

# Fourth Grade Writing Plans For Week Seven

**Topic:** Expository writing using a twenty-one sentence web (five paragraphs) - communication

**Strand:** Writing

**Writing Standards:** (those that apply to this lesson have a smiley face)

- ☺ The student uses writing processes effectively.
- ☺ The student writes to communicate ideas and information effectively.

**Writing Benchmarks:** (those that apply to this lesson have a smiley face)

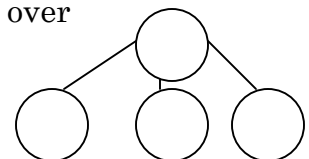
- ☺ The student makes a plan for writing that includes a central idea and related ideas.
- ☺ The student drafts and revises simple sentences and passages, stories, letters, and simple explanations.
- ☺ The student produces final simple documents that have been edited.
- The student writes questions and observations about familiar topics, stories, or new experiences.
- ☺ The student organizes information using alphabetical and numerical systems.
- ☺ The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.
- The student uses electronic technology, including word processing software and electronic encyclopedias to create and revise information.
- The student creates narratives in which ideas, details and events are in a logical order and are relevant to the story line.
- ☺ The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

**Proverb of the week:** Make ends meet.

**Golden Nugget Word for the week:** Obscure: vague, unclear

**Write-Aerobics:**

- ❖ Warm up – Word Key - Pie
- ❖ Stretch- Role play a policeman pulling someone over
- ❖ One minute web – Fill in this web - one minute  
What licks you?



### **Day one: Spill the beans/Brainstorm**

1. Introduce the new prompt.

**Communication is a means of giving or exchanging information with another person. Think about ways you communicate with others. Write to explain how you communicate with others.**

Pass out the student handout. Have a copy of the prompt written on chart paper or make an overhead of the student handout with the prompt on it. Discuss the prompt.

2. Have the students underline the first sentence in the prompt red. Model this on chart paper. Say that we do this because we are going to borrow this sentence as the first sentence for the story that we are going to write. Have them change you's to I and yours to my in the prompt. That way they won't refer to themselves as a "you" when they write.
3. Say that we are ready to box the word "explain" in red. Review the que words handout. Say we have set up the prompt and now we know that we are ready to spill some beans. Say that spilling the beans is taking the seeds from our head to our paper. Review the writing process handout. Discuss spilling the beans. List on chart paper a list ways we communicate with each other:
  - a. E-mail
  - b. letters
  - c. internet
  - d. telephone
  - e. walky talkies

Circle THREE of your brainstormed ideas. Circle them in orange, green, and brown.

In order to motivate your students, let them make play phones out of styrofoam cups with a cord hooked between the two cups. They can role play talking on the telephone with one another. This is also a great time to work on phone skills and also this is a great invitation to discuss calling 911 in emergency situations.

4. Students will brainstorm. Then they can color a picture on the back of their page.
5. Now, make a word bank of as many words related to this prompt as they can give you. This will help them with spelling and writing details later on.
6. Review what you covered in today's lesson.

### **Day two: Plot it out/Web**

1. Review yesterdays work.
2. Say that we have spilled the beans, and now we are ready to plot out our garden. We plan by using a web. Review writing process handout.
3. Have on hand a web drawn on chart paper or an overhead copy of the student handout from yesterday's lesson. Pass out student handout to students.

