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Getting to the

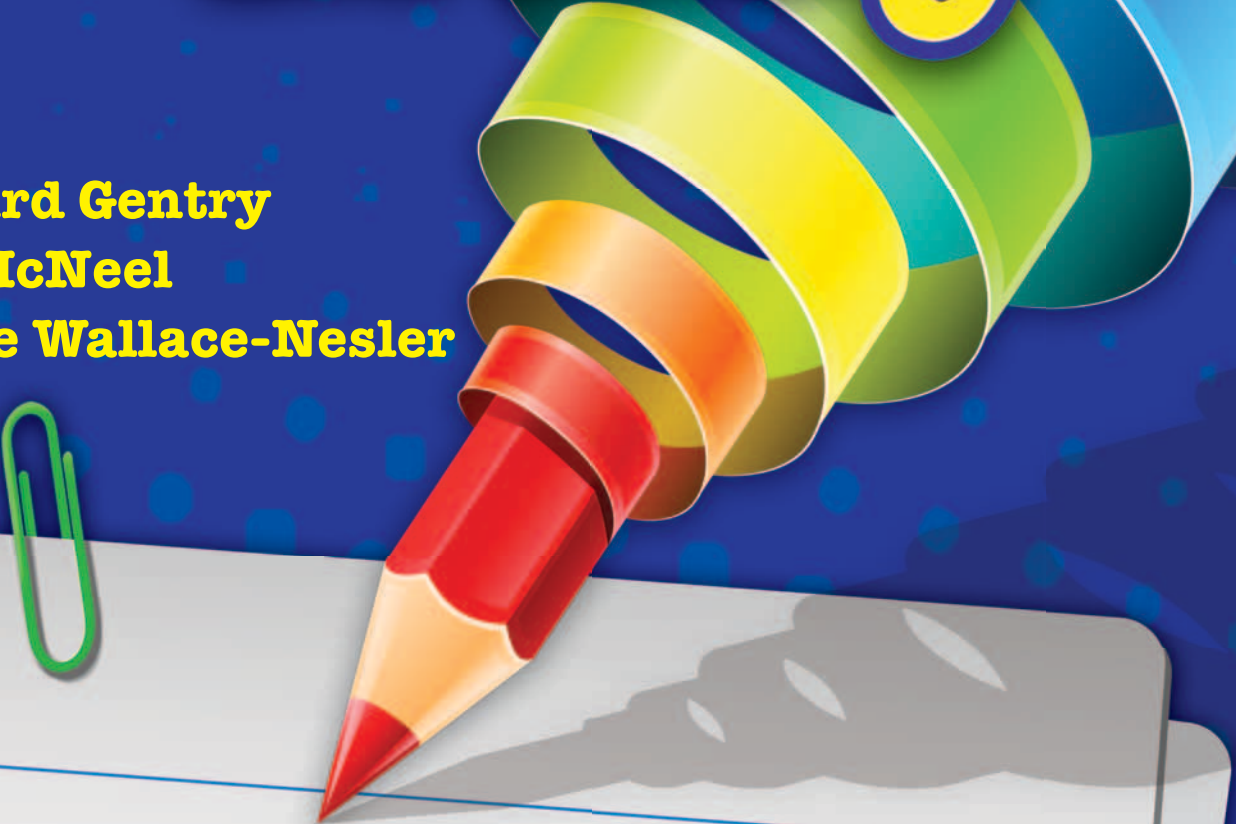
Teacher
Resource CD
included

Level

5

Core of Writing

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Jan McNeel
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Essential Lessons
for Every
Fifth Grade
Student

