

Writer Workshop Unit 2 Personal and Persuasive Essays
Grade 4

Bend # 1 – Writing to Learn

Session # 1- Essay Structure Boot Camp

OBJECTIVE	❖ I will use an essay frame to help structure my writing.
CONNECTION	<p>The teacher will say: <i>“Writers, when you write and read your fictional writing aloud, it’s amazing how it takes us away to new places-to a grandmother’s kitchen, or to a playground. Your writing is like a magic carpet, always bringing us to new places. I think you’re ready to graduate to some new and very grown-up challenges. In this unit, you’ll be writing essays. Do any of you have older brothers and sisters? (Thumbs up if you do.) I’m pretty sure you have heard about your brother or sister working on essays-because this is a kind of writing that people do a lot when they are in middle school, high school, and especially in college. If you learn to write essays well, that skill will give you a magic carpet, helping you get into great colleges and take you places in life.”</i></p> <p>“Now I want you to listen and look as I read you an essay written by a writer just your age. As you listen, you’ll be thinking , ‘I’m going to write in just that kind of a way.’ “ (See Figure 1-1, page 5).</p>
TEACHING “I DO...”	<p> Communicate the teaching point</p> <p>The teacher will say: <i>“Today, I want to teach you that when writers write essays about their opinions, they structure their essays so that they communicate their thesis statement-their idea-and their reasons for their thesis statement. Sometimes writers refer to this as ‘boxes and bullets’. Today we’re going to work together to write a shared essay. As we do this, I especially want you to learn about how writers structure, or organize, essays.”</i></p> <p>Teach the lesson</p> <p>The teacher will:</p> <p>❖ Teach through guided practice-Take children through multiple cycles: channel them to plan with a partner, then to write-in-the-air while you coach, then elicit their work while you add comments, then repeat the cycle, with children now working from the growing shared draft.</p>

	<ul style="list-style-type: none"> ❖ Give children a thesis statement and channel them to generate reasons. ❖ Coach with lean prompts that raise the level of what individuals do. Then convene the class, collect suggestions for the next portion of the shared essay, and synthesize them into the frame for a shared essay (see FIG.1-2 page 7). ❖ Set members of the class up to use what will now be a shared box and bullets to write-in-the-air their own version of the essay’s paragraph. (see FIG.1-3 page 8) ❖ Listen in, interjecting lean prompts that raise the level of what individuals do. Then convene the class and elicit from students the first part of a shared essay. Coach into the writing to raise the level. ❖ Debrief. Show the class what the writer did that you are hoping all writers have learned to do and then set them up to practice writing-in-the –air with partners again.
ACTIVE ENGAGEMENT “We Do...”	<p>Channel children to write-in-the-air and to then flash-draft the essay each has just written in the air.</p> <ul style="list-style-type: none"> ❖ The teacher will say: <i>“Right now, with your partner, write-in-the-air the whole essay, and then add on the next two reasons with details to support each.”</i>
LINK	<p>Send writers off to finish flash-drafting the shared essay. Flash-drafting implies fast and furious writing and helps to give the impression that the piece of writing will not be perfect and thus sets the stage for later revisions.</p>
Independent Practice “You Do...”	Students will independently write. Through conferring, teachers will offer students differentiated support.
SHARE	Student work is shared with the class *Turn & talk *Think, pair, share *Modified whip around
MATERIALS	<ul style="list-style-type: none"> -FIG.1.1, page 5-A sample student essay, <i>Sophie’s A True Friend</i> -FIG.1.2,page 7-Sample chart/Box and bullets -FIG.1.3, page 8- <i>Let’s Write an Essay!</i> chart -Teacher thesis statement, “I love ice cream,” written on chart paper, in a box with three bullets underneath (See Teaching) -Anchor charts -Writer’s notebooks/folders
RESOURCES	Grade 4: Writing to Learn/Essay Structure Boot Camp pp.2-13

Common Core State Standards	W.4.1, W.4.4, W.4.5, W.4.10, RI.4.1, RI.4.2, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.3
-----------------------------	--