

GRADE 4 English Language Arts Writing Lesson 5

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (\Rightarrow) by them.

Purpose of Lesson 5:

In this lesson, the tutor and students will

- review the writing process,
- practice using the English Language Arts Writer’s Checklist, and
- examine a piece of writing for the key elements of composition.

Equipment/Materials Needed:

- Student Worksheets Writing Lesson 5 – 1 and 5 – 2
- Pencils
- English Language Arts Writer’s Checklist (one for each student)
- A board (such as a chalkboard, dry erase board, or even poster board)
- Chalk, dry erase markers, or magic marker

LESSON 5: Writing

Following your introductory remarks to students, say:

Today we will work on your ability to communicate through writing. Writing is a very important skill that takes a time and energy.

Think about all the different kinds of writing people do. Let's make a list of things that people write. I will write your ideas on the board. For instance, people write letters.

What else do people write?

(Possible responses: books; poems; songs; textbooks; notes; journals; diaries; reports; schedules; instructions; commercials; TV shows; movies; newspaper articles; lists.)

Add to the list on the board.

Your list shows us that writing is an important part of our lives.

When you write, you have to think about many different things. You have to think about what to write about. You have to think about having a beginning, middle, and end. You have to think about where to get ideas. Then there are all the rules about capitalization and punctuation to remember. All this thinking could just wear out your brain!

Well, I have good news for you! Here is a resource that will save your brain. The English Language Arts Writer's Checklist will give you the steps to follow when you write.

⇒ Distribute English Language Arts Writer's Checklist.

Then say:

Turn to the side that says “Directions for Writing.”

Check to see that everyone is on the right side.

Notice that the card has three steps to help guide you in the writing. Let’s read them together.

Step 1: Planning and Drafting

Step 2: Revising

Step 3: Proofreading

This card will remind you what to do when you are writing. If you use this card, it will help you.

In step one, you are planning and drafting. You really need to plan first. The planning stage is when you think up the ideas. You can make a list, you can draw a web or a cluster, or you may make an outline.

Plan before you start drafting or writing the composition.

Say:

In step two, you will do your revising. The revising stage is when you will read what you have written and make changes. Sometimes you have to add information. Sometimes you need to move a sentence around. You can even combine sentences sometimes.

Finally you rewrite the composition neatly.

In step three you check to make sure you haven’t made an error in capitalization, punctuation, or mechanics. If you turn the English Language Arts Writer’s Checklist over, you will see a checklist that will help you remember everything. Pause.

I know that list looks long, but it will be very useful to you and will help you to avoid making careless errors.

Say:

This English Language Arts Writer’s Checklist should make it a little easier for you to use the writing process.

⇒ Distribute Student Worksheet Writing 5 – 1.

Then say:

Here is a writing prompt that a teacher gave a student. Follow along as I read it aloud.

“Your teacher asked you to write about a time when you were afraid. Before you write, think about a *specific* time when you were afraid. It might have been when you were left alone, or a time when the weather was stormy, or a time when you were ill.”

Underneath the prompt is the prewriting that the student did. Notice that this student has scribbled several things on the paper.

Pause.

It looks as if he or she had a lot of ideas at first. Then the student decided to focus on a time he or she was lost.

Does this student seem to be following the steps for writing a composition? Pause. (Response: yes. He has brainstormed a bunch of ideas; he has decided on one.)

Now I have the rough draft of this student’s work. Look it over carefully. We will revise it in a few minutes.

⇒ Distribute Student Worksheet Writing Lesson 5 – 2.
Allow time for students to read the rough draft.

This piece is a rough draft, a first draft. It needs some revising. First drafts usually do. Let’s work together to improve this composition.

Has this student written on the assigned topic? (Response: yes)
Yes, the student did write about a time he was afraid. We need to do a little work on this rough draft! Listen while I read the composition aloud. Think about how we might improve it a little.

“One of the scariest times for me was when I was four years old. I got lost from my mom in the Walmart. I was four and I was so scared. It was awful and I cried and then I got the hiccups and I couldn’t stop crying to tell anybody my name. So I finally stopped crying and somebody said for my mom to come to the front of the store to find me. After that I was scared of getting lost again after that. So I always stayed by my mom.”

I heard something that needs to be fixed. Let me read to you again. Listen and see whether you hear it.

“One of the scariest times for me was when I was four. I got lost from my mother in the Walmart. I was four and I was so scared.”
Pause. If no one catches the repetition of the repeated phrase “I was four”, reread. Then if necessary, tell students what to listen for.

What should we do about this repetition?

(Response: scratch out a “when I was four”)

Yes, you need to lose one “when I was four”.

Draw a line through “I was four and,” since we don’t need to say it twice. Pause to allow students to complete the task.

Often times our brains are working so fast sending us ideas, that we make that kind of mistake – repeating ourselves. It is not a bad mistake! It just needs to be corrected before the final draft is written. Does the writer make another error of repetition in this selection?

Pause. If necessary, point students to the next to last sentence where the phrase *after that* is repeated.

Mark out the *after that* at the end of the sentence. Pause.

