the students move through the different parts of the lesson, you can provide further support with individual and team conferences.

Each day of instruction begins with a summary of the objectives and a list of preparations, followed by Active Instruction, Teamwork, and Reflection.

- Active Instruction is direct instruction and teacher modeling with student participation. It sets the stage for the day's activity. In unit 3 and all the units that follow, Active Instruction includes a Two-Minute Edit. The Two-Minute Edit provides an opportunity for your students to practice their mechanics skills. Students work with their teams to improve sentences and then share their changes with the class.
- Teamwork involves partners sharing their work with each other, giving feedback, and making revisions accordingly. Circulating through the classroom and listening to the students' discussions will help you assess their progress.
- Reflection is the class discussion at the end of each day. Teams share their team discussions and talk about what they have learned.

Unit Structure

Units begin with a summary of the craft, writing, and language-mechanics lessons to follow and an explanation of the team cooperation goal that will be the focus for the students.

Each unit is divided into eleven one-day lessons. Based on a 30- to 45-minute time block, units are divided into daily segments as follows:

Day 1 | Craft Lesson:

Instruction and practice in an element or skill that the students will need to use in the writing lesson. Quick Check is used to assess the students' readiness to apply the skill to their own writing.

Day 2 | Brainstorm:

The students are introduced to the writing prompt for the unit. They identify the important elements of the prompt, including the element that was the subject of the craft lesson. (These elements are revisited when the students use the revision guide on Day 6.) With the help of their partners, the students brainstorm a list of ideas for the writing project, and then each student chooses one that he or she will expand into a composition.

Day 3 | Plan:

The students review the writing prompt, discuss with their partners, and organize their ideas using an appropriate graphic organizer, such as a web, sequence chain, story map, etc.

Day 4 | Draft:

The students use the ideas they recorded on their graphic organizers to write a first draft. The students skip lines when they write a first draft to make room for notes and additions after feedback from their partners.

Day 5 | Language-Mechanics Lesson:

Instruction in and practice with language usage (verb tense, using adjectives and adverbs in writing), mechanics (punctuation, capitalization), and composition (combining sentences, fixing run-ons).

Day 6 | Share and Respond:

The students share their drafts with their partners. The revision guide provides a tool for the students to give structured feedback on their partners' drafts. Through this feedback, young writers better understand how their writing comes across to others, what has been done well, and what needs to be improved.

Day 7 | Revise:

The students use the notes they made on their revision guides to revise and improve their drafts and share their revised drafts with their teams.

Day 8 | Language-Mechanics Lesson**Day 9 | Edit:**

Using skills learned in the language-mechanics lessons, the students edit their drafts and their partners' drafts.

Day 10 | Publish:

This is an opportunity to celebrate and share writing in real ways with real audiences. Students share their work by reading from the Author's Chair and by participating in other authentic publishing activities.

Day 11 | Writing Journal:

The students write independently in their journals to express their thoughts and feelings. Idea starters are provided, but the students may explore any topic that is of interest to them.

Cooperative Learning—A Powerful Tool

A cooperative-learning structure is embedded in each lesson. Cooperative learning offers opportunities for students to discuss, share ideas, organize their thoughts, and work with other students. It lets them try out new ideas in a small group before sharing with the whole class or finishing a written product. Research shows that such opportunities for cognitive rehearsal, clarification, and reteaching have a positive effect on academic achievement. If cooperative learning is consistently implemented in your classroom, it establishes routines that make it comfortable for students to explain their thinking to others and lays a strong foundation for strategic learning.

In Writing Wings classes, the students share their writing with their partners, discuss what they like about it, and offer suggestions for making it better. This gives you the opportunity to find out how effectively your students are thinking. Having a small forum in which to give and receive feedback on their writing enables the students to talk about their own thinking. As partners work together on their writing, walk around the room and listen in. This is a good opportunity to monitor and record informal observations. Ask questions and reteach as necessary.

In your first teacher learning community meeting, enjoy the video on cooperative learning and share with your colleagues any classroom experiences you have had with cooperative learning.

Forming Teams and Partnerships

Teams are formed by you, not by the students. A team generally consists of four students (use five-member teams only when the class is not equally divisible by four) and should represent a cross-section of the class in gender, race or ethnicity, and past performance. Teams that represent different learning styles, competencies, and leadership abilities usually turn out to be the strongest. You will probably want to re-form teams each quarter.

Within teams designate partners—usually the two students sitting next to each other rather than across from each other.

Five-member teams should have one set of partners and one triad. Assign each student a number from one to four. Numbering the students in each team enables you to randomly select a student to respond to a question. This eliminates the need for raised hands and keeps you from inadvertently calling on the same students over and over again.

When teams are functioning well, the students recognize that part of their job in class is to challenge and support their partner and their team. They know that their work is not complete until every member of the team understands what has been taught and is prepared to show his or her knowledge either through questioning or through informal or formal assessment. They also understand that the success of their team depends on the contributions of each team member. To facilitate teamwork, ask questions like the following as you visit teams:

- **How are your teammates helping you with this task? How are you helping them?**
- **Has your partner's feedback helped you improve your writing? How?**
- **Have you prepared everyone on your team to share your team's discussion?**

Techniques

Think-Pair-Share is a simple questioning technique that keeps all students involved in class discussions and gives every student a chance to answer every question. It also takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. To use Think-Pair-Share, follow these steps:

- Ask the question.
- Have the students individually think about an answer for a few seconds.
- Allow the students to discuss their answers with their partners for a few seconds.

- Finally, call on a few students to share their answers with the class.

Random Reporter is a technique that gives all students a reason to participate in class and keeps you from calling on the same students all the time. It is a way for one person to share the team's answer. Students are assigned a number from one to four. These number assignments remain the same throughout the unit. To use Random Reporter, ask a question, and then allow time for the students to think of an answer. Then, have the students discuss their ideas within teams. Finally, call a number between one and four at random to select students to present their team's answer to the class.

Team Cooperation Goals

Team cooperation goals help students learn to function effectively in teams. In Writing Wings lessons, one of the team cooperation goals is highlighted in each unit, and the teams that work toward the goal are rewarded. By focusing on a single behavior at a time and having team cooperation points tied to this targeted behavior, students soon become skilled in interacting with their classmates, giving helpful feedback, and taking on responsibilities as members of a writing community.

The five goals are introduced and practiced one at a time. Spend time discussing what that behavior actually looks like, what it sounds like, and even what it feels like, so the students have a strong mental image to compare with their own behavior. As you look for evidence of these behaviors, listen in on team conversations to hear how the students are thinking, where they are struggling, and whether you can sense some common misunderstandings that you will need to address as a whole class. When you do see the students demonstrating the desired behaviors, be sure to praise them. Be as specific as possible, such as, "I like how you are actively listening! You are looking at your partner while he is speaking and asking great follow-up questions to bring out the details in his story."

The Five Team Cooperation Goals

Practice active listening involves listening with a goal or question in mind and analyzing what you hear or see in light of this question. It means paying close attention to what a speaker says, thinking carefully about his or her words, and formulating a response. Behaviors you might expect to see when students are actively listening to one another are heads close together, eyes on the speaker, etc. All team members should be ready to ask a question, rephrase a teammate's answer, or otherwise contribute to the discussion at any point.

Help and encourage others involves the ability to gauge where teammates are in their understanding and help them extend their knowledge or skill. It means that students share their own thinking, ask questions, and give hints or suggestions, but do not tell each other answers or do each other's work. It also means offering thanks, praise, or compliments for specific things a teammate has done well. In a team where students are helping and encouraging one another, you might hear comments and questions like the following: "That explanation was very clear," "I like how you...", and "Have you tried...?"

Everyone participates means involving all team members in a team discussion or project, including those who are reluctant to participate. It also means making sure that each member of the team understands the key concepts and is adequately prepared before sharing in front of the class or being individually assessed. When every member of a team is participating, all the students are on task, teammates are talking to one another about their task, and students are actively listening to one another and offering assistance to a struggling teammate.

Explain your ideas/tell why is an important part of any student's education and a consistent theme throughout SFAF programs. All students need practice sharing their thinking or explaining how they came to a particular answer, both because children sometimes get correct answers through faulty processes or reasoning and because the best way to learn is to teach. Students who can clearly explain their ideas and thought processes to others have more than a surface understanding of concepts and information and are more likely to retain them.

Complete tasks seems like a given—of course students have to complete tasks! But it is not always clear what constitutes a completed task, what expectations students must meet, and what form their product should take. This team cooperation goal is a pact between you and your students. Your responsibility as a teacher is to explain clearly the requirements of a task. Each team's responsibility is then to fulfill those expectations.

Assessment and Monitoring Progress

Revision Guide

As the students work through a writing activity, they use the revision guide with their partners to evaluate the ideas, organization, style, and mechanics of their compositions. They use the guide to rate their work, determining if the elements are present

and complete and if there are any areas that need improvement. You will use this same guide to assign points to the writing activity. The students then record their earned points on the team score sheet.

Team Score Sheet

The team score sheet shows the students how a combination of classwork and teamwork can lead to team rewards. For students who are not yet intrinsically motivated, this is a critical connection that shows the value of cooperative efforts and the satisfaction derived from tracking progress and meeting goals.

At the end of each unit, have the students use the team score sheet to tally points for participating in the writing process and team cooperation to calculate the team's score. Detailed instructions appear on the back of the form. If necessary, help teams determine their scores. Hold a brief ceremony to award Good, Great, or Super Team certificates and acknowledge the teams' efforts.

Awarding team cooperation points is a great way to motivate your students and increase the time spent on instruction and learning. In each unit, you will see reminders to award team cooperation points as positive reinforcement.

Record of Unit Scores

The Record of Unit Scores helps you see your students' scores and progress across a unit. This form is designed to support monitoring progress and setting goals.

Writing Challenge

Units are grouped around a type of writing—descriptive, informative, persuasive, and narrative. Following each group of units is a writing challenge. This is an opportunity for your students to write a timed response to a prompt as they do during state assessments. Detailed rubrics for scoring ideas, organization, style, and mechanics for each writing challenge are provided in the manual. The day before a writing challenge, the students use these rubrics to evaluate writing samples. Reviewing the expectations for the assessment prepares the students and gives them the background they need to approach the writing challenge with confidence.

After you have recorded the scores for the writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet, and display them so the students can see how they compare to the class averages for the previous writing challenge. This is an opportunity for the class to celebrate successes and discuss goal setting.

Final Thoughts

Writing Wings is an instructional program that supports writing development. It combines the writing process with appealing activities, engaging video skits, motivational publishing opportunities, cooperative learning, and outcome-driven instruction. When used effectively, Writing Wings will help students become successful and confident writers.

Writing Wings with Media Team Score Sheet

Team Name: _____ Unit: _____ Date: _____

Team Members	Planning	Drafting	Sharing, Responding, and Revising	Editing	Publishing	Writing Process 100 points	Revision Guide Teacher Score 100 points	Craft Lesson Quick Check 100 points	Language Mechanics Quick Checks 50 points each	Team Cooperation 100 points	Subtotal	+ by 5	Individual Average
												÷ 5	
												÷ 5	
												÷ 5	
												÷ 5	
												÷ 5	
Total Team Points													
Team Cooperation Goal:												Team Score	
												÷ by the # of team members	

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Team Cooperation Points															

○ **Good Team** 70-79 points

○ **Great Team** 80-89 points

○ **Super Team** 90-100 points

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Using the Team Score Sheet

WRITING PROCESS

Each check in the Writing Process columns (planning, drafting, sharing, responding, and revising, editing, and publishing) is worth 20 points.

Next to each team member's name, record his or her writing process score.

REVISION GUIDE

Next to each team member's name, record his or her teacher score from the Revision Guide.

CRAFT QUICK CHECK

Next to each team member's name, record his or her craft lesson Quick Check score.

LANGUAGE MECHANICS QUICK CHECKS

There are two language mechanics Quick Checks with a maximum score of 50 points each.

Next to each team member's name, record the sum of these two Quick Check scores.

TEAM COOPERATION POINTS

A team can earn up to 10 points each day.

Record the number of team cooperation points that the team earns each day in the

boxes at the bottom of the team score sheet.

At the end of the unit, add the team's ten best scores for cooperation and write this sum under the "Team Cooperation Points" column for each team member.

TO CALCULATE TEAM SCORE:

1. For each team member, add scores (going across the shaded columns), and write the sum in the "Subtotal" column.
2. Divide this sum by 5, and write that number in the "Individual Average" column (Subtotal \div 5 = Individual Average).
3. Add up the "Individual Average" column (going down), and write the sum in the "Total Team Points" box.
4. To get the team score, divide the total team points by the number of team members. (For example, if there are four members on a team: Team Total \div 4 = Team Score)



Record of Unit Scores | Grade 3 Descriptive Writing

Names	Unit 1				Unit 2				Unit 3				Unit 4				Writing Challenge				
	RG	CR	LM	TC	Ideas	Organization	Style	Mechanics													
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					
11.																					
12.																					
13.																					
14.																					
15.																					
16.																					
17.																					
18.																					
19.																					
20.																					
21.																					
22.																					
23.																					
24.																					

Using the team score sheet, record: revision guide total score (RG), craft lesson Quick Check score (CR), language-mechanics Quick Checks score (LM), team cooperation points (TC). Record scores for the descriptive-writing challenge.



Record of Unit Scores | Grade 3 Informative Writing

Names	Unit 5			Unit 6			Unit 7			Unit 8			Writing Challenge			
	RG	CR	LM	TC	RG	CR	LM	TC	RG	CR	LM	TC	Ideas	Organization	Style	Mechanics
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																
24.																

Using the team score sheet, record: revision guide total score (RG), craft lesson Quick Check score (CR), language-mechanics Quick Checks score (LM), team cooperation points (TC). Record scores for the informative-writing challenge.



Record of Unit Scores | Grade 3 Persuasive Writing

Names	Unit 9				Unit 10				Writing Challenge			
	RG	CR	LM	TC	RG	CR	LM	TC	Ideas	Organization	Style	Mechanics
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												

Using the team score sheet, record: revision guide total score (RG), craft lesson Quick Check score (CR), language-mechanics Quick Checks score (LM), team cooperation points (TC). Record scores for the persuasive-writing challenge.



Record of Unit Scores | Grade 3 Narrative Writing

Names	Unit 11			Unit 12			Writing Challenge					
	RG	CR	LM	TC	RG	CR	LM	TC	Ideas	Organization	Style	Mechanics
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												

Using the team score sheet, record: revision guide total score (RG), craft lesson Quick Check score (CR), language-mechanics Quick Checks score (LM), team cooperation points (TC). Record scores for the narrative-writing challenge.

Writing Wings WITH A ZAR Writing Challenge

SCORE SHEET

	Descriptive Writing	Informative Writing	Persuasive Writing	Narrative Writing
Ideas				
Organization				
Style				
Mechanics				
Total Score				

Writing Wings Scope and Sequence

Grade 3												
Types of Writing	Descriptive				Informative				Persuasive		Narrative	
UNITS	1	2	3	4	5	6	7	8	9	10	11	12
Writing Project	Describe something about you others do not know.	Describe a person, place, or thing.	Describe steps in a process.	Describe a sequence of events.	Tell the facts about a real event.	Write a news story.	Write a factual essay about a topic you know.	Write a compare-and-contrast essay.	Write a business letter that states a purpose.	Write an advice letter to a fictional character.	Write a story about a personal experience.	Write a story about a character who had to do something that was hard to do.
Writing Process												
Plan	D	D	D	D	D	D	D	D	D	D	D	D
Draft	D	D	D	D	D	D	D	D	D	D	D	D
Share, Respond, Revise	D	D	D	D	D	D	D	D	D	D	D	D
Edit		D	D	D	D	D	D	D	D	D	D	D
Publish	D					D			D			
Skills												
Identify topic sentence/main idea		D	D	D	X	X	D	X	D	X		
Add supporting details		D	D	D		D	D	X	X	X		
Sequence events			D	D		X					X	X
Identify story elements											D	D
Use descriptive language	D	D	X	D	D	X		D			X	D
Identify similarities and differences								D				
Parts of a letter									D	X		
Persuasive techniques									D	D		
The 5 Ws						D						
Language Mechanics												
Parts of speech		D		D				D		D	D	X
Adjectives		D	X					X				
Complete sentences			D	X	X						X	
Commas			D		X	X			D			
Vivid verbs				D	X		X					
Adverbs				D								
Endings (Nouns)												
Capitalization					D	X	X	X	X	X		
Apostrophes					D		X					
Verb tenses						D		X				
Irregular verbs						D			X	X	X	X
Run-on sentences							D					
Connecting ideas							D					
Subject-verb agreement								D		X		D
Expanding sentences								D				
Pronouns									D	X	D	X
Combining sentences										D	X	
Varying sentences										D		
Possessives											D	D
Endings (Adjectives)												
Quotation marks												
Graphic Organizer												
Web	D	D	X		X		D		D	X		X
Sequence chain			D	X								
Paragraph organizer		D	X									
5 Ws chart						D						
Venn diagram								D				
Story map											D	D

D = Direct Instruction and Modeling X = Review

Unit 1

Creating a Writing Team

Writing Project:

Describe Yourself



Author's Chair

Overview

The Author's Opportunity

The students will write paragraphs to describe something interesting about themselves that others in the class may not know. They will read their work aloud from the Author's Chair.

Unit Summary

This unit focuses on forming a writing community in the classroom. In the craft lesson on Day 1, the students engage in team-building activities to learn more about their partners and teams. They develop the writer's skill of active listening and ask follow-up questions to learn more details about their partners' favorite things. They use the information that they gain from active listening to describe their partners to their teams. The craft lesson builds background for the lesson that follows, in which the students use peer feedback to plan, draft, revise, and publish paragraphs to describe themselves. The goal is not for the students to write perfect paragraphs, but to get them writing!

Cooperative Learning

In this first unit, students learn about team cooperation goals and how to earn team cooperation points for their teams. They focus on the first two team cooperation goals: practice active listening and help and encourage others. Partners practice active listening when their eyes are on the speaker and they are listening carefully, thinking about the speaker's words. Active listening helps partners understand each other and ask good follow-up questions. Teammates help and encourage one another as they discuss their favorite things and give their partners positive feedback on their writing. The Think-Pair-Share technique is also introduced in this unit. For an explanation of Think-Pair-Share, see the cooperative-learning techniques section in the Introductory Guide at the beginning of this manual.

Writing Process Objectives

- With their partners, the students will practice active listening and orally describe some of their partner's favorite things.
- The students will brainstorm ideas for their compositions: describe something about yourself.
- The students will plan their compositions using a web to record the topic and details.
- The students will write a first draft.
- The students will share their compositions and get feedback from their partners.
- The students will revise their compositions in light of the feedback they have received.
- The students will publish their descriptions by reading them from the Author's Chair.

Unit 1 Sequence

Day 1: **Craft Lesson** | Creating a Writing Team

Day 2: **Brainstorm** | Describe Yourself

Day 3: **Plan** | Describe Yourself

Video Support: "Plan"

Day 4: **Draft** | Describe Yourself

Day 5: **Share and Respond** | Describe Yourself

Video Support: "Share and Respond"

Day 6: **Revise** | Describe Yourself

Day 7: **Publish** | Describe Yourself

Video Support: "Author's Chair"

Unit Preparation

You will need the following materials:

For **the teacher**:

- Chart paper
- Writing Wings Team Score Sheet Unit 1 transparency (See blackline masters at the end of this unit.)

For **each student**:

- Portfolio folder

For **each team**:

- Writing Wings Team Score Sheet Unit 1
- Construction paper (12 × 18 inches) and crayons for team-building activity (Day 1)

**Author's Chair**

The students will read their writing aloud to the class from the designated Author's Chair.

- Copy the team cooperation goals on chart paper: Practice active listening; everyone participates; help and encourage others; complete tasks; explain your ideas/tell why. Display these goals throughout the year.
- Be prepared to distribute a copy of the Writing Wings Team Score Sheet Unit 1 to each team. Note that the team score sheet for unit 1 is a record of points for team cooperation. The team score sheets used with all subsequent units include team cooperation points for team cooperation, as well as points for the writing process and language mechanics.
- Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during each writing class in this unit.
- Have a television and a DVD player available to show the following video segments for the lessons:
 - “Plan” (running time 5:18)
 - “Share and Respond” (running time 5:20)
 - “The Author’s Chair” (running time 3:21)
- Designate an Author’s Chair from which the students will read their writing aloud to the class at the end of the activity.

Create student teams:

- Create student teams of four members (use five-member teams only when the class is not equally divisible by four) that represent a cross-section of the class in gender, race or ethnicity, and past performance. When possible create teams consisting of two boys and two girls; students from different ethnic backgrounds; and one relatively high, one low, and two average performers. Arrange for teams to be able to sit and work together.
- Within teams, designate partners, usually the two students sitting next to each other. (Five-member teams should have one set of partners and one triad.)

Unit 1

Day 1 Craft Lesson

OBJECTIVE: With their partners, the students will practice active listening and give an oral description of their partner's favorite things.

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Form the students into their teams. Make sure that the team members sit together. Explain that they will work in teams and partnerships to help one another create wonderful writing.
- Post and present the day's agenda.

TODAY'S FOCUS: Ideas

TODAY'S GOALS:

1. We will use active listening to get to know the other writers on our team.
 2. We will ask good questions to get information and details.
- Point out today's focus. Tell the students that as members of a writing team, they will share ideas. They will tell about their own ideas and listen to their team members as they share their ideas. Read the focus and goals for the day aloud.

TEAM COOPERATION GOALS

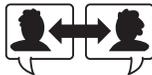
- Practice active listening.
- Help and encourage others.
- Everyone participates.
- Explain your ideas/tell why.
- Complete tasks.

Instruction

- Tell the students that in a super writing team, team members cooperate, or work together. Refer to the posted team cooperation goals and point to the first goal.



This cooperative-learning technique is called **Think-Pair-Share**.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

- Point out that active listening can help the students and their partners become better writers. Tell them that you are going to ask a question. You want them to:
 - listen to the question,
 - think about it for a moment,
 - and then turn to their partners and discuss the answer.

What do you think active listening means? What does an active listener do? Think about that for a moment.

Now turn to your partner and discuss the answer.

- Allow a few moments for discussion, and then call on some partners to share their answers. Record student responses on the board. Lead the students to understand that an active listener has eyes on the speaker, listens carefully, and thinks about the speaker's words. Active listening helps partners understand each other.
- Refer the students to the second team cooperation goal: help and encourage others. Use **Think-Pair-Share** to ask:
 - How can partners help and encourage each other to be better writers? Think about that for a moment. Now turn to your partner and discuss the answer.**
- Allow a few moments for discussion, and then call on some partners to share their answers. Record student responses on the board. Lead the students to understand that partners can ask good questions, give helpful suggestions, be active listeners, and encourage partners to improve their writing.
- Tell the students that although they may know their partners, they probably do not know everything about them.

A good way to find out more about your partner and his or her interests is to ask questions and actively listen to the answers. By listening carefully, you can think of follow-up questions to ask to get more details.

- Select a student partner to model questioning and active listening with you. Ask:

What is your favorite movie or TV show? Ask follow-up questions to get more details. For example, ask: What is it that you like about that movie or show? Which character do you like the best?

- Record the student partner's responses on the board. Model using the information and details that you gained from active listening to describe something about your partner to the team. Point out that actively listening and asking follow-up questions helped you get details for your description.

Teamwork

Timing Goal: 10 minutes

- Tell the students that they will now practice active listening with their partners.

Practice active listening, and ask your partner, “What is your favorite animal?” and “What is your favorite food?” Listen carefully to the answers, and then ask follow-up questions to get more details. You will then use the information and details to describe something about your partner to your team.

- Allow time for teams to share their descriptions of their partners. Circulate through the teams as the students work. Praise partnerships and teams that practice active listening.

- Explain to the students that they will again use active listening.

This time you will practice active listening by asking your partner, “What is your favorite sport or hobby?” You will then ask follow-up questions to get more details. Then, you will use the information and details to describe something about your partner to the team.

- Allow time for teams to share their descriptions of their partners. Randomly choose one student per team to describe something about the other students on the team, and give appropriate feedback. Praise descriptions that show active listening.
- Distribute the construction paper and crayons. As a culminating activity, have teammates discuss favorite things that they have in common, choose a team name, and draw a logo to represent the team (e.g., Soccer Stars, Bookworms, Lizard Lovers, Amazing Artists, etc.). When the students have finished, collect their logos to display on a classroom wall.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

How did active listening help you learn something about your writing team today? Think about that for a moment. Now turn to your partner and discuss the answer.

Did your partner ask you a good follow-up question that brought out more information and details about your favorite things? Can you give an example? Think about that for a moment. Now discuss it with your partner.



Think-Pair-Share



Random Reporter

- Randomly select a member from each team to share examples of good questions partners asked to get more details. Praise teams for using active listening.
- Distribute a Unit 1 Team Score Sheet to each team. Display a transparency of the team score sheet, and review it with the students. Have each team write the team name and date on the team score sheet. Explain that teams that work on the team cooperation goals will receive up to 9 points.
- Point out that the numbers at the bottom of the team score sheet will help them keep track of their team's points each day. They can move a paper clip along the scale from 1–10.

Writing Wings Team Score Sheet

Date: _____ Team Name: _____ Unit: 1

Team Cooperation Goals:

Team Members

TEAM COOPERATION POINTS
Record the number of team cooperation points that the team earns each day in the boxes below. A team can earn up to 10 points each day. If the lesson takes less than ten days, repeat the team's best score in each of the remaining boxes.

Day	1	2	3	4	5	6	7	8	9	10	Team Score
Team Cooperation Points											

TEAM SCORE
At the end of the unit, add up the team cooperation points for each team, and write this total in the Team Score box at right.

Good Team
70–79 points

○

Great Team
80–89 points

○

Super Team
90–100 points

○

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

- Award team cooperation points. Have teams record their points in the box marked Day 1 on their team score sheets.
- Tell the students that teams can earn an additional point if they share an example of how they used active listening or what they did to help and encourage one another as writers. Have volunteers share examples with the class, and award the extra point to each of those teams.

Unit 1

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their descriptive paragraphs.

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOALS:

1. We will practice active listening with our partners and teams.
2. We will brainstorm some topics for our writing project.

- Refer to the posted team cooperation goals. Ask volunteers to read them aloud. Review active listening. Remind the students that an active listener has eyes on the speaker, listens carefully, and thinks about the speaker's words. Active listening helps partners understand each other and ask good questions. Remind the students that you will award team cooperation points to teams using active listening.

TEAM COOPERATION GOALS

- Practice active listening.
- Help and encourage others.
- Everyone participates.
- Explain your ideas/tell why.
- Complete tasks.

Instruction

- Point out that partners and teams shared information about their favorite things in the previous lesson. Explain that everyone in the class knows something interesting about himself or herself that others in the class may not know. Give an example about yourself

(such as visiting baseball parks around the country, solving Sudoku puzzles, organizing your refrigerator by food group, etc.), and then ask one or two volunteers to share something about themselves.

- Introduce the writing project by telling the students that they are going to describe something interesting about themselves to their classmates. Explain that instead of telling their thoughts, they are going to write them down and then share them by reading their papers aloud.
- Display the following prompt. Read the passage aloud while the students read along silently.

Writing Prompt

Think of something interesting about yourself that your classmates might not know. Write a paragraph that describes this interesting thing about you.

- Remind the students that a paragraph is a group of sentences that all talk about the same idea. Explain to the students that they will use a step-by-step process to write their paragraphs and that when they have finished, each of them will have a turn sitting in the Author's Chair to read their writing aloud.
- Point out that what the students think is interesting about themselves will vary: they may do interesting things, own interesting things, have special interests, or have interesting family customs. Write a few examples of possible topics on the board, such as:

I saw my favorite movie fifteen times.
I have a cat that sleeps in the sink.
I can speak a language besides English.
I draw cartoons.

- Tell the students that partners will now work together and brainstorm possible topics. Point out that when we brainstorm, we talk about ideas.

When we brainstorm, we open our minds and come up with a list of ideas. We talk about a lot of possibilities, even if some of them seem a little wacky. When we brainstorm with our partners, we let our minds go in different directions to pull in good ideas. Later you will look at your list and choose the best idea to write about.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Random Reporter

Random Reporter is a technique that gives all students a reason to participate in teamwork because they may be called upon to share their team's responses.

Teamwork

Timing Goal: 10 minutes

- Have partners brainstorm topics for their paragraphs.

What are some topics that you might write about?

What are some interesting things about yourself that others might not know? Think about that for a few moments. Now turn to your partner. Take some time to brainstorm a list of possible topics about yourself.

Use active listening to help your partner brainstorm a list too.

- Circulate through the classroom, and praise teams that use active listening. Below are some additional topics that you might suggest to partners to get them thinking.

go to family reunion every year	read fantasy stories
like to go on water rides	scored a winning soccer goal
have a sticker collection	

Reflection

Timing Goal: 5 minutes

- Have partners share their list of topics with their teams. Point out that brainstorming together helps team members think of new ideas.
- Tell about examples of active listening that you observed during Teamwork. Randomly select a student from each team to give an example of how the team used active listening or helped and encouraged one another to brainstorm topics. Remind them that teams earn an extra team cooperation point if they can share an example. Award team cooperation points, and have the students record them in the Day 2 box of the team score sheet.

To use **Random Reporter**, have the students in each team count off numbers 1 through 4 (or 5). Tell the students that each member of a team has a number. Ask for all the 1s, 2s, etc. to raise their hands to be sure that the students know their numbers. Explain that sometimes they will make responses to the class using their numbers, so they must make sure that all team members are prepared to answer for the team. Call on 1s, 2s, 3s, or 4s to share each team's paragraph breakdown with the class.

Unit 1

Day 3 Plan

OBJECTIVE: The students will organize their ideas for their descriptions.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Organize our ideas.

TODAY'S GOALS:

1. We will practice active listening with our partners and teams.
2. We will choose a topic for our writing project from our list of ideas.
3. We will help our partners to choose a topic by asking good questions that bring out more information and details.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. Today they will organize their ideas using a web. They will also give their partners helpful feedback by asking good follow-up questions to bring out details about themselves. Read the focus and goals for the day aloud.

Instruction

- Remind the students of the interesting thing that you shared about yourself (the example you gave at the beginning of the activity). Explain that this will be the topic of your writing.
- Tell the students that sometimes it can be difficult to decide on a topic for writing. Explain that some students in another teacher's class had that exact problem. Tell the students that you will watch a video about how the students in Ms. Inkwell's class solved that problem.
- Show "Plan" (running time 5:18).



Show DVD segment



The cooperative-learning technique is called **Think-Pair-Share**.

- Facilitate a discussion about the video. Tell the students that you are going to ask them some questions. You want them to listen, think about the question for a moment, and then turn to their partners to discuss the answer.

Do you think that planning what you will write is a good idea? If so, why is planning a good idea? Think about it. Pause for a moment.

Now turn to your partner and discuss the answer to that question. *[Planning gives you a chance to think about what you will write and gather ideas before you start actually writing.]*

Do you think that Ricardo was a good partner? If so, why? Think about it. Pause for a moment.

Now turn to your partner and discuss the answer to that question. *[He helped Mona think of a topic to write about, and he gave her positive comments.]*

Notice that Ricardo did not tell Mona what to write. He kept asking her questions about herself and her dog until she decided on a topic herself. That is exactly what a good partner does.

- Explain to the students that partners will decide on their topics (what is interesting about them) by discussing the lists that they created. Tell them that they will provide positive support and ask each other follow-up questions to gain more information and details.
- Explain that when the students write their descriptions, they will need to share a lot of information and details. This will allow the reader or listener to picture the interesting information the way that the writer sees it.
- Tell the students that you will show them the kinds of questions that they can ask their partners to help them bring out more details about the topic. Model this exercise with a student partner. Ask your partner to name and describe a topic on his or her list. Follow up with specific questions to gain more information and details. An example follows.

You said that one interesting thing about you that others may not know is that you scored a winning goal for your soccer team. I never knew that about you! That is very interesting. Tell me more about the time you scored that goal. Allow time for a response.

What team were you playing against?

What was the score before you made that goal?

Describe what you did to score that goal.

How did you feel?

What did the crowd do?

- Remind the students that you chose a topic to write about yourself. Make a web graphic organizer on chart paper, and write your topic in the center. Example: *I can bake a delicious chocolate cake with coconut frosting.*
- Ask the class if they can think of follow-up questions to ask about your topic to bring out more information and details.
- As you answer these questions, add the details to the web. Tell the students that you will use these details when you write your paragraph.

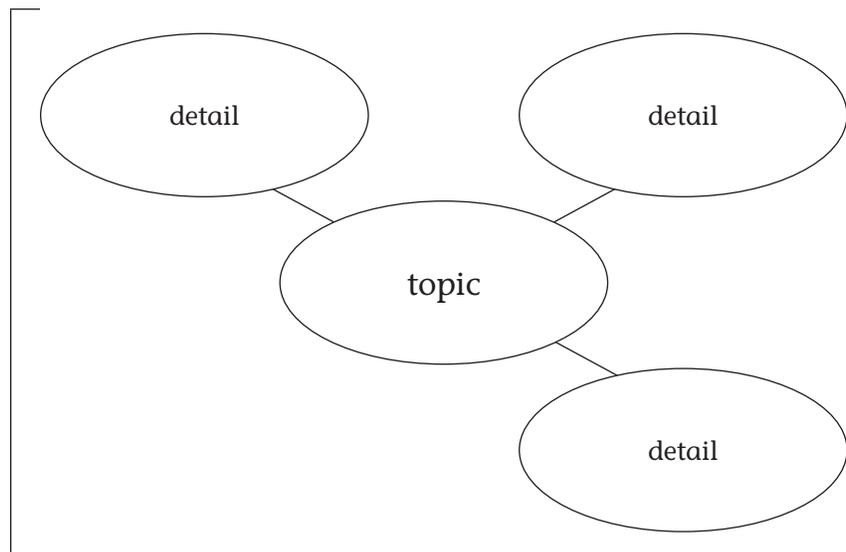
Teamwork

Timing Goal: 10 minutes

- Tell the students that they are now ready to plan their own paragraphs.

Now you will work with your partners to choose the topics that you will write about. Help your partner choose a topic from his or her list by asking good questions to draw out more information and details.

- Explain that to plan their writing, each partner will make a web and write the topic that he or she chose in the center of the web. Refer to the web graphic organizer that you made for your topic.
- Point out that the students will ask follow-up questions about their partner's topic to get more details. The students will write down the details on the web just as you modeled. Tell them that writing down these details will help them when they write their paragraphs.



**Random Reporter**

- Circulate through the classroom, and listen to as many conversations as possible. Model your own questions to help partnerships if necessary. Praise teams that use active listening. Try to be specific in your praise, such as, “I like the way these partners are asking good questions to get at the details.”

Reflection

Timing Goal: 5 minutes

- End the class by celebrating good teamwork. Randomly select a member from each team to tell about a question that his or her partner asked that helped bring out more information and details.
- Award team cooperation points for active listening. Award up to 9 points to teams that practiced active listening and an additional point to teams that shared examples of good follow-up questions. Have teams record their team cooperation points in the box marked Day 3 on their team score sheets.

Unit 1

Day 4 Draft

OBJECTIVE: The students will draft their paragraphs using the information on their webs.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOALS:

1. We will begin writing our paragraphs.
2. We will use the details from our webs that our partners' questions helped bring out.

- Point out today's focus. Remind the students that in the last lesson they recorded a topic and details on a web as a plan for writing. Tell the students that today they will draft their paragraphs using the details from their webs. Read the focus and goals for the day aloud.

