

## GRADE 4 English Language Arts Writing Lesson 9

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 9:*

In this lesson, the tutor and students will

- ◆ practice responding to a writing prompt.

### *Equipment/Materials Needed:*

- ◆ chart paper on a stand
- ◆ paper
- ◆ pencils
- ◆ Student Worksheet: Writing Lesson 9-1

Introduction:

**For the last few lessons, you told a story about a favorite book or movie; then you wrote descriptive paragraphs about your classmates and yourself. Today's writing activity will be different. You will write about something about which you might have daydreamed. Have any of you ever daydreamed about being so rich that you could buy anything you wanted? Pause.**

**Today your assignment is to write two or three paragraphs in response to this prompt: (Write the prompt on the board.)**

***If I had a million dollars I would...***

**Each paragraph should have at least four sentences. Be sure to include enough details when writing your paragraphs.**

**Let's spend just a few minutes talking about this topic before you begin writing. Would any of you like to tell one thing you would do if you had a million dollars? Pause. (Allow students a few minutes to share their ideas.)**

**You are ready to begin writing now.**

**Remember:**

- ◆ **Brainstorm a list of writing prompts to help you organize your thoughts.**
- ◆ **Use your writing guide. You might not have enough time to proofread your paper very carefully. Just do the best you can today. You will have a chance to proofread your papers very carefully during our next proofreading lesson.**

⇒ **Distribute Student Worksheet: Writing Lesson 9-1.**

**Here is a copy of the writing guide we have been using for our writing lessons. If you do not have your copy from the last lesson, you can use this one to help you remember these things when you do a writing activity.**

While the students are writing, circulate among them to encourage and assist as needed. You may have to prompt some students to get them started.

After all of the students have finished, ask them to share their papers with the class.

\*\*\*Save the students' papers for a future proofreading lesson.

***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 that your sentences connect and that they 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 to 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.

***If you can say it, you can write it. If you can write it, someone can read it. Writing your thoughts on paper is just another way of saying something.***

Note. Developed for Middle School Reading/Writing Workshop, November, 2000, by Deidra Frazier. Reprinted with permission.