

## GRADE 4 English Language Arts Writing Lesson 6

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 the 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 (  $\implies$  ) by them.

### *Purpose of Lesson 6:*

In this lesson, the tutor and students will

- ◆ connect oral language to written language,
- ◆ practice strategies for overcoming the fear of writing, and
- ◆ use a story map as a prewriting strategy.

### *Equipment/Materials Needed:*

- ◆ chart paper on a stand
- ◆ paper
- ◆ pencils
- ◆ Student Worksheet: Writing Lesson 6-1
- ◆ Tutor's Guidesheet: Writing Lesson 6-2
- ◆ Tutor's Guidesheet: Writing Lesson 6-3

### *Advance Preparation:*

Read the brief story about *Jungle Book*. (See the following page.) Become familiar enough with the story to be able to tell it to the students in your own words.

Introduction:

**Before we begin writing today, we will take a few minutes to talk about our favorite movies or favorite stories we have heard. How many of you have a favorite movie?** Pause. Ask one or two students to give the titles of their favorite movies. Be prepared for those students who may not go to the movies or watch television.

**How many of you have a favorite story that you read or heard someone read?** Pause. Ask students to name some favorite stories.

**I'd like to tell you about one of my favorite movies, *Jungle Book*. Have any of you seen this movie?** Pause. **Those of you who have seen this movie can help me if I forget an important part. I'm going to tell you what this movie is about. I won't tell you every single detail, but I will tell about the main parts.**

In your own words, tell the story below. It is important that you do not read the story word for word, but *tell* the story, in order to accomplish the objective of students' connecting oral story telling to written story telling.

**The movie *Jungle Book* was based on a book written by Rudyard Kipling. It is about a boy named Mowgli, who lived in India, a country far away from the United States. Mowgli lived in a jungle with all kinds of animals. Some of these animals were not ones we would see in Louisiana unless we visited the zoo. Mowgli's jungle had tigers, monkeys, boa constrictors, bears, panthers, and many other creatures.**

**Mowgli was very different from other boys his age. Instead of living in the village with other people, Mowgli lived in the jungle with the animals. In fact, Mowgli's parents, brothers, and sisters were wolves. When Mowgli was a baby, his parents were killed. A wolf found Mowgli and took him home to be a part of her own family of wolves.**

**From his wolf family, Mowgli learned how to survive in the jungle. He also learned from his best friends: Baloo, a bear, and Bagheera, a panther. His special animal friends protected him from his enemy Shere Khan, a tiger. *Jungle Book* is filled with Mowgli's exciting adventures growing up in the jungle.**

**Would one of you like to tell us about a favorite movie or story?** Pause. Allow one or two students to share. Encourage them to focus on the main parts without giving every single detail.

After students share, ask them whether it was difficult to tell about their favorite movie or story. **Is telling about a movie or story very difficult?** Pause. (no) **Did you have trouble thinking about what to say?** Pause. (no)

**What if I had asked you to write about your favorite movie or story? Would writing your story be difficult?** Pause. (yes) Ask the students who respond that writing would be difficult to explain why they would have trouble. Possible responses might include a concern for correct spelling and not knowing what to write. Spend a few minutes discussing how it feels to be given an assignment to write something and to be worried about what to write. Share your personal experiences and feelings about writing, if appropriate.

**I used to be afraid to write because I knew my writing would not be perfect. I worried about spelling all of the words correctly; I also worried that my writing might sound funny to others reading it. I also worried about my handwriting. I couldn't write so neatly as my classmates. If my teacher told us to write a story, I would panic and not be able to write anything. I hated to write until I had a teacher who told me that the most important thing about writing was to be able to send a message. She told me that the first thing I should do was to think about what I wanted to say. Getting my thoughts written down was the most important thing and the first thing I needed to do for any kind of writing assignment. I could always go back and correct my spelling and make my handwriting neater. She told me that, if I worried too much about spelling before I even began to write, that I would forget my important thoughts. She was right!**

**Let's list the important things to remember when writing.** Read aloud the tips for writing below. Write the *underlined words only* on a chalkboard or paper on a stand.

***Writing: Sending a Message***

- ◆ *overcoming the fear*
- ◆ *remembering the purpose*
  - ◆ *getting started*
  - ◆ *getting finished*

**Step 1: Write down your important thoughts first.** Think about what you really want to say; write down these important thoughts. Don't worry about spelling or writing in complete sentences at first; just write the words the best you can, and write in short phrases or sentences. ***Remember, the purpose of writing is to send a message.***

**Step 2: Organize your thoughts into main ideas.** Use an outline or a story map to organize your story into sections with main ideas and supporting details.

**Step 3: Rewrite your thoughts in complete sentences.** Be sure your sentences connect and are in an order that makes sense. Be sure your main idea has details that support it.

**Step 4: Read what you have written; revise.** The most important thing about your writing is that it makes sense. If necessary, rewrite sentences to make better sense or provide more details. If possible, ask another person to read what you wrote to make sure it makes sense.

**Step 5: Proofread for errors.** After being sure that your writing makes sense, look carefully at it to check for correct spelling and punctuation.

**Step 6: Correct spelling and punctuation errors.** Do the best you can to find all of your errors and correct them.

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⇒Distribute Student Worksheet Writing Lesson 6-1.