Instruction

- Tell the students that they are ready for the next step in the writing process: drafting. Explain to the students that when they draft, they take their ideas from the plans that they discussed with their partners and put them into sentences to create a piece of writing. Point out that they do not need to worry about mechanics right now (spelling, capitalization, and punctuation).
- Remind the students that they will publish their work by reading it aloud to their classmates, therefore, they should keep this audience in mind as they write their paragraphs. Tell the students that the information and details that they shared with their partners will make their writing interesting and keep their classmates' attention.
- Display the web with the topic and details that you wrote down for your paragraph during the previous planning day. Remind the students of the questions that they asked you to help you bring out more information and details.

- Model drafting your own paragraph on chart paper. Skip lines so you can add details as you write. Begin with a topic sentence that states the interesting thing about you. For example: “Most people don’t know that I can bake a delicious chocolate cake with coconut frosting.” Add sentences that incorporate the details from your web, expanding them with more information to make them interesting to the reader. Think aloud as you compose your sentences so the students can hear what is going through your head as you draft.

Teamwork

Timing Goal: 15 minutes

- Have the students begin writing their paragraphs. Remind them to begin by telling the interesting thing about themselves (the topic) in the first sentence. Then they will add sentences using the information and details they wrote down on their webs during planning.
- Allow time for the students to write. Circulate through the classroom, and provide support to those students who are struggling by asking specific questions about their topic sentences. Help and encourage the students by asking questions that bring out details. Remind the students that details make their writing more interesting.

Reflection

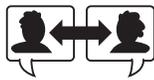
Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

What was the hardest part of drafting your paragraph? Think about it. Now discuss it with your partner.

How did your partner’s feedback during planning help you draft your paragraph? Think about it. Now discuss it with your partner.

- Randomly select a member from each team to share some responses to these questions with the class. Award up to 9 team cooperation points to teams with members who use active listening and help and encourage one another. Award an additional point to teams who can explain how partner feedback helped them draft their paragraphs. Have teams record their team cooperation points in the box marked Day 4 on their team score sheets.



Think-Pair-Share



Random Reporter

Unit 1

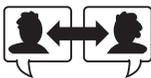
Day 5 Share and Respond

OBJECTIVE: The students will share their drafts with their partners and give feedback.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Show DVD segment



Think-Pair-Share

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS:

Give feedback on **ideas** and **organization**.

TODAY'S GOALS:

1. We will share our writing with our partners.
2. We will use practice active listening and give our partners feedback.

- Read the focus and goals for the day aloud. Point out that the students have completed several steps in writing their paragraphs. They brainstormed ideas with their partners. They planned their writing by recording a topic and details on a web. Then they used their plans to write drafts of their paragraphs. Explain to the students that now that they have finished drafting, they will share their writing with a smaller audience to help them polish their paragraphs and prepare them to share their writing with the whole class.

Instruction

- Tell the students that they will see the students in Ms. Inkwell's class share their writing with their partners.
- Show "Share and Respond" (running time 5:20).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What was the first thing Tasha did as a partner for Flash? Think about it. Pause.

Now turn to your partner and discuss the answer. *[She retold what his writing was about.]*

How does retelling help your partner? Think about it. Pause. Now turn to your partner and discuss the answer. *[Retelling lets your partner know if the audience understands his or her writing.]*

What did Tasha do next? Think about it. Pause.

Now discuss it with your partner. *[She told Flash what she liked about his writing.]*

Then what did she do? *[She suggested that he write about events that had really happened to him.]*

Why is sharing a draft with a partner a good idea? Think about it. Pause.

Now turn to your partner and discuss the answer. *[When you share a draft, you find out if what you are writing makes sense to someone else. You can also hear what is good about your writing. Sharing a draft with a partner gives you a chance to get suggestions on improving your writing before you read it to the class.]*

It's a good thing that Flash shared his work with Tasha. She responded in a very positive way, even when she had to point out a problem with Flash's writing. Now he can revise his work and create a great description of his time at the Star Wars convention!

- Tell the students that they are going to do just what Flash and Tasha did. First, authors will share their writing by reading their papers aloud to their partners. Their partners will respond by retelling what they heard. Then, they will tell what they liked about the paragraph. They will then ask the writers to clarify any confusing parts, and then the listeners will make suggestions. Post the following feedback guidelines.

TO GIVE FEEDBACK:

1. Authors read their writing aloud to their partners.
 2. Listening partners retell what they heard.
 3. Listening partners tell what they liked about the writing.
 4. Listening partners ask questions and make suggestions.
 5. Authors note the questions and suggestions on their drafts.
- Explain that when they read to their partners, the students should keep their eventual audience (the class) in mind. Explain that they should read their writing fluently (smoothly and with expression).

- Model reading your own paragraph fluently. Have the students act as your partner and give feedback. First, have partners turn to each other and retell what you read. Then, have them think of and discuss positive feedback. Ask partners to share their responses with the class.
- Allow the students to ask questions to clarify any confusing parts of your draft. Write these questions on your draft.
- Have partners discuss any suggestions that they have for adding details to your paragraph. Have them share their responses with the class.
- Demonstrate how to write notes about their questions and suggestions on your draft.
- Tell the students that their feedback will help you revise and polish your paragraph.

Teamwork

Timing Goal: 10 minutes

- Have the partners read, listen, retell, and give positive feedback. Have them note any questions or suggestions for changes on their drafts.
- Tell the students that if the listening partner could not completely retell what he or she heard because parts of the writing were confusing, the writing partner should note questions on the draft so he or she can clarify those parts during revision.
- Explain that if the partner's suggestion is to add details, the writer should note that on the draft so they can be added during revision.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Randomly select a member of each team to tell about a question their partners asked that helped them clarify or bring out more information and details to polish their paragraphs.
- Award up to 9 team cooperation points for teams with members who practiced active listening and helped and encouraged one another. Award an additional point to teams that could tell about a partner's question that helped them clarify or improve their paragraphs.



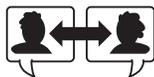
Random Reporter

Unit 1

Day 6 Revise

OBJECTIVE: The students will revise their drafts. They will listen to their partner’s revised draft and give feedback.

Throughout the lesson, award team cooperation points to teams whose members practice active listening and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Think-Pair-Share

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goals: **Practice active listening and help and encourage others.** Remind the students that one way teammates help and encourage one another is by offering helpful feedback on their partner’s draft. Point out that they can help their team members improve their writing by actively listening and asking good questions. Remind them that if their team members share with the class an example of how they have helped and encouraged one another, they can earn an extra team cooperation point.
- Post and present the day’s agenda.

TODAY’S FOCUS: Use feedback to revise **ideas** and **organization**.

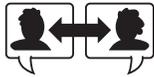
TODAY’S GOALS:

1. We will use the notes that we made and revise our first drafts.
2. We will listen to our teammates’ revised drafts and give feedback.

- Point out today’s focus. Remind the students that they have shared their writing with their partners and received feedback. Now they will use the questions and suggestions that they noted on their drafts to improve their paragraphs. Read the focus and goals for the day aloud.

Instruction

- Tell the students that all writers revise their writing. Open a discussion about what the word *revise* means. Use **Think-Pair-Share** to ask:



Think-Pair-Share

When we say we will revise our writing, what does that mean? Think about it for a moment. Now turn to your partner and discuss the answer. [*Revise means to make changes. It means adding details to your writing or making confusing things clearer.*]

- Have several students share their partners' responses with the class.
- Point out that a writer revises his or her writing to improve it.

When we revise our writing, we make it better. As writers, we sometimes add details. Sometimes we take out parts that don't make sense. The feedback you received from your partners will help you revise and polish your writing to make it better.

- Display the first draft of your *Describe Yourself* paragraph. Refer to the notes you made based on the students' feedback.
- Model using their feedback to revise your draft to clarify confusing parts or add some details suggested by the class.
- Read the revised draft to the class. Use **Think-Pair-Share** to ask:

Do you think that revising my paragraph improved it? If so, how is it better? Think about it for a moment. Now turn to your partner and discuss your answer.

What do you especially like about this paragraph? Think about it for a moment. Now turn to your partner and discuss your answer.

- Have several students share their partners' responses with the class. Praise the students for actively listening and helping and encouraging you to improve your writing.

Teamwork

Timing Goal: 15 minutes

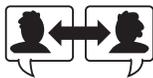
- Have the students work *on their own* to make changes to their writing based on the feedback that they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their revised drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.
 - **What do you especially like about your teammate's composition?**
 - **Do you have any questions? Is there anything unclear in your teammate's paragraph?**
 - **Do you have any suggestions for the author?**

- Listen to teams as they discuss their revised drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that teammates giving feedback need to actively listen, tell what they like, and ask questions. Have the students make notes about the feedback on their revised drafts.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their revised drafts.

Reflection

Timing Goal: 5 minutes

- End the class by celebrating good teamwork. Remind the students about the team cooperation goals that they are working on: **Practice active listening and help and encourage others.** Praise the students for specific cooperative behavior that you observed, and award team cooperation points.
- Use **Think-Pair-Share** to ask the following questions:
 - What did your team like about your paragraph?**
 - Did reading your draft aloud to your team help you decide what you might want to change?**
- Using **Random Reporter**, award an additional point to teams that can give an example of how their teammates' feedback helped them improve their writing.



Think-Pair-Share



Random Reporter

Unit 1

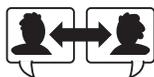
Day 7 Publish

OBJECTIVE: The students will publish their *Describe Yourself* paragraphs.

Throughout the lesson, award team cooperation points to teams whose members practice active listening and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Show DVD segment



Think-Pair-Share

Active Instruction

Timing Goal: 7 minutes

Set the Stage

- Refer to the team cooperation goals: **Practice active listening and help and encourage others.** Remind the students that they have been working hard toward these two goals. Point out that their teamwork has paid off because they are becoming super writing teams. Praise the students for helping and encouraging one another to improve their writing.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will share our writing with the class by reading from the Author's Chair.

- Point out today's focus. Tell the students that publishing is the last step in the writing process. Publishing means sharing their writing with an audience. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that they will publish their work by taking turns sitting in the Author's Chair and reading their writing to the class.
- Tell the students that they will once again visit Ms. Inkwel's class to see how her students publish their writing using the Author's Chair.
- Show "Author's Chair" (running time 3:21).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions. Allow partners time to think and discuss each question. Randomly select students to share their partners' responses.

Was the audience attentive to Ricardo? How did they show active listening? *[Everyone in the audience had their eyes on Ricardo. They were quiet and listened carefully to his words. Each student had positive feedback for him.]*

How do you think Ricardo felt about his work after he read it to the class? *[He was probably proud of it.]*

Why do you think so? *[The students were positive and commented on what they liked about his writing.]*

Sharing your finished writing with an audience is an important part of the writing process. It's a chance to let others appreciate your hard work and help you feel good about what you've accomplished.

Teamwork

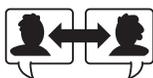
Timing Goal: 15 minutes

- Explain that team members will carefully rewrite their paragraphs as the final polished copy, making the noted corrections from their revised drafts. Remind them to use their best handwriting so others can easily read their paragraphs.
- Allow the students time to rewrite final copies of their paragraphs. As the students work, monitor their progress, and assist when needed.
- Have the students practice fluently reading their writing to themselves.
- Have a few students take turns reading their writing to the class from the Author's Chair. Remind the students that over the next several days all the students will have their turn in the Author's Chair.
- After each student reads, model making specific, positive comments. Mention what you liked about the writing, what was especially interesting, or what the author described particularly well.
- Invite the students to share their positive comments as well.



Author's Chair

The students will read their writing aloud to the class from the designated Author's Chair.



Think-Pair-Share

Reflection

Timing Goal: 8 minutes

- Use **Think-Pair-Share** to ask the following questions. Allow partners time to think and discuss each question. Randomly select students to share their partners' responses.

Have you learned something about your classmates from listening to their paragraphs? What have you learned?

What do you think it feels like to read from the Author’s Chair?

How does a positive audience help you as a writer to publish your work?

- Praise teams for using active listening during Teamwork and during Reflection. Award an extra team cooperation point to teams whose members can give an example of how they used active listening during Teamwork today.
- Display the transparency of the team score sheet for unit 1. Demonstrate how to add up team cooperation points to determine a team score. Allow time for the teams to add up their points. Hold a brief ceremony to celebrate Good Teams, Great Teams, and Super Teams. Award team certificates, and acknowledge the teams’ efforts.

Team Score Sheet

Date: _____ Team Name: _____ Unit: 1

Team Cooperation Goals:

Team Members

TEAM COOPERATION POINTS
 Record the number of team cooperation points that the team earns each day in the boxes below. A team can earn up to 10 points each day. If the lesson takes less than ten days, repeat the team’s best score in each of the remaining boxes.

Day	1	2	3	4	5	6	7	8	9	10	Team Score
Team Cooperation Points											

TEAM SCORE
 At the end of the unit, add up the team cooperation points for each team, and write this total in the Team Score box at right.

Good Team
70–79 points

○

Great Team
80–89 points

○

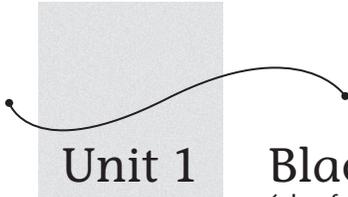
Super Team
90–100 points

○

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Teacher Learning Community Meeting

- Record and share some observations of your students’ active listening skills when you meet with your colleagues in the next meeting. You may wish to preview the video segment and *Teacher Learning Community Guide* for meeting 2 and note your comments and questions



Unit 1

Blackline Masters

(also found on CD accompanying volume 1)

Creating a Writing Team

Describe Yourself

Day 1	Transparency Writing Wings Team Score Sheet Unit 1..... page 29
Day 2	(No blackline masters)
Day 3	(No blackline masters)
Day 4	(No blackline masters)
Day 5	(No blackline masters)
Day 6	(No blackline masters)
Day 7	Transparency Writing Wings Team Score Sheet Unit 1..... page 29



Team Score Sheet

Date: _____

Team Name: _____

Unit: 1

Team Cooperation Goals:

Team Members

TEAM COOPERATION POINTS

Record the number of team cooperation points that the team earns each day in the boxes below. A team can earn up to 10 points each day. If the lesson takes less than ten days, repeat the team's best score in each of the remaining boxes.

Day	1	2	3	4	5	6	7	8	9	10	Team Score
Team Cooperation Points											

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70–79 points

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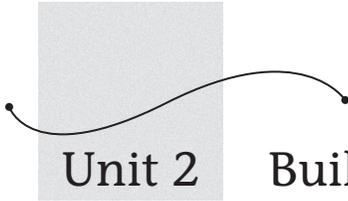
Great Team
80–89 points

○

Super Team
90–100 points

○

1	2	3	4	5	6	7	8	9	10
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Unit 2

Building a Paragraph

Writing Project:

Describe a Person, Place, or Thing



Author's Chair

Overview

The Author's Opportunity

The students will write a paragraph to describe a familiar person, place, or thing, beginning with a topic sentence and followed by three descriptive details and a concluding sentence. The students will publish their descriptive paragraphs by reading them from the Author's Chair.

Unit Summary

This unit focuses on the structure of a paragraph. In the craft lesson, the students take paragraphs apart to identify topic sentences, descriptive details, and concluding (wrap-up) sentences. Based on these models of descriptive paragraphs, the students brainstorm ideas for their own paragraphs, which describe a person, place, or thing, and then they record the ideas on a web. To plan their paragraphs, the students use a paragraph organizer with spaces for a topic sentence, three details, and a wrap-up sentence. The students draft a paragraph and then receive feedback on their first drafts from their partners. The revision guide helps partners rate different aspects of their drafts and pinpoint areas that need improvement. The students revise their drafts and share them with their teams for additional feedback. Finally, the students edit and publish their descriptive paragraphs by reading them aloud to the class.

Language Mechanics

When writing their descriptive paragraphs, the students will describe a person, place, or thing. The first language-mechanics lesson in this unit, on Day 5, offers instruction on parts of speech, specifically nouns and verbs. The students are introduced to the characters NOUNGelo and VerBena in the first video segment; these characters explain that nouns are naming words and verbs are action words. The students then practice identifying the naming words and action words in sentences. They review their descriptive paragraphs to determine if all the sentences they have written include a noun and a verb.

The second language-mechanics lesson, on Day 8, focuses on another part of speech: adjectives. The students see a video that shows how adding describing words to a sentence helps make a mind movie for the reader. The students practice identifying nouns in sentences and add adjectives (describing words) to improve the sentences. They then review their paragraphs and add describing words to make them more vivid.

Cooperative Learning

In this unit, the students continue to focus on the team cooperation goal: **Practice active listening**. Partners practice active listening when their eyes are on the speaker and they are listening carefully, thinking about the speaker's words. Active listening helps partners understand each other and ask good follow-up questions. Video segments model and support the use of active listening by team members during the writing process. The Think-Pair-Share and Random Reporter techniques are also reinforced in this unit. For an explanation of Think-Pair-Share and Random Reporter, see the cooperative-learning techniques section in the Introductory Guide at the beginning of this manual.

Writing Process Objectives

- The students will brainstorm ideas for a descriptive paragraph with their partners.
- The students will use a web to brainstorm qualities of the person, place, or thing that they will describe, and then, during planning, they will organize their ideas on a paragraph organizer.
- The students will use their plans to draft clear and organized paragraphs that include a topic sentence, three descriptive details, and a concluding sentence. The students will use the revision guide to rate their partners' drafts.
- The students will use proofreading marks to edit their compositions.
- The students will publish their paragraphs by reading them to the class from the Author's Chair.

Unit 2 Sequence

Day 1: **Craft Lesson** | Parts of a Paragraph

Video Support: "Topic Sentences"

Day 2: **Brainstorm** | Descriptive Paragraph

Video Support: "Active Listening"

Day 3: **Plan** | Descriptive Paragraph

Day 4: **Draft** | Descriptive Paragraph

Day 5: **Language-Mechanics Lesson** | Parts of Speech

Video Support: “Parts of Speech”

Day 6: **Share and Respond** | Descriptive Paragraph

Day 7: **Revise** | Descriptive Paragraph

Day 8: **Language-Mechanics Lesson** | Adding Adjectives

Video Support: “Adding Adjectives”

Day 9: **Edit** | Descriptive Paragraph

Day 10: **Publish** | Descriptive Paragraph

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Chart paper
- Descriptive Paragraphs transparency (see Day 1)
- Describe a Person, Place, or Thing Revision Guide transparency

For each student:

- Team Practice and Team Mastery handouts (See end of this unit for blackline masters.)
- Quick Checks (See end of this unit for blackline masters.)
- Describe a Person, Place, or Thing Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

For each team:

- Writing Wings Team Score Sheet
- Continue to display the team cooperation goals: Practice active listening; everyone participates; help and encourage others; complete tasks; and explain your ideas/tell why.
- Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during each writing class in this unit.
- Have a television and a DVD player available to show the following video segments with the lessons:
 - “Topic Sentences” (running time 8:07) on Day 1
 - “Active Listening 1” (running time 6:25) on Day 2
 - “Parts of Speech” (running time 4:47) on Day 5
 - “Adding Adjectives” (running time 3:23) on Day 8

Unit 2

Day 1 Craft Lesson

OBJECTIVE: The students will identify the parts of a paragraph: topic sentence, supporting details, and concluding sentence.



Think-Pair-Share

Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Post and present the team cooperation goal: **Practice active listening.** Use **Think-Pair-Share** to review the meaning of active listening.

What is active listening? What does an active listener do? Think about that for a moment. Now turn to your partner and discuss the answer.

- Allow a few moments for discussion, and then call on some partners to share their answers. Record student responses on the board.

ACTIVE LISTENER

Eyes on speaker

Listens carefully

Thinks about speaker's words

Asks good follow-up questions

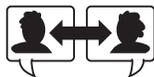


- Use **Think-Pair-Share** to ask:

Why would it be important for a writing team to use active listening? Think about that for a moment. Now turn to your partner and discuss the answer. *[When students actively listen, they can give helpful feedback about their partner's writing. They can help their teammates make their writing better.]*

- Remind the students that each team will track its own progress using a team score sheet. Distribute a Writing Wings Team Score Sheet to each team. Point out that this team score sheet is different from the one used in unit 1; it includes all the steps in the writing process. Review these steps with the students: plan, draft, revise, edit, and publish. Tell the students that they will use a team score sheet like this one for each subsequent unit.

Throughout the lesson, award team cooperation points to teams whose members demonstrate active listening. Award up to 9 team cooperation points per team.



- Have the students fill out the Team Name, Unit, Date, and Team Members columns on the chart. Explain that this sheet will help them keep track of the points that team members earn.
- Have the students fill in the team cooperation goal: **Practice Active Listening.**
- Post and present the day's agenda.

TODAY'S FOCUS: Organization

TODAY'S GOALS:

1. We will read some paragraphs and see how they are put together.
2. We will identify the parts of a paragraph.

- Point out today's focus. Tell the students that today they will be looking at how ideas are organized in a paragraph. Learning what is in a paragraph and how to write one is a big step toward becoming a good writer. Read the focus and goals for the day aloud.

Instruction

- Tell the students that a paragraph is a group of sentences that all talk about the same idea. Display the transparency of Paragraph 1, and identify it as a paragraph. Note that the first line of a paragraph is indented to show where the paragraph begins. Read the paragraph aloud.

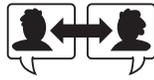
Paragraph 1

Uncle Ray can fix anything that is broken. He fixed our car and changed a flat tire. He fixed the faucet when it leaked. Uncle Ray even fixed the fence so the dog would not get out again. Uncle Ray is a good guy to have around.

- Use **Think-Pair-Share** to ask:

A paragraph is a group of sentences that all talk about the same idea. What idea is this paragraph talking about? Think about that for a moment. Now turn to your partner and discuss what idea all the sentences talk about.

- Allow a few moments for discussion, and then call on some partners to share their answers. Guide the students to understand that the idea the paragraph talks about is a person named Uncle Ray who is good at fixing things.



- Underline the first sentence in the paragraph, and read it aloud. Tell the students that this is the topic sentence of the paragraph. The topic sentence tells the main idea or topic of the paragraph—what all the other sentences talk about.
- Explain that the other sentences in the paragraph give details about what Uncle Ray fixed. Use **Think-Pair-Share** to ask:

What details do the other sentences tell us?

What does Uncle Ray fix? Think about that for a moment. Now turn to your partner and discuss three details about what Uncle Ray fixed.

- Allow a few moments for discussion, and then call on some partners to share their answers. [*Uncle Ray fixed a car tire and a leaky faucet and repaired a fence.*]
- Record the students' responses in a paragraph organizer like the one below.

Paragraph 1

Topic Sentence: Uncle Ray can fix anything that is broken.

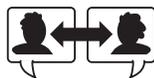
Detail: fixed a flat tire

Detail: fixed a leaky faucet

Detail: fixed a broken fence

Wrap-up Sentence:

- Tell the students that the last sentence of the paragraph is a wrap-up sentence. Read the last sentence aloud. Point out that the last sentence wraps up the idea in the paragraph. It tells us that someone like Uncle Ray is good to have around. Record the wrap-up sentence on the paragraph organizer.
- Introduce the video segment. Tell the students that the Write On Dudes are learning about paragraphs also.
- Show the video segment “Topic Sentences” (running time 8:07). Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.



What is a topic sentence? [*It is a sentence that tells what a paragraph is about.*]

Why did Flash say a paragraph is like a sandwich?

[*He said it is like a sandwich because the topic sentence and wrap-up sentence are like the bread with the details in the middle for the filling.*]



- Display Paragraph 2.

Paragraph 2

A hot fudge sundae is my favorite dessert. The vanilla ice cream is sweet and cold. The fudge is chocolaty and warm. Sometimes nuts are sprinkled on top of the sundae. A hot fudge sundae is a tasty treat.

- Point out that the first line is indented to show that it is the beginning of a paragraph. Read the paragraph aloud. Remind the students that the topic sentence tells the topic of the paragraph. Use **Think-Pair-Share** to ask:

What idea or topic do all these sentences talk about? Think about that for a moment. Now turn to your partner and discuss your thoughts. *[The sentences all talk about a hot fudge sundae.]*

What is the topic sentence in this paragraph? *[The first sentence is the topic sentence: A hot fudge sundae is my favorite dessert.]*

Do you think the writer has done a good job of describing a hot fudge sundae? What three details has the writer used to describe the sundae? Think about that for a moment. Now turn to your partner and discuss those details.

- Allow a few moments for discussion, and then call on some partners to share their answers. *[The sundae has vanilla ice cream that is cold and sweet; it has nuts on top; it has warm chocolate fudge on it.]*
- Record the students' responses in a paragraph organizer. Point out that the students have identified three details that the writer used to describe a favorite thing, a hot fudge sundae.

Paragraph 2

Topic Sentence: A hot fudge sundae is my favorite dessert.

Detail: vanilla ice cream cold and sweet

Detail: warm chocolate fudge

Detail: nuts sprinkled on top

Wrap-up Sentence:

During Team Practice, students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



Random Reporter

Random Reporter is a technique that gives all students a reason to participate in teamwork because they may be called upon to share their team's responses.

- Have partners discuss which sentence they think is the wrap-up sentence in this paragraph. Allow a few moments for discussion, and then call on some partners to share their answers. [*The wrap-up sentence is the last one: A hot fudge sundae is a tasty treat.*] Record this next to “Wrap-up Sentence” on the paragraph organizer.
- Remind the students that a paragraph is a group of sentences that all talk about the same thing. Point out that the students have taken this paragraph apart and identified its parts. They have identified the topic sentence. They have identified three details or examples. They have identified the wrap-up sentence.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Distribute the **Teamwork 1** sheet to each student. Tell the students that during Teamwork today, they will take paragraphs apart and identify the parts. Refer the students to the **Team Practice** section. Read the paragraph aloud.

Team Practice

A hot fudge sundae is my favorite dessert. The vanilla ice cream is sweet and cold. The fudge is chocolaty and warm. Sometimes nuts are sprinkled on top of the sundae. A hot fudge sundae is a tasty treat.

- Have teams work together to take the paragraph apart and identify the topic sentence, three details, and the wrap-up sentence. Have the students use the paragraph organizer to record the parts. Allow time for the teams to complete Team Practice.
- Share team responses using **Random Reporter**. To use Random Reporter, have the students in each team count off numbers 1 through 4 (or 5). Tell the students that each member of a team has a number. Ask for all the 1s, 2s, etc. to raise their hands to be sure that the students know their numbers. Explain that sometimes they will make responses to the class using their numbers, so they must make sure that all team members are prepared to answer for the team. Call on 1s, 2s, 3s, or 4s to share each team's paragraph breakdown with the class.
- Point out to the students that this paragraph describes a place. Remind the students that a topic sentence tells the main idea of the paragraph. Other sentences give details about this idea. The last sentence is usually a wrap-up sentence.

During Team Mastery, students work individually and then share their responses with their teammates. If the students struggle with the Team Mastery activity, review the skill, and then have them try again with the Team Mastery 2 passage.



Random Reporter

For Quick Check, the students work individually for a teacher score. If 25% of the students score below 80, review the skill, and then have them try again with the Quick Check 2 passage.

Team Mastery

- Have the students look at the **Team Mastery** section on their **Teamwork 1** handout. Read the paragraph aloud. Have the students work individually to identify the topic sentence, three details, and the wrap-up sentence.

Team Mastery

My friend Mack has many pets. He has a cat that always sleeps on his bed. His white and gray rabbit lives in a cage in his back yard. He also has a green lizard that eats little bugs. I wish I had as many pets as Mack does.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Have the students share their responses with the class using **Random Reporter**. Ask:

What is the topic sentence of this paragraph? What is the idea that all the other sentences talk about?

[The first sentence: My friend Mack has many pets.]

What were three details in the paragraph? *[Mack has a cat. He has a rabbit in a cage. He also has a green lizard.]*

What is the wrap-up sentence for this paragraph?

[I wish I had as many pets as Mack does.]

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. Read the Quick Check paragraph aloud.

Quick Check

Mrs. Chester is a very good cook. She cooks chicken dinners with corn bread stuffing. She also makes lemon layer cakes for birthdays. Her special dish is cheesy potatoes. When Mrs. Chester cooks, everyone loves to eat.

- Explain to, or remind, the students, that if their scores are 80 or more, they are ready to go on to writing a paragraph. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Remind the students that a paragraph has a topic sentence, details, and a wrap-up sentence.
- Use **Think-Pair-Share** to ask the following questions:

Was it hard to figure out which sentence was the topic sentence? [(Answers will vary.)]

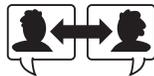
How did you figure out which sentences talked about details? [(Answers will vary.)]

- Have the students reflect on their success in meeting the team cooperation goal. Use **Think-Pair-Share** to ask the following questions. Randomly select students from several partnerships to share responses with the class.

Did your team meet the team cooperation goal? Did you and your teammates practice active listening? [(Answers will vary.)]

- Praise the students for using active listening. Using **Random Reporter**, award an additional point to teams whose members can give an example of how active listening helped their team during teamwork.

How did active listening help your team figure out the topic sentence and the details? [The students may say that they actively listened to their teammates to get their ideas about the topic sentence. They asked good questions of the team members to identify details.]



Random Reporter

Answer Keys

Team Practice

Topic Sentence: The park near our house is a fun place to go.

Detail: has swings and monkey bars

Detail: awesome sliding board

Detail: has ball field

Wrap-up Sentence: There is a lot to do at the park.

Team Mastery

Topic Sentence: My friend Mack has many pets.

Detail: has a cat

Detail: has a rabbit in a cage

Detail: has a green lizard

Wrap-up Sentence: I wish I had as many pets as Mack does.

Quick Check

Topic Sentence: Mrs. Chester is a very good cook.

Detail: cooks chicken dinners

Detail: makes lemon layer cakes

Detail: special dish is cheesy potatoes

Wrap-up Sentence: When Mrs. Chester cooks, everyone loves to eat.

Team Practice 2

Topic Sentence: My grandfather is a baseball fan.

Detail: favorite team Yankees

Detail: knows names of all players

Detail: yells a lot during games

Wrap-up Sentence: My grandfather enjoys baseball.

Team Mastery 2

Topic Sentence: Our teacher, Mr. Glenn, is a busy person.

Detail: teaches third grade

Detail: coaches baseball

Detail: grades papers and gets ready to teach

Wrap-up Sentence: Mr. Glenn does not have a lot of spare time.

Quick Check 2

Topic Sentence: My favorite book is about sharks.

Detail: tells about different kinds of sharks

Detail: shows how sharks find food

Detail: has photos of divers and sharks

Wrap-up Sentence: I think sharks are really interesting animals.

Craft Lesson Scoring Guide

100 Points	The student demonstrates a strong understanding of the parts of a paragraph and identifies the topic sentence, three details, and wrap-up sentence.
90 Points	The student demonstrates a good understanding of the parts of a paragraph and identifies the topic sentence, one or two details, and a wrap-up sentence.
80 Points	The student demonstrates an understanding of the parts of a paragraph and identifies the topic sentence, a detail, and a wrap-up sentence.

If the student does not show an understanding of the parts of a paragraph, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 2

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their descriptive paragraphs.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Throughout the lesson, award team cooperation points to teams whose members demonstrate active listening. Award up to 9 team cooperation points per team.

Author's Chair

- Have a few students take turns reading their Describe Yourself compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goals. Ask volunteers to read them aloud. Review active listening. Remind the students that an active listener has eyes on the speaker, listens carefully, and thinks about the speaker's words. Active listening helps partners understand each other and ask good questions. Remind the students that you will award team cooperation points to teams whose members practice active listening.

TEAM COOPERATION GOALS

- Practice active listening.
- Help and encourage others.
- Everyone participates.
- Explain your ideas/tell why.
- Complete tasks.

- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm people, places, or things that we could describe in our paragraphs.



- Point out today’s focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. A writer might brainstorm a whole list of ideas and then choose the best one. Tell the students that today they will brainstorm ideas with their partners. Read the focus and goal for the day aloud.

Instruction

- Introduce the writing activity. Use **Think-Pair-Share** to ask:

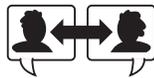
What do we mean when we say “describe” something or someone? [Describe means tell what the thing or the person is like.]

- Remind the students that in the last unit they described something about themselves that others might not know. Tell them that this week they will write a paragraph describing a person, place, or thing.
- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Think about a favorite person, or a favorite place, or a favorite thing you would like to tell others about. How would you describe this person, place, or thing? What details are important for others to know?

Write a paragraph describing this person, place, or thing. Begin with a topic sentence, and include at least three interesting details in your description. Be sure to end your paragraph with a wrap-up sentence.

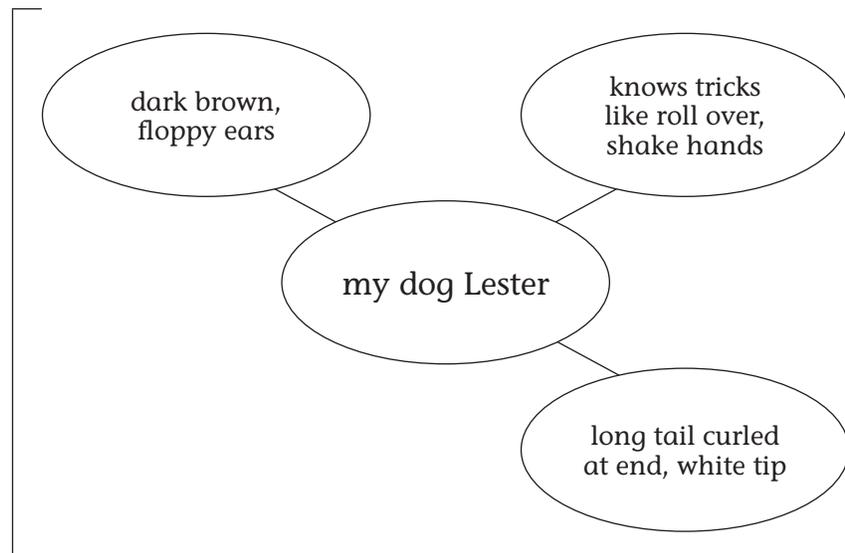


- Use **Think-Pair-Share** to review what should be included in the descriptive paragraph. Underline the elements in the prompt: begin with a topic sentence, include at least three interesting details, and end with a wrap-up sentence.
- Model brainstorming a list of ideas with a student partner. Ask the partner questions such as: What is your favorite place? What is your favorite food or favorite game? Do you have a friend or family member that you would like to describe? List these possibilities on the board.
- Identify a topic that you have chosen to write about such as your favorite pet or a game that you like to play. Begin a web on the board or chart paper. Write the name of the person, place, or thing in the center. Use a **Think Aloud** to model identifying details and adding them to the web.

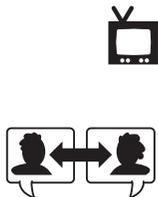


Think Aloud

I think I am going to write about my dog, Lester. What details can I include to describe my favorite pet? Hmm. He is dark brown with floppy ears. Add this as a detail on the web. His tail is long and curled up at the end with a white tip. Add this as a detail on the web. Another detail is that he knows tricks like how to shake paws with me. Add this as a detail on the web. Looking at my web, I think I have chosen a good topic for my paragraph. I have three details to include, and I can still think of more details. If I hadn't been able to think of any details, I would have had to choose a different topic.



