

Sample Pages from



*a division of* **Teacher Created Materials**

Thanks for checking us out. Please call us at 877-777-3450 with questions or feedback, or to order this product. You can also order this product online at [www.tcmpub.com/shell-education](http://www.tcmpub.com/shell-education).

For correlations to State Standards, please visit:

[www.tcmpub.com/teachers/correlations](http://www.tcmpub.com/teachers/correlations)

Shell Professional and Strategy Resources:

[www.tcmpub.com/teachers/professional-resources/correlations](http://www.tcmpub.com/teachers/professional-resources/correlations)

To **Create** a **World** in  
**Children** Love to **Learn!**

877-777-3450 • [www.tcmpub.com/shell-education](http://www.tcmpub.com/shell-education)



SHELL  
EDUCATION

Getting to the

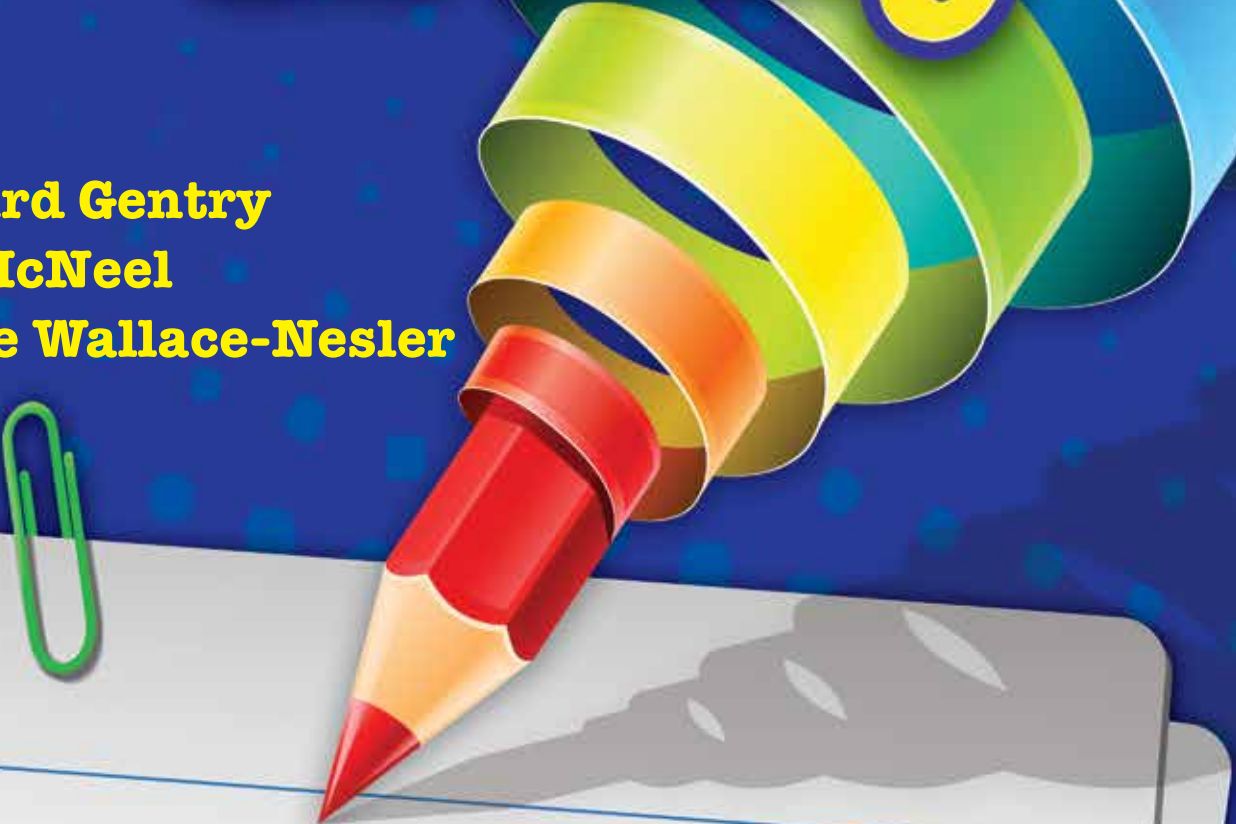
Teacher  
Resource CD  
included

Level

4

# Core of Writing

**Richard Gentry**  
**Jan McNeel**  
**Vickie Wallace-Nesler**



**Essential Lessons**  
for Every  
**Fourth Grade**  
**Student**

# Table of Contents

<b>Introduction</b> .....	5	<b>Ideas</b> .....	75
The Importance of Writing .....	5	Lesson 1: My Authority List .....	77
Traits of Quality Writing .....	6	Lesson 2: Authors as Mentors .....	80
The Reading and Writing Connection ..	7	Lesson 3: Interesting Places .....	83
The Purpose of Assessment .....	10	Lesson 4: The Best Times! The Worst Times! .....	86
<b>How to Use This Book</b> .....	11	Lesson 5: Brainstorming Boxes .....	89
Planning Writing Instruction .....	11	Lesson 6: What Should We Write? .....	92
Components of Writer’s Workshop ....	14	Lesson 7: Pocket of Picture Topics ....	95
Implementing the Lessons .....	15	Lesson 8: I Wonder List .....	98
Implementing Writer’s Workshop .....	18	<b>Sentence Fluency</b> .....	101
The Writing Conference .....	19	Lesson 1: Circle and Count .....	103
The Writer’s Notebook .....	21	Lesson 2: Subject + Predicate = Sentence .....	106
Top 10 Tips for Creating Successful Writers .....	23	Lesson 3: Sentence Search .....	110
Correlation to Standards .....	24	Lesson 4: Appositive Action .....	117
<b>Acknowledgments</b> .....	31	Lesson 5: Compound Sentences .....	121
<b>About the Authors</b> .....	32	Lesson 6: Writing Complex Sentences .....	126
