

Fourth Grade News

March 26, 2015

Monday and Tuesday, March 30-31-STAAR Writing Tests
(closed campus-no visitors/volunteers)

Friday, April 3-Bad Weather Make-Up Day

Saturday, April 11-Spring Carnival, 3-7 pm

Tuesday & Wednesday, April 21 and 22-STAAR Math and Reading Tests
(closed campus-no visitors/volunteers)

TUTORING INFO: There will not be any MATH tutoring next Tuesday, March 31, due to STAAR testing. Thanks for understanding!

Due to STAAR Testing, NO ALPHA this week!

Reading Focus

Next week we will practice reading Expository and Drama texts.

Math Focus

Next week we will identify and extend patterns by finding a rule for pairs of numbers and completing tables based on the rule. We will also be finding the perimeter and area of polygons.

Writing Focus

Next week, Monday and Tuesday, we will be taking the Writing STAAR tests. Please read the flyer that came home today (also attached). In addition, we will learn to write a procedural paper.

ELM Focus

We will continue our study of The Turbulent Years.

The 4th Grade Team:

Mrs. Dobberfuhr, Ms. Hopper, Mrs. Lee, Mrs. Way, Mrs. Welch

Homework

March 26, 2015

DUE April 2, 2015

Reading

Complete the poetry quick check, Horizon; and the drama quick check, Rhymes Ruined. No 90 minutes of reading this week, please read over the Narrative and Expository reviews.

Math

NO HOMEWORK! PLEASE MAKE SURE YOU SPEND TIME REVIEWING THE HANDOUTS PROVIDED FOR WRITING!

Writing

Please READ over the Narrative and Expository Reviews. It might be helpful to review Narrative before Monday's STAAR test, and Expository before Tuesday's STAAR test!

Science/Social Studies

NO HOMEWORK! PLEASE MAKE SURE YOU SPEND TIME REVIEWING THE HANDOUTS PROVIDED FOR WRITING!

The 4th Grade Team:

Mrs. Sandy Dobberfuhl, Ms. Sarah Hopper, Mrs. Wendy Lee,
Mrs. Allison Way, Mrs. Emily Welch



Coming next week
to a school near you:

4th Grade STAAR Writing Tests!

Starring: Glen Oaks Amazing 4th
Grade Writers

Dates:

Monday, March 30, 2015

and

Tuesday, March 31, 2015

Please send students to school well-rested, well-fed, and **on time**. They may bring a water bottle and a healthy, non-messy snack in a Ziploc bag each day (to make it easy to eat and to avoid distracting others).

We are sorry, but these are closed campus days –
NO admission for parents or visitors.

The 4th Grade Team would like to thank you for your
support of our amazing authors!

Rhymes Ruined

PARTS: (2) A boy and a girl

Prologue:

The lights come up with a spotlight on a boy and a girl walking down a path and talking to each other. The boy has a crown on his head. They are both carrying pails.

Act 1: Scene 1

BOY: (walking and looking at girl) DO YOU KNOW WHO HUMPTY DUMPTY IS?

GIRL: (walking and looking at boy) I GIVE UP, WHO IS HE?

BOY: HE'S AN EGG! YOU KNOW, "HUMPTY DUMPTY SAT ON A WALL, HUMPTY DUMPTY HAD A GREAT FALL."

GIRL: NO WONDER HE FELL. ANYBODY KNOWS AN EGG CAN'T SIT ON A WALL WITHOUT FALLING OFF.

BOY: ALL THE KING'S HORSES AND ALL THE KING'S MEN COULDN'T PUT HUMPTY TOGETHER AGAIN.

GIRL: IT'S NO WONDER. WHY BOTHER PUTTING AN EGG BACK TOGETHER AGAIN ANYWAY? JUST MAKE SCRAMBLED EGGS OUT OF HIM!

BOY: UGH! HOW ABOUT THE LITTLE OLD WOMAN WHO LIVED IN A SHOE?

