

Writing

Name: Fourth grade	Unit: Biographies	Week: March 4- March 8		
SOL & Student Objective: 4.7 The student will write cohesively for a variety of purposes.	SOL & Student Objective: 4.7 The student will write cohesively for a variety of purposes.	SOL & Student Objective: 4.7 The student will write cohesively for a variety of purposes.	SOL & Student Objective: 4.7 The student will write cohesively for a variety of purposes.	SOL & Student Objective: 4.7 The student will write cohesively for a variety of purposes.
Evaluation/Assessment S F- notes, four square	Evaluation/Assessment S F- four square, rough draft	Evaluation/Assessment S F-rough draft	Evaluation/Assessment S- F- rough draft	Evaluation/Assessment S- final draft; word study F
Mini lesson The teacher will focus on word study. If time, he/she will review four-square and how to organize a biography.	Mini lesson The teacher will begin by modeling how to use a four square for a biography. He/she will continue using the same person that was used in the initial modeling process. The teacher will model the rough draft process by beginning a biography on the same person that he/she has been using. While the entire rough draft will not be started, it	Mini lesson The teacher will quickly review by placing his/her rough draft on the project and focusing on important components. The teacher will also review how to peer edit and how to offer appropriate information on capital letters, punctuation, and gaps in information.	Mini lesson The teacher will monitor how students are doing and edit with students who are done with their rough draft.	Mini lesson The teacher will continue monitoring student progress. He/she will focus on students who need more reinforcement.

	will be helpful to show students how to begin writing a biography.			
<p>Independent</p> <p>While students are waiting to receive their word study, they will continue working on their research.</p> <p>If students are completely done with their research, they will take a sheet of notebook paper and assess if they have enough information for their paper. They will fold the paper into thirds. The first section will be headed early life. The second section will be headed important accomplishments. The third heading will be later life. The student will then take the information from their notes and write them into the appropriate category. Once this is complete the student can</p>	<p>Independent</p> <p>Students will continue the writing process by brainstorming an outline of their paper by writing a four square.</p> <p>Students who finish the four square may start their rough draft if they have time.</p>	<p>Independent</p> <p>Students will begin their rough draft.</p>	<p>Independent</p> <p>Students will continue working on their rough draft.</p> <p>Students will edit with a peer and edit with the teacher.</p>	<p>Independent</p> <p>Students will continue working on their rough draft.</p> <p>Students who have edited with the teacher will work on their second draft.</p>

<p>see if they need more information or not and the teacher can quickly see who is done researching and who needs to find more information.</p> <p>Students will also begin their four square, if they have time.</p>				
<p>Word Study: The teacher will introduce word study words to small groups of students. The teacher will ask students to find the pattern between the words on their lists.</p>	<p>Word Study: HW: Students will sort their words. Students will write a short story using 5 of their word study words.</p>	<p>Word Study: HW: Students will sort their words. Students will draw a comic strip using 5 of their word study words.</p>	<p>Word Study: HW: Students will sort and glue their words into their writing journal. Students will study for their quiz.</p>	<p>Word Study: The students will take a word study quiz to assess how well they understand the patterns.</p>

HW: cut and sort the words by the spelling pattern identifies in class.