**Here is a writing guide to help you remember these important things about writing. Use this guide to help you overcome the fear of writing and to get started on writing assignments.**

**Now suppose someone asked me to write about *Jungle Book*. It wouldn't be too difficult to *write* about something I could *tell about*. Since I had no trouble telling about a favorite movie, I shouldn't have much trouble writing about it.**

**I need to remember a very important concept about writing: *If I can say it, I can write it. If I can write it, someone can read it. Writing my thoughts on paper is just another way of saying something.***

Using your written copy (Tutor's Guidesheet, page 106B) of the story about *Jungle Book*, and a story map (Tutor's Guidesheet, page 107B), model writing the story on a chalkboard.

**Now I think I can write about *Jungle Book*. I can write the same things I already told about. To help me organize my thoughts, I will use a story map. Before I write everything in complete sentences, I want to write my thoughts quickly in just a few words, so I don't forget them.**

On the chalkboard, draw a story map and complete it as shown on Tutor's Guidesheet Writing Lesson 6-3. Using a think aloud approach, express each part of each paragraph aloud before writing in the boxes on the story map.

Paragraph 1:

**First I told about the main character and about where he lived. His name is Mowgli, so I'll draw a box and write the words *Mowgli-where he lives* in the box. Then I need to write *India, jungle, and animals* so that I remember to describe where Mowgli lives. I'll write these words under the box.**

**Demonstrate the process by writing on the chalkboard. I'll come back to this box and use the information to help me write complete sentences in the first paragraph.**

Paragraph 2:

**After telling about Mowgli's living in the jungle, I talked about how he was different from the other boys his age. Since this is another idea, I'll draw another box. I'll write *Mowgli-different* in the box. Then I'll explain how he is different. I'll write *parents killed, lived with animals, and family of wolves* under this box.**

Demonstrate the above by writing on the chalkboard.

**I'll come back to this box and use the information to write complete sentences in my second paragraph.**

Paragraph 3:

**In the last part of my story, I told about Mowgli's surviving and growing up in the jungle. I'll draw another box, since this is another idea. I'll write *Mowgli survives* in the box. I also said that Mowgli learned how to survive from his wolf family and special animal friends, that protected him from the enemy. I'll draw three smaller boxes under this one and write *wolf family* in the first one. Under this box I'll write *mother, father, sisters, and brothers*. I'll write *friends* in the second one. Under this box, I'll write *bear and panther*. I'll draw another small box and write *enemy* in it. Under this box, I'll write *tiger*.**

Demonstrate the above by writing on the chalkboard.

**Now I'm ready to write my story.**

On the chalkboard, use the story map and the written story to write each of the three paragraphs. You can write your own sentences or use the ones in the study guide. Using a think aloud approach; say each sentence aloud before writing it.

When you get to the last paragraph, use a think aloud approach to demonstrate what to do when you don't know how to spell a word.

**I want my sentence to say *Mowgli had a friend who was a bear; I know his name was Baloo, but I can't remember how to spell Baloo*. I'll just do the best I can for now, and then look in the book for the correct spelling.**

Demonstrate sounding out the word *Baloo*. **I know the first letter of Baloo; that's easy; it's B. The second letter sounds like an O. The next sound I hear is made by the letter L. The last sound I hear is a long u sound; I know two ways to write this sound: u and oo. I'm not sure whether my spelling is correct, but for now I'll write B-o-l-oo. When I have finished writing my story, I'll check the book for the correct spelling. To make sure I don't forget to check this word, I will circle it and put a question mark next to it.**

Using a think aloud approach, demonstrate sounding out *Bagheera* and *Shere Khan*. Circle these words and put a question mark next to them to indicate that you will come back to check for correct spelling.

**Now that I've written my story, I need to go back and read it to make sure it makes sense. Read the story aloud. Do all of the sentences in this story make sense? Pause. (yes)**

**Now I need to check for correct spelling and punctuation. Is there anything in my story that needs to be changed? Pause. (yes, spelling animal names correctly)**

Demonstrate looking up the words on your written copy of the story. Then either erase the words on the chalkboard, or draw one line neatly through the misspelled words and write the correct ones above them.

**Let's look at our writing guide to see whether we left anything out. I wrote down my important thoughts and organized them on a story map. Then I used my story map to write complete sentences. After writing complete sentences, I read all three paragraphs to make sure the story made sense. Then I checked for spelling and punctuation errors and corrected my mistakes.**

**I think I did everything.**

After completing the story, ask students to write their own stories.

**Now I would like for you to write your own stories. You can write about a favorite movie, a favorite book, or a story you have heard someone tell. Use the writing guide to help you remember the important points about writing. Remember, if you have a problem getting started, pretend you are going to tell the story to someone. If you can tell a story, you can write a story. After you have written your stories, we will share them.**

While the students are writing their stories, circulate among them to encourage and assist as needed. You may have to prompt some students to get them started. If a student says she has a favorite story but doesn't know what to write, remind her to pretend to tell it first. Listen to her tell the story and prompt her to write down the important points.

Some students will finish writing their stories earlier than others. Encourage these students to act as helpers. They can read their stories to each other, proofread each others' stories and make suggestions, or help those students who are struggling to write. After most of the students have completed their stories, ask them to read their stories aloud.

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# Tutor's Guidesheet Writing Lesson 6-3

## Story Map

