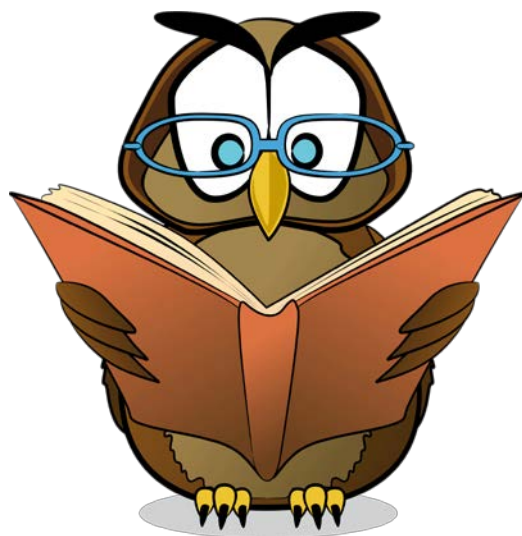


Fourth Grade ELA



Dear Parents,

We are very excited to be launching our reading workshop! This year our reading workshop sessions will be focused on fostering a love of reading and building our stamina as readers. The best way to grow as a reader is to read often and for longer and longer periods of time.

Families play an important role in supporting students' growth. Please spend time with your child visiting the library and/or our digital resources to select books that interest him or her. Families should also set aside a time for their children to read self-selected books every night.

We have been working hard at making our classroom a peaceful and conducive atmosphere for reading. To continue the work we have started in school, please help your child find a quiet and relaxing place where he or she can read free of distractions in your home.

Helping with all of these things will ensure that your child will grow as a reader this year. Thank you in advance for your support.

Sincerely,

Bee Smart!

by Karen Smith and Carey Moore

Did You Know That Bees Are Also Smart?

Did you know that bees are very clever? Bees can count, dance, and remember things!

Scientists who study bees discovered that bees can count to 3. They showed 3 blue dots to bees until they learned to recognize them. After that, the bees were able to recognize any figures of 3—whether it was 3 blue dots, 3 yellow lemons, or 3 purple blobs. Scientists have known that animals such as raccoons and dolphins could learn numbers, but bees are the first insects to show this skill. Scientists know that bees can learn the numbers 1, 2, and 3, but when they tried to train the bees to learn the number 4, like 4 dots or 4 stars, they discovered that 4 was too many numbers for the bees to learn.



There are more than 20,000 species of bees in the world. Many live in colonies like this one, and have a queen, female worker bees, and male drone bees.



Honeybees gather nectar for energy and to make honey. They also gather pollen, which they take back to the hive to feed their young.

Researchers found out that bees that gather the most nectar are smarter and are healthier than other bees that do not collect as much nectar. In addition, scientists learned that bees that have inferior health are not able to learn as much as healthy bees.

Bees also have a working memory. A working memory is the memory you use when you recall a telephone number or an address. Scientists tested honeybees and found out they have about a 5-second memory, which is about the same as a pigeon's working memory.

Bees were also successful at performing the same type of memory tests as monkeys.

Bees also dance to “talk” and communicate with other bees. They have a circle dance to let other bees know which direction to fly to find food. If they circle right, that means to fly in one direction, and if the circle dance goes left, that means to fly in a different direction. They have a waggle dance to let other bees know how far away food is. A longer lasting dance means the food is a longer distance away.

So, if you want to compliment a friend, just say, “You’re as smart as a bee!”

References:

<http://www.benefits-of-honey.com/>

<http://animalsintranslation.blogspot.com/2005/11/are-bees-as-smart-as-pigeons-and.html>

<http://ezinearticles.com/?Amazing-Honey-Bee-Facts&id=474923>

The Library of My Dreams

by E.D. Woodworth

When I dream of books—and often I do,
The dream makes me feel elegant and new.
I see the books in unending rows and rows and rows and more;
From aardvark to zebra, from ceiling to floor.

I dream of the books I can read—and I will.
My friends are all with me and it's a wonder-filled thrill.
We each pick books that help stretch our minds,
And think all our books are spectacular finds.

I see myself walking in stacks—and I love what I see.
I've never felt so happy nor ever felt so free.
The librarian helps us discover the world.
Each book we find is knowledge unfurled.

When I wake up, I'm sad—but not for too long.
My public library is one place I never go wrong.
I find my friends and the books that I need.
I can settle right in—and I can start to read.



Going Green in School

by Carol Lattimore

What does it mean to talk about schools “going green”? Installing solar panels? Using hay bales for insulation? Switching to buses that run on natural gas? Well, actually, those are all really great things to do, but few, if any, of our nation’s public schools can do them. Their operations budgets are stretched too thin, and major overhauls in transportation and construction are too costly to consider. But by making sound energy decisions and initiating “green” practices, schools have the potential to safeguard the environment and provide an energy and environmentally conscious example for the community.

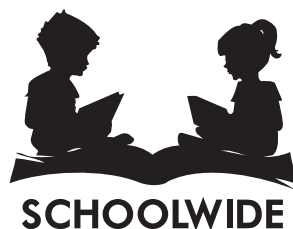
One group of students in Santa Cruz County, California, came up with an amazingly easy strategy to green their school—change a light bulb! Actually—they changed quite a few! The students learned from the Environmental Protection Agency (EPA) that 20–25% of all electricity used in the United States is for lighting. Realizing that their school, like most, used older fluorescent bulbs with magnetic ballasts, the students convinced their school’s administration to try replacing them with new, more energy-efficient, electronically ballasted lights to cut their school’s electricity use by more than 30%. Though they found their district was reluctant at first to change because of fears regarding the initial cost to replace the lights, the students found a company willing to do the job and accept payment from the already budgeted energy funds the school had saved. In other words, their school district paid nothing for the changes but now saves \$70,000 a year on its electric bill.