4. Trace the top circle red. Tell them this is the topic circle and we put the subject or topic that we are going to write about inside of this circle. Model this.
5. Have students trace their topic circle red. Have them write the topic in it.
6. Discuss that the next circle is orange and it is called the main idea circle. Trace it orange. Say that this circle is called the main idea circle because we put our ideas related to the topic in this circle. Say that we get the ideas from the brainstorm list of beans that we spilled yesterday. Say, "What orange idea did I circle on my list yesterday?" They will respond with the one you circled in orange. Model writing that word inside of your orange circle.
7. Tell them to write their main idea inside their orange circle. Do the same for the green circle and brown circle. Say, "These are also main idea circles. Model putting the green main idea in the green circle and the brown main idea inside of the brown main idea circle.
8. Students will do the same.
9. Now you are ready for the detail circles. Review the handout on questioning words. These are the words you will use in order to fill in the detail circles. The idea is if you ask yourself a question pertaining to the main idea, then the answer goes inside of the circle. It is that easy.
10. Now you are ready to fill in your yellow detail circle. Make sure to trace it yellow.
11. Students will do the same. Make sure they trace it in yellow.
12. Now model filling in the next two yellow detail circles. Make sure to ask yourself a question. I like to tell my students that if they get stuck and they can't think of a question to ask themselves, then I have them turn to a neighbor and have the neighbor help them out. Trace these details in yellow.
13. Students will do the same.
14. Now model filling in the blue detail circle. Make sure to trace it in blue.
15. Students will do the same with their blue sentence.
16. Fill in the next two blue detail circles. Trace them blue.
17. Students will do the same.
18. Now fill in all three purple detail circles. Students will do the same.
19. Discuss that bows wrap up a story. They are almost the same as a topic sentence in that they don't have main ideas or details in them. Model filling in the bow box with the topic. Trace the box black.
20. Students will do the same.
21. Review what you covered in today's lesson.

**Day three: Add water, warmth and air/Write**

1. Review yesterday's lesson.
2. Say that we have spilled the beans, we have plotted our garden by webbing, and now we are ready to add water and air. Review the writing process handout.
3. You are now ready to write. Discuss heading a paper and do this on your paper. Now say, "We will borrow the first sentence from the prompt as our first sentence in our story." Model writing your red sentence. Model underlining it in red. You

may want to make some mistakes while writing today, because you will model editing on day five.

4. Students will write their red sentence.
5. Now you are going to add a rainbow sentence and a hook. Review the introduction handout. Discuss it. Now model writing the rainbow sentence. Tell them that they will need a colon after the verb are and they will need two commas and a period in this sentence. You may want to have this template written on a sentence strip somewhere for them to look at:  
The three ways I communicate with others **are**: \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.  
Make sure to color code it with the orange, green, and brown colors. You will begin with orange and go all the way to the first comma with it. Then you will go from comma one to comma two with your green. After that you will go all the way from comma two to the end of your story with your brown.
6. Students will write their rainbow sentence and color code it.
7. Now model writing the hook. Underline the hook in black. Students will do the same.
8. Next, model writing the orange main idea sentence and indent it. Review the handout titled orange, green, and brown beginnings. Discuss that these words are called transition words.
9. Students will write their orange sentence. They will underline it in orange and they will make sure they have a transition word at the beginning of it.
10. Now you need to discuss the idea of elaborating. This is a new skill that was not taught in third grade. Pass out the handout on elaborating and discuss it. When you are writing your yellow, blue, and purple details this week, you will choose one of each and elaborate any one you wish. In other words, instead of having four sentences per paragraph, you will now have five per paragraph. Don't let students elaborate more than one right now. I like to put a smiley face next to the circle on the web of the one I plan on elaborating. I put one smiley face per color (yellow, blue, and purple).
11. Next, model writing the yellow sentence and elaborate it if you wish. Review the yellow, blue, and purple beginnings handout. Use these words or any extra words to begin your sentence. Make sure to underline it in yellow.
12. Students will do the same. Make sure they are varying their sentence structure.
13. Now write a second yellow detail sentence. Elaborate it if you wish.
14. Students will do the same.
15. Model writing the last yellow detail sentence and elaborate it if you wish.
16. Students will do the same.
17. Model writing your green main sentence with a transition word at the beginning of it. Underline it in green. Students will do the same.
18. Now model writing your first blue detail sentence and the stop for today.  
Elaborate it if you wish. Make sure to use the yellow, blue, and purple beginnings handout to do this. Students will do the same.
19. Review today's lesson.