GIRL: WHAT ABOUT HER? DID SHE KNOW HUMPTY DUMPTY?

BOY: NO, NO. SHE HAD SO MANY CHILDREN SHE DIDN'T KNOW WHAT TO DO.

GIRL: I CAN UNDERSTAND WHY. HOW COULD ALL THOSE CHILDREN SLEEP IN A SHOE?

BOY: (hesitates and looks at the girl with a confused expression) WHAT'S THE MATTER, DON'T YOU LIKE NURSERY RHYMES?

GIRL: NO. NONE OF THEM MAKE ANY SENSE TO ME.

BOY: OH, WELL. LET'S GET GOING THEN, JILL. WE NEED TO GET THAT WATER.

GIRL: OK, JACK, BUT THIS IS THE LAST TIME I'M GOING TO GO UP THIS HILL. (PICKS UP PAIL)

(THEY WALK OFF HAND IN HAND)

1. Which stage direction would best be added to the boy's opening dialogue?
 - A. (with a look of wonder on his face)
 - B. (acting upset) (has tears in his eyes)
 - C. (feeling silly)
 - D. (frowning and looking at the ground)

2. What does the prologue do for the reader?
 - A. The prologue describes the setting of the play and places actors in a scene.
 - B. The prologue defines all of the characters and their traits.
 - C. The prologue predicts the ending of the play.
 - D. The prologue outlines the playwright's notes to the director.

3. What is the theme of the play?
 - A. Good will triumph over evil.
 - B. These Nursery Rhyme characters should remember who they are.
 - C. It is important to work together.
 - D. Good friends can help each other solve a puzzle.

4. The characters in the play are discussing the following:
- A. Fairy Tales
 - B. Nursery Rhymes
 - C. Tall Tales
 - D. Folktales
5. At the very end of the play the reader can tell...
- A. that the boy and the girl are mad at each other.
 - B. that the boy and the girl are Hansel and Gretel.
 - C. that the boy and the girl are Jack and Jill from the Nursery Rhyme.
 - D. that the boy and the girl are lost.

Horizon

- 1 Hurdle in the distance,
- 2 Oasis in the form of a straight line,
- 3 Reflection of sky and sea,
- 4 Invisible beyond, it is the
- 5 Zone of the unknown.
- 6 Official starting line of the future,
- 7 Never quite close enough to touch.

1. Which line from the poem contains rhyme?

- A. 2
- B. 3
- C. 5
- D. 7

2. The word "oasis" is mainly used to suggest that the horizon-

- A. cannot be reached
- B. is far away
- C. is a source of water
- D. looks beautiful

3. Why is the first letter of each line bolded?
- A. To mimic the way a horizon looks.
 - B. To emphasize that these letters spell out a word.
 - C. To show that the first word of each line should be stressed.
 - D. To emphasize the shape of the poem.