There are a number of other simple changes in energy use behavior and building operations that any school can make to reduce costs—turning off lights when they aren’t being used, taking better advantage of daylight, adjusting thermostats and ventilation systems, and using low flow showerheads in locker rooms. Having the custodians use rakes instead of leaf blowers reduces noxious noise as well as chlorofluorocarbon (CFC) emissions. Watering the grounds less often or late at night and planting native, self-sustaining flora around the campus serves to beautify the campus while celebrating regional pride and reducing water usage.

Most important of all, students who participate in Green School Programs do not leave that knowledge in their lockers at the end of the day. They learn that they can effect change and they have within their power the solutions to the economic hardships faced by our schools and the environmental crises confronting our globe. They carry the life-long lessons learned about conservation and energy efficiency, leadership, and individual empowerment into their homes and communities, ensuring a bright, green future for all of us.

SCHOOLWIDE FUNDAMENTALS

Short Shared Text



BUBBLE SCIENCE

By Carly Schuna

Photos by Chermaine Cho

Fan Yang may be the world's only bubble artist and scientist.

"I saw another world in bubbles."

As a kid, Fan Yang was fascinated by bubbles. A waterfall at a river near his childhood home in Vietnam created hundreds of tiny bubbles that gurgled along in the rushing water. But Fan never wanted to pop them.

"I used to watch them and admire their beauty," he says. "I saw another world in bubbles, and I imagined how nice it would be if I could create a big bubble and be inside it."

Many years later, Fan has fulfilled that dream and broken more than 10 world records with his bubble performances. He has formed bubbles around hundreds of people, made large bubble domes that his daughter

can walk through, and even made square bubbles. Fan calls himself a "bubble artist" and "bubble scientist," and he may be the only person in the world with those titles. "So far, I haven't met any other bubble scientists!" he says.

Bubble Dreams

Fan didn't set out to break world records or make a career out of his interest. He just loves

bubbles. "I experimented with liquid [bubble] solutions because I love it," he says. "I never thought that one day I would be a bubble artist and scientist."

To achieve what he wanted, Fan worked hard for years. He had a lot of unsuccessful experiments, but he kept trying. "After many years of failure, I finally came out with a bubble solution that made big bubbles with beautiful colors," he says. Fan used that solution to break his first world record. Five years later, after lots more practice and experimentation, he created the world's largest bubble. It was 156 feet long—that's as long as three semitrailers!

Fan wanted to share the joy he finds in bubbles with other people, so he designed a program of his best bubble stunts that he performs all over the world. He calls his act the Gazillion Bubble Show.

Fan has many performance tips to offer. He says it's good to make the audience feel tension so that they are surprised at the end of a trick. He also recommends doing performances that are fun to watch, like his bubble shows, so that audiences will stay interested the whole time.

To perform his tricks, Fan uses bubble props and equipment that he creates himself. No one else had ever done what he wanted to do with bubbles, so he had to make all of his own material.

He wants kids to know that they're not limited by anything except their imaginations, and




At his Gazillion Bubble Show, Fan Yang creates bubble walls with people inside the bubbles.

they can create whatever they want to help them follow their interests.

“Use your own imagination and creativity to make art,” he says. “You need time, passion, love, and

dedication. These elements guided my life and made me successful.

I am proud to say that I used something simple—bubbles—and brought it to a completely new dimension.” 



Fan has broken more than 10 world records with his bubble performances.

Make Your Own Bubble Solution

It took Fan many years to come up with a bubble solution that was sturdy enough to break world records. His recipe is top secret, but he said there are many ways for kids to experiment with making their own solutions.

Fan recommends that kids use “soft” water such as distilled water to make their bubble solutions.

Fan’s Bubble Solution for Kids

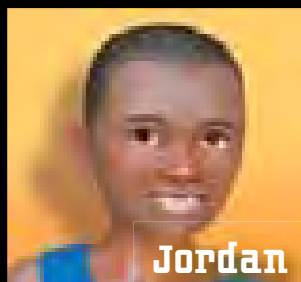
30 ml (2 tablespoons) dishwashing liquid
20 ml (1½ tablespoons) glycerin or corn syrup
900 ml (3¾ cups) soft water such as distilled water

Stir the ingredients together in an open container. Let the mixture sit for a few hours, then make bubbles!

SCHOOLWIDE FUNDAMENTALS

Short Shared Text





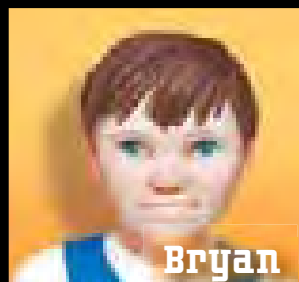
Jordan



Tara



Devin



Bryan

Anchor Leg

The pressure was high. Bryan had to carry the weight of the relay team.

By Rich Wallace
Art by Steve James

"Anchor leg?" Bryan stared at his sister. He couldn't believe what she'd told him. The other three runners on the relay team were faster than Bryan. Why would they want him to run last?

"It's simple," Tara said, jogging in place. "We'll get the lead. You'll hold it."

Or lose it, Bryan thought. He could see it now. Jordan would get out fast on the opening leg, then hand the baton to Tara. She'd build a lead on the backstretch of the track, then hand off to Devin. By the time Devin rounded the curve and handed off to Bryan, their team would have a nice big lead.

And everyone in the stadium would be watching as Shayna Richardson and Tyrone Camino chased down Bryan from behind.

"Here's the thing, little brother," Tara said. "We won't win this relay unless all four of us run every step at top speed. Jordan's the natural lead-off guy. He's a quick starter. That leaves three legs for the rest of us."