#### **Day four: Add water, warmth and air/Write and Pull weeds/Edit**

1. Review yesterday's work.
2. Model writing the last two blue detail sentences and elaborate if you wish. Make sure to make mistakes for editing day. Write one sentence, and then stop. Then, check on your students. Then write the other blue sentence (it is kind of like follow the leader, you write then they write one). Students will write their blue detail sentences. They will underline them in blue.
3. Now model writing the brown main idea sentence. Underline your sentence in brown.
4. Students will do the same.
5. Write the purple detail sentence and elaborate it if you wish.
6. Students will do the same. Make sure they vary their sentence structure.
7. Now model writing the last two purple detail sentences and elaborate if you wish.
8. Students will do the same.
9. You will add a red topic and a rainbow sentence and a bow sentence. A concluding paragraph is just like an introductory paragraph. A concluding paragraph has a topic statement, a main idea statement, and a bow ending. Review the concluding paragraph handout and discuss it. Then model writing your red and rainbow sentences.
10. Students will write their red and rainbow sentences.
11. Now write the black bow sentence. Underline it in black.
12. Students will write their bows and underline them in black.
13. Read your story to the class.
14. Go over editing on the writing process handout. Discuss that editing is called pulling the weeds. They need to take out the bad.
15. Model editing your story. Edit from the bottom up or from the middle up and then the middle down. Vary this from week to week.
16. Now students can edit their own papers. <sup>1</sup>

#### **Day five: Revise, Share your harvest**

1. Now you are ready to discuss revision. This is adding fertilizer to our story. Go over the writing process handout and discuss revision. **Revision is different than editing in that you are adding to your story in order to make it better.** Review the revision marks handout and discuss it. Use these marks when you model today. Model revising. Students will watch. In order to revise, you can cut and paste.
2. Now students can revise. You may just want them to use a dictionary and a thesaurus to revise this week. They can cut and paste, too. When they do this, they will only select one sentence that they want to cut. Later on they can cut as many as they like, but for now let's just keep it at one.
3. You will want all of your students to make a final copy of their story.
4. At this time some of your students can share their stories. I like to rotate groups each week. It is impossible to hear everyone's story each week. Therefore, it is nice to rotate them. Remember this, "Sharing writing gives writing a purpose." All

---

<sup>1</sup> Use editing sheet on page 194 of WriteReflections, Vol. 1

- students want to share: some want to share in a quiet place, while others want to share in front of everyone. Either way, sharing is top priority.
5. Pass out the precise words handout and discuss these words.
  6. Pass out the articles handout and discuss it. Find all of the articles in your story this week and circle them. Students will do the same.
  7. Pass out the introductory paragraph and concluding paragraph worksheet and allow them to do it.

FOURTH GRADE  
EXPOSITORY WEB #16- WEEK SEVEN  
STUDENT HANDOUT

NAME \_\_\_\_\_

DAY ONE  
**Communication is a means of giving or exchanging information with another person. Think about ways you communicate with others. Write to explain how you communicate with others.**

DAY ONE  
BRAINSTORM: CHOOSE THREE AND CIRCLE!