<b>Managing Writer’s Workshop</b> .....	33	Lesson 7: Stepping Up Sentences ....	131
Lesson 1: Components of Writer’s Workshop .....	35	Lesson 8: Building Triangle Sentences .....	134
Lesson 2: Our Group Meeting .....	38	<b>Organization</b> .....	137
Lesson 3: The Writing Folder .....	41	Lesson 1: Creating Cinquains .....	139
Lesson 4: The Writer’s Notebook .....	50	Lesson 2: Powerful Paragraphs .....	142
Lesson 5: Organizing the Writer’s Notebook .....	52	Lesson 3: Narrative Notes .....	145
Lesson 6: Sharing .....	58	Lesson 4: Build-a-Character .....	148
Lesson 7: Turn and Talk .....	62	Lesson 5: Story Building Blocks .....	151
Lesson 8: Guidelines for Writer’s Workshop .....	65	Lesson 6: It’s a Bear Beginning .....	154
Lesson 9: Teacher and Peer Conferences .....	68	Lesson 7: Don’t You Agree? .....	158
Lesson 10: The Five-Step Writing Process .....	71	Lesson 8: It’s Your Business .....	161
		Lesson 9: How-To Writing .....	165
		Lesson 10: Composition Planner .....	168
		Lesson 11: A Cache of Poetry .....	172

# Table of Contents *(cont.)*

<b>Word Choice</b> .....	175	<b>Appendices</b> .....	253
Lesson 1: Stupendous Similes .....	177	Appendix A: Conferring Resources....	253
Lesson 2: Be a Word Wizard .....	180	Appendix B: Assessment Resources...	261
Lesson 3: Connecting Ideas .....	183	Appendix C: Mentor Text List .....	273
Lesson 4: Put “Said” to Bed .....	187	Appendix D: Additional Resources....	282
Lesson 5: COW to WOW.....	190	Appendix E: References .....	287
Lesson 6: Auspicious Adjectives.....	193	Appendix F: Contents of the Teacher	
Lesson 7: Be Explicitly Specific .....	196	Resource CD .....	290
Lesson 8: Adverb Alert .....	199		
Lesson 9: Alliteration Action .....	203		
<b>Voice</b> .....	207		
Lesson 1: Show Me Your Voice.....	209		
Lesson 2: What’s My Voice?.....	215		
Lesson 3: The Voices on the Bus .....	217		
Lesson 4: Various Voices.....	220		
<b>Conventions</b> .....	223		
Lesson 1: Capital Creations.....	225		
Lesson 2: Super Spellers .....	228		
Lesson 3: Common Comma			
Conventions .....	231		
Lesson 4: The Color of CUPS.....	235		
Lesson 5: Dandy Dialogue .....	239		
Lesson 6: Show Me Editing.....	242		
Lesson 7: Traits Team Checklist .....	245		
Lesson 8: Digging into Editing .....	248		