"Right," Bryan said. He glanced over at Tyrone, who was taking some quick strides on the infield. "So let me run second or third."

Tara shook her head. "Too easy," she said. "No one would notice if you let up just a little on the second or third leg. But if you dog it ever so slightly, it might cost us the race. You need pressure to run your best, and you know it."

I don't need that much pressure, Bryan thought. The other teams would have fifth-graders running the anchor legs. He'd be the only fourth-grader in the bunch.

"The pressure will do you good," Tara said. "You'll run like a scared rabbit."



Jordan and Devin jogged over. "Hands in," Jordan said. He held out his palm and the others stacked theirs on top. "Good handoffs. Pure speed. Let's go."

Jordan walked to the starting line with the other kids running first leg. There were six teams in the race, one in each lane of the track. Each runner would go 100 meters—one quarter of the way around.

Tara and Devin went to their spots on the track. Bryan let out his breath and walked to his line. He looked over at the other anchors.

Tyrone was bent over, stretching deep. He was already the star of this track meet, winning two sprint races and the long jump. Shayna had won the 400 meters. Both of them looked relaxed and confident.

Bryan had run just one race,

placing fifth in the 100-meter dash. He checked his laces and wiped some sweat from his forehead.

The starter blew his whistle, and the first runners broke from the line. Jordan looked quick and strong as he sprinted along the curve.

Bryan glanced at Shayna on his left. She was staring straight ahead. Tyrone was on his right, clapping his hands softly.

"You need pressure to run your best, and you know it," said Tara.

Bryan gulped. Tara had the baton now. She also had the lead.

Bryan felt a surge of energy. He jumped a few times, kicking his legs up behind him.

Tara made a smooth pass to Devin, who didn't break stride as he grabbed the baton on the run.

"Oh yeah," said Tyrone as his teammate moved slightly ahead of Devin.

"Big effort, Ty!" called one of Tyrone's teammates. Tyrone nodded, but he didn't look around.

Bryan felt his stomach tighten. Jordan, Tara, and Devin had worked so hard. What if he let them down?

The first three runners were almost even as they neared the end of the curve. The group was like a pack of wild horses racing toward the anchor legs. Bryan could see the strain on their faces. They were using every ounce of strength they had.

Bryan took a few light steps, then began running faster as Devin got close.

"Stick!" Devin called, holding out the baton. Bryan felt it slap into his palm, and he gripped it tight as he moved into his fastest gear.

Bryan was in second. Tyrone was a step ahead, and Bryan could feel the heat of the others at his back.

Bryan didn't think. He just ran. He could hear the others breathing hard, could sense the *dig, dig, dig* as Tyrone exploded along the track. But Tyrone wasn't pulling away. Every step Bryan took matched the leader's. And no one else had passed him.


"He's right there, Bryan!" Tara yelled. "Reach deeper!"

Fifty more meters. Could Bryan hang on to second place? *Loosen your shoulders*, he told himself. *Stretch out those legs!* Shayna ran up next to him. Bryan surged a little harder.



Bryan felt the baton slap into his palm.

(Continued on next page)



The final steps
were a blur.

(Continued from page 23)

The cries from the bleachers were loud and steady. The spectators were on their feet. Bryan leaned forward as the finish line got closer. He was an inch ahead of Shayna. And suddenly he'd drawn even with Tyrone.

**"Reach deeper!"
Tara yelled.**

Too many races for him, Bryan thought. He's slowing down.

The final steps were a blur to Bryan. His legs felt like cement but kept churning. He felt the finish-line tape break across his chest, and he stumbled to the track. He felt hands on his shoulders as Tara and Jordan pulled him to his feet.

Devin came running up and wrapped an arm around Bryan's back. "You won it!" Devin shouted.

"Awesome work, brother," said Tara. She burst into a grin. "See what a little effort can do?"

"A little?" Bryan said. He could barely puff out the words. "That was the hardest I've ever worked for *anything*."

"And it paid off!" Jordan said.

Tyrone was on his knees near the finish line. Bryan walked over and held out his hand. Tyrone shook it.

"Great job today," Bryan said.

"Most of it," Tyrone said. He shook his head gently and gave Bryan a sheepish smile. "Running anchor leg is tough. I never want to let my teammates down, but I didn't have any strength left."

Bryan nodded. "Yeah, it's a lot of pressure." *But pressure can be a handy thing*, he thought. 🏃



A Tip from the Author

Don't forget to use your arms when you're sprinting. They should pump in rhythm with your legs, helping to drive you forward.

Rich Wallace is the author of more than 20 sports novels for kids. He has coached and played a lot of sports, too.

Do you have
a sports tip
you'd like to share?
If so, send it to
Highlights
Sports Tips
803 Church Street
Honesdale, PA 18431

Roller Coaster Rob

by E.D. Woodworth

Up and down, over and out, round and round he goes.
Rob will ride a roller coaster, anywhere or time.
He loves it when it speeds up
And even when it slows.

Weave and swoop, swivel and slide, there goes Rob right now.
He always screams out loud, with lots of joy, not fear.
Around that corner and through that loop,
“Wow!” he says, “WOW, WOW!”

The bump and wiggle, the dip and dive, are all part of the ride.
Rob says it’s the thrill of the coaster that keeps his spirit alive.
On a wooden or steel roller coaster,
Speeding with a lurch or glide.

Under the tunnel, through the hill, flying right over the mountain . . .
He’s smiling and slowing down at the end, still at the height of fun.
Then walking around to the start,
Rob’s waiting in line again!



Stapler

by Georgia Heard

Bulldog
crunches
down
hard
sinking
teeth
into paper —

leaving
a silver scar.

SCHOOLWIDE FUNDAMENTALS

Short Shared Text



How Humpbacks Go Fishing

By Linda Brown Anderson

These whales use a net made of bubbles.