4. Read these lines from the poem:

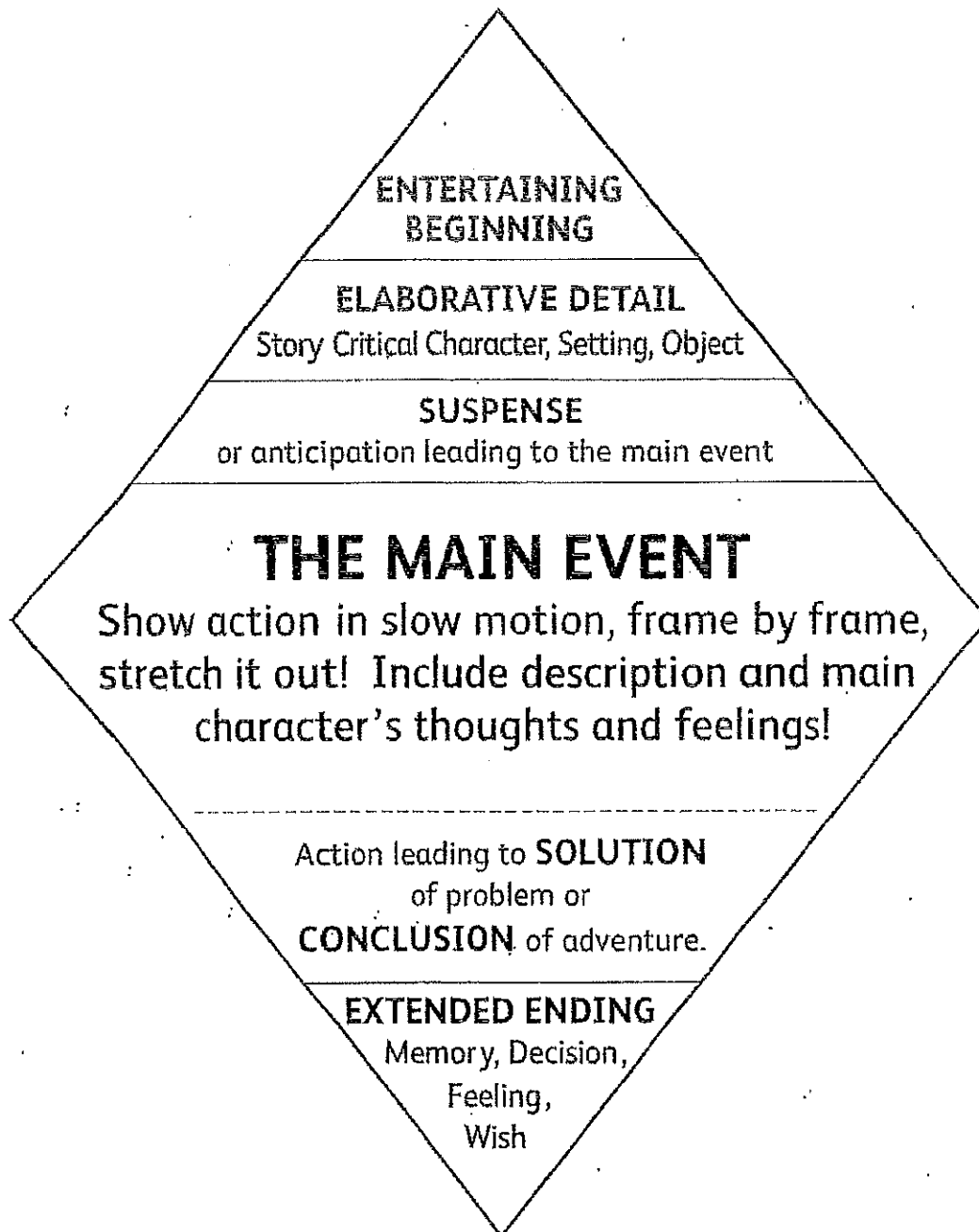
**Invisible beyond it is the
Zone of the unknown.**

What does the author try to convey from these two lines?

- A. Horizons are everywhere you look.
 - B. Nobody knows how a horizon forms.
 - C. The horizon is a dangerous place to go.
 - D. You cannot see what lies past the horizon.
5. Based on the poem, when would you be mostly likely to see a horizon?
- A. When running on a track
 - B. When looking out to see
 - C. When looking out at the desert
 - D. When looking up into the sky