- Point out to the students that brainstorming topics with a partner will give them a list of possibilities. They will choose one of the topics and try it out in a web. If they can think of three or more interesting details to describe it, then it would make a good topic for describing in a paragraph. Remind the students that what they choose to write about will vary. Remind them that partners can help each other brainstorm by using active listening.
- Tell the students that the students in Ms. Inkwell's class are brainstorming topics for their compositions. Show the video segment "Active Listening" (running time 6:25).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.



At first Tasha was having trouble thinking of a topic to write about. What did her partner Flash do to help her brainstorm? [He asked her questions to help her pick a topic and then asked her good follow-up questions to help her think of details. He reminded her to put the topic and details on a web.]

How did Mona know that Ricardo was using active listening? *[He looked right at her when she was speaking and didn't interrupt, and he asked a good follow-up question.]*

Is active listening just for brainstorming topics? How can you use active listening when authors are reading from the Author's Chair? *[I can look at the author, listen to the composition, and think about what I like about it.]*

- Remind the students that active listening helps everyone on a team become a better writer.

Teamwork

Timing Goal: 10 minutes

- Have your students work with their partners to brainstorm a list of possible topics that they can write about (a person, place, or thing). If you think students may need some idea starters, have them think about favorite foods, a favorite article of clothing, a fun place that they visited recently, or a good friend. If they need additional help, make a list of the possible ideas as a class.
- Point out that each student will ask follow-up questions about his or her partner's topic to get more details. The students will write down the details on a web, just as you modeled. Tell them that writing down these details will help them when they write their paragraphs.
- Circulate through the classroom, and listen to discussions. Praise partnerships where partners participate by asking follow-up questions.
- Have students share their webs with their teams. Encourage the students to use active listening by asking follow-up questions that will help teammates add more details to their webs.

Reflection

Timing Goal: 3 minutes

- Use **Random Reporter** to share examples of the teams' follow-up questions.
- Have the students reflect on their success in meeting the team cooperation goal. Ask the following questions, and use **Random Reporter** to share team responses.

Did your team meet the team cooperation goal? Did your teammates actively listen during brainstorming?
[(Answers will vary.)]



Random Reporter

What did you do to actively listen? *[The students may say that they listened to their partners carefully, asked questions of team members to get their ideas, or asked questions that helped team members add details to their webs.]*

Why is it important to make sure that everyone on your team has actively listened during the team discussion? Talk that over with your team.

- Point out that each time you called on 1s, 2s, 3s, or 4s, one member of each team answered for the team. Ask:

How can the team make sure that all members are able to share what the team talked about?

- Guide the students to understand that when everyone actively listens to the team discussion, everyone is prepared to share the team's responses.
- Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners and teams prepared them for class discussion today. Remind the students that it is the team's job to see that all members are actively listening and prepared to participate in discussion.



Random Reporter

Unit 2

Day 3 Plan

OBJECTIVE: The students will organize their ideas for a descriptive paragraph using a paragraph organizer.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Throughout the lesson, award team cooperation points to teams whose members actively listen to one another. Award up to 9 team cooperation points per team.

Author's Chair

- Have a few students take turns reading their *Describe Yourself* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students that when partners and teams used active listening in the last lesson, it helped them brainstorm ideas and add details to their webs.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our paragraphs using a paragraph organizer.
2. We will share our plans with our partners and get feedback.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. Planning makes writing a paragraph much easier. Tell the students that today they will organize their ideas and plan their paragraphs. They will also give their partners helpful feedback. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

Writing Prompt

Think about a favorite person, or a favorite place, or a favorite thing you would like to tell others about. How would you describe this person, place, or thing? What details are important for others to know?

Write a paragraph describing this person, place, or thing. Begin with a topic sentence, and include at least three interesting details in your description. Be sure to end your paragraph with a wrap-up sentence.

- Point out that the students brainstormed a list of possible topics and chose one about which to write. Remind them of the topic you chose to write about (for example: your dog, Lester). Display the web that you made in the previous lesson during brainstorming.
- Create a blank paragraph organizer on the board or chart paper. Use a **Think Aloud** to model using the organizer to plan your writing. An example follows.



Think Aloud

A Think Aloud reveals to students the thought process of a writer and makes them more aware of their own thinking.

To plan my paragraph, I will organize the ideas that I put down on my web. The paragraph organizer will help me get my ideas in order. First is the topic sentence. This is the sentence that tells what topic all the other sentences in my paragraph will talk about. For now I will just write “My dog, Lester...” as the beginning of my topic sentence. I’ll finish that sentence later. Write this on the paragraph organizer.

Hmm. What is next? A detail. Looking at my web, which detail shall I include first? I think the first detail should describe what Lester looks like: dark brown fur and floppy ears. Write this detail on the paragraph organizer. The second detail should be the one about his tail. Since this also describes what he looks like, these first two details go together. Write this on the organizer. Now I’ll write the third detail, which will be about the tricks Lester does. Write this on the organizer.

Finally, the wrap-up sentence comes. This is the sentence that wraps up, or summarizes, the ideas in the paragraph. Hmm. When I look at the details on the organizer, I think the wrap-up sentence should be something like: “Lester is cute and really smart” because that is what the details describe. Write this on the organizer.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

PARAGRAPH ORGANIZER

Topic Sentence: My dog, Lester _____.

Detail: dark brown fur, floppy ears

Detail: long tail curled up at the end; white tip

Detail: knows tricks like shake and roll over

Wrap-up Sentence: Lester is cute and really smart.

- Point out that you have organized the ideas from your brainstorming web. You have made a plan for your paragraph.
- If you think your students need additional modeling in planning a paragraph, select a volunteer. Have the volunteer identify his or her topic and then help you at the board to organize the ideas on a paragraph organizer.

Teamwork

Timing Goal: 10 minutes

- Emphasize that brainstorming is all about ideas. Planning is about organizing those ideas for writing. Explain to the students that they will use the ideas on their brainstorming webs and organize them on paragraph organizers just as you did. Have the students create paragraph organizers and plan their paragraphs.
- Circulate and hold conferences with students to provide support as needed.
- Have partners share their written plans. Remind the students of the team cooperation goal on which they are working: **Practice active listening**. Point out that the students can give helpful feedback by actively listening to their partners and asking the following questions:
 - Is the topic a person, place, or thing?**
 - Are the details interesting?**
 - Do all the details describe the topic?**
- Point out that after getting feedback, writers often make changes to their plans. Remind the students that they can make changes if necessary.



Random Reporter

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process. Use **Think-Pair-Share** to ask:

Are you happy with your plan? Did the paragraph organizer help you organize your ideas? *[(Answers will vary.)]*

Did your partner's feedback help you improve your plan?

- Praise the students for actively listening. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how partners used active listening during planning.

Unit 2

Day 4 Draft

OBJECTIVE: The students will draft their descriptive paragraphs using the plans that they made.



Author's Chair

- Have a few students take turns reading their *Describe Yourself* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work.
NOTE: This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students that when partners and teams used active listening in the last lesson, it helped them improve their writing plans.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOAL:

We will use the paragraph organizer to draft a paragraph.

- Point out today's focus. Remind the students that they have organized their ideas on a paragraph organizer and have a plan for writing. It is time to use their plans to begin writing their paragraphs. Tell the students that today they will draft their paragraphs beginning with a topic sentence. They will also give their partners helpful feedback about their topic sentences. Read the focus and goal for the day aloud.

Throughout the lesson, award team cooperation points to teams whose members actively listen. Award up to 9 team cooperation points per team.

Instruction

- Review the writing prompt with the class.

Writing Prompt

Think about a favorite person, or a favorite place, or a favorite thing you would like to tell others about. How would you describe this person, place, or thing? What details are important for others to know?

Write a paragraph describing this person, place, or thing. Begin with a topic sentence, and include at least three interesting details in your description. Be sure to end your paragraph with a wrap-up sentence.

- Have the students individually review the paragraph organizers that they created for their descriptive paragraphs.
- Remind the students that they will publish their paragraphs by reading them from the Author's Chair. They will want to include interesting details that describe their topics.
- Display the paragraph organizer that you made on the previous day.

PARAGRAPH ORGANIZER

Topic Sentence: My dog, Lester.

Detail: dark brown fur, floppy ears

Detail: long tail curled up at the end; white tip

Detail: knows tricks like shake and roll over

Wrap-up Sentence: Lester is cute and really smart.

- Model using the paragraph organizer to draft a paragraph on an overhead transparency or chart paper. Point out that you are skipping lines and adding more thoughts and details as you write. Explain your thinking as you draft the paragraph. For example:

I'm ready to write my paragraph. I will use my plan—my paragraph organizer—to help me. As I write, I'll skip lines, so I can go back and add more ideas or change things if I want to. I will also indent the first line to show it is a paragraph.

First, I will write a topic sentence. I have the beginning of my topic sentence on my paragraph organizer: "My dog, Lester"...hmm. How shall I finish that sentence? I know the topic sentence should tell readers what they will be reading about. When I look at the details about Lester, it makes me smile.



Think Aloud

I think my topic sentence will be: “My dog, Lester, makes me smile.” It is a good topic sentence because all the details tell why Lester makes me smile.

- Continue drafting from the paragraph organizer. It is important for the students to hear what is going on in your mind as you consider each detail, make additions to flesh out the paragraph, and determine whether the sequence of your sentences makes sense. Include some spelling or punctuation errors that you will correct during editing on Day 9.

SAMPLE FIRST DRAFT

My dog, Lester, makes me smile. He has dark brown fur and long floppy ears that flap when he runs. His tail is long and curled up at the end with a white tip. Lester knows several tricks. When I say “shake,” he sits and lifts his paw to shake hands. When I say “roll over,” he falls over and rolls around on his back. Lester is a smart dog and very cute.



- When you have completed the draft, refer to the writing prompt. Use **Think-Pair-Share** to ask:

Did I begin the paragraph with a topic sentence?

Does the topic sentence tell what the rest of the paragraph talks about?

Does the paragraph include at least three details that describe the topic?

Is there a wrap-up sentence?

Teamwork

Timing Goal: 10 minutes

- Refer the students to the paragraph organizers that they created. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Remind the students that a topic sentence tells readers what they will be reading about. Do all the details of their drafts describe the topic? Have the students make changes to their drafts if necessary.



Random Reporter

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Have teams discuss the following questions. Use **Random Reporter** to share responses.

Did the paragraph organizer help you write the first draft of your paragraph? How did it help you?

Did you think of more details as you were drafting?

Why is it important to skip lines when you are writing a first draft?

- Praise the students for participating in team discussions. Award an additional point to each team whose members can tell how active listening prepared everyone on their team to participate in class discussion.

Unit 2

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will identify nouns and verbs in sentences.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Identifying Nouns and Verbs** (1 per student)
 - **Teamwork 2: Identifying Nouns and Verbs** (as needed)
 - **Quick Check: Identifying Nouns and Verbs** (1 per student)
 - **Quick Check 2: Identifying Nouns and Verbs** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson.
 - **“Parts of Speech”** (running time 4:47)

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

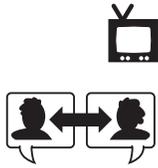
TODAY’S GOAL:

We will identify two parts of speech in sentences: nouns and verbs.

- Read the focus and goal for the day aloud. Tell the students that when we talk about writing, a focus on mechanics means looking at punctuation, capital letters, grammar, spelling, and complete sentences.

Instruction

- Point out that sentences are built with words. Words can be grouped into something called parts of speech. The two kinds of parts of speech they will be working with today are nouns and verbs.



- Tell the students that you would like to introduce them to some characters who will help them identify parts of speech like nouns and verbs.
- Show “Parts of Speech” (running time 4:47)
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

Who are the characters in the video? [*Noungelo, Verbena, and Maude the Modifier.*]

What is Noungelo’s job? [*Noungelo names persons, places, and things. He has the naming words.*]

What are some nouns that are mentioned in the video? [*Dog, Noungelo (a person), and ball.*]

What kind of words does Verbena have? [*Verbena has action words. She puts them together with nouns.*]

What are some verbs, or action words, that Verbena puts together with *dog*? [*She uses barks and chases.*]

- Point out again that Noungelo’s words are nouns. Nouns are words that name a person, place, or thing. Make a list of nouns on the board or chart paper like the following.

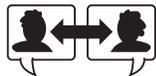
Part of Speech	Definition	Examples
noun	name of person, place, or thing	person: father, friend, teacher, clown place: park, school, room, city thing: dog, carrot, car, hat

- Have the students work in teams to think of three more examples of nouns.
- Use **Random Reporter** to listen to the teams’ responses. Add the responses to the list of noun examples. Discuss whether it is the name of a person, place, or thing.
- Point out again that Verbena’s words are action words. We call action words verbs. Make a list of verbs on the board or chart paper like the following.





Random Reporter



Random Reporter

Part of Speech	Definition	Examples
verb	action word	walk, run, sleep, jump, chew

- Have the students work in teams to think of three more examples of verbs.
- Use **Random Reporter** to listen to the teams' responses. Add the responses to the list of verb examples.
- Ask teams to decide which of the following words are verbs: dream, listen, whisper. Use **Random Reporter** to share responses. Guide the students to understand that all three words are verbs because dreaming, listening, and whispering are all actions.
- Display the following sentences:

1. The horse chased the colt around the field.
2. My sister bought a long skirt.
3. The man walked into the ocean.
4. The kids played a game of tag.

- Read the first sentence aloud. Use a **Think Aloud** to model identifying the nouns and verbs.

I want to find all the nouns, or naming words, in this sentence. What words name a person, place, or thing? *Horse* is a noun because it is a thing. A *colt* is a thing too. A *field* is the name of a place, so it is a noun also. I will underline the nouns.

Verbs are action words. If I look for action words in this sentence, I see the word *chased*. This is a verb. I will draw a circle around the verb.

- Ask a student to read the second sentence aloud. Use **Think-Pair-Share** to have the students identify the nouns and verbs in the sentence. As they share, underline the nouns and circle the verbs.
- Have the students work in teams to identify the nouns and verbs in the last two sentences.
- Use **Random Reporter** to listen to the teams' responses. Underline the nouns and circle the verbs as the teams share their answers.
- Tell the students they will continue to identify parts of speech in Teamwork.



Random Reporter

If the students struggle with the activity, review the skill, and allow them to try again with Team Practice 2.



Random Reporter

Teamwork

Timing Goal: 10 minutes

Team Practice

- Refer the students to the **Teamwork 1: Identifying Nouns and Verbs** page. Ask the students to look at the **Team Practice** section.
- Ask the students to number their papers from 1–10.
- Explain that during Team Practice one student from each team will read the first sentence. Tell the students that as a team they will decide what type of speech the underlined word is in each sentence.
- Explain that they will write what part of speech the word is on their papers next to the number 1. Remind the students that they will write *noun*, or *naming word*, or *verb*, or *action word*.
- Tell the students they will repeat the process with the remaining items. Explain that a different team member should read each sentence.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Identifying Nouns and Verbs** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will write the part of speech for the underlined words and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery exercise, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

If the students struggle with the activity, review the skill, and allow them to try again with Team Mastery 2.



Random Reporter

Quick Check

- Distribute **Quick Check: Identifying Nouns and Verbs**. Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentences.
- If necessary, review the directions for the task before having the student work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 3 minutes

- Point out that a complete sentence includes both a verb and a noun. Each sentence that they have written in their paragraphs should have a noun and a verb in it. Have the students check their paragraph drafts to identify the noun and verb in each sentence.
- Praise the students for team cooperation and participation. Using **Random Reporter**, award an additional point to each team whose members can give an example of how active listening helped prepare all their team members to participate in class discussion.

Answer Keys: Identifying Nouns and Verbs

Team Practice

1. naming word (noun)
2. action word (verb)
3. naming word (noun)
4. action word (verb)
5. naming word (noun)
6. naming word (noun)
7. action word (verb)
8. naming word (noun)
9. action word (verb)
10. action word (verb)

Team Mastery

1. naming word (noun)
2. action word (verb)
3. naming word (noun)
4. action word (verb)
5. naming word (noun)
6. naming word (noun)
7. naming word (noun)
8. action word (verb)
9. naming word (noun)
10. action word (verb)

Quick Check

1. naming word (noun)
2. action word (verb)
3. action word (verb)
4. naming word (noun)
5. action word (verb)
6. naming word (noun)
7. action word (verb)
8. action word (verb)
9. naming word (noun)
10. naming word (noun)

Team Practice 2

1. naming word (noun)
2. action word (verb)
3. action word (verb)
4. naming word (noun)
5. action word (verb)
6. action word (verb)
7. naming word (noun)
8. action word (verb)
9. naming word (noun)
10. naming word (noun)

Team Mastery 2

1. action word (verb)
2. naming word (noun)
3. naming word (noun)
4. action word (verb)
5. action word (verb)
6. naming word (noun)
7. naming word (noun)
8. action word (verb)
9. action word (verb)
10. naming word (noun)

Quick Check 2

1. action word (verb)
2. naming word (noun)
3. action word (verb)
4. naming word (noun)
5. action word (verb)
6. naming word (noun)
7. naming word (noun)
8. naming word (noun)
9. action word (verb)
10. naming word (noun)

Unit 2

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will use the revision guide to give feedback.



Author's Chair

- Have a few students take turns reading their *Describe Yourself* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work.

NOTE: This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Point out that when the students actively listen, they are prepared to give helpful feedback to their teammates. They can also improve their own writing by actively listening to their partner's feedback.
- Post and present the day's agenda.

TODAY'S FOCUS:

Give feedback on **ideas** and **organization**.

TODAY'S GOALS:

1. We will listen to our partner's draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today's focus. Remind the students that they have completed several steps in writing their paragraphs. They have brainstormed ideas with their partners. They have used a paragraph organizer to plan their paragraphs. And they have used their plans to write first drafts. Tell them that today they will share their drafts with their partners and record that feedback. Read the focus and goals for the day aloud.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team.

Instruction

- Explain that published authors ask others for feedback about their writing. Point out that it helps them understand how the writing will come across to other audiences and how to make it better.
- Refer the students to the Describe a Person, Place, or Thing Revision Guide in their student booklets. Display the transparency of the revision guide, and point out the Ideas and Organization sections. Tell the students that the guide will help them give and receive feedback.
- Review the questions in the Ideas and Organization sections.
- Tell the students that you are going to show them how to use the guide to give feedback to a partner. Read the following paragraph aloud, and model responding to the writing in preparation for actual partner feedback.

My brother Bernard is the noisiest person I know. When he closes a door, he always slams it shut. When he walks across the floor, he stomps his feet. He talks really, really loudly.

- Demonstrate summarizing the paragraph and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the Ideas section of the guide. On the transparency, point out where the writer would record the ✓ rating for those specific features under the First Draft column.

The questions in the Ideas section of the revision guide will help me give feedback about the ideas in this paragraph. First, is the topic of this paragraph a person, place, or thing? I'd say yes, it is about a person because it's about the writer's brother Bernard. The writer can put a check next to that on the revision guide.

Next, does the topic sentence tell what the paragraph is about? Hmm. I would say that it does because it talks about Bernard being noisy, and that is what the details are about. So the writer can put a check next to that on the revision guide.

The next question on the revision guide is: Does the paragraph include three interesting details? It talks about how Bernard slams doors, stomps his feet, and talks loudly. Those are three details. So the writer can put a check next to that on the revision guide.



The last question in the Ideas section is: Do all the details describe the topic? Hmm. The details describe the ways that Bernard is noisy, and the topic sentence says that “Bernard is the noisiest person that I know.” Yes, the details describe the topic. The writer can put a check or a plus next to that on the revision guide.

- Have teams use the next section of the revision guide to rate the organization of the paragraph. Remind them to ask each question. Use **Random Reporter** to share responses.

Looking at this paragraph, does it begin with a topic sentence?

Does the middle include three details?

Does it end with a wrap-up sentence?

- When the students note that the paragraph lacks a wrap-up sentence, point out on the transparency where the writer would note the rating of “?” for that specific feature. Suggest how the writer might note on his or her draft the revisions that can be made to improve the paragraph. For example, the student can note “add wrap-up sentence” on the revision guide.

REVISION GUIDE		Describe a Person, Place, or Thing		
Name:	_____	Date:	_____	
Partner:	_____	Unit:	2	
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the paragraph about a person, a place, or a thing?	✓			
Does the topic sentence tell what the paragraph is about?	✓			
Does the paragraph include at least three interesting details?	✓			
Do all the details describe the topic?	+			
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph begin with a topic sentence?	✓			
Does the middle include three details?	✓			
Does it end with a wrap-up sentence?	?			
Add another detail.				

Teamwork

Timing Goal: 10 minutes

- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas: they need to tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students about the team cooperation goal that they are working on:

Practice active listening.

- Use **Think-Pair-Share** to ask the following questions:

Did reading your draft out loud help you decide what you might want to change?

What did your partner do to help you improve your paragraph?

- Using **Random Reporter**, award an additional point to each team whose members can give an example of how their teammates' feedback helped them improve their writing.



Random Reporter

Unit 2

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their descriptive paragraphs. They will use the revision guide to give feedback on the revised drafts.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team.

Author's Chair

- Have a few students take turns reading their *Describe Yourself* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students that they can help their partners improve their drafts by using the revision guide and asking good questions. Remind them that if their team members share with the class an example of how they have used active listening to help their teammates, they can earn an extra team cooperation point.
- Post and present the day's agenda.

TODAY'S FOCUS: Revise writing using feedback on **ideas** and **organization**.

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts of describing paragraphs.
 2. We will listen to our partner's revised draft and use the questions on the revision guide to give feedback.
- Point out today's focus. Remind the students that they have completed several steps in writing their describing paragraphs. They have brainstormed ideas with their partners. They have organized their ideas on a paragraph organizer. And they have used their plans to write first drafts and then shared them with their partners. Tell them that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the first draft of the paragraph from the previous lesson and the transparency of the revision guide marked with ratings and notes. Review the feedback the writer received on the draft.

First draft

My brother Bernard is the noisiest person I know.
 When he closes a door, he always slams it shut.
 When he walks across the floor, he stomps his feet.
 He talks really, really loudly.

REVISION GUIDE		Describe a Person, Place, or Thing		
Name:	_____	Date:	_____	
Partner:	_____	Unit:	2	
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the paragraph about a person, a place, or a thing?	✓			
Does the topic sentence tell what the paragraph is about?	✓			
Does the paragraph include at least three interesting details?	✓			
Do all the details describe the topic?	+			
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph begin with a topic sentence?	✓			
Does the middle include three details?	✓			
Does it end with a wrap-up sentence?	?			
Add another detail.				

- Model how you would use the feedback on the revision guide to revise the paragraph. For example, point out the question mark next to the question, “Does it end with a wrap-up sentence?” under the Organization section. Point out the note the writer made after receiving feedback.

When the writer shared his draft with his partner, the partner used the revision guide to ask questions and give feedback. The partner helped the writer see what was good about the paragraph and what needed improvement. The partner helped the writer see that the paragraph needed a wrap-up sentence, so the writer

put a question mark. The partner also suggested that another detail would make the paragraph better, so the writer made a note: “Add another detail.”

- Display and read the revised paragraph aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

Revised draft

My brother Bernard is the noisiest person I know. When he closes a door, he always slams it shut. When he walks across the floor, he stomps his feet. He talks really, really loudly. He also drums on everything with his hands. I wish Bernard had a volume control like on the TV so I could turn him down.

Teamwork

Timing Goal: 10 minutes

- Have the students work on their own to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate’s composition?

Looking at the revision guide, can you answer yes to all the questions for ideas and organization?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.



Random Reporter

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss the changes you made to your drafts with your teams. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork using **Random Reporter**, award an additional point to each team whose members can give an example of how their teammates' feedback helped them improve their writing.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.

Unit 2

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will identify nouns and add adjectives to describe the nouns.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Adding Adjectives to Describe Nouns** (1 per student)
 - **Teamwork 2: Adding Adjectives to Describe Nouns** (as needed)
 - **Quick Check: Adding Adjectives to Describe Nouns** (1 per student)
 - **Quick Check 2: Adding Adjectives to Describe Nouns** (as needed)
- You may wish to display transparencies of the Teamwork pages as you review student responses.
- Have a television and a DVD player available to show the following video segment for the lesson:
 - “**Adding Adjectives**” (running time 3:23)



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Author's Chair

- Have a few students take turns reading their *Describe Yourself* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work.

NOTE: This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening**. Remind the students that active listening by team members will prepare them to share with the class.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team.

- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

We will add words to describe nouns.

- Read the focus and goal for the day aloud. Remind the students that nouns are naming words. Point out that in their paragraphs the students have used a noun in every sentence. Today they will work on adding words that describe those nouns.

Instruction

- Tell the students that today they will learn more about using describing words to improve their writing.
- Explain that Nounelo and Maude are going to help you to explain how adjectives can make sentences more interesting.
- Show "Adding Adjectives" (running time 3:23).
- Facilitate a discussion about the video.

Use **Think-Pair-Share** to ask all questions.

Why did Maude say that Nounelo's nouns looked boring at the beginning of the video? *[There were no words to describe the nouns.]*

What type of word did Maude add to the nouns to change them from boring to exciting? *[Adjectives, or describing words.]*

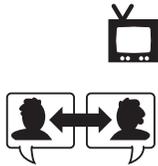
What happened to the fireman when he used the short and flimsy ladders? *[The firefighter was not able to save the cat.]*

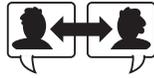
What did Maude tell you that adjectives do? *[Add details that describe nouns.]*

- Remind the students that adjectives make sentences more exciting and help readers make mind movies of what is happening. Tell the students that picking the correct adjective is important, as the video illustrates with the firefighter saving the cat.
- Write this sentence on the board, and ask a volunteer to read it aloud.

The fish swam in the water.

- Explain to the students that this is a complete sentence, but it is boring and does not help the reader make a vivid mind movie.





- Use **Think-Pair-Share** to ask the students to identify the nouns in the sentence. Underline them as the students share their answers. [*Fish and water.*]

- Use a **Think Aloud** to identify an adjective for the word *fish*.

I want to pick a word that describes the word *fish*.

I could use the word *big*, but that doesn't really paint a very vivid picture for the reader.

I will use two adjectives to describe the fish.

I will use the describing words *skinny* and *silver*.

- Insert the adjectives in the sentence using an insert editing mark (^).

skinny, silver
The ^ fish swam in the water.



Random Reporter

- Have the students work in teams to identify vivid describing words for the word *water*. Use **Random Reporter** to share responses. Examples might include *clear water*; *muddy water*; *cool water*. Have the students give a thumbs-up/thumbs-down response to the question:

Have we improved the sentence? Does this sentence make a better mind movie than the first one?

- Write the following sentence on the board, and ask a volunteer to read it aloud.

The dog chased the rabbit around the yard.

- Explain that this is another sentence that could be improved by adding adjectives.
- Use **Think-Pair-Share** to ask the students to identify the nouns in the sentence. Underline them as the students share their answers. [*Dog, rabbit, and yard.*]



- Ask the students to work in teams to identify adjectives for each noun that would make the sentence more interesting and help the reader make a mind movie. Remind the students that all the teammates on each team must know the team's answers.



Random Reporter

- Use **Random Reporter** to share responses and add to the sentence using each team's adjectives. Read all the sentences, and point out how a different adjective can change the meaning of each sentence.
- Tell the students that they will continue to improve sentences by adding adjectives to make better mind movies for the reader.

If the students struggle with the activity, review the skill, and allow them to try again with Team Practice 2.



Random Reporter

If the students struggle with the activity, review the skill, and allow them to try again with Team Mastery 2.



Random Reporter

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1** handout to each team. Ask the students to look at the **Team Practice** section of the handout.
- Explain that during Team Practice the students will work in their teams to complete each sentence. Tell the students that for each sentence, one teammate will read the sentence. Together the team will decide which words are nouns and then underline them. Then they will think of adjectives to describe the underlined words. They will write the adjectives above where they go in the sentence using a ^.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to share the teams' responses. Read the sentences using the adjectives they have included.

Team Mastery

- Ask the students to look at the **Team Mastery** section of the handout.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will identify the nouns, think of adjectives to describe those nouns, write the adjectives, and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to share the teams' responses. Read the sentence using the adjectives they have included.

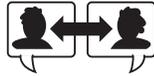
Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** to the students.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience.

- If necessary, review the directions for the task before having the student work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask the following questions:

What kinds of words did we add to the sentences today? [*Adjectives, or describing words.*]

Can you explain why it is important to include adjectives in your writing? [*Adjectives add details. Adjectives help the reader make a better mind movie.*]



Random Reporter

- Using **Random Reporter**, award an additional team cooperation point to teams whose members can give an example of how active listening helped prepare all their members to participate in discussion.

Answer Key

Teamwork: Adding Adjectives to Describe Nouns

Team Practice—The adjectives shown are possible answers.

hot **sandy**

1. The ^ sun shines on the ^ beach.

yellow

2. I waited for the ^ bus.

young **big front**

3. The ^ children play on the ^ porch.

heavy **kitchen**

4. The ^ book fell on the ^ floor.

peanut butter **quick**

5. Jerome likes to eat ^ cookies for a ^ snack.

Team Mastery—The adjectives shown are possible answers.

strong **tall**

1. The ^ wind blew down ^ trees.

orange striped **wooden**

2. The ^ cat sat on the ^ fence.

soft **back**

3. I sit on the ^ chair by the ^ door.

tasty

4. Seemi cooked a ^ meal.

fourth-grade **snow**

5. The ^ boy built a ^ fort.

Team Practice 2—The adjectives shown are possible answers.

baseball **metal**

1. Paul hits the ^ ball over the ^ fence.

messy

2. Marissa has to clean her ^ room.

red **hot**

3. Do you want ^ sauce on your ^ spaghetti?

silver

4. Emily could not find her ^ necklace.

math

5. Did you finish your ^ homework?

Team Mastery 2—The adjectives shown are possible answers.

small **shiny**

1. The ^ bug crawled over the ^ leaf.

soccer **crowded**

2. Jake kicked the ^ ball into the ^ pool.

vanilla **warm**

3. The ^ ice cream melted in the ^ sun.

rainbow **glass**

4. The ^ fish were swimming in the ^ tank.

strange **dusty**

5. They watched the ^ man load the ^ truck.

Quick Check

tall **front**
1. The ^ boys opened the ^ window.

heavy
2. Shauna lifted the ^ box.

sharp-toothed **clear**
3. The ^ sharks swam through the ^ water.

dusty **bunk**
4. Al found the ^ ball under his ^ bed.

old **tiny** **hidden**
5. The ^ man sails his ^ boat to the ^ island.

Quick Check 2

chocolate **best**
1. Yvette baked a ^ cake for her ^ friend.

hungry **tall**
2. The ^ lions were hiding in the ^ grass.

animal **living room**
3. Renay hung her ^ picture on the ^ wall.

cold **picnic**
4. Rex carried the ^ food to the ^ table.

pink and purple
5. Where did you put my ^ hat?

Unit 2

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their paragraphs and make corrections.

**Author's Chair**

The students will read their writing aloud to the class from the designated Author's Chair.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team.

Author's Chair

- Have a few students take turns reading their *Describe Yourself* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work.

NOTE: This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students that active listening means asking questions and carefully listening to the answers. Today the students will edit their work. They will ask the questions on the revision guide, carefully read their partner's paragraph, and note mistakes in spelling, punctuation, capitalization, and grammar. These are called the mechanics of a composition.
- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

We will correct errors in our paragraphs using editing marks.

- Point out today's focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their descriptive paragraphs. Tell them that today they will use the mechanics section of the guide to help them correct any errors in their paragraphs before publishing them. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

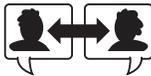
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my composition have correct capitalization?				
Does my composition have correct punctuation?				
Does my composition have correct spelling?				
Does my composition have correct grammar?				
Do my sentences have a noun and a verb?				

- Display the revised draft of your paragraph. (The sample in the previous lessons was about Lester the dog.) Reread the draft, and demonstrate marking your spelling, punctuation, or grammar errors. Select a few editing marks to model (you will not use them all in one lesson) from those shown. Copy those you select on the board, and explain them before you begin to model how to use them. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your paragraph to publish it.
- Remind the students that you will be reading the paragraph through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for when I read my paragraph for the first time? *[You will check to see if the first word of each sentence and all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the paragraph? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*



**Random Reporter**

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I check for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have teams check your paragraph for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[You will listen to how it sounds. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my paragraph that don't sound right? Have I made any grammar errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their paragraph four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their paragraphs, have them exchange compositions and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain/tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter** to award an additional team cooperation point to teams whose members can give an example of how actively listening to their partners helped them correct errors in their paragraphs.

**Random Reporter**

Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the paragraphs that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

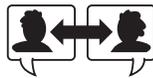
NOTE: The total possible score for the revision guide is 100 points. In all subsequent units this score is divided evenly (25 points) between the four aspects of writing on the revision guide: ideas, organization, style, and mechanics. **Because style has not yet been introduced in this unit**, add an extra 25 points to the students' revision guide scores to equal the 100 possible points.

Unit 2

Day 10 Publish

OBJECTIVE: The students will publish their paragraphs by reading them from the Author's Chair.

Throughout the lesson, award team cooperation points to teams whose members actively listen and help and encourage one another. Award up to 9 team cooperation points per team.



Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the team cooperation goal: **Practice active listening.** Praise the students for actively listening to their teammates as they worked on their paragraphs. Point out that their super teamwork will show in the quality of their published paragraphs.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our paragraphs by reading them from the Author's Chair.

- Point out today's focus. Remind the students that they have edited their paragraphs, and now they are ready to make the corrections and publish them. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They helped their teammates complete those tasks too. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed ideas for topics. We made a web to record details about a person, place, or thing.]*

What did you do next? *[We made a plan for writing by organizing our ideas on a paragraph organizer.]*

What task did you complete next? *[We wrote a first draft using the plan we had made.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete after that? [*We revised our writing.*]

What was the next task? [*We edited our writing, and then our partners edited it.*]

- Remind the students that sharing is the final step in this process. Explain that this step is called publishing, and, for many authors, this is how their writing is shared with an audience of readers. Remind the students that they will publish their paragraphs by taking turns reading from the Author's Chair.

Teamwork

Timing Goal: 15 minutes

- Explain that each student will carefully rewrite his or her paragraph as the final, polished copy, making the noted corrections from revised drafts. Remind the students to use their best handwriting so others can easily read their paragraphs.
- Allow the students time to rewrite final copies of their paragraphs. As the students work, monitor their progress and assist when needed.
- Have the students practice fluently reading their writing to themselves.
- Using **Random Reporter**, have the students take turns reading their writing to the class from the Author's Chair. Remind the students that over the next several days all the students will have a turn in the Author's Chair.
- After each reading, invite volunteers to comment specifically on what they liked about the writing, what was especially interesting, or what the author described particularly well.



Random Reporter

Reflection

Timing Goal: 5 minutes

- Remind the students to check off publishing on their team score sheets.
- Use **Random Reporter**, and award an additional point to each team whose members used active listening and responded to the paragraphs shared from the Author's Chair.
- Help the students complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.



Random Reporter

Unit 2

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that brainstorming ideas and then organizing those ideas are the first steps in writing. Point out that just as practice makes a runner or a ball player a stronger athlete, practice makes us stronger writers. Read the focus and goal for the day aloud.

Instruction

- Distribute the students' journals (marble composition books). Describe the composition books as journals.

These books are your journals. A journal is a place to write about your ideas or to write about something that happened to you and how you feel about it. When you write in your journal, you choose the topic. Your purpose is to tell about *your* ideas.