Humpback whales blowing bubbles.



Humpback whales are known for feeding alone or in pairs. Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill.

But humpbacks that live near the west coast of North America have a surprising and spectacular way of catching fish. When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below. A steady flow of bubbles rises to the surface, forming a circle.

Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble-circle. Their huge mouths are open and full of silver, wriggling fish.

Scientists wanted to know more about how the whales fed on

schools of fish. Using underwater microphones, they listened to humpbacks as they fed. The whales made magnificent trumpetlike sounds as they swept up and ate the fish.

The researchers also used the Crittercam, a video camera that can be attached harmlessly to the back of a whale. It showed that the whales waved their huge flippers back and forth as they fed.

Most researchers thought the humpbacks were fighting over the fish. Whales are known to use

bubbles and loud calls when they try to chase away other whales. Maybe they also waved their flippers to shoo one another away.

A Deep Mystery

Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research. Maybe the whales were working together!

Dr. Sharpe led a team of researchers. They used sonar to “see” deeper into the water. A sonar device sends out sound waves, then catches the echoes of those waves

Humpback whales bubble-net feeding near Angoon, Alaska.



after they bounce off objects, such as whales, fish, and bubbles. Using the echoes, the sonar creates pictures of the objects.

The sonar showed that, to a humpback, bubbles are tools. A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.

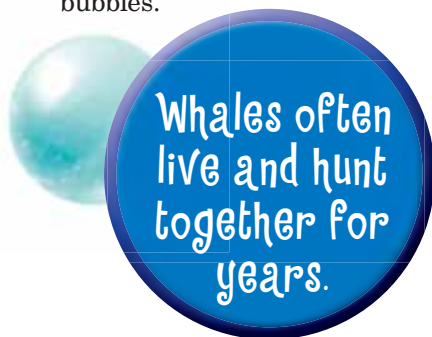
Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall. The herring were reluctant to try to escape through the bubbles. The bubble-blowing whale began to swim in a circle, making the wall of bubbles go all the way around the fish. The fish were trapped in a bubble net!

Using an underwater microphone, the research team recorded the sounds of the whales. The whales swam under the herring and began their trumpet-like calls. Then the whales swam upward all at once, waving their flippers, and gulped a large number of fish.

The whales were working together!

How did the whales use their calls and flippers to help catch their food?

To find out, Dr. Sharpe and his team placed a school of herring into an aquarium. Then the researchers pumped in air to make a wall of bubbles. The fish would not swim through the bubbles.



When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net.

The scientists also placed a model of a humpback flipper into the aquarium. Like a real humpback flipper, the model was dark on one side and white on the other. As the researchers turned the flipper and flashed the white underside at the school, the fish quickly swam away.

Working as a Team

Now Dr. Sharpe understood how humpbacks feed together. One whale forms a wall of bubbles around the fish. Other whales approach from the sides and from below. One of the whales, the leader, makes calls from below that send the fish toward the surface and into the ring of bubbles. As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.

Finally, all of the whales swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them.

Over the years, the research group has seen that humpback whales often live and hunt together for years. Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.

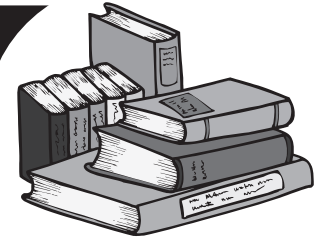
Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence. We also know that these famous “loners” actually can form lifelong relationships with others of their species. 4



One side of a humpback's flipper is white. The other side is black.



My Reading Life



1. How do I feel about reading?
2. Why do I think I feel the way I do about reading?
3. What am I like as a reader?
4. What are some of my favorite reading memories?
5. What type of books have I enjoyed?
6. What is my favorite subject to read about?
7. Do I have a favorite author or series?
8. What are some of my favorite books that I have read over the years?

Name: _____

Date: _____

Family Reading Interview



Name of Family Member Interviewed: _____

?

What are your favorite types of reading materials? (Magazines, Books, Newspapers, Online Publications)

?

What is your favorite genre? (Fiction, Poetry, Nonfiction)

?

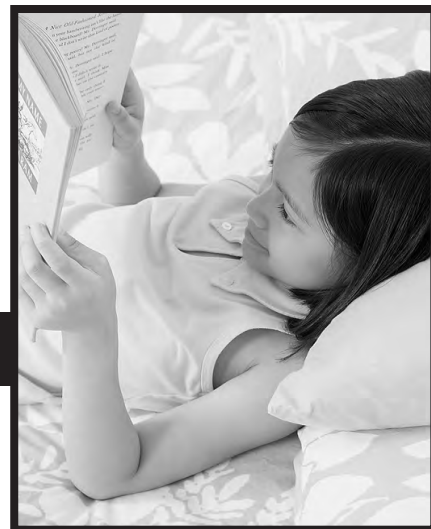
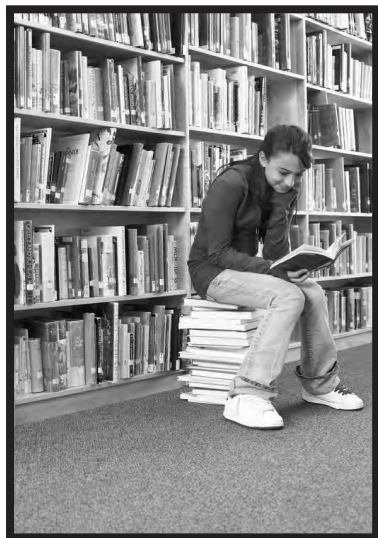
What was your favorite book and/or author when you were my age?

?

What is a book you would really love for me to read now or when I am older? Why?

My Reading Life at Home

Think about how you make time for discovering, reading, and discussing books with your family at home.