Student Page

Narrative Writing Diamond



The Narrative Writing Diamond

The Writing Diamond Defined

- **Entertaining Beginning** - The beginning must "hook" the reader and make them feel compelled to read on. The author might use an interesting action, dialogue or exclamation, the main character's thoughts, or feelings, raise story questions or even use a sound to grab the reader's attention. Stories should begin as close to the main event as possible.
- **Description of Setting, Character or Object** - A descriptive segment (3-4 sentences long) which describes a story critical setting, character, or object will help draw the reader in and help the reader experience the fictional world through the five senses of the main character. If the setting is mundane or boring (an average kitchen, the school yard, etc.) the author may choose to describe an important character or object instead.
- **Build Suspense** - Here the author moves toward the main event by building suspense or a sense of anticipation. This might involve raising worry, wonder, concern, or doubt, all of which build tension. This can be done through the use of "story questions", "word referents", or "the magic of three".
- **The MAIN EVENT** - This is the most important part of the story - the climax, the event that the entire story has led up to - essentially, what the whole story is about. The main event section involves the problem/struggle sequence, or the adventure or interesting peak experience. This "scene" should be told in almost slow motion, expanded upon and stretched out through a balance of action, thought, description, and dialogue. This is the largest, most significant part of the story.
- **The Solution/Conclusion** - This is the section that brings the main event to a close. The problem is solved or the adventure or experience comes to an end.
- **Extended Ending** - The ending summarizes the main character's thoughts, feelings, memories, hopes, wishes, or decisions in regard to the main event. It might also include a defining action that SHOWS any of the above. The extended ending should not be abrupt, rather it should have a feeling of satisfied closure.

(See each specific skill area in this book for further definition of each skill or section.)



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Name _____

Starting Off on the Right Foot!

One way to make your writing more interesting and entertaining is by starting off with a great, attention grabbing beginning! Here are some techniques authors use to begin their stories:

1.) **AN ACTION** - *Put your main character in your setting doing something interesting and relevant to the story.*

Ask: What would you do?

ex. Joey ran full steam ahead across the corral and jumped on the back of the wild stallion!

2.) **DIALOGUE** - *Have your main character say something.*

Ask: What might you say or exclaim?

ex. "I can't wait to see the Grand Canyon!" I shouted.

3.) **A THOUGHT OR QUESTION** - *Show the main character's thoughts, or raise a story question.*

Ask: What would you wonder or worry?

ex. I wondered if we'd make it out alive.

4.) **A SOUND** - *Grab the reader's attention through the use of a sound.*

Ask: What might you hear?

ex. BOOM! Jack flinched as the thunder and lightning rolled in over the hills.

Beginning tips - Begin your story as close to the main event as possible. For example, if it's a story about being marooned on a tropical island, don't begin the story two weeks before you leave, reading through travel brochures. Begin on or near the island. If you're writing about a day at the beach, don't begin waking up, getting dressed, and having breakfast--begin at the beach! Get right into the action so that you don't lose your reader! Also, since it is very difficult to weave many characters throughout the story, a good strategy is to have your main character start off alone.

Student Reference sheet

Name _____

MAIN EVENT

Don't Summarize! Make a Scene!

FULLY ELABORATED MAIN EVENTS are made up of a balance of:

- ACTION.
- DESCRIPTION
- THOUGHTS/FEELINGS
- DIALOGUE/EXCLAMATION

And just for fun...

- SOUND EFFECT

Here are the productive questions that help to generate a fully elaborated MAIN EVENT:

ACTION: What did you do?

(Tell it in slow motion, S-T-R-E-T-C-H I-T O-U-T!)

DESCRIPTION: What did you see, hear, feel?

THOUGHTS/FEELINGS: What were you wondering, worrying, feeling?

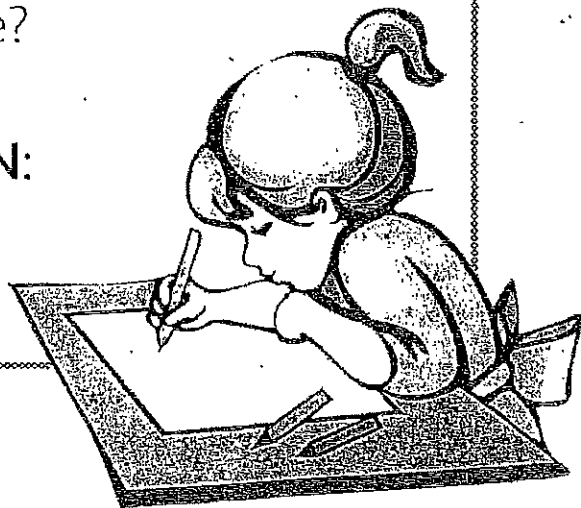
DIALOGUE/EXCLAMATION: What did you say or exclaim?

