

Supplies to Get Started:

Classroom Dictionary with 3" x 5 Index Cards (Made with a posterboard with alphabet labeled envelopes attached (all letters except the letter X).

A wide-ruled one subject notebook

An individual dictionary and thesaurus

A folder with pocket and plenty of 3-hole wide ruled lined paper

High frequency 200-word list

Mapping and other organizational Materials

Laminate two signs (to be placed on a blackboard or whiteboard): **Quick Question and Conference**

Editing tools (colored pencils, scissors, tape, and glue)

A manila folder with envelopes to help the students organize their research paper.

A form to interview an individual.

A form to prepare to write a newspaper article.

A Student Evaluates Another Student's Writing form.



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When you teach a child to write, you impact future generations in immeasurable ways.



1. Teaching the process of writing:

- Sentences are made up of subjects and predicates:

Subject: Someone or something (Noun)

Predicate: Doing something (Verb)

- Nouns and verbs must agree (singular or plural).
- Verbs determine present, past, or future tense.
- A paragraph is made up of one topic sentence with three or more supportive sentences. The first sentence is indented.
- Teach sequencing (first, second, next, finally, or first, next, then, and finally.)

2. Teach how to map out a writing project:

- Use the circle, triangle, and rectangle to organize the writing assignment. (title, plot characters, and events)
- Use a manila folder with labeled envelopes and Index cards to gather information. (If writing on an animal; labels will include: description, habitat, food, family, predators, and interesting facts.)
- When writing an autobiography, biography, or historical novel, use an information form to gather information about a person and an event.

3. Teach Writing Genre: Fiction and Nonfiction

Autobiography
Historical Novel
Science Fiction
Newspaper Article

Biography
Mystery
Research Paper
Poetry

How to avoid rewriting a paper when editing: **Important fact: Having to rewrite a paper discourages a child from writing a paper.**

- The first way is much like we edit when in a word processing program on a computer. We cut and paste. (This is the reason for the scissors, tape, and glue).
- The second way is to number (1), (2), etc. places where you are inserting words, sentences, and paragraphs. (You put a number where you want the inserted words to go, and at the end of the paper, you write what you want to insert with the same number)

“Author’s Tea” A celebration is held once a month:

1. Provide a microphone for the authors to speak into while reading their writing project.

2. Provide individual treats and drinks (store bought individually wrapped or in containers (be aware of allergies) for each student to enjoy while listening to other authors.

How to Teach the Elements of an Argumentative Write: Use the acronym

R.A.C.E

Restate the question.

Assess the facts.

Counter the opposition.

End with restating your conclusion.

How to organize Student's individual need for help:

Quick Question: Students write their names under this sign that is placed on a chalkboard or whiteboard.

Students are responsible for removing their names once they have had their needs satisfied.

Conference: This is required when the students want to have their writing go to publishing. (Final step in the writing process).

Students write their names under this sign that is placed on a chalkboard or whiteboard.

Students are responsible for removing their names once they have had their needs satisfied.

4. Steps in the publishing process:

- Rough Draft (Don't worry about spelling errors. Just get your ideas down on paper.)
- Editing: Correct spelling, punctuation, and sequencing.
Circle beginning sentences in a paragraph (to assure that the sentences begin in a different way).
Circle verbs, adjectives, and adverbs (Seek stronger and more meaningful words.) This is when the student uses the colored pencils.
- Final Draft: Have the story or research paper typed by an adult if it cannot be typed by the student.
Complete a title page with an illustration.
This is when you seek a conference with the teacher.
- Publishing: Turn in the final draft and title page.
- The teacher laminates the title page and binds the written work.
- The student reads the written work at an Author's Tea and allow others to read the final draft and receives the opinion of others.

(Optional: Take a picture of each child and have them write about themselves. Include ABOUT THE AUTHOR in each monthly published writing assignment along with the publishing date. If you have a classroom website, up-link a couple of these writing assignments each month to increase readership. Make sure each child get the opportunity to have one paper on the Web.)

Center Work (Choices after the students' morning work was completed):

Computer Program on Space Travel: The students write about where they traveled and what they learned.

Write and send a letter with return correspondences-

"You've Got Mail": A life-size mailbox was used to provide for a student to write to their parents authorized correspondence with relatives that live outside of Utah. (An addressed open envelope with the student's letter was sent home for parents to approve and mail).

Newspaper article: Students used a form to answer the standard questions and wrote about their school's events. They took pictures which went with their articles. As an elementary school teacher, my students produced a school newspaper. In the lower grades the news articles were posted outside my classroom. and when I taught the upper grades, my students produced a newspaper (called Brosnahan's News) that was distributed within the school.

Evaluate another student's published writing: Last month's writing assignment was placed on a magazine rack. Students were free to choose and fill out the provided evaluator form.

Never-ending Story: A private wide-ruled notebook was provided for each student to write whatever they chose to write about. (These writings were never public unless a student published the content).

D.E.A.R time: Drop everything and read: Students can choose to sit in the reading corner and read with a whisper phone and either write a summary to be turned into the teacher or a book report to be presented to the class.

World traveler with a passport stamped to document where they traveled: Students read in a classroom encyclopedia about a country of choice and write about what they learned about that country.

Research Project: Students choose a topic of interest and write what they want to learn and how they plan to present it to the class. (I provided all the materials for their research and presentation).

Monthly Writing Assignment: Students choose to write on their monthly writing assignment. Time is given for this assignment besides center work.

Heroes: Students choose to write about a person that has made a positive difference in their lives. These writings are displayed and shared on the classroom website.