- How do you select “just-right” books for independent reading at home? Do you visit the classroom, school, and/or public library?

- How do you learn about new books to read? Do you ask friends and/or family members for book recommendations? Do you visit the local bookstore?

- Where do you like to read?

- Do you talk about your reading with anyone and/or share a good book?



- Do you use new reading and thinking strategies when reading?

My Reading Goals

These are goals my teacher and I decided on to help me grow as a reader.

Date Set	Goal	Date Achieved

Reflection:

How I feel about achieving my reading goals:

My Reading Goals

These are goals my teacher and I decided on to help me grow as a reader.

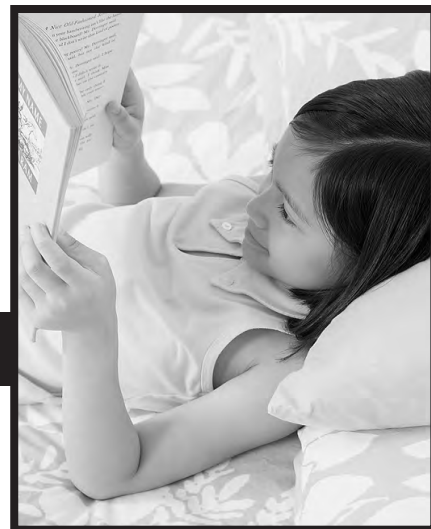
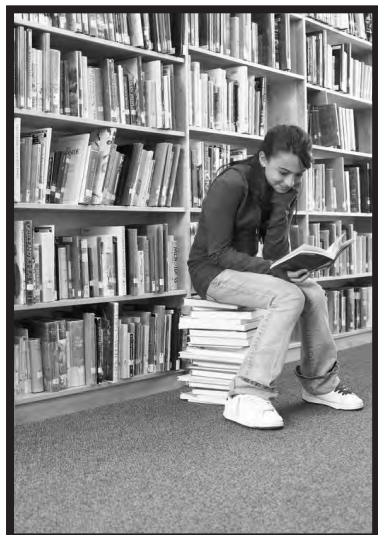
Date Set	Goal	Date Achieved

Reflection:

How I feel about achieving my reading goals:

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- Where do you like to read?

- Do you talk about your reading with anyone and/or share a good book?



- Do you use new reading and thinking strategies when reading?

Name: _____

Date: _____

K-W-L Tracker Sheet

Directions: Write what you already know about the topic of the book you have selected in the “K” column. As you read the book, use the “stop-and-jot” technique to write any questions you might have and any new and surprising information you learn on sticky notes and place the notes on the pages of the book. Write the page number of the book (if available) on the sticky notes. Once you have finished reading, place your sticky notes in the “W” or the “L” column.

Book Title: _____

Topic: _____

<div>K</div> <div>What I Know about the topic</div>	<div>W</div> <div>What I Want to know about the topic</div>	<div>L</div> <div>What I Learned about the topic</div>

Name: _____

Date: _____

My Contribution to the Discussion

Today's discussion was about the book: _____

	1 I will get better in this area.	2 I am strong in this area.	3 I rocked in this area!
I listened to others.			
I looked at the speaker.			
I waited my turn.			
I shared my thinking about key ideas.			
I pointed out a part or parts of the book to support my ideas.			
I asked and/or responded to clarifying questions.			
I used my strong voice and spoke clearly.			

Name: _____

Date: _____

My Contribution to the Discussion

Today's discussion was about the book: _____

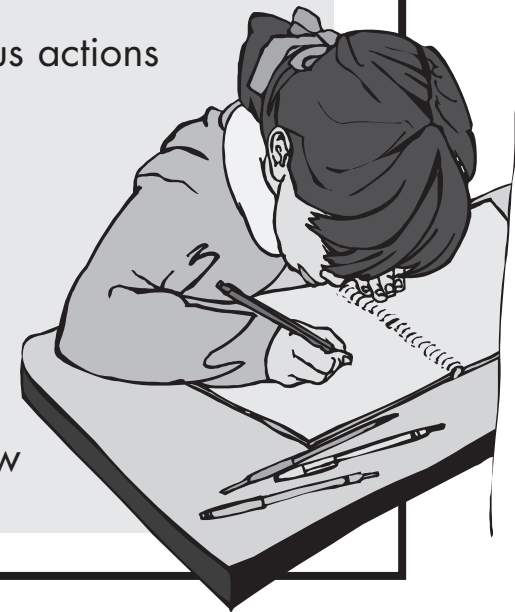
	1 I will get better in this area.	2 I am strong in this area.	3 I rocked in this area!
I listened to others.			
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I waited my turn.			
I shared my thinking about key ideas.			
I pointed out a part or parts of the book to support my ideas.			
I asked and/or responded to clarifying questions.			
I used my strong voice and spoke clearly.			

Reading Response Entries

(Reflect, Connect, Question, Predict)

Make sure that you take note of the page number that you are referring to when jotting your thoughts in your Reading Notebook. This will help with your future discussions.

- Something the book makes you think about (an issue or problem)
- Something the book reminds you of (yourself, another book, a world issue)
- A deep prediction based upon what you've read
- A deep prediction about what a character might do based upon previous actions
- A part of the story that really confused you (even though you reread it)
- Something you learned from the book
- An idea that you found surprising, shocking, or fascinating
- A question you have and an answer based upon what you already know



What Do I Include in My Reading Notebook?

My Reading Life



Reading Log



Reading Goals and Plans



Habits of Mind: Reading Strategies

- o Anchor Charts
- o Graphic Organizers
- o Notes From Conferences
- o Vocabulary Study

My Reading Notes and Responses



Stop-and-Jot Sticky Notes



Stop and Sketch



Independent Reading Notes



Reading Responses

Determining the Meaning!