# I Wonder List

## Standard

Uses prewriting strategies to plan written work

## Materials

- Chart paper
- Markers
- Writer's Notebooks
- *I Wonder List Notebook Entry* (page 100; iwonder.pdf)

## Mentor Texts

- *I Wonder Why Whales Sing: and Other Questions About Sea Life* by Caroline Harris
- See *Mentor Text List* in Appendix C for other suggestions.

## Procedures

*Note:* Use this lesson to encourage students to wonder about the people and world around them. You may want students to publish an *I Wonder* series to promote accountability and motivation.

## Think About Writing

1. Explain to students that one of the ways that authors get ideas for writing is by asking questions. Review with students that as readers we ask questions of ourselves to clarify an author's message and to better understand what we have read. Explain that authors often generate questions as the basis of a book.
2. Review mentor texts, if desired, and emphasize how the author generates a whole book around wondering about things.

## Teach

3. Tell students, "Today I will show you how to take a text pattern and use that pattern to create your own writing."
4. Choose one of the examples from the notebook page, and write it on chart paper. Explain to students that the *I wonder* text pattern follows a structure: an *I wonder* statement followed by two questions. Tell students that this pattern can be used as the basis of ideas for writing topics.
5. Model how to create your own *I wonder* text using any topic you desire. Then, have students help create one together as a class.

# I Wonder List (cont.)

## Engage

6. Have students work with partners to think of an *I wonder* statement followed by two related questions. Suggested topics include parents, community, or a person you admire. Provide approximately two minutes for students to talk.

## Apply

7. Encourage students to be curious about the world around them by asking questions to clarify their thinking, grow their knowledge, or improve their writing. Provide students with the *I Wonder List Notebook Entry* (page 100) to add to their *Writer's Notebook*. Have students work on the *Your Turn* section before proceeding to their writing folders.

## Write/Conference

8. Provide time for students to write. Keep yourself available to roam and conference with individuals. Assist students who need guidance.

## Spotlight Strategy

9. Spotlight students who have created strong *I wonder* statements for writing. For example, "Your questioning strategies are right on target. Just notice how Shabir is using the language of a writer. His writing sounds like a few *I Wonder* books might develop from this activity."

## Share

10. Have students share their writing with partners. Ask students to read their questions to their partners and have the partners ask questions, such as: "Where did you get your ideas?" "Why are you curious about that topic?" Provide approximately two minutes for students to share.

### Homework

Ask students to work with their parents to generate additional questions. Have students make lists of at least three *I wonder* statements they would like to add to their notebook at school.

# I Wonder List Notebook Entry

## I Wonder List

Authors are curious. They select topics to research and learn more about their interests. They use questions, such as *Who? What? Where? When? Why? How?* and *What if?*

Use these steps to create your own *I wonder* ideas for writing.

1. Select a topic and write an *I Wonder* statement.
2. Ask two questions.



**Topic:** Frogs

I wonder **how** frogs croak.

Where is the croaker located in the frog's body?

Why does the frog's throat wiggle when he croaks?

I wonder **why** frogs croak.

Are they talking to other frogs?

Is croaking a way to warn other frogs of danger?

I wonder **when** frogs croak.

Is it in the morning when the sun has just peeked over the horizon?

Is it at the end of the day in the late evening?

### Your Turn:

Write an *I Wonder* statement and two related questions.