SOUND EFFECT: What did you hear?

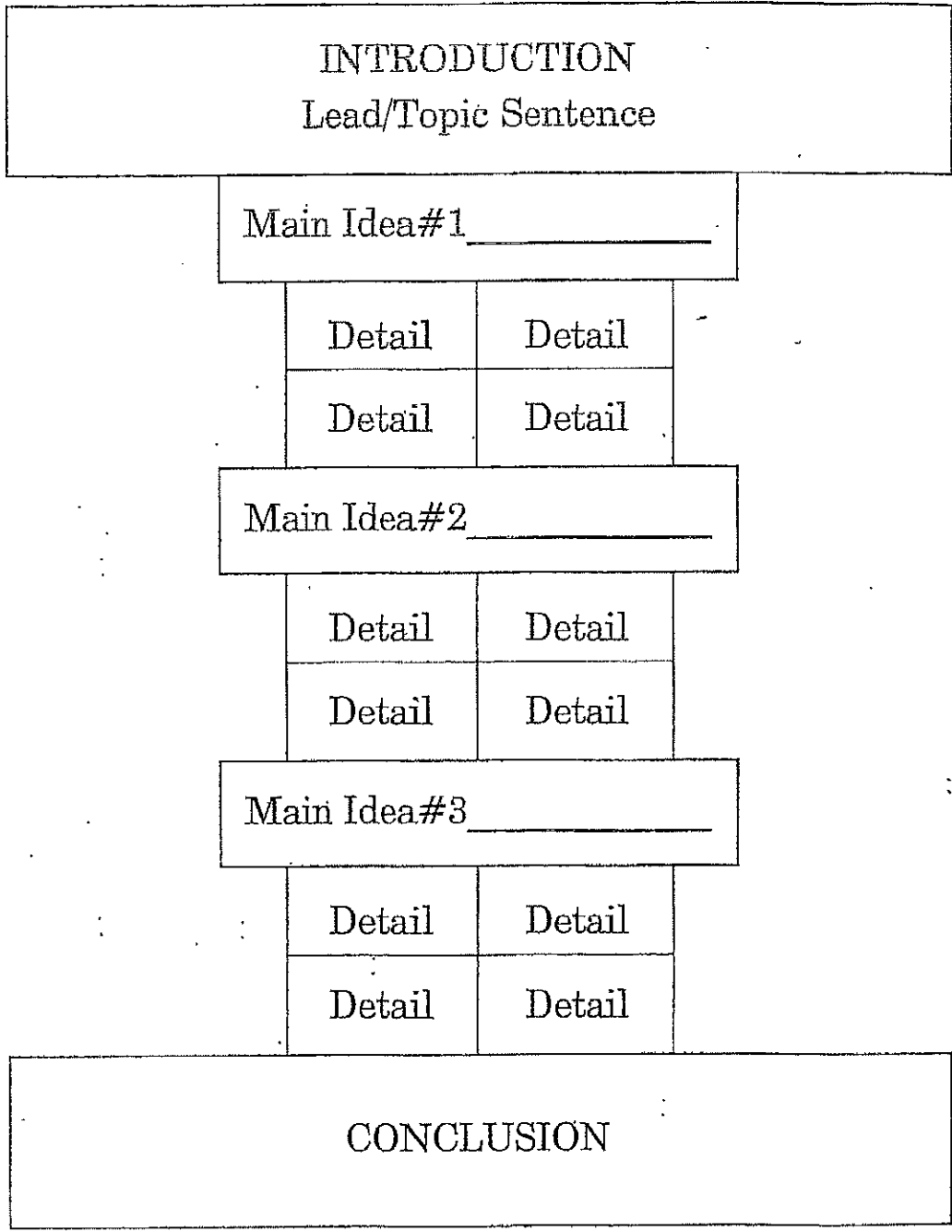
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Menu for Extended Endings