Text Title	Unknown Word	My Background Knowledge: What I Know About the Topic or Subject and Familiar Word Parts <i>(prefixes, suffixes, root words)</i>	Context Clues: <ul style="list-style-type: none">• Surrounding Text• Punctuation• Accompanying Illustrations	What I Think the Word Means

Discussing Our Reading

Possible conversation starters:

I wonder . . .

I think . . .

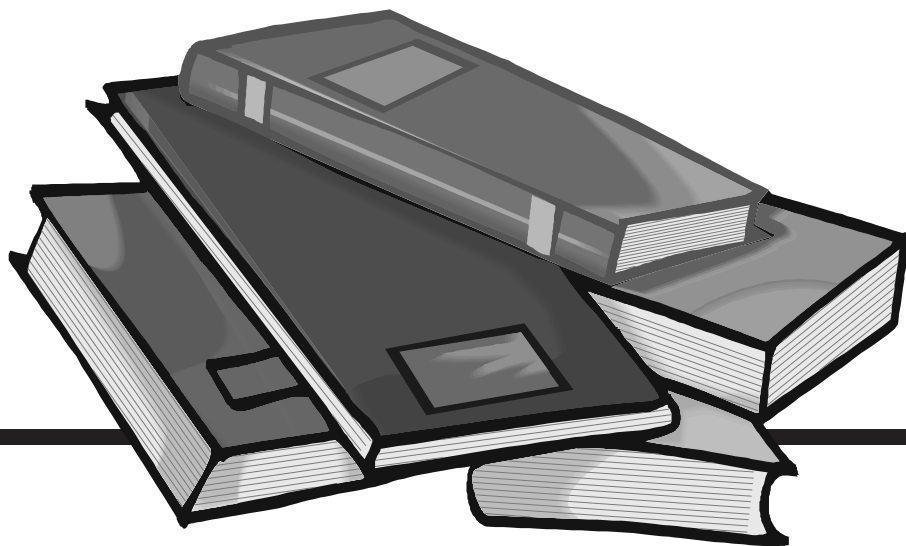
I noticed . . .

Keeping the conversation going:

I have a different opinion . . .

I also noticed . . . Do you agree?

I see what you are saying but . . .



Name: _____

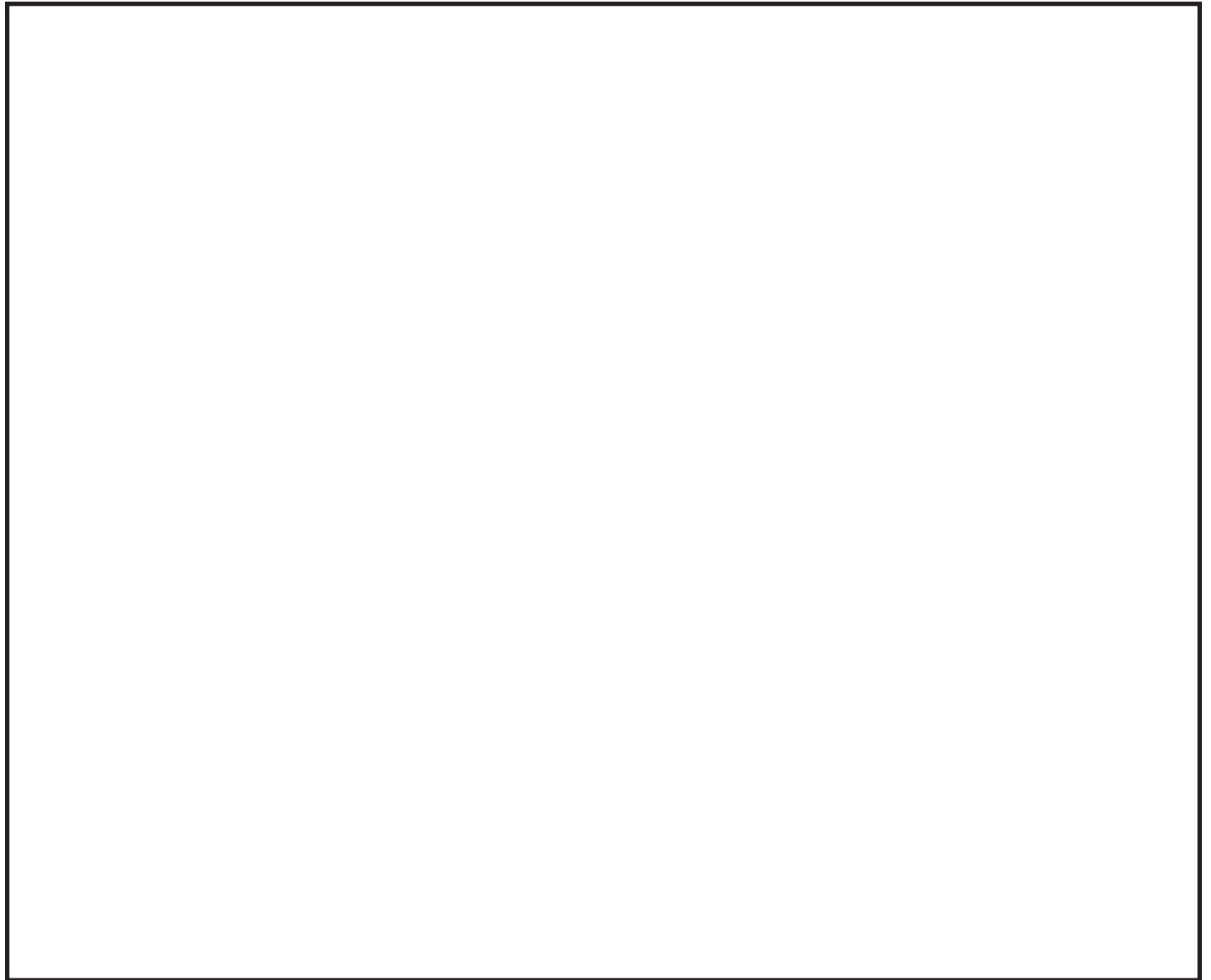
Date: _____

The Daily News

15¢

Wednesday, July 16, 1969

Apollo 11: One Giant Leap!