Table of Contents

Introduction	5	Ideas	75
The Importance of Writing	5	Lesson 1: Things All Around Us	77
Traits of Quality Writing	6	Lesson 2: Exploring an Author’s Craft ...	81
The Reading and Writing Connection ...	7	Lesson 3: My Treasure List	84
The Purpose of Assessment	10	Lesson 4: Interesting People and Characters	87
How to Use This Book	11	Lesson 5: The Way I See It	90
Planning Writing Instruction	11	Lesson 6: Write It	93
Components of Writer’s Workshop	14	Lesson 7: I Can	96
Implementing the Lessons	15	Sentence Fluency	99
Implementing Writer’s Workshop	18	Lesson 1: Top Ten and Above	101
The Writing Conference	19	Lesson 2: A Sentence Expedition	104
The Writer’s Notebook	21	Lesson 3: Pumping Up Sentences	107
Top 10 Tips for Creating Successful Writers	23	Lesson 4: Sentence Switcharoo	110
Correlation to Standards	24	Lesson 5: Sentence Inventors	113
Acknowledgments	31	Lesson 6: It Is Not All That Complex ...	119
About the Authors	32	Lesson 7: High Five Sentences	122
Managing Writer’s Workshop	33	Organization	129
Lesson 1: Components of Writer’s Workshop	35	Lesson 1: Creating a Bio Poem	131
Lesson 2: Our Group Meeting	38	Lesson 2: A Whopping Paragraph	134
Lesson 3: The Writing Folder	41	Lesson 3: The Story Coaster	137
Lesson 4: The Writer’s Notebook	50	Lesson 4: Plot It! Sketch It! Write It! ...	140
Lesson 5: Organizing the Writer’s Notebook	52	Lesson 5: Hooks from Books	143
Lesson 6: Sharing	58	Lesson 6: Taking a Stand	146
Lesson 7: Turn and Talk	62	Lesson 7: Taking a Stand Part 2	153
Lesson 8: Guidelines for Writer’s Workshop	65	Lesson 8: Letters to Request, Thank, and Invite	157
Lesson 9: Teacher and Peer Conferences	68	Lesson 9: Precise Procedures	161
Lesson 10: The Five-Step Writing Process	71	Lesson 10: Researching from A to D ...	164
		Lesson 11: Haiku-Myku!	168

Table of Contents *(cont.)*

Word Choice	171
Lesson 1: Go Figure!	173
Lesson 2: Sounds Abound.....	178
Lesson 3: Writing Road Signs.....	181
Lesson 4: It's the Way It's Said!.....	184
Lesson 5: Splendid Synonyms and Amazing Antonyms	187
Lesson 6: Focusing on the Five Senses.....	190
Lesson 7: Be Explicit and Notice Nouns.....	193
Lesson 8: Acting on Adverbs	197
Voice	205
Lesson 1: Writing with PEP!.....	207
Lesson 2: What's My Voice?.....	210
Lesson 3: A Purposeful Voice	213
Lesson 4: The Color of My Voice	216
Conventions	219
Lesson 1: Simple to Complex Capitals	221
Lesson 2: The Super Six	224
Lesson 3: Commas: A Cause for a Pause.....	227
Lesson 4: Editing with A+ PLUS.....	230
Lesson 5: Playing with Punctuation....	234
Lesson 6: Reviser's Checklist.....	237
Lesson 7: Tune into Editing.....	240

Appendices	
Appendix A: Conferring Resources	243
Appendix B: Assessment Resources ...	251
Appendix C: Mentor Text List.....	263
Appendix D: Additional Resources	275
Appendix E: References.....	280
Appendix F: Contents of the Teacher Resource CD	284

Go Figure!

Standards

- Uses descriptive and precise language that clarifies and enhances ideas
- Uses strategies to draft and revise written work

Materials

- *Figurative Language Cards* (pages 176–177; figurativelanguagecards.pdf)
- Chart paper
- Markers
- Writer’s Notebooks
- *Go Figure! Notebook Entry* (page 175; gofigure.pdf)

Mentor Texts

- *Butterflies in My Stomach and Other School Hazards* by Serge Bloch
- *Grandfather’s Journey* by Allen Say
- *The Polar Express* by Chris Van Allsburg
- *Owl Moon* by Jane Yolen
- See *Mentor Text List* in Appendix C for other suggestions.

Procedures

Note: Identifying similes in quality literature encourages students to explore figurative language in their own writing. Chart quality examples from read-alouds for student support.

Think About Writing

1. Remind students that they have been working on creating writing that is descriptive and interesting for readers. Explain that authors listen to and use the natural language they hear in their everyday lives.
2. Share and discuss this quote from Ralph Fletcher: “Human talk has an amazing ability to capture a whole world in a few words.” Remind students that it is important for them to listen astutely to the conversations that surround them everyday.

