

Prompt Numbers: 4, 5, 6

4. **There is a saying that time goes by quickly when you are having fun. Write about an exciting event in which the time seemed to go by faster than usual.**
5. **Think about a time you were kind. Write to describe the situation and what happened as a result of your kindness.**
6. **Think of a time when someone did something special for you. Perhaps the person sent a card, helped with homework, or cooked a food you like. Write about this time and include details.**

<p>How are prompts similar or different?</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Similar</th> <th style="text-align: left;">Different</th> </tr> </thead> <tbody> <tr> <td>Narrative Personal narratives</td> <td>Prompts were what I did and what someone else did</td> </tr> <tr> <td>Positive in tone</td> <td>Some gave samples</td> </tr> <tr> <td>Realistic</td> <td>Maybe not all applicable to students lives</td> </tr> <tr> <td>- Included events and actions</td> <td></td> </tr> </tbody> </table>	Similar	Different	Narrative Personal narratives	Prompts were what I did and what someone else did	Positive in tone	Some gave samples	Realistic	Maybe not all applicable to students lives	- Included events and actions		<p>What strategies will you use to teach students to write an introduction?</p> <ul style="list-style-type: none"> - Start with a question - Write a hook – thinking about the reader - Teach what to do when you don’t know how to start - Start somewhere and write introduction later - Develop hook - Doesn’t have to be the first thing you write – don’t get hung up. - Use words from prompt - Start with a question 		
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<p>What strategy will you teach students to analyze the prompt?</p> <ul style="list-style-type: none"> - Circle key words – highlight - Decide if the prompt is expository or narrative set your purpose for writing - Look for central idea; what is the question - Use the words in the prompt - Read and address all parts - Remind students that it is ok to exaggerate - Prewrite/brainstorm - Focus 	<p>What strategies will you use to teach students to write developing paragraphs?</p> <ul style="list-style-type: none"> - Graphic organizer - Samples of an “A” paper - Model think aloud - Structure - Sensory details - Direct instruction on when to change paragraphs - Look at good examples of writing and a variety of examples - Modeling/share writing 												
<p>What prewriting strategies worked?</p> <table border="0"> <tbody> <tr> <td>- Color coding</td> <td>- Writing a hand/4 square</td> </tr> <tr> <td>- List of choices</td> <td>- Draw pictures</td> </tr> <tr> <td>- List what reader wants to hear/needs to know</td> <td>- 4 square</td> </tr> <tr> <td>- What words will paint a picture</td> <td>- Lists</td> </tr> <tr> <td>- What is my hook</td> <td>- Storyboarding</td> </tr> <tr> <td></td> <td>- 5 senses</td> </tr> </tbody> </table>	- Color coding	- Writing a hand/4 square	- List of choices	- Draw pictures	- List what reader wants to hear/needs to know	- 4 square	- What words will paint a picture	- Lists	- What is my hook	- Storyboarding		- 5 senses	<p>What strategies will you use to teach students to write a closing?</p> <ul style="list-style-type: none"> - Rephrase beginning (this feels safe for students with developing composing skills) - Closing with the result of the event you wrote about - Teach students what questions to ask themselves as they lead/write their closing – did they answer reader’s questions and paint a picture/provide an enjoyable reading experience - Look at examples of strong closing – do lots together - Create new endings to an already written essay (collaboratively).
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- Use strong and weak examples and allow the kids to analyze them, then discuss

Prompt Numbers: 7, 8, 9

- 7. Imagine a fish popped its head out of the water and said something. What would you do? Write a story about what happened. Be sure to include details in your story. *Prompt has a video of a goldfish swimming in a clear glass fish bowl.**
- 8. Imagine yourself as a superhero. You might be able to see through walls, fly, or swim like a fish. Write about your superhuman power and what happens when you use it.**
- 9. Imagine a helicopter with a famous person on board landed near your school. The person was coming to visit your class. Who was the person, and what happened when he or she came to your classroom?**

<p>How are prompts similar or different?</p> <p>Similar</p> <ul style="list-style-type: none"> - Imagine specific details - Dialogue - Details <p>Different</p>	<p>What strategies will you use to teach students to write an introduction?</p> <ul style="list-style-type: none"> - Hook – draw readers in - Structure – organization - Verb tense - Topic sentences
<p>What strategy will you teach students to analyze the prompt?</p> <ul style="list-style-type: none"> - Plan out writing, form ideas for each part of the prompt - Highlighting key parts of prompt and answering each part. - What details would you like to include 	<p>What strategies will you use to teach students to write developing paragraphs?</p> <ul style="list-style-type: none"> - Pre plan, organize, transition words, details for the conference
<p>What prewriting strategies worked?</p> <ul style="list-style-type: none"> - Organizers: 4 square, webs, frame 	<p>What strategies will you use to teach students to write a closing?</p> <ul style="list-style-type: none"> - Say what you are going to say, say it and discuss, say it again to wrap it up.

Prompt Numbers: 10, 11, 12

- 10. There are many different kinds of entertainment, such as music, games, books, or movies. Explain your favorite type of entertainment and why you like it.
- 11. What is something you want to learn to do? Explain what you would like to learn and why.
- 12. Think about a favorite toy you have now or had when you were younger. Describe the toy and tell why it is your favorite.

<p>How are prompts similar or different?</p> <ul style="list-style-type: none">- Things we like to do/want to do- Student choice/interest- 2 parts, ?? /explain	<p>What strategies will you use to teach students to write an introduction?</p> <ul style="list-style-type: none">- Read the prompt- Reword the prompt- Now do author's start- What are you talking about- Exposure to/analysis of good introductions
<p>What strategy will you teach students to analyze the prompt?</p> <ul style="list-style-type: none">- TOFA<ul style="list-style-type: none">o Topic – what is it about?o Opinion (or attitude) – how should you approach the topic?o Format – what kind of writing (expository or narrative)o Audience – What kind of tone, stress who the audience is, adults- Read/re-read- Identity how many ?? or ideas- Identify vocabulary/underline words-	<p>What strategies will you use to teach students to write developing paragraphs?</p> <ul style="list-style-type: none">- Graphic organizers- How do you know when to start a new paragraph
<p>What prewriting strategies worked?</p> <ul style="list-style-type: none">- Concept web- Hamburger- Frame- 4 square- Various graphic organizers	<p>What strategies will you use to teach students to write a closing?</p> <ul style="list-style-type: none">- Reword opening- What lesson did you learn- Give advice

Prompt Numbers: 13, 14, 15

13. Imagine a local newspaper reporter wants to know about your favorite school event. Write to describe the event and explain why it is your favorite.
14. Imagine one of your teachers asks you to bring something special to show the class. Write to describe the item and explain why you would like to show it.
15. Think of someone who is brave. Write to describe this person and explain how he or she shows bravery.

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<p>What strategy will you teach students to analyze the prompt?</p> <ul style="list-style-type: none"> - Writing about what you know help you to add details - Thinking outside the box - Breaking down the prompt - Using colors to code the tasks - Going over the vocabulary (explain, describe, list, etc.) - Write on the prompt – circle key words – verb – parts – what to write on 	<p>What strategies will you use to teach students to write developing paragraphs?</p> <ul style="list-style-type: none"> - Brainstorm a list of details - 5 w's - Provide a concrete example - Varying sentences - Checking your work – re-reading to add details - Some need structure, B, M, E - Color code (like ideas); group like ideas together in a paragraph - Transitioning to a new paragraph 												
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