“The incredible shrinking Apollo 11, an assembly of machinery that left Earth the size of a skyscraper—363 feet in height, and almost six and a half million pounds in weight—and that returned the size of a Volkswagen bus.”

From *Moonshot: The Flight of Apollo 11* by Brian Floca

Name: _____

Date: _____

Seeing the Movie in My Mind

Text Title: _____

Page(s): _____

Select a memorable or important moment from the text. Use the boxes in the movie film below to sketch the sequence of the key action moments in the scene.

The form is designed to look like a movie film strip. It features a dark gray border with a series of small gray squares along the top and bottom edges, resembling film sprocket holes. In the center, there are three large, white, rounded rectangular frames arranged horizontally, separated by thin dark gray lines. These frames are intended for students to sketch key action moments from a scene.

Questions Readers Ask Themselves About Fiction

- o Who is the main character?
- o Who are the other characters?
- o Where does the story take place?
- o When does the story take place?
- o Which character has a problem?
- o What is the conflict or problem?
- o What events happen first, next, etc.?
- o How is the problem resolved?
- o What is the message or theme of the story? How do I know?



Name: _____

Date: _____

Elements of Fiction

Text Title: _____

Character(s)	
Setting (where and when the story takes place)	
Conflict or Problem	
Plot (events that move the story along)	
Resolution (conclusion of the action)	
Theme or Message of the Story	

Some Common Nonfiction Text Features

Text Title: _____

Title	
Subheading	
Images	
Captions	
Insert or Sidebar	

Some Common Nonfiction Text Features:

“How Humpbacks Go Fishing”

Text Title: “How Humpbacks Go Fishing”

Title	Prominently displayed in large lettering
Subheading	Section headings to focus our thinking as we read: “These whales use a net made of bubbles.” “A Deep Mystery” “Working as a Team”
Images	Whales blowing bubbles help us visualize the main idea of the article.
Captions	Describe what the humpbacks are doing in each image
Insert or Sidebar	Provides additional information about the whales: “Whales often live and hunt together for years.”

Dear Families,

Today was an exciting day for our class! Your child participated in something called writing workshop. It was a time to recognize all of the developing and growing writers that we have in our class.

Writing workshop is divided into three phases. First, your child will participate in a “mini-lesson”—a brief instructional lesson that targets one focused teaching point. Sometimes I will read aloud from one of our mentor texts to assist with demonstrating this teaching point. Next, your child will either independently apply what was learned from the mini-lesson (practice and/or write) or meet with me or a classmate to discuss his or her writing or writing ideas. Then, during the third phase, students will gather together to share their thinking, what they have written, or something they connected to during the workshop. This process will be consistent throughout the year.

In addition to learning how to write, there are many procedural components to the writing workshop. Your child will learn what tools writers use when writing, resources that will assist him or her, and how to take care of his or her writing tools and Writing Folder.

It was a wonderful day of writing in our class today, and I look forward to sharing more “writing news” with you in the future.

Sincerely,

My Writing Interest Interview

Think about your writing life and then thoughtfully and honestly answer the questions below.

1. How do you feel about writing?

2. Use five words to describe yourself as a writer.

3. Where and when do you like to write? In your backyard? In your bed? At a desk? On the couch?

4. What is the best piece you have ever published and why?

5. Why do you think writers write?

6. Do you have a favorite author and/or book that has inspired you as a writer?

7. What else do you want me to know about you as a writer? How can I help you become a better writer?

What Is a Writer's Notebook?

A Writer's Notebook is a special place to collect the stories of our lives. Writers use a notebook to write down thoughts, ideas, plans, memories, images, questions, answers, and anything else they can think of. There are so many possibilities!

Some ideas include:

- Things that are important to you or things you care deeply about;
- Stories or adventures that really happened;
- Important people, special places, or pets;
- Drawings, sketches, or diagrams;
- Songs or poems;
- Observations;
- Writing from a photograph;
- Important firsts (first day of school, first time at camp, first time bike riding, first sleepover);
- Good times or bad times;
- Celebrations (big or small);
- Lists;
- Dreams;
- Memories; and
- Conversations or quotes.



“A writer's notebook is like a ditch—an empty space you dig in your busy life, a space that will fill up with all sorts of fascinating little creatures. You'll be amazed by what you catch there.”

—Ralph Fletcher

START HERE



When did you first start writing? Who taught you?	What is the first piece you remember being proud of?	What piece do you think was the best you ever published?	What was your first story about?	Do you like to write nonfiction and/or poetry? What have you written nonfiction or poems about?

_____ 's Writing Life

Who do you write postcards to from vacation/camp?	Did you ever write birthday or graduation cards to special people?	Did you ever write a letter to someone?	Was learning to write script easy or hard?	Do you remember learning to write your ABCs? Where were you?

CONTINUE HERE



Name: _____

Date: _____



Times We Will Never Forget



Person/Place	Ritual/Memory	Details

What to Do If I'm Done or Stuck

- Reread entries and look for places to “write small.”
- Reread your entry and check to see if it makes sense or if you left something out.
- Reread and look for correct use of writing conventions (punctuation, capitalization, spelling).
- Use the charts around the room (e.g., “What Is a Writer’s Notebook?”).
- Go to a mentor text for ideas.
- Observe your surroundings or things in nature and write about what you see, hear, feel, imagine, and wonder.
- Add descriptive language.
- Express your feelings, thoughts, fears, frustrations, successes, or confusions.
- Reflect on current events or concerns for the world.
- Meet with a friend and see if he or she can help.
- Request a teacher conference.