- Have the students write their names on their journals. Explain that they will write in their journals today and throughout the school year.
- Point out to the students that when writing, sometimes ideas come easily, but sometimes we have to think hard about what to write. But once we get started, telling our ideas in an interesting way is what makes writing fun.

- Present the following idea starters or post some of your own.

1. If you were an animal, what kind would you be?
2. Describe something that makes you angry.
3. If you could travel to anywhere in the world, where would you go? Why did you pick this place?
4. What do you think is the best thing about being a grownup? What is the best thing about being a kid?

- Explain that the students may write about one of these topics or another of their choosing.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web or paragraph organizer can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

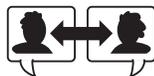


Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. (For example, a student who scored 15 points for ideas on his or her revision guide might set a goal to earn 25 points for ideas in the next unit by working on writing a good topic sentence that tells what the paragraph is about.) In future conferences with the students, revisit these goals, and reward the students who meet them with Inkwell tokens. After the Writing Challenge, when the class is setting goals, the Inkwell tokens will be counted to measure the progress of the class in their writing. Be sure to take this time to celebrate class progress.

Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.

**Random Reporter**

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you brainstorm and plan before writing or did you just plunge in?

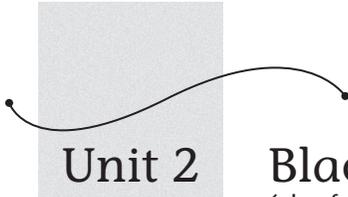
Was it easy to write about your ideas?

Did writing about your ideas help you think of more ideas?

- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings.
- Celebrate by having a few volunteers share their journal entries.
- Using **Random Reporter**, collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect samples of team score sheets, one from a team that is working well together and one from a team that is struggling, to share with your colleagues at the next meeting. You may wish to preview the video segment and *Teacher Learning Community Guide* for meeting 3 and note your comments and questions.


 Unit 2

Blackline Masters

(also found on CD accompanying volume 1)

Building a Paragraph

Describe a Person, Place, or Thing

Day 1	Transparencies	
	Paragraph 1 and Paragraph 2	91
	Paragraph Organizer	95
	Student Handouts	
	Teamwork 1	92
	Teamwork 2	93
Day 2	Transparencies	
	Writing Prompt	95
	Student Handouts	
Day 3	Transparencies	
	Writing Prompt	95
	Paragraph Organizer	95
Day 4	Transparencies	
	Paragraph Organizer	95
Day 5	Student Handouts	
	Teamwork 1: Identifying Nouns and Verbs	97
	Teamwork 2: Identifying Nouns and Verbs	98
	Quick Check: Identifying Nouns and Verbs	99
Day 6	Transparencies	
	Describe a Person, Place, or Thing Revision Guide (blank)	96
Day 7	Transparencies	
	Describe a Person, Place, or Thing Revision Guide (with your notes from Day 6)	96
	First Draft and Revised Draft samples	100
	Student Handouts	
Day 8	Student Handouts	
	Teamwork 1: Adding Adjectives to Describe Nouns	101
	Teamwork 2: Adding Adjectives to Describe Nouns	102
	Quick Check: Adding Adjectives to Describe Nouns	103
Day 9	(No blackline masters)	
Day 10	(No blackline masters)	
Day 11	(No blackline masters)	

Paragraph 1

Uncle Ray can fix anything that is broken. He fixed our car and changed a flat tire. He fixed the faucet when it leaked. Uncle Ray even fixed the fence so the dog would not get out again. Uncle Ray is a good guy to have around.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Paragraph 2

A hot fudge sundae is my favorite dessert. The vanilla ice cream is sweet and cold. The fudge is chocolaty and warm. Sometimes nuts are sprinkled on top of the sundae. A hot fudge sundae is a tasty treat.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Team Practice

The park near our house is a fun place to go. It has swings and monkey bars. The sliding board is awesome. There is also a ball field there. There is a lot to do at the park.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Team Mastery

My friend Mack has many pets. He has a cat that always sleeps on his bed. His white and gray rabbit lives in a cage in his back yard. He also has a green lizard that eats little bugs. I wish I had as many pets as Mack does.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Team Practice 2

My grandfather is a baseball fan. His favorite team is the Yankees. He knows the names of all the players. He yells a lot when he watches baseball games on TV. My grandfather enjoys baseball.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Team Mastery 2

Our teacher, Mr. Glenn, is a busy person. He teaches third grade all day long. After school, he coaches a kids' baseball team. At night, he grades papers and gets ready to teach the next day. Mr. Glenn does not have a lot of spare time.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Quick Check

Mrs. Chester is a very good cook. She cooks chicken dinners with corn bread stuffing. She also makes lemon layer cakes for birthdays. Her special dish is cheesy potatoes. When Mrs. Chester cooks, everyone loves to eat.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Quick Check 2

My favorite book is about sharks. It tells about different kinds of sharks like great whites and whale sharks. It also shows how sharks find food. There are photos of people diving near sharks. I think sharks are really interesting animals.

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Paragraph Organizer

Topic Sentence:

Detail: _____

Detail: _____

Detail: _____

Wrap-up Sentence:

Writing Prompt

Think about a favorite person, or a favorite place, or a favorite thing you would like to tell others about. How would you describe this person, place, or thing? What details are important for others to know?

Write a paragraph describing this person, place, or thing. Begin with a topic sentence, and include at least three interesting details in your description. Be sure to end your paragraph with a wrap-up sentence.

Describe a Person, Place, or Thing

Name: _____ Date: _____

Partner: _____ Unit: 2

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the paragraph about a person, a place, or a thing?				
Does the topic sentence tell what the paragraph is about?				
Does the paragraph include at least three interesting details?				
Do all the details describe the topic?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph begin with a topic sentence?				
Does the middle include three details?				
Does it end with a wrap-up sentence?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my composition have correct capitalization?				
Does my composition have correct punctuation?				
Does my composition have correct spelling?				
Does my composition have correct grammar?				
RATINGS KEY: ? = missing or needs to be improved ✓ = here and complete + = here, complete, and excellent			Total Teacher Score	

Team Practice

1. Anita boiled the rice in the big pot.
2. Richard slept in the nylon tent.
3. The girls will sing at the hospital on Friday.
4. Randy plays soccer for the Kickers.
5. My mom is making a fruit salad for dinner.
6. My family is having a Fourth of July party.
7. Joe fishes in the freshwater lake.
8. The boys climbed Mt. Washington.
9. Kenny bumped his head when he fell off his bike.
10. Lisa loves green apples!

Team Mastery

1. We vacationed in New Hampshire this summer.
2. Tina plays guitar in a band.
3. Grandpa mowed the overgrown lawn.
4. Stella loves her green shirt.
5. Kelly washes Mrs. Hampton's dog every week.
6. Is there a full moon tonight?
7. Sean carries the groceries inside for his mother.
8. Esther wears a red wig in the play.
9. Nigel picks roses from the garden.
10. The girls practice their cheerleading routine.

Team Practice 2

1. Kyle races his dirt bike at the track.
2. The five puppies play in the pen.
3. The artist ainted a picture of the beach.
4. France is in Europe.
5. Sam looked for slimy worms in the dirt.
6. Catherine sips her tart lemonade by the pool.
7. Felicia rides her bike on the cement sidewalk.
8. The sun shines on the blacktop.
9. The man skied down the steep hill.
10. Ashley wrote her pen pal a letter.

Team Mastery 2

1. Mark added the chocolate chips to the cookie batter.
2. Yolanda put the metal rake in the shed.
3. Christopher and Curtis watched a movie about Ben Franklin.
4. Jerome looked for his blue shoe in his closet.
5. The tall trees swayed in the strong winds.
6. Alicia kicked the soccer ball into the goal.
7. Corinne went to the town park to fly a kite.
8. Alex dove into the cold pool and touched the bottom.
9. The dog played fetch with a plastic disk.
10. When does the school bus get to your house?

Quick Check

1. Ruby picked colorful flowers for a bouquet.
2. Nigel washed his hands after making mud pies.
3. Mrs. Turner asked who owned a red jacket.
4. Norma licked the red lollipop.
5. Drew tiptoed down the hall to Stacey's room.
6. The baby crawled across the soft carpet.
7. Do you know how to juggle five balls?
8. At the ocean we ran in and out of the waves.
9. Lisa caught a fish that was over ten inches long.
10. Can you please hand me the yellow dish cloth?

Quick Check 2

1. Do you like pepperoni pizza?
2. Spenser tasted the ice cream and he loved it.
3. I rode my pink scooter to Lauren's house.
4. Mitchell climbed the pine tree in the backyard.
5. Will helped Peter carry the heavy box upstairs.
6. Heidi packed her orange flip flops in her backpack.
7. Mr. Ryan is my social studies teacher.
8. Holly's favorite animal at the zoo is the tiger.
9. I walked to the library after school.
10. I could not find my green folder anywhere!

First draft

My brother Bernard is the noisiest person I know.
When he closes a door, he always slams it shut.
When he walks across the floor, he stomps his feet.
He talks really, really loudly.

Revised draft

My brother Bernard is the noisiest person I know.
When he closes a door, he always slams it shut. When he
walks across the floor, he stomps his feet. He talks really,
really loudly. He also drums on everything with his hands.
I wish Bernard had a volume control like on the TV so I
could turn him down.

Team Practice

1. The sun shines on the beach.
2. I waited for the bus.
3. The children play on the porch.
4. The book fell on the floor.
5. Jerome likes to eat cookies for a snack.

Team Mastery

1. The wind blew down trees.
2. The cat sat on the fence.
3. I sit on the chair by the door.
4. Seemi cooked a meal.
5. The boy built a fort.

Team Practice 2

1. Paul hits the ball over the fence.
2. Marissa has to clean her room.
3. Do you want sauce on your spaghetti?
4. Emily could not find her necklace.
5. Did you finish your homework?

Team Mastery 2

1. The bug crawled over the leaf.
2. Jake kicked the ball into the pool.
3. The ice cream melted in the sun.
4. The fish were swimming in the tank.
5. They watched the man load the truck.

Quick Check

1. The boys opened the window.
2. Shauna lifted the box.
3. The sharks swam through the water.
4. Al found the ball under his bed.
5. The man sails his boat to the island.

Quick Check 2

1. Yvette baked a cake for her mother.
2. The lions were hiding in the grass.
3. Renay hung her picture on the wall.
4. Rex carried the food to the table.
5. Where did you put my hat?

Unit 3

Describing Steps in a Process

Writing Project:

Describe How to Do It



Author's Chair

Overview

The Author's Opportunity

The students will write a paragraph to describe how to perform a particular task such as building a fort or making a peanut butter sandwich. They will be challenged to write clear directions in correct sequence and include necessary details. The students will publish their descriptive paragraphs by reading them from the Author's Chair.

Unit Summary

This unit builds on the student's understanding of the structure of a paragraph and focuses on describing steps (supporting details) in the correct sequence. In the craft lesson, the students rewrite mixed-up directions in the correct order on a sequence chain.

The students brainstorm ideas for their own how-to paragraphs and record details on a web. To plan their paragraphs, the students use a paragraph organizer with spaces for a topic sentence, a short sequence chain, and a wrap-up sentence. The students draft a paragraph and then receive feedback on their first drafts from their partners. The revision guide helps partners rate different aspects of their drafts and pinpoint areas that need improvement. The students revise their drafts and share them with their teams for additional feedback. Finally, the students edit and publish their how-to paragraphs by reading them aloud to the class.

Language Mechanics

The first language-mechanics lesson in this unit, on Day 5, introduces the idea that every sentence needs a subject and a predicate. In the video segment, "Complete Sentences," the characters Nounghelo and Verbena create sentences by pairing nouns and verbs. They identify the subject as the doer and the action as the predicate. The students analyze sentences to see if they are complete and practice adding their own subjects and predicates. Then the students review their own drafts to see that each sentence has a subject and a predicate.

In the second language-mechanics lesson, on Day 8, the students learn about the comma and how it separates items in a series.

In the video, the Big Bad Wolf demonstrates what happens without commas when items get pushed together making a sentence confusing. The students also learn how the comma can help them combine repetitive sentences. The students practice revising sentences using commas and then review their how-to paragraphs to see how commas can improve their writing.

Cooperative Learning

Everyone participates is the team cooperation goal that is introduced in this unit. The students work to prepare every member of the team to present the content of team discussion or a team response to the class. The characters in the video model the team cooperation goal and how to record points on the team score sheet. At the end of each day during Reflection, the students are encouraged to share examples of how participating in teamwork helped them brainstorm ideas, plan, draft, revise, and edit their descriptive paragraphs.

The Think-Pair-Share and Random Reporter techniques are also reinforced in this unit. For an explanation of Think-Pair-Share and Random Reporter, see the cooperative-learning techniques section in the Introductory Guide at the beginning of this manual.

Writing Process Objectives

- The students will brainstorm ideas with their partners for their descriptive paragraphs.
- The students will choose a task to describe and record the steps in a sequence chain. They will use these notes to plan their paragraphs.
- The students will use their plans to draft clear and organized paragraphs that include a topic sentence, descriptive details in the correct sequence, and a concluding sentence. The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their compositions.
- The students will publish their paragraphs by reading them to the class from the Author's Chair.

Unit 3 Sequence

Day 1: **Craft Lesson** | Putting the Steps in Order

Day 2: **Brainstorm** | A How-To Paragraph

Day 3: **Plan** | A How-To Paragraph

Video Support: "Everyone Participates"

Day 4: **Draft** | A How-To Paragraph

Day 5: **Language-Mechanics Lesson** | Complete Sentences

Video Support: "Complete Sentences"

Day 6: **Share and Respond** | A How-To Paragraph

Day 7: **Revise** | A How-To Paragraph

Day 8: **Language-Mechanics Lesson** | Commas I

Video Support: “Commas in a Series”

Day 9: **Edit** | A How-To Paragraph

Video: “Editing”

Day 10: **Publish** | A How-To Paragraph

Video Support: “Team Score Sheet”

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Chart paper
- Descriptive Paragraphs transparency (See Day 1.)
- Describe How to Do It Revision Guide transparency

For each student:

- Team Practice and Team Mastery handouts (See blackline masters at the end of this unit.)
- Quick Checks (See blackline masters at the end of this unit.)
- Describe How to Do It Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

For each team:

- Writing Wings Team Score Sheet
- Continue to display the team cooperation goals: Practice active listening; everyone participates; help and encourage others; complete tasks; explain your ideas/tell why.
- Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during each writing class in this unit.
- Have a television and a DVD player available to show the following video segments for the lessons:
 - “Everyone Participates” (running time 7:52) on Day 3
 - “Complete Sentences” (running time 3:38) on Day 5
 - “Commas in a Series” (running time 4:39) on Day 8
 - “Editing” (running time 5:13) on Day 9
 - “Team Score Sheet” (running time 8:19) on Day 10

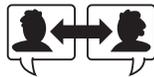
Unit 3

Day 1 Craft Lesson

OBJECTIVE: The students will rewrite the mixed-up steps of a process in correct order.



Think-Pair-Share



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Post and present the team cooperation goal: **Everyone participates.** Use **Think-Pair-Share** to ask:

What do we mean when we say the word *participate*? Think about that word for a moment. Now turn to your partner and discuss what you think it means.

- Allow a few moments for discussion, and then call on some partners to share their answers. Record the students' responses on the board. Lead the students to understand that *participate* means to take part in, for example, to tell about what you think in a team discussion, offer your positive feedback to your partner, share your team's discussion with the class, or use what you know to help your team members during brainstorming or revising. Use **Think-Pair-Share** to ask:

What happens if your partner does not participate? Why might it be important for everyone on a writing team to participate? Think about that for a moment. Now turn to your partner and discuss your thoughts.

- Allow a few moments for discussion. Randomly select a member from each team to share one response from the team discussion. Lead the students to understand that when every team member participates, the partner and team members get the help and feedback they need to make their writing the best it can be. Writing teams need the ideas and help of every team member.
- Tell the students that you will award team cooperation points to teams whose members all participate.

At the end of the lesson, I will ask a member from each team to tell what your team did during Teamwork, and I will award team cooperation points. That means that all members of your team must be prepared to answer.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

- Remind the students that to track each team's progress, they will use a team score sheet. Distribute a team score sheet to each team. Point out that the team score sheet includes all the steps in the writing process. Review these steps with the students: plan, draft, revise, edit, and publish.
- Have the students fill out the Team Name, Unit, Date, and Team Members columns on the chart. Explain that this sheet will help them keep track of the points team members earn.
- Have the students fill in the team cooperation goal: **Everyone participates.**
- Post and present the day's agenda.

TODAY'S FOCUS: Organization

TODAY'S GOALS:

1. We will read directions that describe how to do something.
2. We will rearrange some mixed-up directions.

- Point out today's focus. Tell the students that they will look at some how-to paragraphs today. These paragraphs describe how to do something step-by-step. Point out that when they write directions, it is important that they organize the steps in the correct order. Read the focus and goals for the day aloud.

Instruction

- Distribute a piece of paper to each student. Explain that you will read directions to the students, and you want them to follow the directions. Read the following directions, pausing after each step to allow the students time to complete it.
 1. Write your name on your paper.
 2. Draw a circle in the middle of your paper.
 3. Put your name in the bottom right-hand corner of your paper.
 4. The circle should be bigger than your hand.
 5. Draw eyes, a nose, and a mouth inside the circle.
 6. Make the eyes triangular and the nose square.



- Use **Think-Pair-Share** to ask:

Were you able to follow the directions? What was difficult about trying to follow them? [*They were out of order.*]

- Explain that many directions can only be followed if they are in the correct order. When they are out of order, they are confusing and difficult to follow.
- Explain that when people write recipes, for example, they make sure that they include the necessary steps, and they put the steps in correct order. Display the How to Make a Banana Split transparency, and read the directions aloud.

How to Make a Banana Split

1. Put the banana slices in a bowl.
2. Sprinkle nuts over the whipped cream.
3. Peel the banana.
4. Put three scoops of ice cream on top of the banana.
5. Add the fudge, marshmallow, and caramel toppings.
6. Add whipped cream over the toppings.
7. Use a knife to slice the banana.



- Point out that these steps are out of order. Have the students discuss the sequence of the steps. Record their responses in a sequence chain. Use **Think-Pair-Share** to ask:

Looking at this list, what should be the first step in making a banana split? [*“Peel the banana.”*]

What is the second step? Explain to your partner why it comes next. [*“Use a knife to slice the banana.”*]

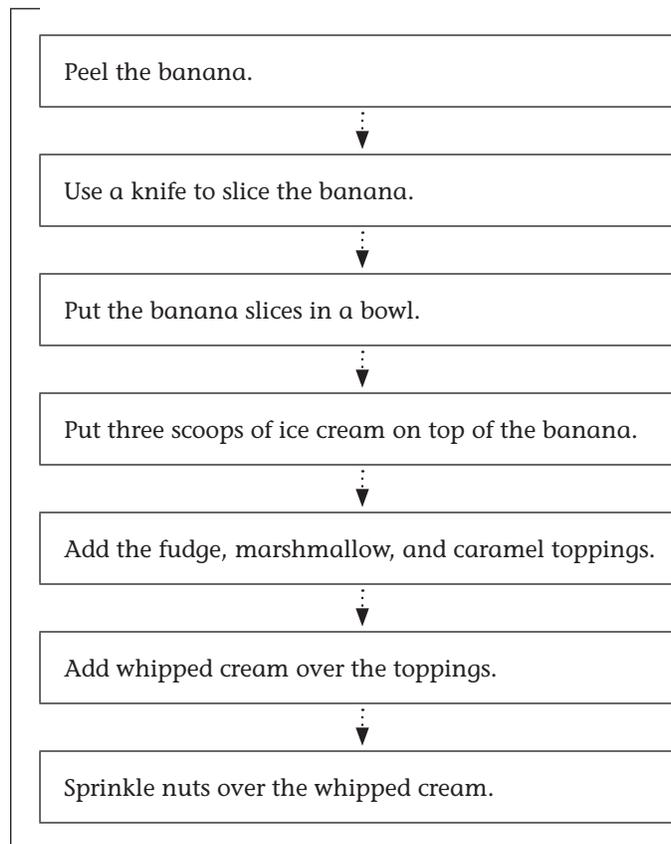
What is the third step? [*“Put the banana slices in a bowl.”*]

What comes next? [*“Put three scoops of ice cream on top of the banana.”*]



- Have teams work together to decide the order of the remaining steps, and then use **Random Reporter** to share student responses. Read the steps, and point out that now that they are in the correct order, someone who reads them can easily follow one step after another.

- Explain that the steps are now organized on a sequence chain.



Random Reporter

Random Reporter is a technique that gives all students a reason to participate in teamwork because they may be called upon to share their team's responses.

- To use **Random Reporter**, have the students in each team count off numbers 1 through 4 (or 5). Tell the students that each member of a team has a number. Ask for all the 1s, 2s, etc. to raise their hands to be sure that the students know their numbers. Explain that sometimes they will make responses to the class using their numbers. Call on 1s, 2s, 3s, or 4s to share the team's responses with the class.

During Team Practice, students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



For Team Mastery, students work individually and then share their responses with their teammates. If the students struggle with the Team Mastery activity, review the skill, and then have them try again with the Team Mastery 2 passage.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that during Teamwork today they will read some mixed-up directions, and then they will put the steps in the correct order so they make sense. Distribute the **Teamwork 1** sheet for this lesson to the students. Refer them to the **Team Practice** activity. Read *How to Make S'mores* aloud.

Team Practice

How to Make S'mores

1. Put the second cracker on top of the other to make a sandwich.
2. First, toast a marshmallow until it's lightly browned.
3. Split one graham cracker into two square pieces.
4. Put the toasted marshmallow on the chocolate.
5. Place a two-inch piece of chocolate on one of the cracker squares.

- Have team members work together to discuss the order of the steps and then rewrite the steps in order on the sequence chain. Allow time for the teams to complete Team Practice.
- Use **Random Reporter** to have teams share the order of the steps in the sequence chain.

Team Mastery

- Have the students look at the **Team Mastery** section on their **Teamwork 1** sheets. Read *How to Make Spaghetti* aloud. Have the students work individually to rewrite the steps in order on a sequence chain.

Team Mastery

How to Make Spaghetti

1. Put the spaghetti in the boiling water for 7–10 minutes.
2. Second, heat the water until it is boiling.
3. First, place a pot of water on the stove.
4. Pour cooked spaghetti into a strainer to drain water. Cover cooked spaghetti with sauce.
5. Take spaghetti out of the box.



For Quick Check, the students work individually for a teacher score. If 25% of the students score below 80, review the skill, and then have them try again with the Quick Check 2 passage.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Using **Random Reporter**, have the students share the steps on their sequence chains with the class.

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. Read the Quick Check How to Cook a Hotdog aloud.

Quick Check

How to Cook a Hotdog

1. Use a fork to turn the hotdog so it browns on all sides.
2. First, place a frying pan on the stove.
3. Turn on the heat and melt the butter.
4. Put a little bit of butter in the pan.
5. Remove the hotdog from the pan, and place it in a bun.
6. Put the hotdog in the pan with the melted butter.

- Explain to, or remind, the students, that if their scores are 80 or more, they are ready to write how-to paragraphs. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Remind the students that when they describe how to do something, it is important to get the steps in the correct order.
- Have teams discuss the following questions. Remind them of the team cooperation goal: **Everyone participates**. This means that they must prepare every member of the team to answer for the team because they don't know who you will call on.

When you were discussing the directions for making S'mores, what clue in the sentences helped you figure out what came first? *[One of the directions starts with the word first.]*

Do you think adding the words *first*, *second*, and *next* would help someone who is reading directions? Why? *[The students will probably agree that the words would be helpful because they would make the order of the steps clearer.]*

- Point out that words like *first*, *second*, *next*, and *finally* are sequence words. Using sequence words helps a reader follow the order of the steps.

What if you pictured yourself doing each step in your mind? Could that help you figure out if a step is out of order? How? *[Yes, picturing the steps can help you figure out the order. You can tell what is missing; for example, the directions say "put the marshmallow on the chocolate," and you picture that but...uh-oh, you haven't put on chocolate yet. The step must be out of order.]*

- Use **Random Reporter** to have students share responses with the class. Award an additional team cooperation point to teams who prepared all their members to answer for the team.



Answer Keys

Team Practice

How to Make S'mores

First, toast a marshmallow until it's lightly browned.



Split one graham cracker into two square pieces.



Place a two-inch piece of chocolate on one of the cracker squares.



Put the toasted marshmallow on the chocolate.



Put the second cracker on top of the other to make a sandwich.

Team Mastery

How to Make Spaghetti

First, place a pot of water on the stove.



Second, heat the water until it is boiling.



Take spaghetti out of the box.



Put the spaghetti in the boiling water for 7–10 minutes.



Pour cooked spaghetti into a strainer to drain water.



Cover cooked spaghetti with sauce.

Quick Check

How to Cook a Hotdog

First, place a frying pan on the stove.



Put a little bit of butter in the pan.



Turn on the heat, and melt the butter.



Put the hotdog in the pan with the melted butter.



Use a fork to turn the hotdog so it browns on all sides.



Remove the hotdog from the pan, and place it in a bun.

Team Practice 2

How to Make a Tuna Melt

First, place a slice of toast on a dish.



Next, put a scoop of tuna salad on the toast.



Spread the tuna evenly on the toast and place a slice of cheese on top.



Put the dish with the toast, tuna, and cheese in the microwave and heat for 20 seconds.



Remove the dish from the microwave.



Let the tuna melt cool for one minute before eating.

Team Mastery 2

How to Make a Peanut Butter and Jelly Sandwich

First, place a slice of bread on a plate.



Second, open a jar of chunky peanut butter.



With a knife, spread some peanut butter evenly on the bread.



Open a jar of grape or apple jelly.



Use a spoon to scoop out the jelly, and smear it on a second slice of bread.



Make a sandwich by placing the jelly bread on top of the peanut butter bread.

Quick Check 2

How to Make a Fruit Salad

First, measure a cup of strawberries, a cup of blueberries, and a cup of grapes.



Second, get out a large bowl.



Wash the berries and grapes in cool water.



Place the wet berries on a paper towel to dry.



Remove the leafy part of each washed strawberry.



Put the clean, dry berries and grapes in the bowl, and mix them together to make fruit salad.

Craft Lesson Scoring Guide

100 Points	The student demonstrates a strong understanding of the sequencing steps and writes directions in the correct order.
90 Points	The student demonstrates a good understanding of sequencing steps and writes steps in order except for one item.
80 Points	The student demonstrates an understanding of sequencing steps and writes directions in order except for two items.

If the student does not show an understanding of the sequencing directions, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 3

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their how-to paragraphs.



Two-Minute Edit

- Tell the students that a person named Careless Caroline came into the classroom overnight and left a sentence on the board (or on chart paper). Ask:

What would you do to make this sentence better?

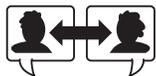
- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The man picked up the wallet

- Remind the students that a sentence needs something at the end called a punctuation mark.

A punctuation mark is like a stop sign. It tells the reader that this is the end of the sentence. To improve this sentence, I will add a period at the end.

The man picked up the wallet.



- Point out that describing words could also improve this sentence. Remind the students that adjectives help a reader make a better mind movie. Have partners identify the nouns in the sentence. Use **Think-Pair-Share** to ask:

What adjectives (describing words) would you add to describe the nouns in this sentence?

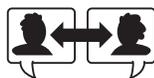
- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The tall man picked up the old wallet.





Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.



Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- **Everyone participates.** Remind the students that partners and teams should make sure that everyone participates in discussion and is prepared to share with the class. Use **Think-Pair-Share** to ask:

Does discussing with your partner help you participate in class discussion? For example, does it help you answer questions? [*Yes, discussing an answer with my partner helps me to be more ready to participate in class discussion.*]

- Point out that partners and teams make sure that everyone participates in discussion and is prepared to share with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm activities that we could describe in our how-to paragraphs.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. A writer might brainstorm a whole list of ideas and then choose the best one. Tell the students that today they will brainstorm ideas with their partners. Read the focus and goal for the day aloud.

Instruction

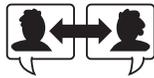
- Introduce the writing activity. Remind the students that when they describe how to do something, they tell each step in the correct order. Tell them that this week they will write a paragraph describing how to do something.

- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Think about something interesting that you know how to do or how to make. Could you describe the steps so that others could follow your directions? What details are important for others to know?

Write a paragraph describing how to do or make something. Begin with a topic sentence that tells what you will be describing. In your description, include at least three steps in the correct order so the reader can follow them. Use sequence words, such as *first*, *second*, and *next*, to make the order of your directions clear. Be sure to end your paragraph with a wrap-up sentence.



- Use **Think-Pair-Share** to review what should be included in the descriptive paragraph. Underline the elements in the prompt: “begin with a topic sentence,” “include at least three steps in the correct order,” use sequence words,” and “end with a wrap-up sentence.”
- Model brainstorming a list of ideas with a student partner. Ask the partner questions such as: Is there a special food that you know how to prepare? Is there a craft project that you would like to describe? What steps did you follow to complete it? Have you ever built a fort? How about describing how to make a magical potion? List these possibilities on the board.
- Identify a topic that you have chosen to write about such as making a bead bracelet. Begin a web on the board or on chart paper. Write the name of the project in the center. Use a **Think Aloud** to model identifying steps in the process and adding them to the web.

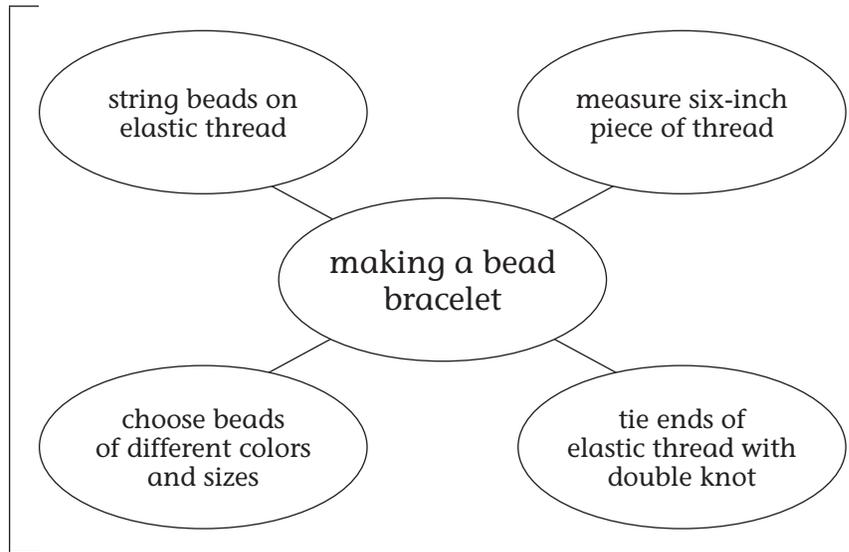


Think Aloud

I think I am going to write about a craft project that I really enjoyed. I will describe how to make a bead bracelet. What details would a reader need to know? What are the steps in making a bead bracelet?

One of the steps is to string the beads on elastic thread. I'll put that on my web. Add this as a detail on the web. Oh, before that step, I would measure a six-inch piece of thread. That's a good length for a bracelet. I'll put that on the web. I won't worry about the order of the steps right now. Add this as a detail on the web. Another step is picking out the beads for the bracelet. I like to mix two different colors and some beads of different sizes. Add this as a detail on the web. When I have strung the beads in the order that I like, I tie the ends of the elastic thread together with a double knot. Add this as a detail on the web.

Looking at my web, I think I have chosen a good topic for my paragraph. I have four steps to include, and I can still think of more details. If I wasn't able to think of more than two steps, I would want to choose a different topic.



- Point out that brainstorming topics with a partner will give them a list of possibilities. They will choose one of the topics and try it out in a web. If they can think of three or more steps to describe how to do something or make something, then that would make a good topic for describing in a paragraph. Remind the students that what they choose to write about will vary. Remind them that brainstorming is best when everyone participates and contributes ideas.

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible topics that they could write about (how to do something or make something). If you think the students may need some idea starters, add the following to the list on the board:
 - How to ride a bike or skateboard or rollerskate.
 - How to play tag, Simon Says, or another game.
 - How to build something like a sandcastle or a fort.
 - How to fix a favorite food.

- Point out that the students will ask their partners follow-up questions to help them think about the steps that they will describe, such as: What supplies do you need? What do you do first? Which step is the most fun? The students will write down the steps on a web, just as you modeled. Point out that today they will get the steps down on the web; later they will organize the steps in the correct order on a sequence chain.
- Circulate through the classroom, and listen to discussions. Praise partnerships where members participate by asking follow-up questions.
- Have the students share their webs with their teams. Encourage the students to participate by asking follow-up questions that help teammates add more details to their webs. Remind them that they must prepare everyone on the team to tell about their team's discussion.

Reflection

Timing Goal: 3 minutes



- Have the students reflect on their success in meeting the team cooperation goal. Ask the following questions and use **Random Reporter** to share team responses.

Did your team meet the team cooperation goal?

Did everyone on your team participate during brainstorming? *[Answers will vary.]*

Why is it important to make sure everyone on your team participates during the team's discussion? Talk that over with your teammates.

- Point out that each time you called on 1s, 2s, 3s, or 4s, one member of the team answered for the whole team.

How can the team make sure that all members can share what the team talked about?

- Guide the students to understand that it's the team's job to prepare everyone on the team to participate and share the team's discussion with the class.
- Using **Random Reporter**, award an additional point to teams who can give an example of a follow-up question that team members asked during brainstorming.



Unit 3

Day 3 Plan

OBJECTIVE: The students will organize their ideas for a descriptive paragraph using a paragraph organizer.



Two-Minute Edit

- Tell the students that Careless Caroline came into the classroom overnight and left another sentence on the board (or chart paper). Ask:

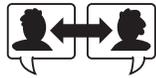
What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The ball rolled down the hill

- Remind the students that a sentence needs a punctuation mark at the end to tell the reader to stop. Model improving the sentence by adding a period at the end.

The ball rolled down the hill.



- Point out that adding adjectives, describing words, could also improve this sentence. Have partners identify the nouns in the sentence. Use **Think-Pair-Share** to ask:

What adjectives (describing words) would you add to describe the nouns in this sentence?

- Use **Random Reporter** to share responses. Following is an example of an improved sentence.

The yellow beach ball rolled down the steep hill.





Author's Chair

- Have a few students take turns reading their *Describe A Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all students have shared their work.
NOTE: This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Point out that the team's job is to see that all team members participate and are prepared to share with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our paragraphs using a paragraph organizer.
2. We will share our plans with our teams and get feedback.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. Planning makes writing a paragraph much easier. Tell the students that they will organize their ideas and plan their paragraphs today. They will also give their teammates helpful feedback. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

Writing Prompt

Think about something interesting that you know how to do or how to make. Could you describe the steps so that others could follow your directions? What details are important for others to know?

Write a paragraph describing how to do or make something. Begin with a topic sentence that tells what you will be describing. In your description, include at least three steps in the correct order so the reader can follow them. Use sequence words, such as *first*, *second*, and *next*, to make the order of your directions clear. Be sure to end your paragraph with a wrap-up sentence.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.



- Point out that the students brainstormed a list of possible topics and chose one to write about. Remind them of the topic you chose to write about (for example: making a bead bracelet). Display the web you made in the previous lesson during brainstorming.
- Create a blank paragraph organizer on the board or on chart paper. Use a **Think Aloud** to model using the organizer to plan your writing. An example follows.

To plan my paragraph, I will organize the ideas I put down on my brainstorming web. The paragraph organizer will help me describe how to make a bead bracelet and get the steps in order.