- 🍏 **A MEMORY:**
What did you remember most?
- 🍏 **FEELINGS:**
How did you feel about what happened?
- 🍏 **WISH or HOPE:**
What would you wish or hope?
- 🍏 **DECISION:**
What did you decide?
- 🍏 **DEFINING ACTION:**
What did you do?



THE EXPOSITORY PILLAR



PLANNING AN EXPOSITORY PIECE

1.) PICK your TOPIC

2.) LIST what you know about
your topic

3.) CHOOSE three BROAD yet
DISTINCT ideas from your list.
Be sure you can come up with
at least 4 details to support the
MAIN IDEAS you've chosen!

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How to Write a Fully Elaborated, Well-Supported Paragraph

AUTHORS INCLUDE:

- A BROAD YET DISTINCT MAIN IDEA SENTENCE
- A number of details related to your main idea
- The DETAIL-GENERATING QUESTIONS:

“What Does it Look Like?” “Why is it Important?”

“Did you give a specific example?” “Is each detail in a separate sentence?”

- GOOD WORD CHOICE
- SENTENCE VARIETY
- AT LEAST ONE POWERFUL “GOLDEN BRICK” DETAIL IN EACH PARAGRAPH
- Quote • Statistic • Descriptive Segment • Anecdote • Amazing Fact

AUTHORS AVOID:

- Overly vague words and phrases such as:
nice, fun, good, pretty, cool, awesome, great, big,
interesting, stuff, things, and much more
- The “Grocery List” – (Do not list your details in a single sentence. Put each detail in a separate sentence.
ex. Frogs eat beetles, moths, mosquitoes, small fish, and smaller frogs.)
- The “Broken Record” – (Do not begin each sentence with the same words:
ex. There are.....There are.... There are.....)
- TOO MUCH “TELLING” – (Instead of telling that something is terrific, SHOW your reader what terrific looks like through the use of an example or two.)

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WHAT YOUR INTRODUCTION PARAGRAPH NEEDS

A LEAD: Catch the reader's attention with:

- an amazing or unusual fact
- a question
- a descriptive segment
- a statistic
- a quote
- an anecdote

A TOPIC SENTENCE: Briefly, clearly, tell the reader what the piece will be about.

THE CONCLUSION PARAGRAPH: The concluding paragraph should "sum up" the main ideas of an expository piece. However, this should not be a totally redundant restating of the main ideas.

There are a number of different techniques that can be used to creatively restate the main ideas:

- restate each main idea as a question
- word referents
- definitive word/phrases
- informative verbs
- restatement of general topic sentence
- hypothetical anecdote

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Main Idea Sentence Starters

- | | |
|---------------------------------------|--------------------------------------|
| It is amazing to think about _____ | Would you believe that _____ |
| Let me explain _____ | So, what about _____ |
| You'll be excited to learn that _____ | Incredibly, _____ |
| Do you realize that _____ | It is true that _____ |
| Have you ever thought about _____ | So, you want to understand how _____ |
| Have you ever wondered _____ | Why do _____ |
| Let me tell you about _____ | How can _____ |
| Of course, everyone agrees that _____ | When do _____ |
| Actually, _____ | Where can _____ |
| It is interesting to note that _____ | How do(es) _____ |
| In a funny sort of way _____ | Most people agree that _____ |
| Surprisingly, _____ | Of course, _____ |
| Nowadays, _____ | For sure, _____ |
| Usually, _____ | Often times, _____ |
| It's incredible that _____ | For years, _____ |
| Most often _____ | Sometimes _____ |
| Now that _____ | Historically _____ |
| By the way, _____ | It's hard to believe, but _____ |
| You'd better believe that _____ | You will find that _____ |
| You'll soon see that _____ | You'll soon discover that _____ |
| Don't you think that _____ | So, _____ |
| Wouldn't you agree _____ | No one would argue that _____ |
| Certainly _____ | Without a doubt, _____ |
| Normally, _____ | In the first place _____ |
| Finally, _____ | Imagine _____ |
| Experts agree that _____ | Let me tell you, _____ |
| Let me fill you in on _____ | In many ways, _____ |
| There are many reasons that _____ | So, why is (are) _____ |
| There are many ways in which _____ | What's so great about _____ |

