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Introduction

This book provides the student and the teacher with all the tools necessary for a complete writing curriculum. Completion of this book will provide the student with a rich background of writing practice and experience. The lessons and activities have been designed to teach specific skills in mechanics, grammar, organisation, voice, the writing process and all areas of writing. Select the activities and exercises that best meet the needs of your students.

Here is an overall view of what this book contains:

- **Writing Workshop Preparation** – This section of the book provides the framework. In this section, you will find the skills, as well as assessment tools and forms needed to track student progress. Finally you will find bulletin board ideas, expectations for writers, interactive writing settings and other items necessary in unit preparation.
- **Daily Writing Exercises** – This section of the unit provides activities and techniques that are to be used on a daily basis. These activities and exercises will build writing skills on a daily basis.
- **The Writing Process** – Students need to understand the process a writer uses to turn ideas on paper and in mind to a finished and final copy. This section will go through each step of the process using lessons and activities to teach the writing process.
- **The Writing Genres** – There are so many types of writing. This section will address four types of writing: narrative, persuasive, expository and creative writing. This section contains instructions on how to write these assignments. Each section contains lessons, student samples, writing rubrics and a graphic organiser for each type of writing.
- **Writing Enrichment Activities** – This sections contains activities that can be used to enrich the writing curriculum. Pick the activities in this section that will best meet the needs of the students in your class.
- **Writing Tools and Techniques** – A successful writer uses tools to improve his or her writing. This section contains lessons and activities to focus on specific writing tools such as voice, similes, organisation, sentence fluency, idioms, etc.
- **Language Use and Conventions** – In this section, you will find specific lessons teaching mechanics and grammar in writing.
- **Bibliography** – This section includes a list of books, Websites and other materials that will enrich and supplement your writing instruction.

Editing and Revising Lesson

Objective

The student will edit for grammar, punctuation and spelling at an appropriate developmental level.

Materials

- transparency of page 61, *Self-Editing Form*
- overhead projector
- copies of page 61, *Self-Editing Form*, for students
- whiteboard and whiteboard texta
- copies of pages 62–65 *Editing Forms*, for students (*optional – These are peer and teacher editing forms*)

Directions

1. Explain to students that when we write, we often make mistakes in our writing that need correction. Many times, we do not even notice these mistakes until someone points them out, or we find them as we are re-reading the text. Everyone makes these types of mistakes, no matter how proficient a writer they may be. Explain that each time we write, we should re-read it to make sure that there aren't any mistakes in our writing.
2. Display the transparency of *Self-Editing Form* on the overhead projector. Discuss with students each of the questions on this form. Explain to students that these are questions that need to be asked in order to edit or check our writing. Now call attention to the proofreading marks on page 62. Explain to students that these proofreading marks are used to indicate that there have been errors or where changes need to be made. Review each of the proofreading marks.
3. Write the following paragraph on the board:

meadow monkeys

in the meadow you will find many animals one of these animals is called the harvest mouse this tinay animal can clime form one plant to another another and look just like a Monkey harvest mice climb these Plants looking fore food they eat as much as they can in the summer and winder the harvest Mousce scampers through the meadow along with all the other animals

4. Keep the proofreading overhead available for students to use as a reference. Call on students to locate places where a proofreading mark could be used to indicate an error or change. Have the student add the proofreading mark to the paragraph. Continue calling on students until all the errors in the paragraph have been found.
5. Explain to students that other students and their teacher can also help them find necessary changes in their writing. Make copies of pages 62–65 of the peer and teacher editing forms. Use these as desired in your class.

Self-Editing Form

This page can be used to help you in the editing and revising portion of the writing process. Here are some things to consider:

- Don't worry about editing your first draft. Let your creativity flow. You can get to the editing later.
- Read your work out loud so that you can tell if it is smooth and clear. You can also see where you may have left something out.
- Put your work aside for awhile. Come back to it later when you have a fresh mind. You will likely catch things you missed the first time around.
- Think back to the purpose for which you wrote this. Did you accomplish this purpose?

Check the Mechanics

Capitalisation

Did I capitalise the first word of each sentence?

Did I capitalise proper nouns such as names and places?

Punctuation

Did I put a ., ! or a ? at the end of each sentence?

Did I use commas in dates?

Have I been careful not to use the exclamation mark too much?

Have I used quotation marks when I needed them?

Check the Conventions:

Handwriting

Did I write neatly?

Can it be neater?

Are there missing words?

Are there extra words?

Spelling

Did I check my spelling?

How can I figure out how to spell these words?

Check the Content:

Have I been clear about the topic of my writing?

Is it easy to tell what the main idea is?

Have I used any special words or phrases that add to my writing?

Are there any words or phrases that are confusing?

Have I used an interesting lead?

Have I considered what would make my writing better?

What is a Verb?

Using precise verbs can clarify your writing. In the sentences below, the verbs have been italicised. The problem is that the verbs do not make sense in the sentence. In the space below each sentence, write as many descriptive verbs as you can think of that might make a better sentence. The first one has been done for you. See how many vivid verbs you can write. Strong verbs help demonstrate a clear picture of what is being described.

1. The boy *flew* the car.

drove, parked, washed, bought, sold, vacuumed, painted, fixed, cleaned

2. The dog *parked* the tree.

3. My grandma *flew* all the way home.

4. Sarah *climbed* on her computer.

5. The baby *sneezed* in the bed.

6. The bug *yelled* in my brush.

7. The pig *read* by the bus.

8. We *washed* the lasagna.

9. Elise *eats* the new book.