First, is the topic sentence. This is the sentence that tells what topic all the other sentences in my paragraph will talk about. For now, I will just write “Making a bead bracelet...” as the beginning of my topic sentence. I’ll finish that sentence later. Write this on the paragraph organizer.

Hmm. What is next? What is the first step in making a bracelet? Looking at my web, I think the first step is “choose beads of different colors and sizes.” Write this step on the paragraph organizer. The second step should be about the thread: “Measure six-inch piece of elastic thread.” Write this on the organizer. What is the next step? I think “string beads on thread” is next. Write this on the organizer. The last step is to “tie the ends of the thread with a double knot.” That finishes the bracelet. Write this on the organizer.

Finally, is the wrap-up sentence. This is the sentence that wraps up, or summarizes, the ideas in the paragraph. Hmm. When I look at the steps on the organizer, I think the wrap-up sentence should be what you can do with the bead bracelets you make: “You can make bead bracelets and give them as gifts to your family and friends.” Write this on the organizer.

Paragraph Organizer

Topic Sentence:

Making a bead bracelet...

Choose beads of different colors and sizes.



Measure a six-inch piece of elastic thread.



String beads on thread.



Tie the ends of the thread with a double knot.

Wrap-up Sentence:

You can make bead bracelets and give them as gifts to your family and friends.

- Point out that you have organized the ideas from your brainstorming web. You have made a plan for your paragraph.
- If you think your students need additional modeling in planning a paragraph, select a volunteer. Have the volunteer identify his or her topic and then help you organize the ideas on a paragraph organizer at the board.

Teamwork

Timing Goal: 10 minutes

- Emphasize that brainstorming is all about ideas. Planning is about organizing those ideas for writing. Explain to the students that they will use the ideas on their brainstorming webs and organize them on paragraph organizers just as you did. Have the students create paragraph organizers and plan their paragraphs.
- Circulate and hold conferences with the students to provide support as needed.

- Have partners share their written plans. Remind the students of the team cooperation goal that they are working on: **Everyone participates**. Point out that the students can participate by giving helpful feedback to their partners and asking these questions:

Is the topic how to do something or make something?

Are the steps in order?

Can you picture what to do, or do you need more details?

- Point out that after getting feedback, writers often make changes to their plans. Remind the students that they can make changes if necessary.
- Have the students share their plans with their teams and give feedback to their teammates. Remind them that everyone participates so that everyone is prepared to share their team's discussion.

Reflection

Timing Goal: 8 minutes



- Introduce the video segment. Tell the students that the Write-On Dudes are sharing their writing plans and earning team cooperation points. Show the video segment “Everyone Participates” (running time 7:52)
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

Does everyone participate in the Write-On Dudes team discussion? [*Yes, Flash, Mona, Ricardo, and Tasha all participate.*]

How does this help the team earn team cooperation points? [*Everyone participates and helps one another improve their plans, so Ms. Inkwell gives the team points.*]

What did the Write-On Dudes do to earn an extra team cooperation point? [*Everyone participated, so each team member was prepared to share the team's discussion. Flash told about how Tasha suggested that Mona add a drawing of a spider sandwich to her organizer.*]

- Have teams discuss the following questions:

Are you happy with your plan? Did the paragraph organizer help you organize your ideas? [*Answers will vary.*]

How did your team's feedback help you improve your plan?



- Tell the students to check off the planning step on their team score sheets to show that they have completed it. Celebrate completing this step in the writing process.
- Remind the students that partners and teams should make sure that everyone participates in discussion and is prepared to share with the class. Use **Random Reporter**, and award an additional point to teams whose members are prepared to share an example from their team's discussion.

Unit 3

Day 4 Draft

OBJECTIVE: The students will draft their descriptive paragraphs using the plan that they made.



Two-Minute Edit

- Tell the students that Careless Caroline came into the classroom overnight and left another sentence on the board (or on chart paper). Ask:

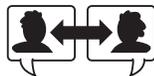
What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The ice cream melted in the sun

- Remind the students that a sentence needs a punctuation mark at the end to tell the reader to stop. Model improving the sentence by adding a period at the end.

The ice cream melted in the sun.



- Point out that adding adjectives, describing words, could also improve this sentence and help make a better mind movie. Have partners identify the nouns in the sentence. Use **Think-Pair-Share** to ask:

What adjectives (describing words) would you add to describe the nouns in this sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The chocolate ice cream melted in the blazing sun.





Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Point out that it's the team's job to see that all team members participate and are prepared to share with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan to draft.**

TODAY'S GOAL:

We will use the paragraph organizer to draft a paragraph.

- Point out today's focus. Remind the students that they have organized their ideas on a paragraph organizer and have a plan for writing. It is time to use their plans to begin writing their how-to paragraphs. Tell the students that today they will draft their paragraphs beginning with a topic sentence. They will also give their partners helpful feedback about their topic sentences. Read the focus and goal for the day aloud.

Instruction

- Review the writing prompt with the class.

Writing Prompt

Think about something interesting that you know how to do or how to make. Could you describe the steps so that others could follow your directions? What details are important for others to know?

Write a paragraph describing how to do or make something. Begin with a topic sentence that tells what you will be describing. In your description, include at least three steps in the correct order so the reader can follow them. Use sequence words, such as *first*, *second*, and *next*, to make the order of your directions clear. Be sure to end your paragraph with a wrap-up sentence.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

- Have the students individually review the paragraph organizers that they created for their descriptive paragraphs.
- Remind the students that they will publish their paragraphs by reading them from the Author’s Chair. They will want to include all the steps so others can follow their directions.
- Display the paragraph organizer that you made on the previous day.

Paragraph Organizer

Topic Sentence:

Making a bead bracelet...

Choose beads of different colors and sizes.



Measure a six-inch piece of elastic thread.



String beads on thread.



Tie the ends of the thread with a double knot.

Wrap-up Sentence:

You can make bead bracelets and give them as gifts to your family and friends.

- Model using the paragraph organizer to draft a paragraph on an overhead transparency or chart paper. Point out that you are skipping lines and adding more thoughts and details as you write. Explain your thinking as you draft the paragraph. For example:

I’m ready to write my paragraph. I will use my plan—my paragraph organizer—to help me. As I write, I’ll skip lines, so I can go back and add more ideas or change things if I want to. I will also indent the first line to show that it is the start of a paragraph.

First, I will write a topic sentence. I have the beginning of my topic sentence on my paragraph organizer: “Making a bead bracelet...” hmm. How shall I finish

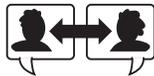
that sentence? I know the topic sentence should tell readers what they will be reading about. I chose this topic because making a bead bracelet is fun, and I can create any colors or styles I want. I think my topic sentence will be: "Making a bead bracelet is fun because you can create your own design." It is a good topic sentence because all the details tell how to do that.

- Continue drafting from the paragraph organizer. It is important for the students to hear what is going on in your mind as you consider each detail and make additions to flesh out the paragraph. Point out that getting the steps in the correct sequence on your plan helps you draft the paragraph. Include sequence words *first*, *next*, and *finally*. Include some spelling or punctuation errors that you will correct during editing on Day 9.

Sample First Draft

Making a Bead Bracelet

Making a bead bracelet is fun because you can create your own design. First, choose beads of different colors and sizes. Next, measure a six-inch piece of elastic thread. String the beads on the thread. Finally, tie the ends of the thread with a double knot. You can make bead bracelets and give them as gifts to your family and friends.



- When you have completed the draft, refer to the writing prompt. Use **Think-Pair-Share** to ask:

Did I begin the paragraph with a topic sentence?

Does the topic sentence tell what the rest of the paragraph talks about?

Does the paragraph describe at least three steps in the correct order?

Does it include sequence words to help the reader?

Does it end with a wrap-up sentence?

Teamwork

Timing Goal: 10 minutes

- Refer the students to the paragraph organizers they created. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.

- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Remind the students that sequence words help the reader to follow step-by-step directions. Did they include sequence words like *first*, *next*, and *finally*? Have the students make changes to their drafts if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Have teams discuss the following questions:

Did the paragraph organizer help you write the first draft of your paragraph? How did it help you?

Was it easy to add sequence words? Which ones did you use?

Did you think of more details as you were drafting? Why is it important to skip lines when you write a first draft?

- Praise the students for participating in team discussions. Remind them that partners and teams make sure that everyone participates in discussion and is prepared to share with the class. Use **Random Reporter** to award an additional point to teams whose members can share their team's discussion about any of the above questions.



Unit 3**Day 5 Language-Mechanics Lesson**

OBJECTIVE: The students will determine if a sentence contains a subject and a predicate. They will rewrite incomplete sentences to make them complete.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

**Preparation**

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: Complete Sentences** (1 per student)
 - **Teamwork 2: Complete Sentences** (as needed)
 - **Quick Check: Complete Sentences** (1 per student)
 - **Quick Check 2: Complete Sentences** (as needed)
- Have a television and a DVD player available for the following video segment in this lesson:
 - “**Complete Sentences**” (running time 3:38)

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will decide what sentences need to be complete sentences.

- Read the focus and goal for the day aloud. Remind the students that when we talk about writing, a focus on language mechanics means looking at punctuation, capital letters, grammar, spelling, and complete sentences. Today they will be looking at what makes a sentence complete.

Instruction

- Introduce the video. Explain that the characters in the video, Nounghelo and Verbena, will tell the students about the parts of a sentence.
- Show “**Complete Sentences**” (running time 3:38)



- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

After listening to NOUNGelo and Verbena, what two parts does a sentence need to be a complete sentence? *[A complete sentence has a subject, or doer, and a predicate, or action.]*

If a sentence has a doer, but no action, is it a complete sentence? *[No, there must be a doer and an action to be a complete sentence.]*

What is another name for an action word? Verbena's name is a clue. *[Verbs.]*

- Point out that the doer in a sentence is a noun, a naming word. Remind them that a noun is a person, place, or thing. Write the following words on the board, and read them aloud.

The orange and white cat.

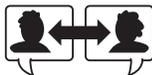
- Explain that this looks like a complete sentence.

This looks like a sentence. It begins with a capital letter and ends with a period. The sentence is about a cat. I can see that the cat in this sentence is the doer. It is the subject of the sentence. But what is the cat doing? This is not a complete sentence because it does not have an action word.



- Use **Think-Pair-Share** to ask the students what the orange and white cat might do. Complete the sentence with one of the student's answers, and read the complete sentence. Point out that the sentence now has a subject (doer) and a predicate (action).
- Write the following words on the board, and read them aloud.

Races down the road.



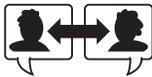
- Explain that this also looks like a complete sentence with a capital letter at the beginning and a period at the end. Use **Think-Pair-Share** to ask:

What does this sentence need to be a complete sentence? *[It needs a subject, a doer.]*

Can you think of a doer that we could add to the sentence to make it complete? *[Answers will vary.]*

- Complete the sentence in several ways using the students' responses. Examples: *The speedy car races down the road. The white horse races down the road. The fire-breathing dragon races down the road.* Underline and identify the subject in each sentence. Point out that the sentences are complete because they have a doer and an action.
- Display the following incomplete sentences, and read them aloud.

Went to camp this summer.
The shiny stone.
The eagle flew over the lake.



- Use **Think-Pair-Share** to ask:

Which of these is a complete sentence? How do you know? [*The third sentence is a complete sentence because it has a subject (doer) and a predicate (an action).*]

What is missing from the first sentence? [*It is missing a subject.*]

What does the second sentence need to be complete? [*It needs a predicate, an action.*]

- Have the students work in teams to add what is missing in the first two sentences to make them complete.
- Use **Random Reporter** to listen to the teams' responses. Using the students' responses, complete the sentences in several ways.
- Display the following sentences, and read them aloud.

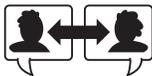
Break the cracker in half.
Put the cherry on top.



- Tell the students that you are going to ask them a tricky question. Explain that both of these sentences have the same subject. Use **Think-Pair-Share** to ask:

What is the subject of these sentences? Who is the doer?

- Explain that the subject of the sentence is the word *you*. "You break the cracker in half." "You put the cherry on top." Explain that when giving directions, it is not necessary to repeat the subject *you* in each sentence. The reader understands that when it comes to directions, the doer is *you*.
- Tell the students that during Teamwork they will continue to identify incomplete sentences and make them complete by adding either a subject or a predicate.



Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Complete Sentences** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice one student on each team will read the sentence. Then the team will discuss if the sentence is complete or incomplete. If it is a complete sentence, they will write complete next to it. If it is incomplete, they will decide what needs to be added—subject or predicate—to make it complete. They will rewrite the sentence with the words that will make it complete.
- Tell the students they will repeat the process with the remaining sentences. Explain that they should take turns reading the sentences aloud.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

Team Mastery

- Refer the students to the **Teamwork 1: Complete Sentences** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will add what is needed to complete the sentences and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Mastery 2.

Quick Check

- Distribute **Quick Check: Complete Sentences**. Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentences.

- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 3 minutes

- Point out that a complete sentence includes both a subject, a doer, and a predicate, an action. Each sentence they have written in their how-to-do-it paragraphs should have a subject and a predicate.
- Have the students check their paragraph drafts to identify the subject and predicate in each sentence. Remind them that when writing directions, it is not necessary to repeat the subject *you*.
- Praise the students for team cooperation and participation. Using **Random Reporter**, award an additional point to teams whose members can give an example of how they prepared all their team members to participate in class discussion.



Answer Keys: Complete Sentences

Team Practice

1. predicate added
(ex: hid in the closet.)
2. subject added (ex: The author)
3. complete
4. predicate added
(ex: ate lunch together.)
5. subject added (ex: My brother)

Team Mastery

1. subject added
(ex: The whole class)
2. predicate added
(ex: toppled over.)
3. complete
4. predicate added
(ex: hung on the hook.)
5. subject added (ex: Terry)

Quick Check

1. complete
2. subject added
(ex: The hamster)
3. predicate added
(ex: galloped over the hill)
4. predicate added
(ex: played soccer)
5. subject added
(ex: The package)

Team Practice 2

1. complete
2. subject added (ex: The giant)
3. subject added
(ex: The bike rider)
4. predicate added
(ex: crawled over the leaf)
5. subject added (ex: My aunt)

Team Mastery 2

1. subject added
(ex: The rattlesnake)
2. predicate added
(ex: rocked the boat)
3. complete
4. subject added
(ex: The little boy)
5. predicate added
(ex: flew around the bear)

Quick Check 2

1. complete
2. predicate added
(ex: moved across the wall)
3. predicate added
(ex: rushed past me)
4. subject added
(ex: The gray squirrel)
5. subject added
(ex: The stranger)

Unit 3

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will use the revision guide to give feedback.



Two-Minute Edit

- Tell the students that Careless Caroline came into the classroom overnight and left another sentence on the board (or on chart paper). Ask:

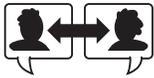
What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The princess wore a crown

- Remind the students that a sentence needs a punctuation mark at the end to tell the reader to stop. Model improving the sentence by adding a period at the end.

The princess wore a crown.



- Point out that adding adjectives, describing words, could also improve this sentence and make it more interesting. Have partners identify the nouns in the sentence. Use **Think-Pair-Share** to ask:

What adjectives (describing words) would you add to describe the nouns in this sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The gorgeous princess wore a solid gold crown.



Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that the team’s job is to see that all team members participate and are prepared to share with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
 2. We will make notes about revisions.
- Point out today’s focus. Remind the students that they have completed several steps in writing their paragraphs. They have brainstormed ideas with their partners. They have used a paragraph organizer to plan their paragraphs. And they have used their plans to write first drafts. Tell them that today they will share their drafts with their partners and record that feedback. Read the focus and goals for the day aloud.

Instruction

- Remind the students that published authors ask others for feedback about their writing. Point out that feedback helps authors understand how the writing will come across to other audiences and how to make it better.
- Refer the students to the Describe How to Do It revision guides in their student booklets. Display the transparency of the revision guide, and point out the Ideas and Organization sections. Tell them that the guide will help them give and receive feedback.
- Review the Ideas, Organization, and Style sections.
- Tell the students that the following is a first draft of a how-to paragraph. Explain that you are going to show them how to use the guide to give feedback to a partner. Read the following paragraph aloud, and model responding to the writing in preparation for actual partner feedback.

Sample First Draft**How to Build a Snowman.**

Building a snowman is easy if you have snow on the ground. Make a snowball, and then roll it over and over in the snow until it is big. Make two more snowballs, one medium sized and one smaller. Pack extra snow between the snowballs to hold them together. Put the snowballs on top of each other. Add stones for eyes and a mouth, a carrot for the nose, and some sticks for arms.

- Demonstrate summarizing the paragraph and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the Ideas section of the guide. Point out on the transparency where the writer would record the ✓ rating for those specific features under the First Draft column.

The questions in the Ideas section of the revision guide will help me give feedback about the ideas in this paragraph. First, is the paragraph about how to do something or make something? I'd say yes, it is about how to build a snowman. The writer can put a check next to that on the revision guide.

Next, does the topic sentence tell what the paragraph is about? Hmm. I would say it does because it says that building a snowman is easy. The rest of the paragraph tells the easy steps. So the writer can put a check next to that on the revision guide.

The next question on the revision guide is: Does the paragraph clearly describe at least three steps? It talks about rolling the snowball to make a big snowball. It talks about making two other snowballs. It also tells what to add to make a snowman's face and arms. Yes, there are at least three steps. But I think the directions about putting the snowballs together could be clearer. Which snowball goes on top? The writer should put a question mark next to that on the revision guide.



- Have teams use the next section of the revision guide to rate the organization of the paragraph. Remind them to ask each question. Use **Random Reporter** to share responses.

Looking at this paragraph, does it begin with a topic sentence?

Does the middle include at least three steps in the correct order?

Does it end with a wrap-up sentence?

- When the students note that the paragraph has some steps out of order and lacks a wrap-up sentence, point out on the transparency where the writer would note the rating of ? for those specific features. Suggest how the writer might note on his or her revision guide the revisions that can be made to improve the paragraph. For example, the student can note “put steps in order” and “add wrap-up sentence” on the revision guide.
- Refer the students to the question under the Style section of the revision guide.

The question in the Style section is: Does the paragraph include sequence words to help the reader? Hmm. I don’t see any sequence words. The writer can put a question mark next to that on the revision guide and make a note about it.

REVISION GUIDE

Describe How to Do It

Name: _____ Date: _____
 Partner: _____ Unit: 3

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the paragraph about how to do something or make something?	✓			
Does the topic sentence tell what the paragraph is about?	✓			
Does the paragraph clearly describe at least three steps?	?			
Add details.	?			
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph begin with a topic sentence?	✓			
Does the middle include at least three steps in the correct order?	?			
Does the paragraph end with a wrap-up sentence?	?			
Put steps in order. Add a wrap-up sentence.				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph include sequence words to help the reader?				
Add sequence words like <i>first</i> , <i>next</i> , <i>finally</i> .				

Teamwork

Timing Goal: 10 minutes

- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas. They need to tell why.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions:

Did reading your draft aloud help you decide what you might want to change?

What did your partner do to help you improve your paragraph?

- End the class by celebrating good teamwork. Remind the students about the team cooperation goal that they are working on: **Everyone participates.**
- Using **Random Reporter**, award an additional point to teams whose members prepared everyone on the team to share their team's responses.



Unit 3

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their paragraphs. Using the revision guide, they will give feedback on the revised drafts.



Two-Minute Edit

- Tell the students that Careless Caroline came into the classroom overnight and left another sentence on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

the ship sailed past the island.

- Remind the students that a sentence begins with a capital letter. Model improving the sentence by capitalizing the first letter.

The ship sailed past the island.



- Point out that adding adjectives, describing words, could also improve this sentence and help the reader make a better mind movie. Have partners identify the nouns in the sentence. Use **Think-Pair-Share** to ask:

What adjectives (describing words) would you add to describe the nouns in this sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The old pirate ship sailed past the deserted island.





Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that they can help their partners improve their drafts by using the revision guide and asking good questions. Refer to the posted team cooperation goal: **Everyone participates.** Remind them that they can earn an extra team cooperation point if they prepare everyone on the team to share the team's responses with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will use the notes we made to revise our drafts.
2. We will listen to our partner's revised draft and use the questions on the revision guide to give feedback.

- Point out today's focus. Remind the students that they have completed several steps in writing their how-to paragraphs. They have brainstormed ideas with their partners. They have organized their ideas on a paragraph organizer. And they have used their plans to write first drafts and shared them with their partners. Tell them that today they will revise their drafts. Read the goals for the day aloud.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

Instruction

- Display the transparency of the revision guide marked with ratings and notes. Review the feedback the writer received on the draft.

REVISION GUIDE

Describe How to Do It

Name: _____ Date: _____
 Partner: _____ Unit: 3

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the paragraph about how to do something or make something?	✓			
Does the topic sentence tell what the paragraph is about?	✓			
Does the paragraph clearly describe at least three steps?	?			
Add details.	?			
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph begin with a topic sentence?	✓			
Does the middle include at least three steps in the correct order?	?			
Does the paragraph end with a wrap-up sentence?	?			
Put steps in order. Add a wrap-up sentence.				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph include sequence words to help the reader?				
Add sequence words like <i>first</i> , <i>next</i> , <i>finally</i> .				

- Model how you would use the feedback on the revision guide to revise the paragraph. For example, point out the question marks next to the questions, “Does the paragraph clearly describe at least three steps?” “Are the steps in order?” and “Does the paragraph include sequence words to help the reader.” Point out the notes that the writer made after receiving feedback.

When the writer shared his draft with his partner, the partner used the revision guide to ask questions and give feedback. The partner helped the writer see what was good about the paragraph and what needed improvement. The writer put question marks next to the things that needed improvement. The writer also made notes on the revision guide to “add details” “add a wrap-up sentence,” and “add sequence words like *first*, *next*, and *finally*.”

- Display the first draft of the paragraph from the previous lesson with the writer's revisions. Point out the change that the writer made to put the steps in the correct order. Also note the addition of sequence words to the revised draft. Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

Revised Draft

How to Build a Snowman

Building a snowman is easy if you have snow on the ground. ^{First,} Make a snowball, and then roll it over and over in the snow until it is big. ^{Next,} Make two more snowballs, one medium sized and one smaller. Pack extra snow between the snowballs to hold them together. Put the snowballs on top of each other. ^{Finally,} Add stones for eyes and a mouth, a carrot for the nose, and some sticks for arms. *Your snowman will last as long as the weather stays cold.*

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate's composition?

Looking at the revision guide, can you answer yes to all the questions for Ideas, Organization, and Style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes



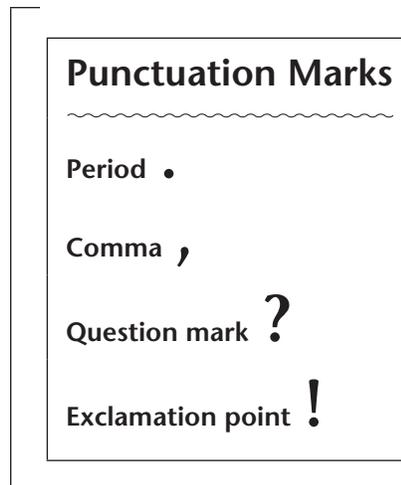
- Use **Think-Pair-Share** to ask:
Authors, discuss the changes you made to your draft with your teams. What feedback helped you make these changes and improve your writing?
- End the class by celebrating good teamwork. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates' feedback helped them improve their writing.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.

Unit 3 | Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will use commas to combine sentences with a repetitive subject. They will add commas to sentences to separate a list of items.

Preparation

- Put the following list of punctuation marks on the board or on chart paper.



- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Commas in a Series** (1 per student)
 - **Teamwork 2: Commas in a Series** (as needed)
 - **Quick Check: Commas in a Series** (1 per student)
 - **Quick Check 2: Commas in a Series** (as needed)
- You may wish to display transparencies of the Teamwork pages as you review student responses.
- Have a television and a DVD player available to show the following video segment in this lesson.
 - **“Commas in a Series”** (running time 4:39)



Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that it is the team's job to prepare all their team's members to share with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

We will use commas to help readers know when to pause in their reading.

- Read the focus and goal for the day aloud. Remind the students that the comma is a punctuation mark. Refer to the list of punctuation marks on the board or on chart paper, and identify the comma. Point out that periods, question marks, and exclamation points are also punctuation marks.
- Explain that punctuation marks are like road signs that guide a reader. They help the reader understand the writer's meaning.

Instruction

- Explain to the students that they will watch a video about commas. In the video, there is a fairy-tale character with whom they are probably familiar. Tell them that the character is the Big Bad Wolf.
- Show "Commas in a Series" (running time 4:39).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

How did the Big Bad Wolf say commas help him?

[Commas separate items in a list.]

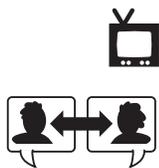
What happens when people forget to use commas?

[Their lists of items get pushed all together.]

How do commas help people when they are reading?

[The commas help readers know when to pause while they are reading.]

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.





- Write the following sentence on the board, and read it without any pauses.

Connie had to mop the floor wash the dishes and make her bed.

- Explain that this sentence is hard to understand because there are no pauses.
- Use **Think-Pair-Share** to ask:

What can the writer add to the sentence to show the reader where to pause? [Commas.]

- Remind the students that commas should go after each phrase. Model adding the commas to the sentence. Reread the sentence, emphasizing the pauses. *Connie had to mop the floor, wash the dishes, and make her bed.* Point out that the sentence is now much easier to read.
- Write the following sentence on the board, and read it aloud.

The boys found some wood got some tools and built a tree house.



- Have the students work in teams to decide where the commas belong in the sentence. Use **Random Reporter** to listen to responses, and insert the commas in the correct places. [*The boys found some wood, got some tools, and built a tree house.*]
- Write the following sentence on the board.

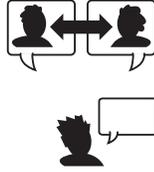
Brian and Tisha and Devon and Lia were at the party.

- Explain that commas can also replace the word *and* when it is used to join more than two items in a list. Rewrite the sentence omitting the extra *ands* and inserting commas. [*Brian, Tisha, Devon, and Lia were at the party.*]
- Write the following sentence on the board, and read it aloud.

My brother ate a banana and an apple and a peach and some grapes.



- Have the students work in teams to decide where the commas belong in the sentence. Use **Random Reporter** to listen to responses, and insert the commas in the correct places. [*My brother ate a banana, an apple, a peach, and some grapes.*]



- Write the following sentences on the board, and read them aloud.

Jerry liked ice cream. Jerry liked broccoli. Jerry liked chicken nuggets.

- Use **Think-Pair-Share** to ask the student what the sentences have in common. [*They all begin with “Jerry liked.”*]
- Use a **Think Aloud** to explain how the information in the sentences could be combined into one sentence by using commas.

These sentences all start the same way. It is boring to read the same beginning over and over. I can combine the sentences and use commas to separate the ideas.

The new sentence would be “Jerry liked ice cream, broccoli, and chicken nuggets.” Write the new sentence on the board.

Now I have one sentence that is not repetitive, and it’s more interesting to read.

- Review the fact that commas tell the reader when to pause. They can be used to separate things in a list. They can also be used to make writing less repetitive. Using commas helps the reader by making the sentences easier and more interesting to read.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Commas in a Series** handout to each team. Ask the students to look at the **Team Practice** section of the handout.
- Explain that during Team Practice the students will read each sentence or group of sentences. Tell the students that as a team they will have to decide how to rewrite the sentences to include commas.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams’ responses. Read the sentences aloud, emphasizing the pause at each comma. Point out that the commas that the students have added help you as the reader better understand the meaning of the sentences.

If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Mastery 2.



Team Mastery

- Ask the students to look at the **Team Mastery** section of the handout.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will rewrite the sentences using commas and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to share the teams' responses. Read the sentences aloud, emphasizing the pause at each comma.

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** to the students.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask the following questions:
 - How do commas help your writing?**
 - What word can a comma replace in a list of items?**
- Praise the students for making sure that everyone participated in their team's discussion and was prepared to share with the class. Using **Random Reporter**, award an additional point to teams whose members can give an example of how they prepared their teammates to share their team's discussion.

Answer Key: Commas in a Series

Team Practice

1. They added milk, eggs, oil, and lemon to the cake mix.
2. The lady forgot her lunch, keys, gloves, and hat.
3. Pat cooked chicken, peas, and potatoes for dinner.

Team Mastery

1. Ray plays football, soccer, baseball, and basketball.
2. Henry loves to eat tomatoes, corn, and ham.
3. The chest was full of gold, silver, diamonds, and rubies.

Team Practice 2

1. Dwayne, Abdul, and Isaac got lost in the woods.
2. The popsicles were red, orange, yellow, and green.
3. Lizards, turtles, and snakes are reptiles.

Team Mastery 2

1. Uma packed plates, cups, and napkins in the basket.
2. I ran up the stairs, opened the door, and saw the package on the bed.
3. The ants marched up the wall, across the table, and over the plates.

Quick Check

1. Felix, Mike, and Lila helped carry the table.
2. He brushed his teeth, combed his hair, and put on his shoes.
3. The team practiced on Monday, Tuesday, and Thursday.

Quick Check 2

1. Hal, David, and Marcus told us about the secret door.
2. Maria knows how to play the trumpet, drums, and guitar.
3. Joe heard the thunder, the patter of the rain, and the howling wind.

Unit 3

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their paragraphs and make corrections.



Two-Minute Edit

- Tell the students that Careless Caroline came into the classroom overnight and left another sentence on the board (or on chart paper). Ask:

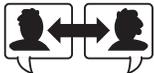
What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

the boy broke the bowl.

- Remind the students that a sentence begins with a capital letter. Model improving the sentence by capitalizing the first letter.

The boy broke the bowl.



- Point out that adding adjectives, describing words, could also improve this sentence and help the reader make a better mind movie. Have partners identify the nouns in the sentence. Use **Think-Pair-Share** to ask:

What adjectives (describing words) would you add to describe the nouns in this sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The red-haired boy broke the blue china bowl.



Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that one way teammates participate is by carefully reading their partner’s paragraph and noting mistakes in spelling, punctuation, capitalization, and grammar. These are called the language mechanics of a composition.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our paragraphs using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their descriptive paragraphs. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their paragraphs before publishing them. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that they are now going on to the editing step of the writing process.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my paragraph have correct capitalization?				
Does my paragraph have correct punctuation?				
Does my paragraph have correct spelling?				
Does my paragraph have correct grammar?				
Is there a subject (<i>doer</i>) and predicate (<i>action</i>) in each sentence?				



- Display the revised draft of your paragraph. (The sample in the previous lesson was about making a bead bracelet.) Reread the draft, and demonstrate marking your spelling, punctuation, or grammar errors. Select a few editing marks to model (you will not use them all in one lesson) from those shown. Copy the marks that you select onto the board, and explain them before you begin to model how to use them. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your article to publish it.

- Remind the students that you will read the entire paragraph at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for when I read my paragraph the first time? *[You will check to see that the first word of each sentence is capitalized and all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter with three lines.

What will I check for the second time I read the paragraph? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time I read the paragraph? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your paragraph and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time I read the paragraph? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my paragraph that don't sound right? Have I made any grammar errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.
- Introduce the video segment. Tell the students that the Write-On Dudes are ready to edit their compositions.
- Show the video segment "Editing" (running time 5:13).





- Facilitate a discussion of the video. Use **Think-Pair-Share** to ask the following questions:

How does Flash help Ricardo with his story? [*Flash reads Ricardo's story carefully and marks some errors that Ricardo had missed.*]

What are some of the errors that Flash found in Ricardo's story? [*Ricardo forgot to capitalize the first word in a sentence; he forgot the period at the end of a sentence, a comma, and the apostrophe in didn't.*]

How does Ricardo react to Flash's editing feedback? [*Ricardo is surprised that there are errors in his story. He is glad that Flash found the errors and that Ms. Inkwell could not use the red pencil of doom.*]

- Refer to the Mechanics section of the revision guide. Review what the students will be checking for in their how-to paragraphs: capitalization, punctuation, spelling, and grammar.

Teamwork

Timing Goal: 10 minutes

- Remind the students that they will read their paragraph four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their paragraphs, have them exchange compositions and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter** to award an additional team cooperation point to teams whose members can give an example of how teammates helped them correct an error in their paragraphs.



Editing Marks

**Capitalize a letter.**

Make three lines under the letter to be capitalized.

**Add a period.**

Place where period belongs and in margin.

**Add something.**

Place insert mark, for example, to add a word or a comma, above the mark.

**Take something away, delete it.**

Draw a line through the item and then make a loop.

**Spell out or check spelling.**

Circle the word.

**Make a new paragraph here.**

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the paragraphs that they plan to publish.
- Explain that you will use the revision guide to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 3**Day 10 Publish**

OBJECTIVE: The students will publish their paragraphs by reading them from the Author's Chair.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the team cooperation goal: **Everyone participates**. Praise the students for participating in their teams as they worked on their paragraphs. Point out that their super teamwork will show in the quality of their published paragraphs.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our paragraphs by reading them from the Author's Chair.

- Point out today's focus. Remind the students that they have edited their paragraphs, and they are now ready to make the corrections and publish them. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They helped their teammates complete those tasks too.

What did you do first? *[We brainstormed ideas for topics. We made a web to record the steps to do something or make something.]*

What did you do next? *[We made a plan for writing by organizing our ideas on a paragraph organizer.]*

What task did you complete next? *[We wrote a first draft using the plan we had made.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback. We used the revision guide to give our partners feedback.]*

What task did you complete after that? [*We revised our writing and got more feedback from our partners.*]

What was the next task? [*We edited our writing, and then our partners edited it.*]

- Remind the students that sharing is the final step in this process. Explain that this step is called publishing, and, for many authors, this is how their writing is shared with an audience of readers. Remind the students that they will publish their how-to paragraphs by taking turns reading from the Author’s Chair.
- Introduce the video segment “Team Score Sheet” (running time 8:19). Tell the students that the Write-On Dudes have published their how-to paragraphs and are looking at their team score sheets to see how the team did on this writing project.
- Facilitate a discussion of the video by using **Think-Pair-Share** to ask the following questions:

How did the Write-On Dudes help one another improve their how-to paragraphs? Can you give an example?

How did the team earn an extra team cooperation point?

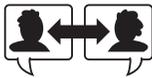
If everyone participates, do you think it is hard to earn the extra point?

- Refer the students to the team score sheet. Point out that each of the Write-On Dudes added five scores on the team score sheet to get an individual score:
 1. writing process score for each step in the writing process
 2. revision guide score
 3. craft lesson score
 4. language mechanics score
 5. team cooperation points for the unit
- Point out that for each of these individual scores, the students depended on the participation and helpful feedback of their team members.

Teamwork

Timing Goal: 15 minutes

- Explain that each student will carefully rewrite his or her paragraph as the final, polished copy, making the noted corrections from revised drafts. Remind them to use their best handwriting so others can easily read their paragraphs.





- Allow the students time to rewrite final copies of their paragraphs. As the students work, monitor their progress, and assist when needed.
- Have the students practice fluently reading their writing to themselves.
- Using **Random Reporter**, have the students take turns reading their writing to the class from the Author's Chair. Remind the students that over the next several days all the students will have a turn in the Author's Chair.
- After each reading, invite volunteers to comment specifically on what they liked about the writing, what was especially interesting, or what the author described particularly well.

Reflection

Timing Goal: 5 minutes



- Remind the students to check off publishing on their team score sheets.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members can give an example of how team participation and feedback improved their writing.
- Help the students complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.