Name: _____

Date: _____

Selecting a Piece to Publish



Questions to think about:

- Is this a topic I feel strongly about? Why? _____

- Is this a topic I have more to say about? What else can I add? _____

- Is it something that would be interesting for others to hear about? Why? _____

- What is my purpose (to entertain, persuade, bring out an emotional response, record an experience I never want to forget)? _____

- Who is my audience? Who am I writing this for? _____

- After thinking about these questions, I have decided to write about _____

Questions or thoughts from my partner:

- _____
- _____
- _____

Transition Words and Phrases That Move Readers Through Time

After

After all of that

Afterward

Along the way

An hour later

As soon as

At last

At that very moment

Before

Before long

During all of this

Earlier

Eventually

Finally

Immediately

In the meantime

Later

Later on

Later that same day

Meanwhile

Next

Not a moment too soon

Not long after

Now

Once

One day

Shortly after that

Soon

Subsequently

Tomorrow

Until

When

While

While this was happening

Yesterday

Name: _____ Date: _____

Let's Get Organized

Beginning
•
•
•
•

Middle
•
•
•
•
•
•
•

End
•
•
•
•

When Drafting We . . .

Here are a few helpful hints when it comes to drafting:



FIRST:

- Reread your writing to see what is important to your story to take to the draft.
- Highlight details that support your main idea.
- Highlight what would go at the beginning, middle, and end. (Mark sections with a “B,” “M,” or “E.”)



NEXT:

- Come outside your Writer’s Notebook onto lined paper. Skip lines and write on one side of the paper. (Keep your highlighted entries next to you.)
- As you are writing your draft, remember that you are telling a story for an audience of readers, so it needs to make sense and follow a sensible order.
- Take your time to write a beginning that sets the stage (orients the readers), a detailed middle that describes the experience, and an ending that satisfies the readers.



LAST:

- Read over your draft carefully. Check that the flow of your story makes sense and that it’s easy for your readers to understand.
- Have a friend read it. Is your BIG IDEA clear? Are there any confusing parts? Does it have an inviting lead and a wrap-up ending?
- Keep your draft in a folder.

Dialogue and Internal Thinking

Sample Student Writing	Dialogue	Internal Thinking
I can't believe it's finally the day of the camping trip with my grandfather. Every kid in my family gets to go on a special camping trip when he or she turns 10. I have been waiting 10 long years for this day. I am so excited.	"Grandpa, Grandpa, is it time to go?" I yelled. "Almost," said Grandpa. "I can't wait any longer. I've been waiting 10 long years for this day. Let's hit the road," I begged. "I promise this trip will be worth your while," Grandpa assured. "I can guarantee it."	I can't believe it's finally the day of the camping trip with my grandfather. (I had been counting down the days for the last 6 months.) Every kid in my family gets to go on a special camping trip when he or she turns 10. (The waiting was killing me. It seemed to be the longest wait of my life.)

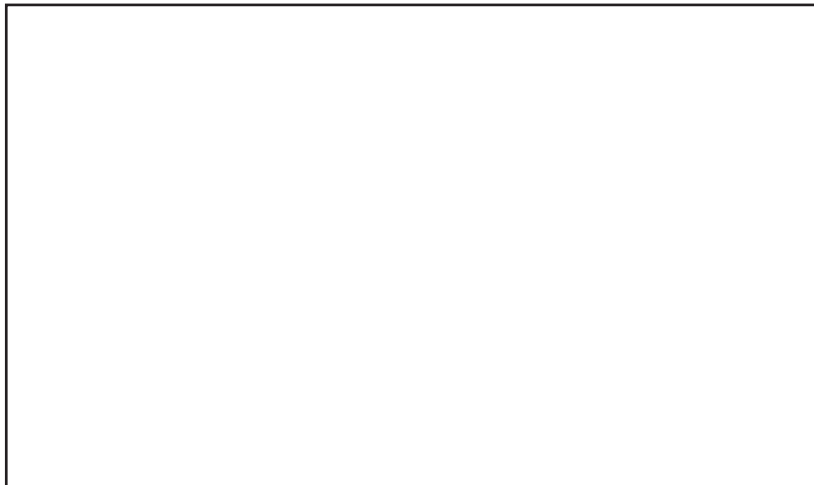
Name: _____ Date: _____

CUPS Editing Checklist

CUPS	Self	Peer	Teacher
<p>Capitalization: Have you remembered to capitalize the first word in each sentence and all the proper nouns?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Usage: Have you used words correctly? Do they make sense? Are they in the correct order? Have you left out any words? Have you written complete sentences?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Punctuation: Is there punctuation (period, question mark, exclamation point) at the end of every sentence? Have you used commas carefully? Do possessives and contractions have apostrophes in the correct places? Have you used correct dialogue punctuation?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Spelling: Have you done your best to spell all words correctly? Remember to use strategies such as stretching the word out to hear all the sounds, looking the word up in a dictionary, asking a friend for help, and using the resources around you for help.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

Author's Note



Dedication

I dedicate this book to _____

because _____

Name: _____ Date: _____

How Far Have I Come?

Self-Reflection

1. I am most proud of my story because _____

2. I think good writing is _____

3. I have learned that writers go through a process to publish. The part of the writing process that was easiest for me was _____

because _____

4. The part of the process that was a bit difficult was _____

because _____

5. Have you changed as a writer? How has your writing changed?

As I think about my writing life and plans for the future, the two goals I hope to accomplish this year in writing workshop are:

Goal 1: _____

Goal 2: _____