Let’s continue. Our brains are sending us ideas so fast that we often just write them down and connect them all with *and*.

Is that what happened here? Did the writer just string a bunch of ideas together with *and*? Pause.

(Response: yes)

Look at the sentence that begins “It was awful...”

Pause to allow time for students to find the sentence.

“It was awful and I cried and then I got the hiccups and I couldn’t stop crying to tell anybody my name.” How might we revise this sentence to get rid of most of the *ands*?

Pause.

There are several possible ways to revise this sentence.

Possible revision: “It was awful and I cried. Then I got the hiccups. I couldn’t stop crying to tell anybody my name.”

You want to avoid ending up with short choppy sentences like the following:
It was awful. I cried. I got the hiccups. I couldn’t stop crying to tell anybody my name.

Then say:

Now that you have revised to make some smoother sentences, you have another thing to remember. Did you put in the punctuation and the capital letters?

Pause to allow time for students to make any additions to their paper.

Revising is hard work! It is also messy work. Your story should have some mark outs and scratch outs. Marking and scratching out and then adding words is how a writer revises. This student’s paper is pretty good to begin with, but we are just making it better.

This student did a good job of spelling and using the right verbs so we don’t have to worry about those aspects of the story.

The English Language Arts Writer’s Checklist can also help you remember things when you get to the revising stage. Use the Checklist!

Then say:

You have made several changes in this composition. It is probably a good idea to reread it again. Listen carefully. See whether you hear anything else that might need to be changed.

“One of the scariest times for me was when I was four years old. I got lost from my mom in the Walmart. I was so scared. It was awful and I cried. Then I got the hiccups. I couldn’t stop crying to tell anybody my name. So I finally stopped crying and somebody said for my mom to come to the front of the store to find me. After that I was scared of getting lost again. So I always stayed by my mom.”

Look at the sentence that begins “ So I finally stopped crying...”

Pause to allow students time to find the sentence.

“So I finally stopped crying and somebody said for my mom to come to the front of the store to find me.”

Who is somebody? Pause.

(Response: the Walmart people; the manager.)

Yes, and I think we need to be more specific here. How could we fix this sentence so the reader knows exactly who *somebody* is?

Pause.

Draw a line through *somebody* and let’s change it to *the store manager*. Write *the store manager* on your paper.

Pause to allow time to complete the task.

Say:

There is another change that we need to make in this story. Notice that the writer used the word *so* several times in the story.

Pause.

Look at the third sentence, “I was so scared.” How might we improve that sentence? Pause.

If necessary, say, “How scared were you?”
(Responses might include: very; extremely; truly; really)

Draw a line through *so* and replace *so* with another word.

Pause to allow time for students to complete the task.

This student writer began two of his sentences with the word *so*. That’s an error students often make in writing. Let’s eliminate those errors now.

Pause to allow time for students to complete the task.

Students need to draw a line through the word *so* in order to correct this error.

I think you have done a good job of revising this paper. This student might decide to add some more details or to change some words before actually writing the final draft.

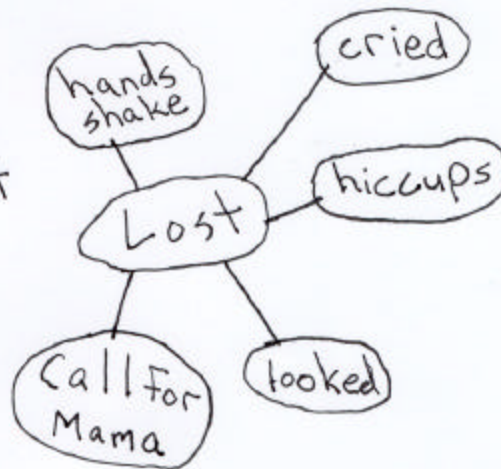
Writing is hard work! You have done a good job today of practicing revising.

Student Worksheet Writing Lesson 5 – 1

Your teacher asked you to write about a time when you were afraid.

Before you write, think about a *specific* time when you were afraid. It might have been when you were left alone, or a time when the weather was stormy, or a time when you were ill.

Lost in
Walmart
Brother was lost
snake
1st airplane ride
horse
tornado
Fell out of car
grandpa sick



Student Worksheet Writing Lesson 5 – 2

One of the scariest times for me was when I was four years old. I got lost from my mom in the Walmart. I was four and I was so scared. It was awful and I cried and then I got the hiccups and I couldn't stop crying to tell anybody my name. So I finally stopped crying and somebody said for my mom to come to the front of the store to find me. After that I was scared of getting lost again after that. So I always stayed by my mom.

Student Worksheet Writing Lesson 5 – 2 Revised

One of the scariest times for me was when I was four years old. I got lost from my mom in the Walmart. ~~I was four~~ and I was ^{very} ~~so~~ scared. It was awful and I cried. ^{Then} ~~and~~ then I got the hiccups ~~and~~ I couldn't stop crying to tell anybody my name. ~~So~~ I finally stopped crying and ^{the store manager} somebody said for my mom to come to the front of the store to find me. After that I was scared of getting lost again. ~~after that so~~ I always stayed by my mom.