Unit 3 | Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that brainstorming ideas and then organizing those ideas are the first steps in writing. Point out that just as practice makes a runner or a ball player a stronger athlete, practice makes us stronger writers. Read the focus and goal for the day aloud.

Instruction

- Distribute the students' journals (marble composition books). Describe the composition books as journals.

Remember that these books are your journals. A journal is a place to write about your ideas or to write about something that happened to you and how you feel about it. When you write in your journal, you choose the topic. Your purpose is to tell about *your* ideas.

- Present the following idea starters or post some of your own.

1. Describe the most exciting storm you have ever experienced.
2. What if you could fly? Describe what you think it would feel like.
3. If animals could talk, what questions would you ask them? What do you think their answers would be?
4. Which season is better: summer or winter? Why?



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.

- Explain that the students may write about one of these topics or another of their choosing.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web or paragraph organizer can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals, and reward students who meet them with Inkwell tokens. (For example, at the end of the previous unit a student who set a goal to earn a score of 25 for ideas by writing a topic sentence that tells what the paragraph is about reaches her goal. Celebrate and award her an Inkwell token.) After the Writing Challenge, when the class is setting goals, the Inkwell tokens will be counted to measure the progress of the class in their writing. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes



- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you brainstorm and plan before writing or did you just plunge in?

Was it easy to write about your ideas?

Did writing about your ideas help you think of more ideas?

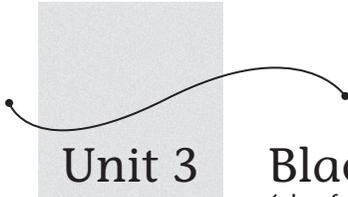
- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings.



- Suggest that the students use a page at the back of the journal to list new ideas to write about. They can refer to this list throughout the year to remind them about ideas to explore in their writing.
- Celebrate by having a few volunteers share their journal entries.
- Using **Random Reporter**, collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect two examples of your students' compositions that you have evaluated for organization to share with your colleagues at the next meeting. You may wish to preview the video segment and *Teacher Learning Community Guide* for meeting 4 and note your comments and questions.


 Unit 3

Blackline Masters

(also found on CD accompanying volume 1)

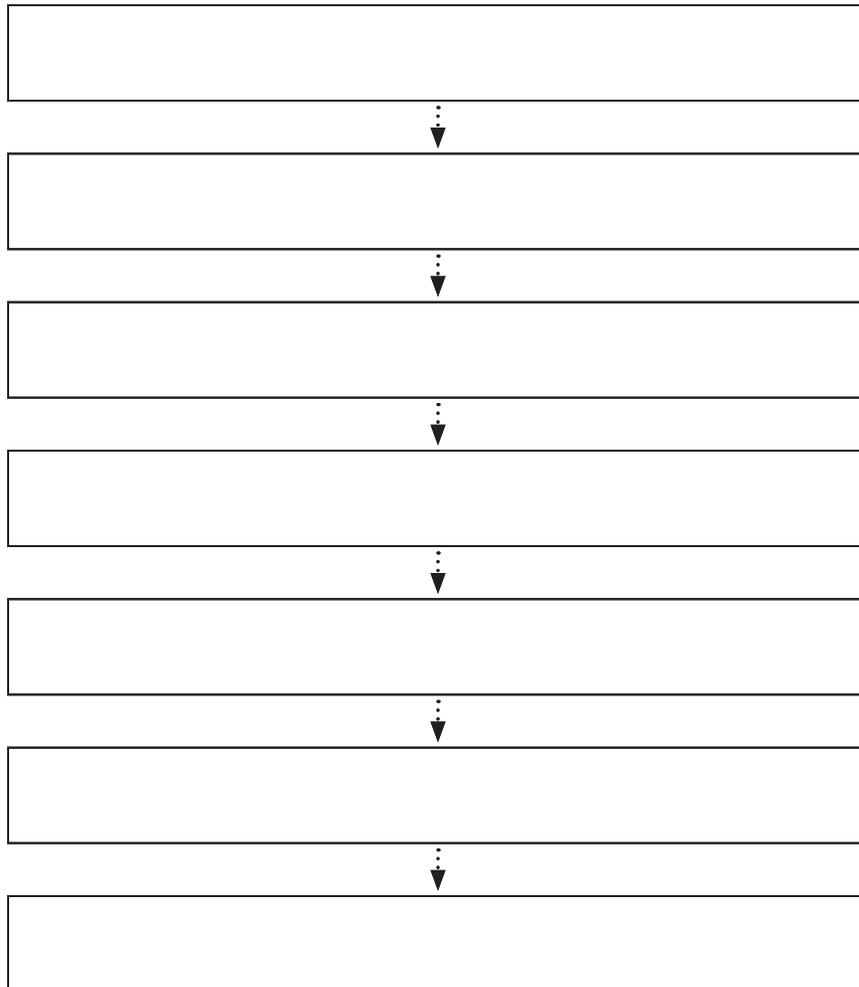
Describing Steps in a Process

Describe How to Do It

Day 1	Transparency	
	How to Make a Banana Split and Sequence Chain.....	171
	Student Handouts	
	Teamwork 1.....	172
	Teamwork 1.....	173
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How to Make a Banana Split

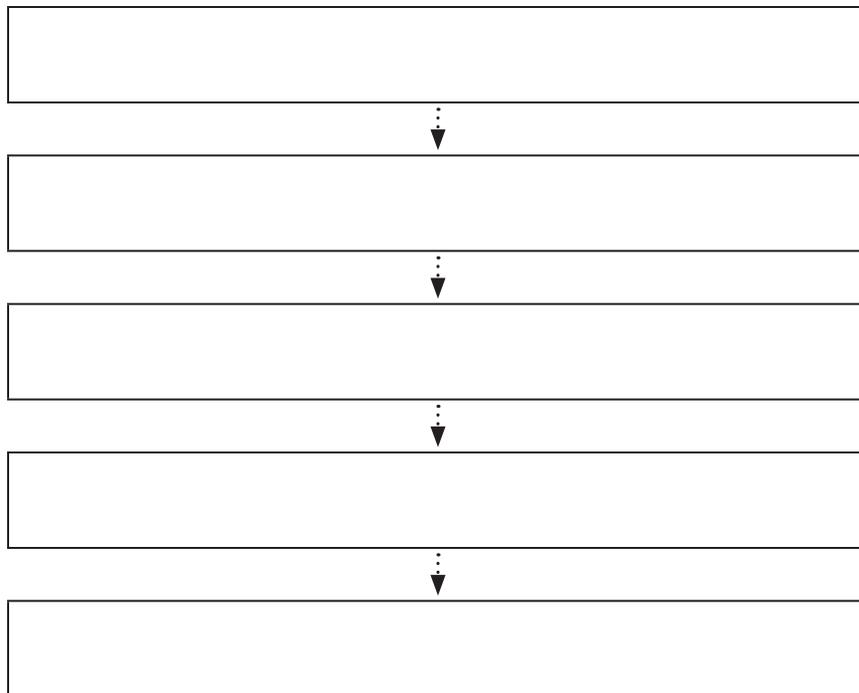
1. Put the banana slices in a bowl.
2. Sprinkle nuts over the whipped cream.
3. Peel the banana.
4. Put three scoops of ice cream on top of the banana.
5. Add the fudge, marshmallow, and caramel toppings.
6. Add whipped cream over the toppings.
7. Use a knife to slice the banana.



Team Practice

How to Make S'mores

1. Put the second cracker on top of the other to make a sandwich.
2. First, toast a marshmallow until it's lightly browned.
3. Split one graham cracker into two square pieces.
4. Put the toasted marshmallow on the chocolate.
5. Place a two-inch piece of chocolate on one of the cracker squares.



Team Mastery

How to Make Spaghetti

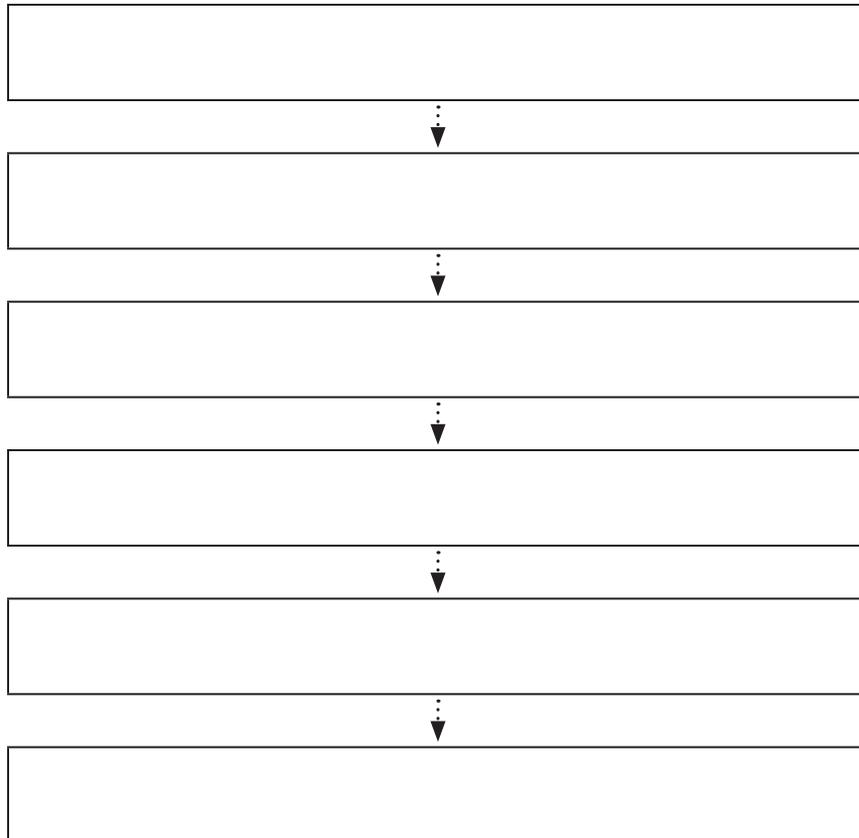
1. Put the spaghetti in the boiling water for 7–10 minutes.
2. Second, heat the water until it is boiling.
3. First, place a pot of water on the stove.
4. Pour cooked spaghetti into a strainer to drain water. Cover cooked spaghetti with sauce.
5. Take spaghetti out of the box.

A vertical flowchart template consisting of five empty rectangular boxes arranged vertically. Each box is connected to the one below it by a downward-pointing dashed arrow, indicating a sequence of steps.

Team Practice 2

How to Make a Tuna Melt

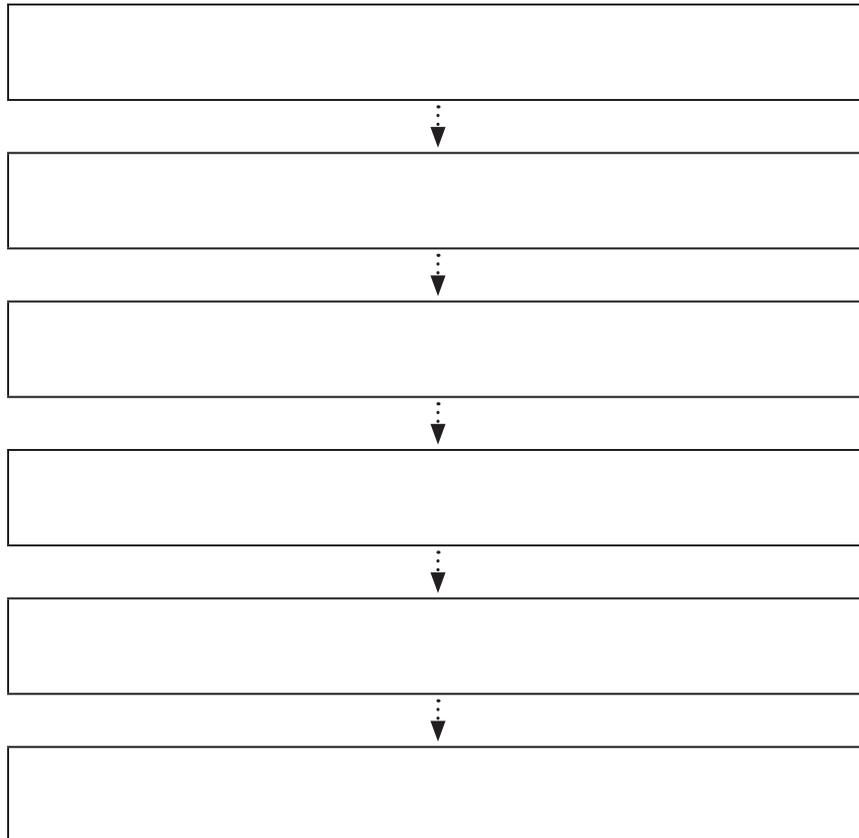
1. Put the dish with the toast, tuna, and cheese in the microwave and heat for 20 seconds.
2. First, place a slice of toast on a dish.
3. Spread the tuna evenly on the toast and place a slice of cheese on top.
4. Next, put a scoop of tuna salad on the toast.
5. Remove the dish from the microwave.
6. Let the tuna melt cool for one minute before eating.



Team Mastery 2

How to Make a Peanut butter and Jelly Sandwich

1. With a knife, spread some peanut butter evenly on the bread.
2. First, place a slice of bread on a plate.
3. Second, open a jar of chunky peanut butter.
4. Use a spoon to scoop out the jelly and smear it on a second slice of bread.
5. Make a sandwich by placing the jelly bread on top of the peanut butter bread.
6. Open a jar of grape or apple jelly.



Quick Check

How to Cook a Hotdog

1. Use a fork to turn the hotdog so it browns on all sides.
2. First, place a frying pan on the stove.
3. Turn on the heat and melt the butter.
4. Put a little bit of butter in the pan.
5. Remove the hotdog from the pan, and place it in a bun.
6. Put the hotdog in the pan with the melted butter.

A vertical sequence of six empty rectangular boxes, each connected to the one below it by a downward-pointing dashed arrow. This is a template for a student to write the steps for cooking a hotdog.

Quick Check 2

How to Make a Fruit Salad

1. Place the wet berries on a paper towel to dry.
2. First, measure a cup of strawberries, a cup of blueberries, and a cup of grapes.
3. Put the clean, dry berries and grapes in the bowl, and mix them together to make fruit salad.
4. Second, get out a large bowl.
5. Wash the berries and grapes in cool water.
6. Remove the leafy part of each washed strawberry.

A vertical flowchart consisting of seven empty rectangular boxes connected by downward-pointing dashed arrows. The boxes are arranged in a column, with each box connected to the one below it by a dashed arrow pointing downwards.

Paragraph Organizer

Topic Sentence:



Wrap-up Sentence:

Writing Prompt

Think about something interesting that you know how to do or how to make. Could you describe the steps so that others could follow your directions? What details are important for others to know?

Write a paragraph describing how to do or make something. Begin with a topic sentence that tells what you will be describing. In your description, include at least three steps in the correct order so the reader can follow them. Use sequence words, such as *first*, *second*, and *next*, to make the order of your directions clear. Be sure to end your paragraph with a wrap-up sentence.

Sample First Draft

Making a Bead Bracelet

Making a bead bracelet is fun because you can create your own design. First, choose beads of different colors and sizes. Next, measure a six-inch piece of elastic thread. String the beads on the thread. Finally, tie the ends of the thread with a double knot. You can make bead bracelets and give them as gifts to your family and friends.

Team Practice

1. The hairy monster. _____
2. Wrote a long story. _____
3. The girls sent a letter. _____
4. The two friends. _____
5. Can't stand spiders. _____

Team Mastery

1. Watched the movie. _____
2. The huge snowman. _____
3. The spy flashed the light. _____
4. The old raincoat. _____
5. Spent all his money. _____

Team Practice 2

1. Paul sat on the bench. _____
2. Crashed against the rocks. _____
3. Wears a helmet. _____
4. The tiny green beetle. _____
5. Eats chips all day. _____

Team Mastery 2

1. Lives in the desert. _____
2. The roaring waves. _____
3. Gus drives. _____
4. Helps his father. _____
5. The swarm of angry bees. _____

Directions: If the sentence is complete, write “complete” next to it.

If the sentence is not a complete sentence, add a subject or predicate to make it complete. Write the complete sentence on the line.

Quick Check

1. Doug built a fort. _____
2. Escaped from its cage. _____
3. The herd of wild horses. _____
4. His little brother. _____
5. Was wrapped in green paper. _____

Quick Check 2

1. Brittany knocks on the door. _____
2. The scary shadow. _____
3. A blast of cold air. _____
4. Climbed the pine tree. _____
5. Lost his way. _____



REVISION GUIDE

Describe How to Do It

Name: _____ Date: _____
 Partner: _____ Unit: 3

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the paragraph about how to do something or make something?				
Does the topic sentence tell what the paragraph is about?				
Does the paragraph clearly describe at least three steps?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph begin with a topic sentence?				
Does the middle include at least three steps in the correct order?				
Does the paragraph end with a wrap-up sentence?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the paragraph include sequence words to help the reader?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my paragraph have correct capitalization?				
Does my paragraph have correct punctuation?				
Does my paragraph have correct spelling?				
Does my paragraph have correct grammar?				
RATINGS KEY: ? = missing or needs to be improved ✓ = here and complete + = here, complete, and excellent			Total Teacher Score	

First Draft

How to Build a Snowman.

Building a snowman is easy if you have snow on the ground. Make a snowball, and then roll it over and over in the snow until it is big. Make two more snowballs, one medium sized and one smaller. Pack extra snow between the snowballs to hold them together. Put the snowballs on top of each other. Add stones for eyes and a mouth, a carrot for the nose, and some sticks for arms.

Revised Draft

How to Build a Snowman

Building a snowman is easy if you have snow on

First,
the ground. Make a snowball, and then roll it over
^

Next,
and over in the snow until it is big. Make two more
^

snowballs, one medium sized and one smaller. Pack

extra snow between the snowballs to hold them

together. Put the snowballs on top of each other.

Finally,

^
Add stones for eyes and a mouth, a carrot for the

nose, and some sticks for arms. *Your snowman will*

last as long as the weather stays cold.

Unit 3 | Teamwork 1

Commas in a Series

Team Practice

1. They added milk and eggs and oil and lemon to the cake mix.

2. The lady forgot her lunch keys gloves and hat.

3. Pat cooked chicken for dinner.
Pat cooked peas for dinner.
Pat cooked potatoes for dinner.

Team Mastery

1. Ray plays football and soccer and baseball and basketball.

2. Henry loves to eat tomatoes.
Henry loves to eat corn.
Henry loves to eat ham.

3. The chest was full of gold and silver and diamonds and rubies.

Team Practice 2

1. Dwayne got lost in the woods
Abdul got lost in the woods.
Isaac got lost in the woods.

2. The popsicles were red orange yellow and green.

3. Lizards and turtles and snakes are reptiles.

Team Mastery 2

1. Uma packed plates and cups and napkins in a basket.

2. I ran up the stairs opened the door and saw the package on
the bed.

3. The ants marched up the wall.
The ants marched across the table.
The ants marched over the plates

Unit 3 | Quick Check

Commas in a Series

Directions: Rewrite the sentences to include commas.

Quick Check

1. Felix helped carry the table.
Mike helped carry the table.
Lila helped carry the table.

2. He brushed his teeth combed his hair and put on his shoes.

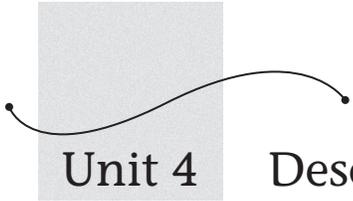
3. The team practiced on Monday and Tuesday and Thursday.

Quick Check 2

1. Hal and David and Marcus told us about the secret door.

2. Maria knows how to play the trumpet drums and guitar.

3. Joe heard the thunder.
Joe heard the patter of rain.
Joe heard the howling wind.



Unit 4

Describing Events in Order

Writing Project:

Describe What Happened to You



Author's Chair

Overview

The Author's Opportunity

The students will describe an experience, placing the events in order and including details about the events. They will share their compositions with their classmates from the Author's Chair.

Unit Summary

In this unit, the students write an account of something that happened. They plan their writing by creating a sequence chain and recording the order of the events. The craft lesson gives the students practice in identifying main events in several first-person accounts. After analyzing the sequential structure in the accounts, the students choose an unusual happening and focus on the sequence of events: what happened first, what happened next, and so on. Then they add details that will help their audience imagine what happened. Characters in the video model for the students the use of a sequence chain to plan writing as well as how to revise their writing with partners using the revision guide.

Language Mechanics

When writing their accounts of what happened, the students will use action words to describe events. The first language-mechanics lesson in this unit, on Day 5, focuses on the use of vivid verbs. The students replace boring verbs like *walk* and *look* with more descriptive action words. The second language-mechanics lesson, on Day 8, offers instruction in identifying adverbs. The students then choose from a bank of adverbs and add them to sentences to describe the action words.

Cooperative Learning

Help and encourage others is the team cooperation goal in this unit. By giving and getting helpful feedback from their teams, the students will begin to understand the benefits of helping and encouraging one another to improve their writing. During Reflection at the end of each day, the students share examples of how their partners and teammates have helped and encouraged them as they brainstormed ideas and planned, drafted, revised, and edited their compositions.

Writing Process Objectives

- The students will brainstorm ideas for their first-person accounts with their partners.
- The students will plan their compositions using a sequence chain to record events.
- The students will use their plans to draft a vivid first-person account of something that happened.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their compositions.
- The students will publish their compositions by reading them to the class from the Author's Chair.

Unit 4 Sequence

Day 1: **Craft Lesson** | Creating Sequence Chains

Day 2: **Brainstorm** | Describe What Happened to You

Day 3: **Plan** | Describe What Happened to You

Video Support: "Sequence Chains"

Day 4: **Draft** | Describe What Happened to You

Day 5: **Language-Mechanics Lesson** | Vivid Verbs

Video Support: "Vivid Verbs"

Day 6: **Share and Respond** | Describe What Happened to You

Video Support: "Using a Revision Guide"

Day 7: **Revise** | Describe What Happened to You

Day 8: **Language-Mechanics Lesson** | Adding Adverbs

Video Support: "Adding Adverbs"

Day 9: **Edit** | Describe What Happened to You

Day 10: **Publish** | Describe What Happened to You

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For **the teacher**:

- Chart paper
- What Happened transparency (See Day 1.)
- Describe What Happened to You Revision Guide transparency

For **each student**:

- Team Practice and Team Mastery handouts (See blackline masters at the end of this unit.)
- Quick Checks (See blackline masters at the end of this unit.)

- Describe What Happened to You Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

For each team:

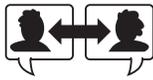
- Writing Wings Team Score Sheet
- Continue to display the team cooperation goals: Practice active listening; everyone participates; help and encourage others; complete tasks; explain your ideas/tell why.
- Display a copy of the Editing Marks chart.
- Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during each writing class in this unit.
- Have a television and a DVD player available to show the following video segments for the lessons:
 - “Sequence Chains” (running time 5:03) on Day 3
 - “Vivid Verbs” (running time 2:46) on Day 5
 - “Using a Revision Guide” (running time 7:49) on Day 7
 - “Adding Adverbs” (running time 3:28) on Day 8

Unit 4

Day 1 Craft Lesson

OBJECTIVE: The students will identify the main events in first-person accounts.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Think-Pair-Share

Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Post and present the team cooperation goal: **Help and encourage others**. Explain to the students that one of the most important aspects of working as a team is making sure that all members assist and encourage one another to do the best work they possibly can. During the unit, award team cooperation points to teams whose members help and encourage one another. Ask teams: How are you helping your teammates with this task? How are they helping you?
- Distribute the team score sheets. Have the students fill out the Team Name, Unit, and Date columns, as well as the team cooperation goal: **Help and encourage others**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day's agenda.

TODAY'S FOCUS: Identify main ideas.

TODAY'S GOALS:

1. We will read some descriptions of what happened and identify the main events.
2. We will organize the main events in a sequence chain.

- Point out today's focus. Remind the students that a writer usually tells about events in the order in which they happened. This helps the reader to picture the action. Tell the students that they will focus on identifying the main events today. Read the focus and goals for the day aloud.

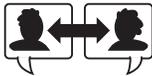
Instruction

- Display Brenda’s account, entitled “The Race,” on the *What Happened* transparency. Tell the students that it is a description of something that happened. The writer describes what happened before, during, and after a race. Read “The Race” aloud.

The Race by Brenda

Reggie, Vonya, and I had a race. First, we drew a starting line on the sidewalk with chalk. Next, we drew the finish line up at the stop sign. Reggie was smiling because he really thought he was going to beat us. Then, we all got ready at the starting line. My little brother said, “On your mark. Get set. Go!” I ran as fast as I could, but Vonya blasted right past me and Reggie. She crossed the finish line first. After the race, Reggie admitted that Vonya was the fastest runner in our neighborhood.

- Identify the first sentence as the topic sentence because it tells what the rest of the paragraph is about.
- Think aloud and model identifying the first three main events of the account. Create a sequence chain on the board as you record the events. (See the sample sequence chain that follows.) Underline the sequence words *first*, *next*, and *then*, and note how they help you understand the order of events. Also identify details that you do not need to include on the sequence chain because they are not main events.
- Use **Think-Pair-Share** to have the students identify the sequence of events in the second half of the account.



What should we put next on the sequence chain?

[Brenda’s brother said, “On your mark, get set, go.”]

Should we put the part about Reggie smiling? Is that a main event? *[The students will probably agree that this is a detail.]*

Then what happened? What is the next event? *[Brenda ran as fast as she could.]*

What happened then? *[Vonya blasted past Reggie and Brenda. She crossed the finish line first.]*

What is the last event? *[Reggie admitted that Vonya was the fastest runner in the neighborhood.]*

Make a sequence word chart that your students can add to throughout the unit.

- Add these events to the sequence chain. Point out that the students have made a sequence chain that shows the main events in the order in which they happened. Point out the underlined words on the transparency: *first*, *next*, and *then*, and underline *after*. Tell the students that writers often use these words when they are telling about a sequence of events. These sequence words connect events and help readers tell the order in which things happened.

Sample Sequence Chain

The Race

Reggie, Vonya, and Brenda drew a starting line for a race.



They drew a finish line.



They got ready at the starting line.



Brenda's brother said go!



Brenda ran as fast as she could.



Vonya blasted past Reggie and Brenda and crossed the finish line.



Reggie admitted that Vonya was the fastest.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Distribute the **Teamwork 1** sheet to each student. Refer the students to the **Team Practice** section of the handout. Tell the students that they will be reading about what happened during and after a school trip. Read the paragraph aloud.

Team Practice

Trip to the Science Museum

by Amir

My favorite school trip was when our teacher, Ms. Owens, took our class to the science museum. First, we saw the bones of big dinosaurs like T-rex and a dinosaur egg. Next, we tried out the tools that dinosaur hunters use to uncover buried bones. Then, Mike and I had a chance to touch a T-rex skull. After that, Ms. Owens took us to the park and we had a picnic. Everybody had pizza, and it was my favorite kind. Finally, the bus came, and we all went back to school.

- Explain that during Team Practice, teams will discuss the events from the passage and what they should put into a sequence chain. They will ask themselves, “What happened first? What happened next? Then what happened?” to figure out the order of the important events. Remind teams that the team cooperation goal they are working on is “help and encourage others.” Explain that after their team discussion, each student will make his or her own sequence chain of the events in the paragraph. Team members may have different ideas and create the chain in different ways, based on the team’s discussions.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work.
- Randomly choose one student per team to review the teams’ work. Give feedback to reinforce placing events in a sequence chain.

For Team Practice, students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.

During Team Mastery, the students work individually and then share their responses with their teammates. If the students struggle with the Team Mastery activity, review the skill, and then have them try again with the Team Mastery 2 passage.



Random Reporter

For Quick Check, the students work individually for a teacher score. If 25% of the students score less than 80, review the skill, and then have them try again with the Quick Check 2 passage.

Team Mastery

- Have the students look at the **Team Mastery** section of their **Teamwork 1** sheets. Read the paragraph aloud.

Team Mastery

Poster Contest by Kofi

This spring, the library had a poster contest. My friend Leo and I decided to make a poster about the reptile house at the zoo. First, we used pencils to draw pictures of a cobra, a turtle, and a crocodile. Next, we used poster paints to color the pencil drawings. Then, Leo and I put our names on the back and hung it up in the library with the other posters in the contest. Next day, they announced that Leo and I had won! A reporter came to our school, and Leo and I showed our poster on TV.

- Explain that they will follow the same process that they did in Team Practice, but that this time they will create their sequence chains on their own and then share them with their teammates. Have the students work individually to record the sequence of events on a sequence chain.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates. Circulate through the teams as the students work. Remind them that during team discussion they can help and encourage one another to make great sequence chains with all the main events in order.
- Using **Random Reporter**, have the students share the events on their sequence chains.

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. If necessary, review the directions for the task before having the students work independently to complete the Quick Check. Read the Quick Check paragraph aloud as the students follow along.

Quick Check**King Midas**
by Tavon L.

Our class put on a play called “King Midas.” Getting ready for the play was a lot of work. First, the actors practiced their lines for weeks to remember them. Next, we painted the big background scenes for the stage and made costumes. Then, just before the play when the actors were in their costumes, make-up people drew beards and mustaches or red cheeks on the actors’ faces. Finally, the stage crew opened the curtains, and the play began. After our play was over, everyone clapped and cheered.

- Explain to, or remind, the students, that if their scores are 80 or more, they are ready to create sequence chains when they plan their own compositions. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- Collect the students’ Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Point out that each sequence chain the students created today shows them a writer’s plan. They show the order of the events.

How could making a sequence chain before you write help you when you are describing something that happened? Think about that for a moment. Now turn to your partner and discuss your thoughts. [Making a sequence chain helps you plan. It could help you write about the events in the order that they happened so a reader could understand what happened.]



- Have the students reflect on their success in meeting the team cooperation goal. Use **Think-Pair-Share** to ask the following questions. Randomly select students from several partnerships to share responses with the class.

Did your team meet the team cooperation goal? Did your team members help and encourage one another in team discussion? *[(Answers will vary.)]*

How did you help each team member prepare to make a sequence chain? *[The students may say that they helped each team member figure out what was a main event and what was a detail.]*

- Award an extra team cooperation point to teams whose members give an example of how their team helped and encouraged one another during teamwork.

Answer Keys

Team Practice

Trip to the Science Museum

Class saw bones and dino egg
Tried out dino hunter tools
Touched T-rex skull
Had picnic in park
Bus took them back to school

Team Mastery

Poster Contest

Leo and Kofi decide to make a poster for contest
Used pencils to draw pictures
Used poster paints to color drawings
Put their names on poster and hung it in the library
They won the contest.
Showed the poster on TV

Quick Check

King Midas

Tavon's class got ready to put on a play.
Actors practiced their lines.
People painted backgrounds and made costumes.
People put makeup on actors.
Stage crew opened curtains and play began
People clapped and cheered.

Team Practice 2

Road Trip

Janelle and her dad got up early and headed north in a truck.
They made a stop at a big farm.
Loaded baskets of tomatoes and peppers in truck
Stopped at another farm to pick up baskets of strawberries
They stopped at a lake for a picnic and ate tomatoes and strawberries.

Team Mastery 2

Magic Trick

Michael showed his brother the sponge ball.
Sneaked the ball into his other hand
Pretended to squeeze the ball
Told his brother to say magic words.
Opened his hand and ball was gone
His brother couldn't figure out how he did it.

Quick Check 2

Lunch Box Surprise

Tori and Lisa sat down for lunch.
Lisa opened her lunch box and screamed, "Look out!"
A grasshopper jumped out of the lunchbox onto Tori's shoulder.
Tori and Lisa took the grasshopper outside and let it go.

Craft Lesson Scoring Guide

100 Points	The student creates a sequence chain with main events correctly placed in order.
90 Points	The student creates a sequence chain with most main events correctly placed in order.
80 Points	The student creates a sequence chain with some main events correctly placed in order.

If the student does not show an understanding of a sequence chain with the main events placed in the correct order, provide feedback, and ask the student to redo the Quick Check before proceeding with the writing activity.

Unit 4

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their descriptive paragraphs.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Tell the students that a person named Careless Caroline came into the classroom overnight and left a sentence on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Stood on top of the mountain.

- Remind the students that a sentence needs a subject, a doer, and a predicate, an action. This sentence needs a subject to make it a complete sentence. Use **Think-Pair-Share** to ask:

What subject could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The three climbers stood on top of the mountain.

Author's Chair

- Have a few students take turns reading their *Describe How to Do It* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates help and encourage one another by brainstorming ideas and giving helpful feedback as they plan their writing. Point out that if their team members share with the class an example of how they have helped and encouraged one another during brainstorming, they can earn an extra team cooperation point.
- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm about funny, strange, exciting, or scary things that have happened to us.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. Tell the students that today they will brainstorm with their partners and choose a topic for their Describe What Happened compositions. Read the focus and goal for the day aloud.

Instruction

- Introduce the writing activity by using **Think-Pair-Share** to have the students tell what they did this past weekend. After sharing, ask the students who told about several events from this past weekend to raise their hands. Then ask the students who told about one event from the weekend to raise their hands.
- Explain that these events in time that they have described make up their personal experiences—something that happened to them. Tell the students that they will write about a personal experience.
- Point out to the students that some experiences are funny, and some are exciting. Others are scary or strange.

Your experiences belong to you. The things that have happened to you are in your memory and make you who you are. As a writer, you can share your experiences with others. You can describe your experience clearly with details that help readers imagine what it was like.

- Display the following prompt. Read it aloud while students read along silently.

Writing Prompt

Think about an interesting experience that you have had. Describe this experience. Make sure you include all the main events that happened in order. Include details that will help your audience hear, see, and feel your experience as if they were there too.

- Tell the students that they will share their writing with the class by reading their work from the Author's Chair.
- Point out to the students that the prompt tells them to include three things in their writing:
 - an experience (something that happened to them)
 - events in the order in which they happened
 - details that help the audience imagine the experience
- Offer some examples of types of experiences or use **Think-Pair-Share** to have the students generate a list of possible topics (personal experiences) that they can describe. Have them think about what interesting thing has happened to them. Some examples are listed below.



being a part of a school play
 doing something for the first time
 finding a lost pet
 going on a camping trip
 visiting a friend or family member
 playing on a sports team
 spending a special day with a friend
 traveling to a new place
 winning an award
 joining a club

- Explain to the students that to brainstorm ideas, partners can ask questions like the following:

What is the funniest thing that has ever happened to you?

What is your best memory about summer vacation?

Have you ever taken a trip to a new place? What happened there?

Have you ever had a spooky experience? What happened?

- Model brainstorming topics with a student volunteer. Have the student ask you one or two of the above questions. Begin listing possible experiences and details on the board. Point out that you want to choose an experience that you remember clearly so you can include details, and then pick a topic based on this criterion.

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible experiences about which they can write. Remind them that the team cooperation goal is help and encourage others. Point out that partners can help and encourage each other by asking good follow-up questions and helping their partners remember interesting experiences.
- Circulate through the classroom and listen to discussions. Praise partners who help and encourage each other by asking follow-up questions.
- Hold conferences with the students to provide support as needed.
- Tell the students to choose one of the experiences they listed as the topic for their writing.

Reflection

Timing Goal: 3 minutes



- Give the students an example that you observed of how students helped and encouraged their partners during brainstorming. Use **Think-Pair-Share** to ask the following questions:

What did your partner do to help you brainstorm ideas?

What helpful questions did your partner ask you?

How did you decide which experience to write about?



- Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners helped them brainstorm ideas today.

Unit 4

Day 3 Plan

OBJECTIVE: The students will plan their compositions using a sequence chain.



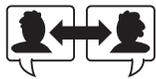
Two-Minute Edit

- Present the Careless Caroline sentence written on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

the largest animal in the world.



- Point out that a sentence begins with a capital letter. To make the sentence correct, the students must capitalize the T in *the*. Underline the *t* three times to show that it needs to be capitalized.
- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a predicate, an action, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What predicate could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The largest animal in the world is the blue whale.



Author's Chair

- Have a few students take turns reading their *Describe How to Do It* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates help and encourage one another by giving helpful feedback as they plan their writing. Point out that if team members share with the class an example of how they have helped and encouraged one another during planning, they can earn an extra team cooperation point.
- Post and present the day’s agenda.

TODAY’S FOCUS: Organize ideas.

TODAY’S GOALS:

1. We will plan our writing using a sequence chain.
2. We will share our plans with our partners and get feedback.

- Point out today’s focus. Remind the students that when writers plan, they organize their ideas before they write. For example, when writing about something that happened, they can organize the important events in order using a sequence chain. Tell the students that today they will plan their descriptions of an experience. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

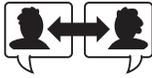
Writing Prompt

Think about an interesting experience that you have had. Describe this experience. Make sure you include all the main events that happened in order. Include details that will help your audience hear, see, and feel your experience as if they were there too.

- Point out that the students brainstormed a list of possible topics and chose one experience to write about. Tell the students that the students in Ms. Inkwell’s class can show them how to use a sequence chain to plan their writing. A sequence chain helps a writer keep the events in order so that they make sense.
- Show the video segment “Sequence Chains” (running time 5:03).



Show DVD segment



Think Aloud

- Display the transparency of Mona’s sequence chain. Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

Why did Mona use a sequence chain? *[She is planning her story about her experience, and it is made up of events.]*

What kind of information did Mona include on her sequence chain? *[She included the events in the order in which they happened. She also included details about the events.]*

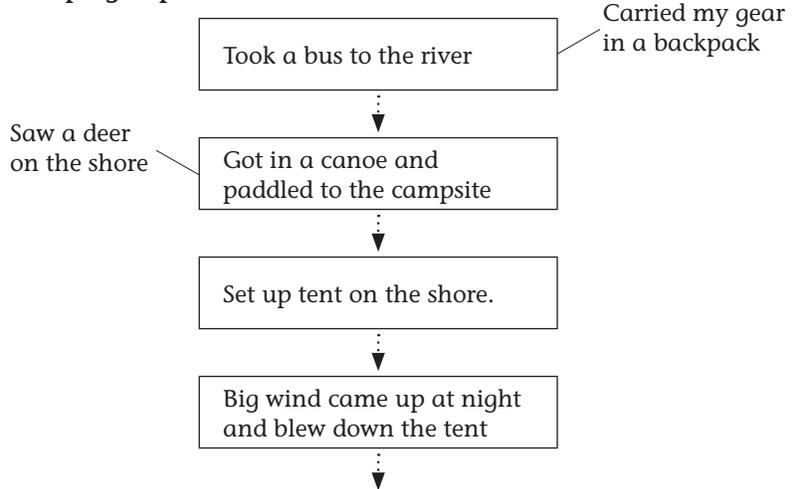
What question did Ricardo ask to help Mona fill in the events? *[He kept asking her, “Then what happened?”]*

Where did Mona put the details about each event? *[She put them on lines branching out from the event.]*

- Remind the students of the topic you have chosen. Model creating a sequence chain on a transparency or on chart paper for the experience you have chosen to describe. Use a **Think Aloud** so the students can follow your thinking as you identify main events and details. For example, if you chose to write about a camping trip, the beginning of your sequence chain might include the following:

Sample Sequence Chain

Camping Trip



- If you think your students need additional modeling, select a volunteer to identify his or her topic. Have the volunteer help you make a sequence chain on the board. Ask the student questions, such as “What happened next?” and “What was it like?” as you record his or her responses on the sequence chain.

Teamwork

Timing Goal: 10 minutes

- Have the students create sequence chains for their compositions. Remind them that their partners can help them get the events in order by asking, “What happened first? What happened next?” Hold conferences with the students to provide support as needed.
- Have the students work on adding details to their sequence chains. Remind them that partners can help them add details by asking good follow-up questions such as, “How did you feel then?” and “What did it look like or sound like?” Remind the students of the team cooperation goal that they are working on: **Help and encourage others.**
- Have partners share their written plans. Refer to the writing prompt. Remind the students to ask their partners:

Is the topic of the composition about an experience (something that happened to them)?

Are the events in the order in which they happened?

Are there details to help the audience imagine the experience?

- Allow time for the students to receive feedback and make changes to their plans if necessary.

Reflection

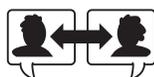
Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process. Use **Think-Pair-Share** to ask:

Are you happy with your plan? Did the sequence chain help you organize your ideas? *[(Answers will vary.)]*

What did you do to help your partner complete a sequence chain? Was your partner prepared to share the sequence chain with the class? *[The students may say that they asked questions like, “What happened next? “How did you feel?” to help their partners make their sequence chains.]*

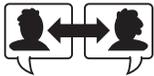
- Praise the students for helping and encouraging one another. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how their partners helped and encouraged one another during planning.



Unit 4

Day 4 Draft

OBJECTIVE: The students will draft their compositions using the events and details on their sequence chains.



Two-Minute Edit

- Present the Careless Caroline sentence written on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

A pile of dirty clothes.

- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a predicate, an action, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

A pile of dirty clothes was on the bed.

Author's Chair

- Have a few students take turns reading their *Describe How to Do It* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that **teammates** help and encourage one another by giving helpful feedback as they draft their writing. Point out that if their team members share with the class an example of how they have helped and encouraged one another during drafting, they can earn an extra team cooperation point.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Use a **plan to draft**.

TODAY’S GOALS:

1. We will use our sequence chains to draft our experience stories.
2. We will give our partners feedback on their topic sentences.

- Point out today’s focus. Remind the students that they have organized events in a sequence chain and included interesting details. Tell the students that today they will use the events and details on their sequence chains to begin writing their experience stories. They will also give their partners helpful feedback about their topic sentences. Read the focus and goals for the day aloud.

Instruction

- Refer the students to the Describe What Happened to You revision guides in their student booklets. Display the Ideas, Organization, and Style sections of the transparency, and review the questions. Point out that the questions on the revision guide can help the students include what they need to in their first drafts.

REVISION GUIDE		Describe What Happened to You			
Name: _____		Date: _____			
Partner: _____		Unit: 4			
Ideas		First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the composition about a personal experience?					
Are all important events included?					
Are details included?					
Organization		First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the composition begin with a topic sentence?					
Are the events in the order that they happened?					
Does the composition end with a wrap-up sentence?					
Style		First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the details make a mind movie?					



- Display the sequence chain that you created in the previous lesson. Use a **Think Aloud** to model using the sequence chain to write a first draft of your experience story beginning with a topic sentence. If you used the sample sequence chain about the camping trip in the previous lesson, you may use the following modeling script.

As I write my first draft, I will look at my sequence chain and write about the events in order. I'll add the details that I think will be interesting to my readers. I'll skip lines, too, so if I want to go back and add more ideas or change things I can.

The experience I am writing about is a camping trip I went on during the summer. That is the topic. First, I will need a topic sentence to begin my story. Hmm. Was the camping trip fun? Exciting? Scary? Actually, it was all three. I think my topic sentence will be: *This past summer I went on a camping trip that was fun and exciting, but also a little scary.*

Looking at my sequence chain, the first thing that happened was I took a bus to the river. I remember that I had all my gear in a heavy backpack. I'll use the sequence word *first* to show that this is the beginning of what happened: *First, I took a bus to the river. I was carrying a lot of heavy gear in a backpack that weighed a ton.*

Hmm. What happened next? My sequence chain will help me. I'll use the sequence word *next* to show the order of events. *Next, I got in a canoe and paddled to the camp site. As I went down the river, I saw a deer looking at me from the shore.* I like that. The deer is an interesting detail.

What is next on the sequence chain? Oh yes, I remember setting up the tent: *Then, I set up the tent so I would have a place to sleep.*

What is the next event on the sequence chain? The big wind...I remember that. *The wind came up in the middle of the night and blew down the tent. I had the tent stakes in, but the wind was blowing so hard that it pulled them out and the tent fell down.*

Beginning of Sample First Draft

This past summer, I went on a camping trip that was fun and exciting, but also a little scary. First, I took a bus to the river. I was carrying a lot of heavy gear in a backpack that weighed a ton. Next, I got in a canoe and paddled to the camp site. As I went down the river, I saw a deer looking at me from the shore. Then, I set up the tent so I would have a place to sleep.

The wind came up in the middle of the night and blew down the tent. I had the tent stakes in, but the wind was blowing so hard that it pulled them out and the tent fell down.

- Tell the students that you will continue drafting, but it is time for them to begin drafting their stories using their sequence chains. Remind them to begin with a topic sentence that tells what they will be writing about and to end with a wrap-up sentence.
- Have the students individually review the sequence chain plans that they created for their stories.
- Remind the students that they will be publishing their work by reading it to the class from the Author's Chair.

Teamwork

Timing Goal: 10 minutes

- Refer the students to the sequence chains they created. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.
- Have the students read the topic sentences of their drafts to their partners for feedback. Remind them that a topic sentence tells readers what they will be reading about.



Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners helped and encouraged each other during drafting.

Unit 4

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will replace boring verbs with more vivid ones.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Jake’s Morning** transparency
 - **Teamwork 1: Vivid Verbs** (1 per student)
 - **Teamwork 2: Vivid Verbs** (as needed)
 - **Quick Check: Vivid Verbs** (1 per student)
 - **Quick Check 2: Vivid Verbs** (as needed)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates can help one another by giving helpful feedback on the mechanics of their writing.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

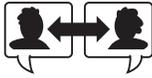
TODAY’S GOAL:

We will replace boring action words with verbs that make mind movies.

- Read the focus and goal for the day aloud. Remind the students that the experience story that each of them has drafted contains lots of action words. Today they will look at action words that can make their writing more interesting.

Instruction

- Introduce the video segment. Tell the students that Verbena and Maude are trying to repair a blah sentence that needs more pizzazz.
- Show the video segment “Vivid Verbs” (running time 2:46).



- Facilitate a discussion about the video by using **Think-Pair-Share** to ask the following questions:

How did Verbena help Maude make a better mind movie? [*She changed blah verbs to vivid verbs.*]

Did changing *comes out of the sea* to *springs out of the sea* help you make a better mind movie of the dolphin? What other vivid verbs could replace the word *comes* in the sentence: **The dolphin comes out of the sea? [*Leaps, jumps, or explodes.*]**

- Tell the students that you read a story with which you want their help. Explain that you are worried that the story is boring, and the verbs are blah.
- Display the following transparency, and read the story aloud while the students read along silently.

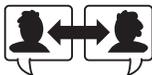
Jake's Morning

Jake missed the bus so he had to walk to school. He walked across the street and said hi to his neighbor. He walked through a puddle. He walked around the corner and saw a big dog blocking the sidewalk.

Jake said, "Go home, dog!"

Jake knew he was late. He heard the school bell ring.

He walked the rest of the way to school.



- Use **Think-Pair-Share** to have the students tell you why they think the story is boring. [*Guide the students to understand that the word walk is used too often. The verb is boring.*]
- Explain that sometimes replacing a boring verb with one that is more interesting can improve a story.
- Reread the second sentence in the story. Use a **Think Aloud** to change the word *walked* to a more vivid action word.

***Walked* is a blah word. I think I can replace it with a better word, a word that is more vivid and descriptive.**

I want to think of some words that mean nearly the same thing as *walked* that would describe how Jake moved. Some words are *chased, hurried, strolled, tiptoed, raced, and darted.*





- Begin a vivid verb word bank on chart paper. List these more vivid verbs under the word *walk*.

I will replace the word *walked* with the word *strolled*. *Strolled* means that Jake was walking without hurrying.

- Write the word *strolled* over the word *walked* on the transparency.
- Underline another boring verb, *said*. Use **Think-Pair-Share** to ask:

What more interesting verbs can you think of to replace the word *said*? [Yelled, shouted, whispered, screamed, begged, and whined.]

- List student responses on the vivid verb word bank under the word *said*.
- Have the students work in teams to identify more descriptive words to replace the underlined words. See below for possible answers.

Jake's Morning

Jake missed the bus so he had to walk to school. He walked (strolled) across the street and said (yelled) hi to his neighbor. He walked (splashed) through a puddle. He walked (hurried) around the corner and saw a big dog blocking the sidewalk.

Jake said (shouted), "Go home, dog!"

Jake knew he was late. He heard the school bell ring.

He walked (raced) the rest of the way to school.



- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams' responses.
- As the teams share their answers, write the new verbs over the underlined ones in the story. Reread the story with the more vivid words.
- Tell the students that they will continue to improve sentences by replacing boring verbs with more vivid ones.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Vivid Verbs** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will exchange vivid verbs for the boring, underlined ones in each sentence. Explain that for each sentence, one teammate will read the sentence and the team will decide what verb would make the sentence more exciting by replacing the underlined verb. Tell the students to write the new word above the underlined one so they are prepared when they need to share their answers with the class.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Vivid Verbs** page **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will replace the boring verbs with more vivid ones and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute the **Quick Check: Vivid Verbs** to the students.
- Explain that the student will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience.
- If necessary, review the directions for the task before having the student work independently to complete the Quick Check.



If students do not score at least 40 on the Quick Check, follow up with additional instruction, and use Team Practice 2 and Quick Check 2.

- Collect the students' Quick Checks, and celebrate a job well done.
- Accept reasonable answers for the students' Quick Checks. Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:
 - Why did we replace verbs in sentences?**
 - Can you explain why it is important to include vivid verbs in your writing?**
- Refer the students to their first drafts of their experience stories. Have them review their drafts to see if there are some boring verbs that they can replace with vivid verbs.
- Praise the students for helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how teammates helped and encouraged them so they were prepared to respond for the team.

Answer Keys: Vivid Verbs (possible answers)

Team Practice

1. Hank walked out of the room. *tiptoed*
2. She said to her mother, "Can I please have just one more treat?" *begged*
3. My sister talks on the phone every night. *chats*
4. Joe hit the ball over the fence. *slammed*
5. Did the dog run after the cat? *chase*

Team Mastery

1. Oscar walks to the principal's office. *paces*
2. Ryan ran after his brother. *zoomed*
3. Theo said, "Give me back my backpack!" *shouted*
4. The band went by the fire station in the parade. *marched*
5. Rhonda carried the heavy box of clothes. *lugged*

Quick Check

1. Bria said, "I know a secret." *whispered*
2. The snake moved through the grass. *slithered*
3. Water came out of the whale's blowhole. *shot*
4. Nadine walked to the stage to get her award. *hurried*
5. He cut the apple with a knife. *sliced*

Team Practice 2

1. The lion walked back and forth in its cage. *paced*
2. The tank moved across the field. *rolled*
3. Ned ran to the bus stop. *raced*
4. Ben cut the vegetables for the soup. *sliced*
5. Peter said, "Stop following me!" *shouted*

Team Mastery 2

1. Max said, "Shh, I'm hiding from my brother." *whispered*
2. The cat moved across the roof. *crept*
3. Tami fell on the icy sidewalk. *slipped*
4. The car went down the highway. *roared*
5. The ants walked toward the sugar bowl. *marched*

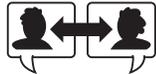
Quick Check 2

1. The wind moves the trees. *shakes*
2. The man walked down the rocky trail. *stumbled*
3. He squeezed the bottle and ketchup came out of it. *squirted*
4. "Don't go into that haunted house," she said. *warned*
5. The mouse went into a hole. *scurried*

Unit 4

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will use the revision guide to give feedback.



Two-Minute Edit

- Present the Careless Caroline sentence written on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Heard a loud noise in the basement.

- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a subject, a doer, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The two kids heard a loud noise in the basement.

Author's Chair

- Have a few students take turns reading their *Describe a Person, Place, or Thing* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that one way partners help and encourage each other is by offering helpful feedback on each other's drafts. Point out that they can help their partners improve their drafts by using the writer's guide and asking good questions. Remind them that if their team members share with the class an example of how they have helped and encouraged one another, they can earn an extra team cooperation point.
- Post and present the day's agenda.

TODAY'S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will listen to our partner's draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today's focus. Remind the students that they have completed several steps in writing their experience stories. They have brainstormed ideas with their partners. They have used a sequence chain to organize their ideas. And they have used their plans to write first drafts of their experience stories. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

- Explain that published authors ask others for feedback about their writing. Point out that this helps them understand how the writing will come across to their audiences and how they might make it better.
- Refer the students to the Describe What Happened to You Revision Guide, and display the transparency of the revision guide. Point out the Ideas and Organization sections. Tell the students that this guide will help them give and receive feedback.
- Tell the students that the kids in Ms. Inkwell's class will show them how to revise their writing with partners using the revision guide.
- Show "Using a Revision Guide" (running time 7:49).



- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

Do you think Ricardo was a good partner? *[Yes.] Why do you think that?* *[He was very encouraging. He told Mona about the good parts of her story and gave her suggestions to make it even better.]*

Did he retell? *[Yes.] Did he say what he liked?* *[Yes.] Did he ask questions to clarify?* *[Yes.] Did he make suggestions?* *[Yes.]*

How did Mona and Ricardo use the revision guide? *[They went through each item on the guide and decided how Mona included them in her story.]*

Do you think working with a partner to revise her work helped Mona improve her story? *[Yes.] Why do you think that?* *[Before working with a partner, some of Mona’s events were not in an order that made sense. Working with a partner helped Mona fix her organization so her audience could follow her thinking.]*

- Display the transparency of the Describe What Happened to You Revision Guide. Review the Ideas and Organization sections.

REVISION GUIDE		Describe What Happened to You			
Name: _____		Date: _____			
Partner: _____		Unit: <u>4</u>			
Ideas		First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the composition about a personal experience?					
Are all important events included?					
Are details included?					
Organization		First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the composition begin with a topic sentence?					
Are the events in the order that they happened?					
Does the composition end with a wrap-up sentence?					
Style		First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the details make a mind movie?					

- Have the students practice giving you feedback using the revision guide. Display the first draft of your composition that you made on chart paper with the class. Read it aloud.

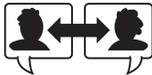
Sample First Draft

Camping Trip

This past summer, I went on a camping trip that was fun and exciting, but also a little scary. First, I took a bus to the river. I was carrying a lot of heavy gear in a backpack that weighed a ton. Next, I got in a canoe and paddled to the camp site. As I went down the river, I saw a deer looking at me from the shore. Then, I set up the tent so I would have a place to sleep.

The wind came up in the middle of the night and blew down the tent. I had the tent stakes in, but the wind was blowing so hard that it pulled them out and the tent fell down. I crawled out of the tent and held it down so the wind wouldn't blow it into the river.

Finally, the wind stopped blowing. Then the sky got light. I set up the tent again and made breakfast over a campfire.



- Have partners use their revision guides and discuss the ideas and organization of your composition. Use **Think-Pair-Share** to ask:

Look at the questions under the Ideas section of your revision guide. What feedback would you give me about ideas? Can you answer yes to all those questions?

[The students may comment that the composition includes important events and details.]

Look at the questions under the Organization section of your revision guide. What feedback would you give me about organization? Can you answer yes to all those questions? [The students will probably note that you have not included a wrap-up sentence.]

- Tell the students that you will note “add wrap-up sentence” on your revision guide under the Organization section.

Look at the question under the Style section of the revision guide. Do you think I have included details that make a mind movie? Do you think I need more details to help the reader picture what happened? *[The students may suggest that event needs more details. If so, note this on the revision guide.]*

- Explain that this feedback will help you revise and improve your composition.

Teamwork

Timing Goal: 10 minutes

- Tell the students that they will work with their partners in the same way as Mona and Ricardo—they will share their writing and give each other feedback on and ratings of the items in the Ideas, Organization, and Style sections of the revision guide.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss. Model, prompt, and reinforce to help build the students’ skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas/tell why.

Reflection

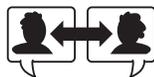
Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal they are working on. Praise the students for helping and encouraging one another.
- Use **Think-Pair-Share** to ask the following questions:

Did reading your draft aloud help you decide what you might want to change?

What did your partner do to help you improve your experience story?

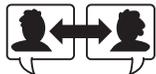
- Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates’ feedback helped them improve their writing.



Unit 4

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their experience stories. They will use the revision guide to give feedback on the revised drafts.



Two-Minute Edit

- Present the Careless Caroline sentence written on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The large crowd of people.

- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a predicate, an action, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The large crowd of people waited for the doors to open.

Author's Chair

- Have a few students take turns reading their *Describe How to Do It* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that one way partners help and encourage each other is by offering helpful feedback on each other's drafts. Point out that they can help their partners improve their drafts by using the revision guide and asking good questions. Remind them that if their team members share with the class an example of how they have helped and encouraged each other, they can earn an extra team cooperation point.
- Post and present the day's agenda.

TODAY'S FOCUS: Revise using feedback on **ideas and organization.**

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts.
 2. We will listen to our partner's revised draft and use the questions on the revision guide to give feedback.
- Point out today's focus. Remind the students that they have completed several steps in writing their experience stories. They have brainstormed ideas with their partners. They have used a sequence chain to organize their ideas. And they have used their plans to write first drafts of their stories and shared them with their partners. Tell them that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the draft of your experience story and the transparency of the revision guide marked with ratings and notes as if you had received partner feedback. Review the feedback that you received on your draft.

Sample Draft

Camping Trip

This past summer, I went on a camping trip that was fun and exciting, but also a little scary. First, I took a bus to the river. I was carrying a lot of heavy gear in a backpack that weighed a ton. Next, I got in a canoe and paddled to the camp site. As I went down the river, I saw a deer looking at me from the shore. Then, I set up the tent so I would have a place to sleep.

The wind came up in the middle of the night and blew down the tent. I had the tent stakes in, but the wind was blowing so hard that it pulled them out and the tent fell down. I crawled out of the tent and held it down so the wind wouldn't blow it into the river.

Finally, the wind stopped blowing. Then the sky got light. I set up the tent again and made breakfast over a campfire.

REVISION GUIDE		Describe What Happened to You		
Name:	_____	Date:	_____	
Partner:	_____	Unit:	4	
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the composition about a personal experience?	✓			
Are all important events included?	✓			
Are details included?	✓			
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the composition begin with a topic sentence?	✓			
Are the events in the order that they happened?	✓			
Does the composition end with a wrap-up sentence?	?			
Add a wrap-up sentence.				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the details make a mind movie?				

- Model how you would use the feedback on the revision guide to revise your article. For example, point out the question mark next to the question, “Does it end with a wrap-up sentence?” under the Organization section. Point out the note that you made.

When I shared my experience story with you, you used the revision guide to ask questions and give me feedback. You pointed out that I needed a wrap-up sentence, so I put a question mark and added a note about it on my revision guide. Now I am going to revise my draft and add that wrap-up sentence.

- Read the last sentence of the draft.

This story just ends and does not have a wrap-up sentence. Hmm. I need to talk about the whole experience of the camping trip like in the beginning sentence. I think that bad night made the breakfast taste really great. Maybe that would be a good wrap-up sentence. *After everything I had been through, that breakfast tasted great!*

- Add this wrap-up sentence to your draft.
- Underline the words *fell down* in the second paragraph. Point out that *fell* is not a vivid verb. Tell the students that changing this boring verb to a more vivid verb like *collapsed* will improve your story. Make this change on your draft. Use **Think-Pair-Share** to ask:

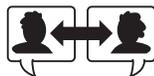
Do you think using the word *collapsed* helps you make a better mind movie?

- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback that they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.



- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate's composition?

Looking at the revision guide, can you answer yes to all the questions under Ideas, Organization, and Style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss with your teams what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Praise the students for helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates' feedback helped them improve their writing.
- Ask the students to check off revising on their **team score sheets**. Celebrate completing this step.



Unit 4

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will identify verbs in sentences and add adverbs to describe the verbs.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Adding Adverbs** (1 per student)
 - **Teamwork 2: Adding Adverbs** (as needed)
 - **Quick Check: Adding Adverbs** (1 per student)
 - **Quick Check 2: Adding Adverbs** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - “**Adding Adverbs**” (running time 3:28)

Active Instruction

Timing Goal: 17 minutes

Set the Stage

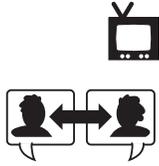
- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates can help one another by giving helpful feedback on the language mechanics of their writing.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will add words to describe verbs (adverbs).

- Read the focus and goal for the day aloud. Remind the students that using vivid verbs, action words, when describing what happened can help a reader imagine the experience. It helps the reader make a mind movie. Today they will work on adding words that describe verbs.



Instruction

- Tell the students that today the Language Mechanics will explain how adding adverbs can improve sentences and help make better mind movies.
- Show “Adding Adverbs” (running time 3:28).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What type of words did Maude use to help Verbena modify her verbs? [*Adverbs.*]

How did Maude explain what adverbs were so that you can easily remember them? [*Adverbs are words that you add to verbs.*]

Why would a writer use adverbs? [*To add details to verbs; to make their writing more interesting.*]

What were some examples of adverbs that were in the video? [*Some possible answers: Fast, slowly, high, loudly, now.*]

- Remind the students that adverbs make sentences more exciting and help readers make mind movies.
- Write the following sentence on the board, and read it aloud.

The old man walked up the steep hill.

- Explain to the students that this is a complete sentence, but you can make it better by explaining how the old man walked.
- Use a **Think Aloud** to identify an adverb to describe the word *walked*.

I want to pick a word that describes the verb *walked*.

The sentence says that the man was old and the hill was steep, so I need to keep that in mind when choosing a word.

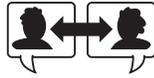
I will use the adverb *slowly* to describe how the old man walked. *The old man walked slowly up the steep hill.* That will help the reader make a more vivid mind movie.

- Write the following sentence on the board, and read it aloud.

The people in the stadium cheered.

- Explain that this is another sentence that could be improved by adding an adverb.





- Use **Think-Pair-Share** to ask:
 - What is the verb, the action word, in the sentence? [Cheered.]
 - What adverb could you add to make this sentence more interesting? What word could you add to describe how the people cheered? [(Accept reasonable responses.) Loudly.]
- Brainstorm a list of adverbs with the class, and write them on chart paper. Point out that many adverbs end in *ly*.

Adverbs

slowly	sadly	fast
loudly	angrily	quickly
quietly	easily	sweetly
happily	now	always
proudly	brightly	gently
carefully	speedily	tightly
bravely	secretly	gladly

- Tell the students they will continue to improve sentences by adding adverbs to make sentences more vivid. They may refer to the list of adverbs as they work.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Adding Adverbs** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work in their teams to add adverbs and improve each sentence.
 - 1) One teammate will read the sentence aloud.
 - 2) As a team, they will decide on an adverb that describes the underlined verb in the sentence.
 - 3) They will write the adverb on the line.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



Team Mastery

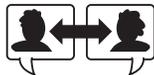
- Refer the students to the **Teamwork 1: Adding Adverbs** page and the **Team Mastery** section. Explain that they will follow the same process as they did in Team Practice, but that this time they will think of adverbs to describe the underlined verbs and write them on the line. Then they will share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute to each student an **Quick Check: Adding Adverbs**. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes



- Point out that the students have been identifying verbs, action words, and then thinking of words that describe the verbs. Use **Think-Pair-Share** to ask:

Is it hard to think of adverbs? *[(Answers will vary.)]*

Do you think adding adverbs improved the sentences?
[The students will probably agree that the adverbs helped make better mind movies.]

- Allow the students some time to review their experience stories and add adverbs where appropriate.

Look at the verbs in your experience story. Could you add any adverbs to describe them? What adverbs could you add to improve your story and help the reader make a mind movie?

- Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Using **Random Reporter**, award an additional point to teams whose members can give an example of how they helped and encouraged one another.



If students do not score at least 40 on the Quick Check, follow up with additional instruction, and use Team Practice 2 and Quick Check 2.

Answer Keys: Adding Adverbs (possible answers)

Team Practice

1. The stars shine at night. *brightly*
2. The girl tiptoed into the kitchen. *quietly*
3. Maria won the pie contest. *easily*
4. Serita played the piano. *loudly*
5. The little yellow bird sang. *sweetly*

Team Mastery

1. Jesse hit the egg on the side of the bowl. *gently*
2. The elephant walked up the trail. *slowly*
3. "Don't touch my stuff!" Kalid said. *angrily*
4. The wolf howled. *loudly*
5. I can fix this if you help me. *speedily, quickly*

Quick Check

1. "I am the first one here," he said. *proudly*
2. The dog barked in the yard. *loudly*
3. They played in the pool. *happily*
4. Keyanna opened her present. *quickly*
5. Brian listened to the words of the song. *carefully*

Team Practice 2

1. The lady held the broken pieces of her favorite cup. *sadly*
2. He tied the rope to the tree. *tightly, loosely*
3. He rode the bike up the street. *fast, quickly*
4. She completed the puzzle. *easily*
5. "I have a new brother!" he said. *happily*

Team Mastery 2

1. The two friends spoke to each other. *quietly*
2. The boy licked the ice cream cone. *happily, greedily*
3. I pulled on the cord to open my parachute. *hard, speedily*
4. "Look at that alligator!" Angel gaspd. *loudly*
5. Derrick walked up to the giant. *bravely*

Quick Check 2

1. Jacob knocked on the door of the castle. *loudly, bravely*
2. "You are really nosy," Sheena said. *angrily*
3. She held the magic coin in her hand. *tightly*
4. The pirates buried the treasure. *secretly*
5. The water dripped from the faucet. *slowly*

Unit 4

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their experience stories and make corrections.



Two-Minute Edit

- Present the Careless Caroline sentence written on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Juggled three oranges at one time.

- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a subject, a doer, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The circus clown juggled three oranges at one time.

Author's Chair

- Have a few students take turns reading their *Describe How to Do It* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that one way partners help and encourage each other is by carefully reading his or her partner’s composition and noting mistakes in spelling, punctuation, capitalization, and grammar. These are called the language mechanics of a composition.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our experience stories using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their experience stories. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their experience stories before publishing them. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process. Point out that the students just edited Careless Caroline’s sentence.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				
Do all sentences have a subject and a predicate?				



- Display the revised draft of your experience story. Reread the draft, and demonstrate marking your spelling, punctuation, or grammar errors. Select a few editing marks to model (you will not use them all in one lesson) from those shown. Copy those you select onto the board, and explain them before you begin to model how to use them. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your article to publish it.
- Remind the students that you will be reading the story through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time that I read my story? *[You will check to see that the first word of each sentence is capitalized and that all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read my story? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I check for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your story and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my story that don't sound right? Have I made any grammar errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.



Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their experience stories four times to check for the items listed on the revision guide. Suggest they refer to the displayed editing marks when noting corrections.

- When the students have finished editing their experience stories, have them exchange stories and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the Editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members share an example of how partners helped and encouraged each other during editing. Have each student identify an item that his or her partner edited in the experience story, explain why it is an error, and what editing mark the partner used to mark it.



Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

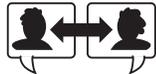
Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the experience stories that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 4

Day 10 Publish

OBJECTIVE: The students will publish their experience stories by reading them from the Author's Chair.



Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Two-Minute Edit

- Present the Careless Caroline sentence written on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

A flock of green and red parrots.

- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a predicate, an action, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

A flock of green and red parrots flew in and perched in the trees above us.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the team cooperation goal: **Help and encourage others.** Praise the students for helping and encouraging one another as they worked on their experience stories.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our experience stories by reading them from the Author's Chair.



- Point out today's focus. Remind the students that they have completed several steps in the writing process, and they are now ready to publish their work. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed ideas for topics.]*

What did you do next? *[We chose topics for our stories and made sequence chains to make sure we included all the important events and interesting details.]*

What task did you complete next? *[We wrote a draft using the events and details on the sequence chain.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete after that? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Remind the students that sharing is the final step in this process. Explain that this step is called publishing, and for many authors this is how their writing is shared with an audience of readers. Remind the students that they will publish their paragraphs by taking turns reading them from the Author's Chair.

Teamwork

Timing Goal: 15 minutes

- Explain that each team member will carefully rewrite his or her experience story as the final polished copy, making the noted corrections from the revised drafts. Remind the students to use their best handwriting so others can easily read their work.
- Allow the students time to rewrite final copies of their experience stories. As the students work, monitor their progress and assist when needed.
- Have the students practice fluently reading their writing to themselves.



- Use **Random Reporter**, and have the students take turns reading their writing to the class from the Author's Chair. Remind the students that over the next several days all the students will have a turn in the Author's Chair.
- After each reading, invite volunteers to comment specifically on what they liked about the writing, what was especially interesting, or what the author described particularly well.

Reflection

Timing Goal: 5 minutes



- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how their teammates helped and encouraged them as they published their work.
- Remind the students to check off publishing on their team score sheets.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.

Unit 4

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our ideas. We want the reader to be able to understand them. That is why it is important to get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that today they will write in their journals.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. What would you do if you woke up and found that you had changed into a cat?
2. Describe a time when a friend helped you.
3. Is it ever okay to tell a lie?
4. Make up a story about people who live underwater.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.



about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals, and reward the students who meet them with Inkwell tokens. After the Writing Challenge, when the class is setting goals, the Inkwell tokens will be counted to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you choose a topic quickly? If so, what made it easy to choose?

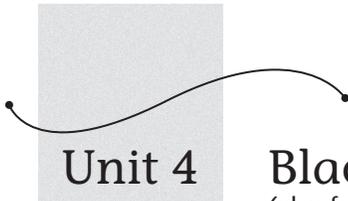
Did you find yourself adding interesting details as you wrote?

Are you finding it easier to write about your ideas?

- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings. Suggest that the students jot down any questions or topics they thought of that they might explore during the next journal writing day.
- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Choose two sample writing challenge compositions, one from a high scoring student and one from a low scoring student to share and discuss with your colleagues at the next meeting. You may wish to preview the video segment and *Teacher Learning Community Guide* for meeting 5 and note your comments and questions.



Unit 4

Blackline Masters

(also found on CD accompanying volume 1)

Describing Events in Order

Describe What Happened to You

Day 1	Transparencies	
	What Happened.....	251
	Sample Sequence Chain	252
	Student Handouts	
	Teamwork 1.....	253
	Teamwork 2.....	254
Day 2	Transparency	
	Writing Prompt	256
	Day 3	Transparency
	Mona’s Sequence Chain	257
Day 4	Transparencies	
	Describe What Happened to You	
	Revision Guide (blank)	258
Day 5	Transparency	
	Jake’s Morning	260
	Student Handouts	
	Teamwork 1: Vivid Verbs.....	261
Day 6	Transparency	
	Describe What Happened to You	
	Revision Guide (blank)	258
	Day 7	Transparency
	Describe What Happened to You	
	Revision Guide (with your notes from Day 6).....	258
Day 8	Student Handouts	
	Teamwork 1: Adding Adverbs.....	264
	Teamwork 2: Adding Adverbs.....	265
Day 9	(No blackline masters)	
	Day 10	(No blackline masters)
Day 11	(No blackline masters)	

What Happened

The Race

by Brenda

Reggie, Vonya, and I had a race. First, we drew a starting line on the sidewalk with chalk. Next, we drew the finish line up at the stop sign. Reggie was smiling because he really thought he was going to beat us. Then, we all got ready at the starting line. My little brother said, "On your mark. Get set. Go!" I ran as fast as I could, but Vonya blasted right past me and Reggie. She crossed the finish line first. After the race, Reggie admitted that Vonya was the fastest runner in our neighborhood.