Teach

3. Tell students, “Today we will review and examine authors who use figurative language to help readers visualize what they are reading.” Explain that some people naturally weave figurative language through their everyday conversations in the form of *idioms, similes, metaphors, and hyperbole*.
4. Display and review each of the *Figurative Language Cards* (pages 176–177). You may wish to focus on one a day and take several days to complete this lesson.
5. Draw a two-column chart. Label the left column *Figurative Language*. Label the right column *What the Author Means*.
6. Complete the chart as you encounter figurative language in literature in the coming weeks. For example, in *Grandfather’s Journey*, some of the figurative language includes, “...the endless farm fields were like the ocean he crossed...”

Go figure! (cont.)

Engage

7. Share an example of figurative language from a mentor text. Have students *Turn and Talk* to partners about what it means and why the author used it. Be sure to display the *Figurative Language Cards* to support students as they talk.

Apply

8. Remind students to include figurative language in their writing to create writing that flows like a conversation. Provide students with the *Go Figure! Notebook Entry* (page 175) to add to their *Writer's Notebook*. Have students work on the *Your Turn* section before proceeding to their writing folders. You may wish to have students work with partners to complete this over the course of a few days.

Write/Conference

9. Provide time for students to write. Work with small groups to provide for students needing additional support. Record observations in your *Conferring Notebook*.

Spotlight Strategy

10. Spotlight students who are working together to illustrate figures of speech. For example, "Notice the partnership work between Amelia and Carla. Both are actively involved in this work."

Share

11. Have partners meet up with another pair. Have students share their figurative language drawings.

Homework

Ask students to listen to the conversations in their homes and on TV. Ask students to listen for figurative language. Have students write at least one example of figurative language they hear.

Go figure! Notebook Entry

Go Figure!

Authors use **figurative language** to help readers visualize what they are reading and create interesting language to prod the readers' imaginations.

Figurative Language Examples

Simile: Compares two things with "like" or "as"



She swims like a fish.

Metaphor: Compares two things by saying something "is" something else



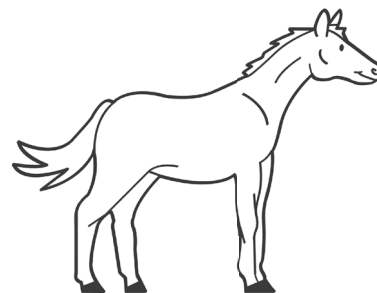
He is my little angel.

Idiom: Phrase that does not exactly mean what the words say



It's raining cats and dogs.

Hyperbole: Expression of great exaggeration



I'm so hungry, I could eat a horse.

Your Turn:

Fold a piece of paper into four sections. Label each section with one type of figure of speech. Illustrate a figure of speech in each section. Challenge a partner to name the figure of speech you illustrated.

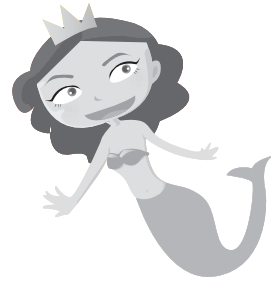
Figurative Language Cards

Directions: Cut out the cards. Use the cards to review each type of figurative language with students.

Simile

A **simile** compares two things using the words *like* or *as*.

- She swims like a fish.
- He was wrapped up like a mummy.
- His sister was always as busy as a bee.
- Adam was as crafty as a fox.



Metaphor

A **metaphor** compares two things by saying something *is* something else.

- He is such an angel.
- He can be a real monster.
- My memory is a little cloudy.
- Henry has always been my knight in shining armor.

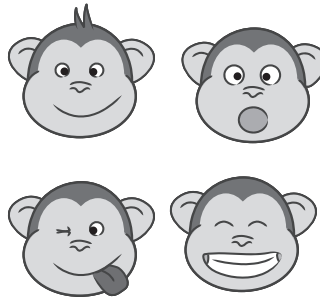


Figurative Language Cards (cont.)

Idiom

An **idiom** is a phrase that does not exactly mean what the words say.

- It's raining cats and dogs.
- It is written all over your face.
- Ok, no more monkey business.
- You are the apple of my eye.



Hyperbole

A **hyperbole** is an expression of great exaggeration.

- I'm so hungry, I could eat a horse.
- I told you no a million times!
- I have tons of work to do.



no! no! no! no!
no! no! no! no!