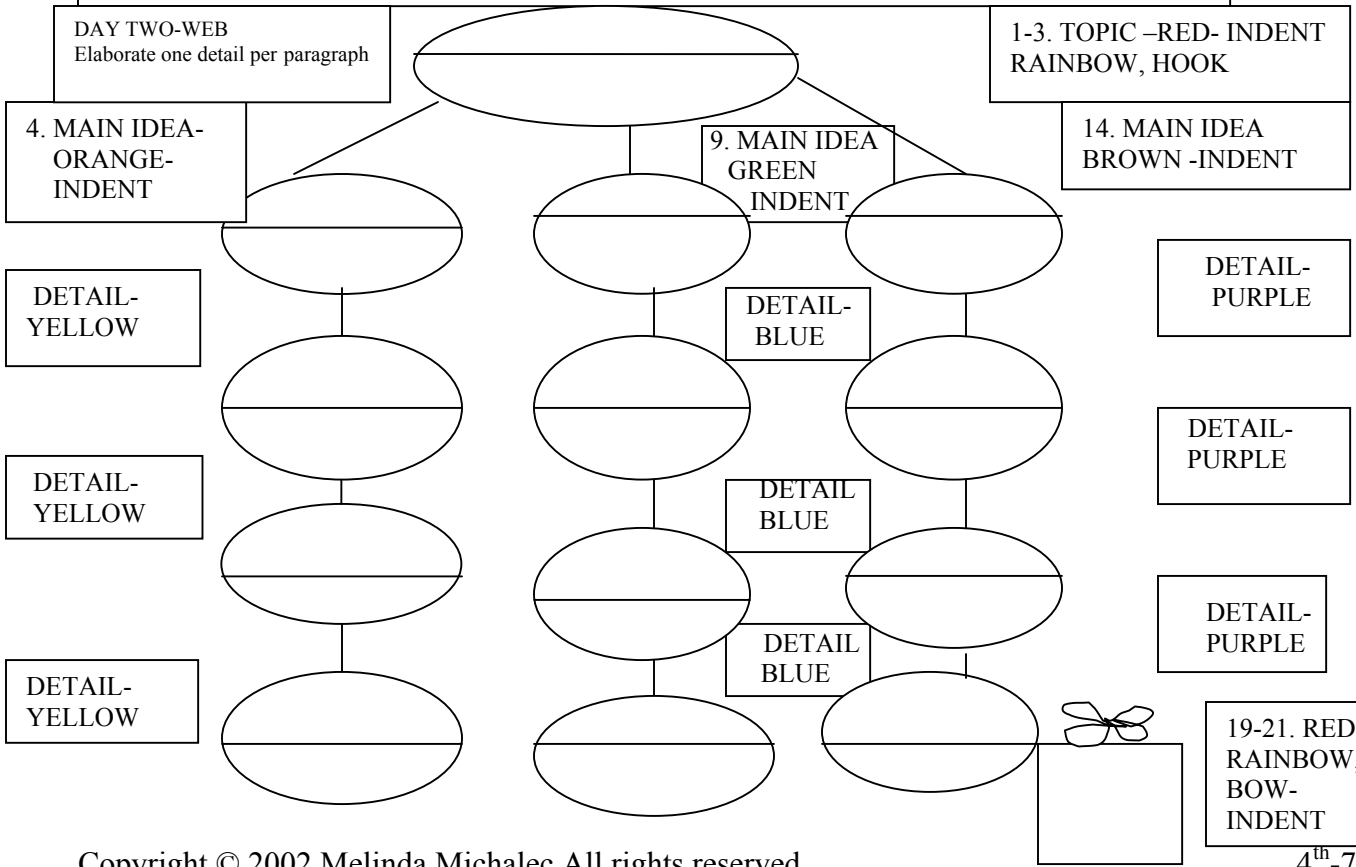
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