Sample Sequence Chain

[Empty rectangular box]



[Empty rectangular box]



[Empty rectangular box]



[Empty rectangular box]



[Empty rectangular box]



[Empty rectangular box]



[Empty rectangular box]

Team Practice

Trip to the Science Museum

by Amir

My favorite school trip was when our teacher, Ms. Owens, took our class to the science museum. First, we saw the bones of big dinosaurs like T-rex and a dinosaur egg. Next we tried out the tools that dinosaur hunters use to uncover buried bones. Then, Mike and I had a chance to touch a T-rex skull. After that, Ms. Owens took us to the park, and we had a picnic. Everybody had pizza, and it was my favorite kind. Finally, the bus came, and we all went back to school.

Team Mastery

Poster Contest

by Kofi

This spring, the library had a poster contest. My friend Leo and I decided to make a poster about the reptile house at the zoo. First, we used pencils to draw pictures of a cobra, a turtle, and a crocodile. Next, we used poster paints to color the pencil drawings. Then, Leo and I put our names on the back and hung it up in the library with the other posters in the contest. Next day, they announced that Leo and I had won! A reporter came to our school, and Leo and I showed our poster on TV.

Team Practice 2

Road Trip

by Janelle

This summer I took a road trip with my dad. First, we woke up early in the morning and got on the highway headed north. Three hours later, we made a stop at a big farm. My dad and I loaded lots of baskets of tomatoes and peppers in the back of the truck. Then, we rode on to another farm and picked up baskets of strawberries. Later, Dad and I found a picnic area near a lake and stopped to eat our lunches. We had fresh tomatoes for our sandwiches and more strawberries than I could eat.

Team Mastery 2

Magic Trick

by Michael B.

I did a magic trick that fooled my brother. First, I took a sponge ball in my right hand and showed it to him. Then, I quickly sneaked it into the other hand and pinched it between my fingers. Next, I pretended to squeeze the sponge ball in my right fist, but it was really hidden in the other hand. I told him to say some magic words like hocus pocus. Then, I opened my hand to show him the sponge ball was gone! My brother couldn't figure out how I did the trick.

Quick Check

King Midas

by Tavon L.

Our class put on a play called “King Midas.” Getting ready for the play was a lot of work. First, the actors practiced their lines for weeks to remember them. Next, we painted the big background scenes for the stage and made costumes. Then, just before the play when the actors were in their costumes, make-up people drew beards and mustaches or red cheeks on the actors’ faces. Finally, the stage crew opened the curtains, and the play began. After our play was over, everyone clapped and cheered.

Quick Check 2

Lunch Box Surprise

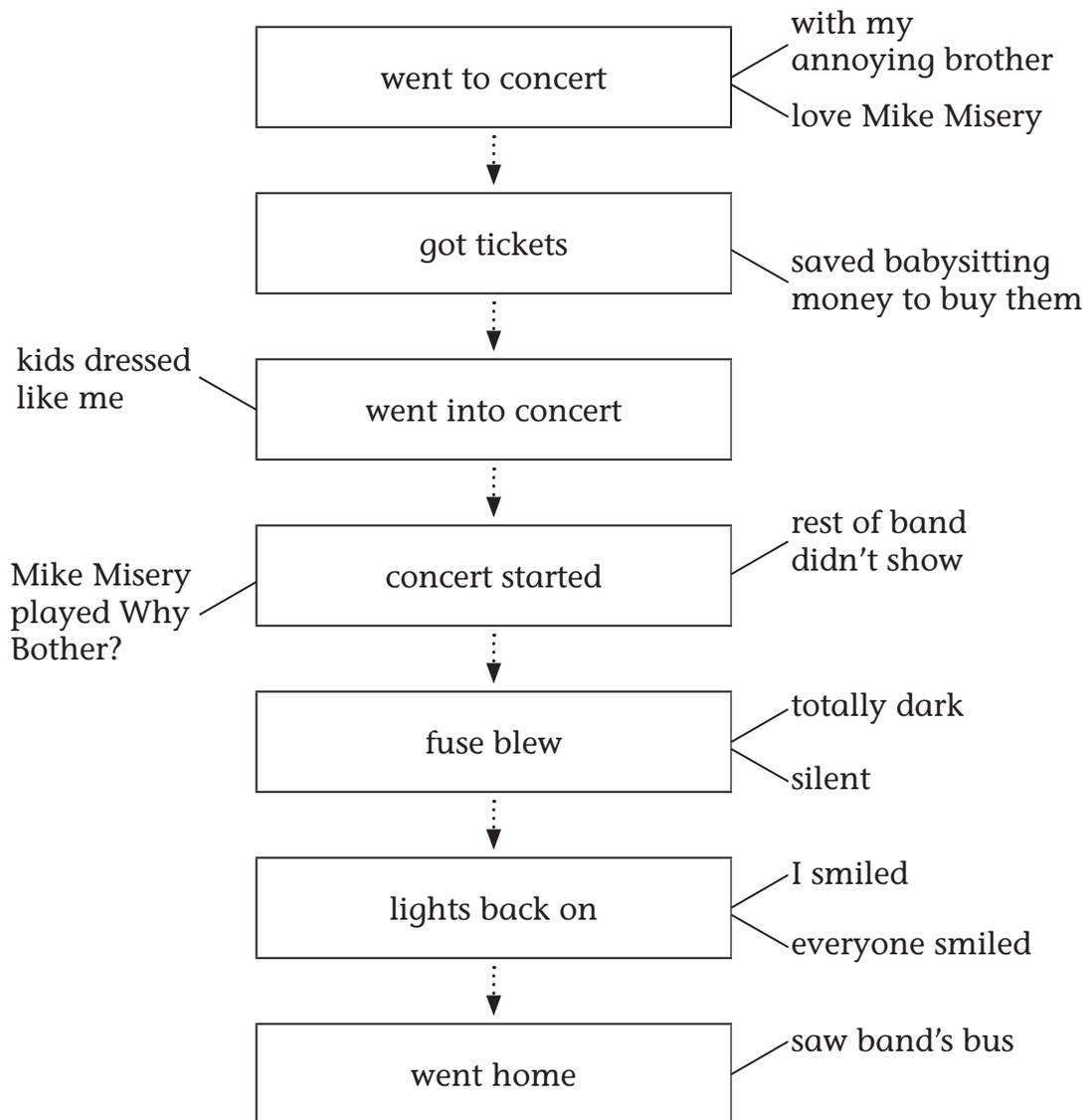
by Tori

A funny thing happened at school today during lunch. First, my friend Lisa and I got our lunch boxes and sat down at the table. Next, Lisa took out her lunch box and opened it up. All of a sudden, Lisa screamed, “Look out!” Just then a big green grasshopper jumped right out of her lunchbox and landed on my shoulder. I like grasshoppers, so I didn’t scream like Lisa. Finally, our teacher told us to take the grasshopper outside and let it go.

Writing Prompt

Think about an interesting experience that you have had. Describe this experience. Make sure you include all the main events that happened in order. Include details that will help your audience hear, see, and feel your experience as if they were there too.

Mona's Sequence Chain



Describe What Happened to You

Name: _____ Date: _____
 Partner: _____ Unit: 4

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the composition about a personal experience?				
Are all important events included?				
Are details included?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the composition begin with a topic sentence?				
Are the events in the order that they happened?				
Does the composition end with a wrap-up sentence?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the details make a mind movie?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score	
----------------------------	--

Beginning of Sample First Draft

Camping Trip

This past summer, I went on a camping trip that was fun and exciting, but also a little scary. First, I took a bus to the river. I was carrying a lot of heavy gear in a backpack that weighed a ton. Next, I got in a canoe and paddled to the camp site. As I went down the river, I saw a deer looking at me from the shore. Then, I set up the tent so I would have a place to sleep. It was the middle of the night when the wind came up. I had the tent stakes in, but the wind was blowing so hard that it pulled them out and the tent collapsed.

Jake's Morning

Jake missed the bus so he had to walk to school. He walked across the street and said hi to his neighbor. He walked through a puddle. He walked around the corner and saw a big dog blocking the sidewalk.

Jake said, "Go home, dog!"

Jake knew he was late. He heard the school bell ring. He walked the rest of the way to school.

Team Practice

1. Hank walked out of the room.

2. She said to her mother, "Can I please have just one more treat?"

3. My sister talks on the phone every night.

4. Joe hit the ball over the fence.

5. Did the dog run after the cat?

Team Mastery

1. Oscar walks to the principal's office.

2. Ryan ran after his brother.

3. Theo said, "Give me back my backpack!"

4. The band went by the fire station in the parade.

5. Rhonda carried the heavy boxes of clothes.

Team Practice 2

1. The lion walked back and forth in its cage.

2. The tank moved across the field.

3. Ned ran to the bus stop.

4. Ben cut the vegetables for the soup.

5. Peter said, "Stop following me!"

Team Mastery 2

1. Max said, "Shh, I'm hiding from my brother."

2. The cat moved across the roof.

3. Tami fell on the icy sidewalk.

4. The car went down the highway.

5. The ants walked toward the sugar bowl.

Quick Check

1. Bria said, "I know a secret."

2. The snake moved through the grass.

3. Water came out of the whale's blowhole.

4. Nadine walked to the stage to get her award.

5. He cut the apple with a knife.

Quick Check 2

1. The wind moves the trees.

2. The man walked down the rocky trail.

3. He squeezed the bottle and ketchup came out of it.

4. "Don't go into that haunted house," she said.

5. The mouse went into a hole.

Team Practice

1. The stars shine at night.

2. The girl tiptoed into the kitchen.

3. Maria won the pie contest.

4. Serita played the piano.

5. The little yellow bird sang.

Team Mastery

1. Jesse hit the egg on the side of the bowl.

2. The elephant walked up the trail.

3. "Don't touch my stuff!" Kalid said.

4. The wolf howled.

5. I can fix this if you help me.

Team Practice 2

1. The lady held the broken pieces of her favorite cup.

2. He tied the rope to the tree.

3. He rode the bike up the street.

4. She completed the puzzle.

5. "I have a new brother!" he said.

Team Mastery 2

1. The two friends spoke to each other.

2. The boy licked the ice cream cone.

3. I pulled on the cord to open my parachute.

4. "Look at that alligator!" Angel gasped.

5. Derrick walked up to the giant.

Unit 4 | Quick Check

Adding Adverbs

Quick Check

1. "I am the first one here," he said.

2. The dog barked in the yard.

3. They played in the pool.

4. Keyanna opened her present.

5. Brian listened to the words of the song.

Quick Check 2

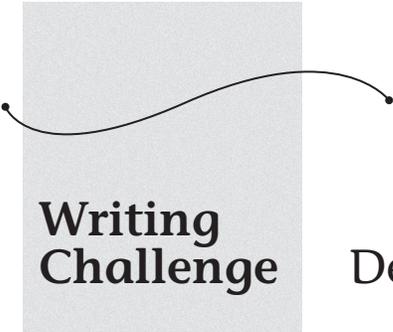
1. Jacob knocked on the door of the castle.

2. "You are really nosy," Sheena said.

3. She held the magic coin in her hand.

4. The pirates buried the treasure.

5. The water dripped from the faucet.



Writing Challenge

Descriptive Writing

The writing challenge is an opportunity for your students to get practice in writing a timed response to a prompt, as they do during state assessments. Detailed rubrics for scoring ideas, organization, style, and mechanics for the writing challenge are provided in this manual. The day before a writing challenge, the students use these rubrics to evaluate writing samples. Reviewing the expectations for the assessment prepares the students and gives them the background they need to approach the writing challenge with confidence.

After you have recorded the scores for the writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet, and display them so the students can see how they scored as a class on each aspect of writing. This is an opportunity for the class to celebrate successes and discuss goal setting.

Writing Challenge

Day 1 Writing Preparation

OBJECTIVE: The students will evaluate a descriptive essay written in response to a prompt.

Active Instruction

Set the Stage

- Remind the students that they have written four pieces of descriptive writing with the help of a partner and team. Explain that tomorrow they will complete a descriptive writing challenge. They will take a piece of writing through the writing process all on their own. Tell them that they will complete writing challenges throughout the year, so they will be able to see how much their writing has improved. Tell them that the class will celebrate these improvements.
- Explain that today they will look at a practice writing challenge. Tell them that although it is similar to what they will do tomorrow, the prompt will be different.

Instruction

- Display the writing prompt, and read it aloud.

Writing Prompt

Think about a place where you would like to be right now. It may be a room in your home, a vacation place, or somewhere you have just pictured in your head. Describe this place to your classmates. Make sure you start with a topic sentence, include at least three details about the place, and finish with a wrap-up sentence at the end. Be sure to include details that will make a mind movie for the reader.

- Ask the students to identify the important parts of the prompt. If necessary, ask them to identify what the writing should be about. Make sure they understand that it is a descriptive essay. Underline the important words in the prompt.
- Review the steps of the writing process, asking the students which step comes first, second, etc. and what should be done during each step. Remind them that they will complete each step of the writing challenge independently.

- Tell the students that you have some writing samples that you would like them to read and evaluate with you. Remind them that *evaluate* means to tell what is good about the writing and what needs improvement.
- Display the Descriptive Writing transparency, and cover the writing samples. Explain that when you grade the students' writing, you will use a chart that includes the information on the transparency. Tell the students that this section of the chart explains what the organization of the writing should include.

Descriptive Writing Scoring Guide

Organization	
4	The paragraph begins with a strong topic sentence. It has at least three details. It ends with a good concluding (wrap-up) sentence.
3	The paragraph begins with a topic sentence. It has one or two details. It has a concluding (wrap-up) sentence.
2	The paragraph includes at least two of the following parts—topic sentence, details, and concluding sentence—but it is missing a part.
1	The paragraph is missing more than one part.

- Review the scoring guide. Explain that the highest score a paragraph can receive is a 4.
- Explain to the students that you want them to help you grade some writing samples using this scoring guide.
- Uncover Writing Sample #1, but continue to keep Writing Sample #2 covered.

Writing Sample #1

Uncle Nick's house is the best place in the whole world, and that's where I wish I could be right now. Uncle Nick has a big back yard. We play baseball and kickball and tag in the yard. He also has a tire swing that hangs from a big tree. Uncle Nick pushes me on the swing and I feel like I am flying. Uncle Nick has bunk beds for Eddie and me to sleep in. I hope when I grow up I have a house like Uncle Nick's.



- Explain to the students that there may be some spelling or grammatical errors in the writing, but you do not want them to pay attention to those mistakes right now.
- Remind the students that for a piece of writing to get a high score of 4 in organization, it must begin with a topic sentence, include at least three details, and end with a wrap-up sentence.
- Read Writing Sample #1.
- Prompt the students to identify the topic sentence. [*Uncle Nick's house is the best plase in the hole world, and that's where I wish I could be right now.*]
- Ask the students to work in teams to decide if the paragraph includes three details, and, if so, what details. Do the same for the wrap-up sentence. Use **Random Reporter** to listen to the teams' responses. [*Details – Big back yard, tire swing, and bunk beds. Closing sentence – I hope when I grow up, I have a house like Uncle Nick's.*]
- Explain that since this sample begins with a strong topic sentence, includes three details, and ends with a good wrap-up sentence, it would get a 4 on the Organization portion of the scoring guide.

Teamwork

- Uncover Writing Sample #2, and read it to the students.

Writing Sample #2

New York City has tall bildings. They are taller than any bilding. I have ever saw in my life. It has lots of people. They walk all around or take taxies or sub ways or busses. If you go to New York City, you will like it to.



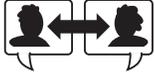
- Allow time for the students to work in teams to identify the topic sentence, details, and wrap-up sentence in the writing.
- Use **Random Reporter** to ask the students questions about the writing.

Does the writing have a topic sentence? [*No.*]

Does it have at least three details? [*No. It has two. There are tall buildings and a lot of people.*]

Is there a wrap-up sentence? [*Yes.*] **What is it?**
[*If you go to New York City, you will like it too.*]

- Refer the students to the scoring guide, and ask them to work in teams to score this writing on organization and to explain why they gave the writing that grade.



Reflection

- Use **Random Reporter** to have the teams explain their grades for Writing Sample #2.

- Use **Think-Pair-Share** to ask:

What advice would you give the author of this writing sample? How could the author improve the organization of the paragraph? *[The author could write a topic sentence that told what the paragraph was about. Also the author could add another detail to the middle of the paragraph.]*

- Remind the students that they will have the opportunity to write a descriptive writing piece from start to finish independently tomorrow. Remind them that the writing prompt will be different than the one displayed today.

Writing Challenge

Day 2 Independent Writing

OBJECTIVE: The students will independently respond to a descriptive writing prompt.

Preparation

- The students will need the following materials:
 - **The Writing Challenge: Descriptive Writing** handout

Active Instruction

Set the Stage

- Tell the students that today they will participate in a timed writing activity.

Instruction

- Explain that you will score their papers, focusing on the same categories that are found on the revision guides.

When I score your papers, I'm going to look for how well you express your ideas and organize your writing. I'm also going to look at your writing style and mechanics. These are the same areas that we score using the revision guide.

- Distribute the Descriptive Writing Challenge handout. Read the prompt and the directions aloud. Ask the students if they have any questions.
- Allow the students 60 minutes to work on the activity. At the end of 60 minutes, collect all papers.

Scoring

- Score the papers using the Descriptive Writing Rubric. Each paper is scored in four categories: ideas, organization, style, and mechanics. Scores in each category range from a 1 (the lowest score) to a 4 (the highest score).
- Use anchor papers as a guide when scoring the students' work. The anchor papers represent examples of responses for each score point and offer explanations for the assignment of scores.
- Record the students' scores on the Record of Unit Scores. Calculate the students' average scores for each section of the writing challenge—ideas, organization, style, mechanics, and the total scores—and record this information on the Writing Challenge Score Sheet under the Descriptive Writing column.
- **Note:** When you calculate the scores for each section the class averages will be in decimal form. For simplicity's sake, these can be rounded to the nearest whole number (e.g., 2.1 = 2, 2.85 = 3).

Writing Challenge

Day 3 Setting Goals

OBJECTIVE: The students will analyze class-average scores for each aspect of the writing challenge, celebrate successes, and set goals.

Preparation

- Prepare a transparency of the Writing Challenge Score Sheet with the class averages for ideas, organization, style, and mechanics in the Descriptive Writing column.
- Prepare a large paper thermometer to show class progress with “Good Writers” at the bottom, “Great Writers” in the middle, and “Super Writers” at the top.
- Have a television and a DVD player available to show the following video segments for the lessons:
 - “Setting Goals” (running time 8:23)

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Tell the students that today they will look at how the class scored on the writing challenge.

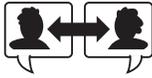
Instruction

- Begin a discussion about goal setting. Point out that we often set goals for ourselves.

When we set a goal, we see where we are, look ahead, and choose a goal—the place we want to reach. For example, if you are practicing basketball, you might be making three baskets in a row. You set a goal for yourself to make five baskets in a row. You practice and work toward that goal. Then when you make the five baskets, what do you do? You celebrate!

- Point out to the students that as writers they also set goals to improve their writing.
- Introduce the video segment. Tell the students that in Ms. Inkwell’s class, the students are setting goals for themselves and for the class.
- Show the video segment “Setting Goals.”





- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

How did Mona decide on her goal? *[She looked at her revision guide and decided she could get a better score for organization. Her goal is to get a 25 for organization on her next composition.]*

What did Mona do to work toward her goal?

[She focused on the questions in the Organization section of the revision guide. She asked each question and checked her draft to make sure she could answer yes to each question.]

Did Mona's partner help her work toward her goal?

How? *[Mona's partner went over the Organization section with her. She gave Mona feedback so she could make changes to improve her organization.]*

What did Ms. Inkwell do to celebrate Mona's success?

[She gave her Inkwell tokens.]

- Point out that Ms. Inkwell's class also set some class goals.

How did the class decide on their goal? *[The class looked at how they did on the writing challenge. They looked at their scores for ideas, organization, style, and mechanics. They decided to work toward a better score on ideas next time, so that is their goal.]*

What plan do the Write-On Dudes have for improving their score for ideas? *[The Write-On Dudes are going to pay close attention to the Ideas section on the next revision guide. They are going to help their partners get pluses on each item in the Ideas section.]*

Teamwork

Timing Goal: 10 minutes

- Display the Writing Challenge Score Sheet transparency. Point out that the Descriptive Writing column is the only one filled in because it is the only writing challenge that the students have completed.
- Discuss with the students the areas in which the class did well and the areas they can improve. Ask the students to brainstorm ideas on how they can improve the weaker areas.



When you meet with your teacher team, bring the Writing Challenge Score Sheet. Discuss the areas in which your students need to improve, and brainstorm ideas on how to help your students improve their scores.

- Have teams discuss the following questions:

On which aspect of writing did the class score the highest?

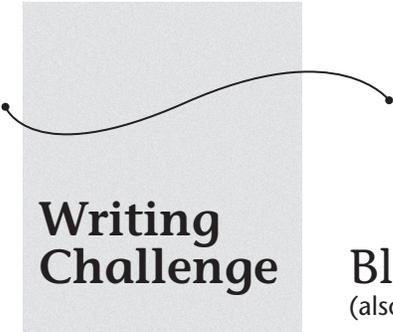
On which aspect of writing did the class score the lowest? What is our goal?

Can using the revision guide help you and your partner work toward this goal? How?

Reflection

Timing Goal: 10 minutes

- Use **Random Reporter** to share team responses. Record the class goal(s) on the transparency.
- Point out that just like Mona, the students have been setting goals for themselves and have received Inkwell tokens for reaching those goals. Explain that collecting and counting the tokens after each writing challenge will show the progress the class has made as writers.
- Collect and count the Inkwell tokens. On a class thermometer or other scale, record the count, and celebrate the students' successes in reaching their goals.
- Return the papers to the students. Hold individual conferences to discuss the scores.
- Place the papers in the students' portfolios.



Writing Challenge

Blackline Masters

(also found on CD accompanying volume 1)

Descriptive Writing

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Writing Prompt

Think about a place where you would like to be right now. It may be a room in your home, a vacation place, or somewhere you have just pictured in your head. Describe this place to your classmates. Make sure you start with a topic sentence, include at least three details about the place, and finish with a wrap-up sentence at the end. Be sure to include details that will make a mind movie for the reader.

Descriptive Writing Scoring Guide

Organization	
4	The paragraph begins with a strong topic sentence. It has at least three details. It ends with a good concluding (wrap-up) sentence.
3	The paragraph begins with a topic sentence. It has one or two details. It has a concluding (wrap-up) sentence.
2	The paragraph includes at least two of the following parts—topic sentence, details, and concluding sentence—but it is missing a part.
1	The paragraph is missing more than one part.

Writing Sample #1

Uncle Nick's house is the best place in the whole world, and that's where I wish I could be right now. Uncle Nick has a big back yard. We play baseball and kickball and tag in the yard. He also has a tire swing that hangs from a big tree. Uncle Nick pushes me on the swing and I feel like I am flying. Uncle Nick has bunk beds for Eddie and me to sleep in. I hope when I grow up I have a house like Uncle Nick's.

Writing Sample #2

New York City has tall buildings. They are taller than any building I have ever seen in my life. It has lots of people. They walk all around or take taxis or subways or buses. If you go to New York City, you will like it to.

Writing Challenge

Descriptive Writing

You will have **sixty** minutes to **plan, draft, revise,** and **edit** your response to this writing prompt.

Writing Prompt

Write a paragraph describing a person who means a lot to you. Make sure you start with a topic sentence, include at least three details about the person, and finish with a wrap-up sentence at the end. Be sure to include details that will make a mind movie for the reader.

Before you write, **plan**.

- Read the prompt carefully. Make sure you understand exactly what you are asked to do.
- Decide what topic you want to write about.
- Choose the best graphic organizer to plan your ideas (paragraph organizer, sequence chain, web, etc).
- Use the back of this paper to draw your organizer and plan your response.

As you write, **draft**.

- Use your organizer and stay on topic.
- Be sure that your writing will make sense to a reader.
- Include details to help the reader picture the person.

After you write, **revise and edit**.

- Reread your writing to be sure that the sentences are complete and make sense.
- Check to see that you have included at least three details.
- Check for capitalization, punctuation, spelling, and grammar.

Ideas	
4	The paragraph identifies a person. A strong topic sentence tells what the paragraph is about. The paragraph includes relevant details.
3	The paragraph identifies a person. The topic sentence tells what the paragraph is about. There are some details that do not relate to the topic.
2	The topic of the sentence is not stated. It is hard to identify a topic sentence. There are few details, and some details do not relate to the topic.
1	The paragraph does not identify the subject, does not have a topic sentence, and the details are irrelevant.

Organization	
4	The paragraph begins with a topic sentence, includes at least three details, and ends with a concluding sentence.
3	The paragraph has a topic sentence, details, and a concluding sentence, but these items are not fully developed.
2	The paragraph includes at least two of the following—topic sentence, details, and/or a concluding sentence—but it is missing a part.
1	The paragraph is missing more than one part.

Style	
4	The paragraph includes rich sensory details to help the reader make a vivid mind movie.
3	The paragraph includes some sensory details to help the reader make a mind movie, but the details are not fully developed.
2	The paragraph attempts to include one or two sensory details but fails to make a mind movie for the reader.
1	The paragraph lacks sensory details.

Mechanics	
4	The writing has few or no errors in punctuation, capitalization, and spelling.
3	The writing has some errors in punctuation, capitalization, and spelling.
2	The writing has several errors in punctuation, capitalization, and spelling.
1	Most sentences have errors in punctuation, capitalization, and spelling.

NSR	Off task	Illegible	No response
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NSR = Nonscorable Response

Ideas

Score Point: 4

My favorite person in the world is aunt Mary. She means a lot to me. Aunt Mary is funny. She makes me laff all the time. Even when Im sad. Aunt Mary makes the best ice cream sunday. She knows I love hot fudge and she adds that to it. aunt Mary plays the cloud game with me. Us sit on our backs and tell what we think the clouds look like. As they float by. You would be so lucky to have an aunt Mary to.

EXPLANATION: The author identified the person in a strong topic sentence. The topic sentence was followed by three relevant details.

Score Point: 3

There are a lot of people that I like, but the one that means the most to me is my dad. My dad is my softball coach. Our team won the championship game last year and we are number one this year. My dad and I go on bike rides. He could ride really fast, but he stays with me so I don't get lost or scared. I love my dad.

EXPLANATION: The author identified the person and had a good topic sentence. There were only two details and some other information was included that did not relate to the topic.

Score Point: 2

I like Eddie. He is my friend. He is my best friend. He likes cookies. I like cookies. He lives next door to me. I play with him.

EXPLANATION: The author did not have a topic sentence. The details are vague, and some details do not relate to the topic.

Score Point: 1

When I go home my mom is there. She makes me lunch. She likes movies. I wonder when we will go to the movies. I guess I like movies too. We walk. To school.

EXPLANATION: The author does not identify the subject, does not have a topic sentence, and the details are irrelevant.

Organization

Score Point: 4

I know a lot of people think that there grandmother is special, but I would be surprized to find any as special as mine. My granmother takes care of me when my mother is at work. My granmother comes to my aparment and waches me. My granmother has a special name for me. She calls me Dolly. She says that when I was a little baby I looked just like a doll. The most important thing about my granmother is that she tells me about things that happened before I was a live. She is a good story teller so it's easy for me to listen to her.

I know if you met my grandmother she would mean a lot to you two.

EXPLANATION: There is a strong topic sentence, three developed details, and a good concluding sentence.

Score Point: 3

My father means a lot to me. My father is a good cook. He knows I like spagethe, so he cooks that. My father helps me with my home work. He gives me hi fives when I finish something. Another thing that is graet about my father is that we have friday night movie night. He makes pacorn. We watch a movie. My dad is a great person.

EXPLANATION: There is a topic sentence, three details, and a concluding sentence. There is room for some development.

Score Point: 2

The person that means alot to me is Mr. Walker. He is my soccer coach. He likes to play soccer. He is on a soccer teme. He drives me to pratice when my dad is at werk and he takes me home if my dad is still at werk. Some times mr. walker brings the team treats for aftr are games. I think thats real nice of him to do and I will do that when I am a coach one day.

EXPLANATION: There is a topic sentence and a few details. The author attempted to include a concluding sentence. Much of the writing is off topic.

Score Point: 1

I like Molly she is nis and she likes cats. She plays with me and she lives nere me. We wuk to the parc and we slid on the slid and we eat choclat because Molly likes choclat. Me too.

EXPLANATION: The details are not relevant to the topic. There is not a concluding sentence. It is hard to follow the writing.

Style

Score Point: 4

My favorite person in the whole world is my brother Lawson. He is six years older than me and a teenager so he knows a lot. For example, Lawson knows how to make perfect omlets. They are fluffy as a cloud with bits of baloney and melted cheese. I can smell the sizzling baloney a mile away. I like it when Lawson and me sit at the kitchen table to eat omlets. We take our time and don't rush. Lawson talks to me while we eat and tells me about cool cars like corvets and vipers. I tell Lawson funny jokes and he laughs as loud as a hyena and pounds the table so the plates and forks jump around. Lawson makes everything more fun.

EXPLANATION: The paragraph includes rich sensory details to help the reader make a vivid mind movie.

Score Point: 3

My most favorite person is my best friend Ben. One reezin I like Ben is that we both luv baseball. Ben is first baseman and I play shortstop. One time we were playing the pirates team. It was 3 to 2 and the batter hit a line drive strate to Ben. Ben jumped way up high like a kangaroo. I heard the ball go smack right in his glove. He tagged the base and we won the game. Ben and me were yelling and high fiving. Ben was really awsum that day.

EXPLANATION: The paragraph includes some sensory details but could be more fully developed to create a more vivid mind movie.

Score Point: 2

My favorite person is aunt joan. She is a nurse. She works at the hospitl. Aunt joan is fun because she takes me bowling. We rent red and white bowling shoes and get cheesy nachos from the snack bar wich I like a lot. Then we bowl and I get spares and sometimes I get strikes wich means I nocked down all the pins with one ball. Aunt joan is so happy when I get a strike. She gives me gummie worms as a prize.

EXPLANATION: There are attempts at a few sensory details, but the reader is not able to make a vivid mind movie.

Score Point: 1

I think superman is my favrt person. He is strong and he can fly. Superman is cool.

EXPLANATION: The writing lacks sensory details.

Mechanics

Score Point: 4

There are a lot of people that I like, but the one that means the most to me is my dad. My dad is my softball coach. Our team won the championship game last year and we are number one this year. My dad and I go on bike rides. He could ride really fast, but he stays with me so I don't get lost or scared. I love my dad.

EXPLANATION: The paragraph has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.

Score Point: 3

I know a lot of people think that there grandmother is special, but I would be surprized to find any as special as mine. My grandmother takes care of me when my mother is at work. My grandmother comes to my apartment and waches me. My grandmother has a special name for me. She calls me Dolly. She says that when I was a little baby I looked just like a doll. The most important thing about my grandmother is that she tells me about things that happened before I was a live. She is a good story teller so it's easy for me to listen to her. I know if you met my grandmother she would mean a lot to you two.

EXPLANATION: The paragraph has some errors in punctuation, capitalization, spelling, grammar, and word usage.

Score Point: 2

My favorite person in the world is aunt Mary. She means a lot to me. Aunt Mary is funny she makes me laff all the time. Even when Im sad. Aunt Mary makes the best ice cream sunday. She nose I love hotfudge and her puts it on. My ice cream. My aunt Mary plays the cloud game with me. Us sit on our backs and tell what we think the clouds look like. As they flote by. You would be so lucky to have an aunt Mary to.

EXPLANATION: The paragraph has several errors in punctuation, capitalization, spelling, grammar, and word usage.

Score Point: 1

I like Molly she is nis and she likes cats. She plays with me and she lives nere me. We wuk to the parc and we slid on the slid and we eat choclat because Molly likes choclat. Me too.

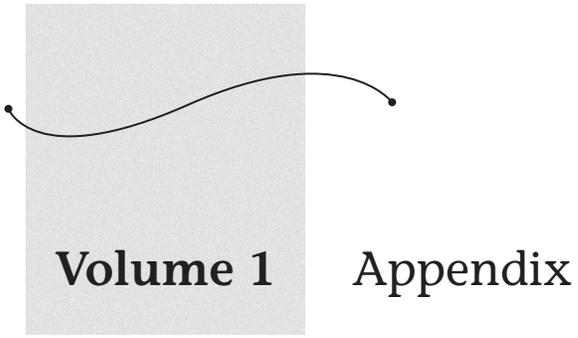
EXPLANATION: Most sentences in the paragraph have errors in punctuation, capitalization, spelling, grammar, and word usage.

Writing Challenge

Writing Wings
with *Mezela*

S C O R E S H E E T

	Descriptive Writing	Informative Writing	Persuasive Writing	Narrative Writing
Ideas				
Organization				
Style				
Mechanics				
Total Score				



The procedures below present several options for publishing books with your students. Ranging from very simple to more complex, these procedures can be used when publishing individual books or class anthologies.

Folder Book (or Three-Ring Binder Book)

Materials

- Folder with brads or a three-ring binder
- Three-hole punch
- White paper (optional)
- Crayons and markers

Procedures

- After the students have written the final copies of their work, punch holes in the left side, using a three-hole punch if necessary.
- Place the pages into a folder with brads or a three-ring binder.
- Design the front cover of the folder or binder, or make a cover using white paper, and glue it on the front of the book. Include the title and author(s).

Binding Tape Book

Materials

- Binding tape
- Lined paper
- Construction paper
- Scissors
- Stapler
- Crayons and markers

Procedures

- Cut the lined writing paper in half, and pass out sheets for the students to write and illustrate the final copies of their work.

- Fold a piece of construction paper for the cover. Place the lined pages between the cover, lining the pages up along the left-hand margin and the folded edge.
- Staple the books at three points: near the top, in the middle, and near the bottom on the left-hand margin.
- Cover the staples with binding tape.
- Design the front cover of the book, including the title and author(s).

Basic Book

Materials

(All measurements may be changed to make books smaller or larger.)

- two pieces of cardboard: $10\frac{1}{2}'' \times 8\frac{1}{2}''$ (same size as standard lined paper)
- $8\frac{1}{2}'' \times 11''$ pieces of paper for pages (The number of pages depends on the length of your students' written products. Make sure there are enough pages for the students to include their entire stories.)
- Cover material $10\frac{1}{2}'' \times 14''$ (wallpaper, construction paper, wrapping paper, fabric, etc.)
- Glue
- Scissors
- Stapler (saddle staplers or swing staplers work well) or a thread and needle

Procedures

- Fold the pages in half. Put a blank page on the outside to glue onto the cardboard. Staple or stitch up the center. Set the pages aside.
- Place the cover material on a flat surface facedown. Put the two cardboard pieces on top of it. Leave a small space (about $\frac{1}{2}''$) between the cardboard pieces for the pages. Glue the cardboard in place.
- Fold and glue the corners of the cover material over the corners of the cardboard.
- Fold and glue the four sides down.
- Position the book pages in the space between the cardboard. Glue the blank pages to the front and back of the book (onto the cardboard).
- Have the students write the final copies of their work on the blank pages of the book.
- Design the front cover of the book, including the title and author(s).