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Name _____

DETAIL-GENERATING QUESTIONS

- What does it "look" like?

(sound like? feel like? taste like?
smell like? seem like?)

- Why is that important?

(Why is that important to your main idea?)

- Is each detail in a separate sentence?

(Separate the Grocery List!)

- Did you give a specific example?

(Avoid general language such as
"stuff" "things" "nice", etc.)

Student Reference Sheet

Expository Revision Strategies

- Read each fact in the body of the piece. Ask: "What does it look like? Why is that **important?**" Use a caret to insert these details.
- Locate overly general adjectives such as "nice," "pretty," "cool," "awesome," and replace them with **specific descriptive details**.
- Replace general words with **specific examples** and add adjectives:
 - Ex. Replace "Birds" with "noisy white and gray gulls"
 - Replace "Trees" with "towering blue-green pines"
- Add an anecdote, quote, or descriptive segment to add some punch to your piece.
- Look at your topic word and each main idea "blurb". Replace the redundant use of these words with some interesting word referents.
- Check your introduction. Do you have a strong **LEAD**?
- Read your conclusion. Add a **hypothetical anecdote**, a question, informative verbs, and a **definitive word or phrase**.

LESSON 8

How to Write Well/Expository

Your class How-to list of tips for aspiring writers might look like this:

Ex. How to Write an Expository Piece

- 1) In an expository piece, be sure to review the expository pillar and start by filling in a prewriting plan/summarizing framework.
- 2) Begin your piece with an introduction.
- 3) Use a lead and topic sentence. Make sure your lead begins with a descriptive segment, amazing fact, question, quote, statistic, anecdote. (This grabs their attention!) Your topic sentence should state what will be learned, referencing each main idea or central controlling idea.
- 5) Good writers divide the body of their piece into main ideas and supporting details. (This keeps the piece organized.)
- 6) Write main idea sentences using interesting word choice and good sentence variety. (This helps avoid redundant, boring sentences)
- 7) Make sure the details support the main idea. Always keep in mind good sentence variety – avoid general words/phrases or a grocery list. (Add word referents for variety)
- 8) Always ask "What does it look like?" and "Why is it important?" (This helps keep each detail in a separate sentence)
- 9) Add a Golden Brick to your paragraphs. These include a quote, statistic, amazing fact, anecdote, or descriptive segment. (This will enhance the "showing" part of elaboration)
- 10) Always write a conclusion that creatively restates the topic and main ideas.
- 11) Try using one of these techniques, hypothetical anecdote, word referents, a definitive word or phrase, and/or informative verbs.
- 12) End with a general restatement of the topic sentence. (Remember: This is your last chance to impress your reader.)
- 13) Be sure to always give your piece a good title that reflects your topic. (It's easier to do at the end!)
- 14) Go back and replace boring verbs and adjectives. (This is all about REVISING!)
- 15) Add a word referent.
- 16) Check for spelling and punctuation.
- 17) Read it out loud to see if it flows.
- 18) Publish it!

In the end, take this How-to list, laminate it, and use it for next year's class. It can also be used at open house night to demonstrate to parents what their youngsters will be learning over the course of the year!