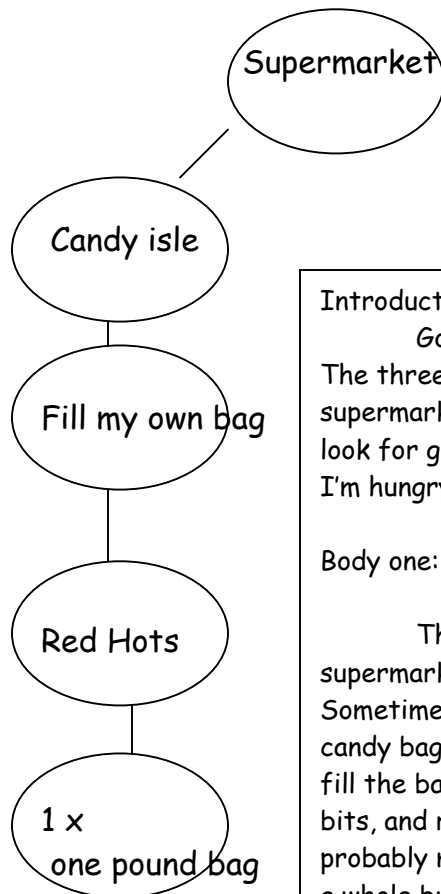


## Elaborating

Name \_\_\_\_\_

Elaborating in writing is telling more about a detail that you have already written. Here is a partial web and the introduction and paragraph one already written. See if you can find which yellow detail was elaborated and underline it in red. Good luck!

Prompt: Going to the supermarket can be fun. Think about what you like to do at the supermarket. Write to explain about what you like to see or do at the supermarket.

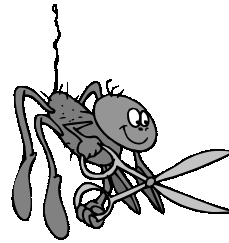


### Introduction:

Going to the supermarket can be fun. The three things I like to do at the supermarket are: hang out in the candy isle, look for great deals, and taste the free food. I'm hungry, let's go shopping!

### Body one:

The main thing I like to do at the supermarket is hang out in the candy isle. Sometimes my mom lets me fill up my own candy bag with all kinds of goodies. I like to fill the bag with peppermint wheels, caramel bits, and rootbeer candy. Red Hots are probably my favorite candy because I can put a whole bunch in my mouth at once. One time I filled a one pound bag full of cavity causing candy and I ate the whole bag.



## Precise/ Clear-cut Words

Name \_\_\_\_\_

Write	Record	Inscribe	Note	Marked	Post	Scribe
Edit	Print	Scribble	Create	Compose	Authored	Published
Make	Build	Create	Form	Shaped	Composed	Assembled
Manufactured	Fashioned	Construct	Produce	fabricate		
Ran	Raced	Hurried	Sped	Scurried	Flew	Scampered
Dashed	Darted	Sprinted	Leaped	Rushed	Jogged	Whisked
Galloped	Skipped	Trotted	Jaunted	Jettted	Bolted	Fled
Charged	Tore	Sprang				
Talk	Mutter	Mumble	Lecture	Shout	Preach	Proclaim
Converse	Report	Babble	Utter	Express	Discuss	Call
Declared	Bellow	Groan	Holler	Interject	Moan	state
Love	Adore	Admire	Cherish	Prefer	Enjoy	Relish
Behold	fancy					
Eat	Snack	Devour	Gulp	Digest	Swallow	ingest
Chew	Grind	Smack	Gobble	Dine	Nibble	Consume
Saw	Peered	Glanced	Watched	Gazed	Witnessed	Eyed
Spied	spotted	Peeked	Stared	Surveyed	Viewed	Examined
Contemplated	studied					
Bad	Awful	Hateful	Wicked	Unfavorable	Disgusted	crummy
Horrible	Horrendous	Dreadful	Grumpy	Aggravated	horrid	
Good	Giddy	Fantastic	Marvelous	Cheerful	Talented	Wonderful
Magical	Gifted	Virtuous	Pleasant	Reliable	Gracious	awesome

## Articles

NAME \_\_\_\_\_

- ❖ Articles are words like: a, an, and the.
- ❖ These articles are adjectives.
- ❖ They come before a noun.
- ❖ Use an, if the noun following it begins with a vowel sound.  
I have an apple for lunch.
- ❖ Use a, if the noun following it begins with a consonant or hard vowel sound.  
I have a sandwich for lunch.  
I have a icy for lunch.
- ❖ Use a or an to tell about a general noun.  
  
I would like an omelet for breakfast.
- ❖ Use the when you want to be more specific.  
I would like the omelet for breakfast.  
(you are asking for "the" omelet that is on the menu)

