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| **Lesson Focus****Day 1** | Word ChoiceIntroduction |
| **Grade Level** | Fourth |
| **Objective**  | Students will be able to explain what word choice is and how it can be used effectively in writing. |
| **Materials** | *Come On, Rain* by Karen Hesse, writing journals, pencils, ELMO |
| **Teacher Modeling** | I will read the mentor text, *Come On, Rain* by Karen Hesse, aloud to the students. I will place the book under the ELMO so everyone can see the pages in the book. This story highlights sensory words, vivid verbs, astounding adjectives, imagery, specificity and figurative language. I will then conduct a dialogue with the students to introduce word choice in narrative writing. The topics will include striking language, exact language, natural language and beautiful language. |
| **Independent Practice** | During writing time, the students will look over an old writing piece. They will then highlight all the sensory words, vivid verbs, astounding adjectives, imagery, specificity, and figurative language that they used in their piece. Once they have completed the review, students will make a list of the highlighted words in their writing journals. This list will be used a reference for future writing projects. |
| **Share** | I will call on students who would like to read their list of words aloud. As students share, other students will be making a list of words they can use in future papers. |

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| **Lesson Focus****Day 2** | Word ChoiceTired Word Wall |
| **Grade Level** | Fourth |
| **Materials** | Index cards, envelopes, markers  |
| **Objectives** | The students will be able to recognize tired words in their writing. |
| **Teacher Modeling** | I will model the first tired word, *happy*, by showing the students “fun” words such as *cheerful, joyful* and *upbeat.* I will then ask the students, “What are some other words we can use for happy?” Students may answer *excited and glad*. I will then break the students up into small groups and give each group a different tired word. Words will include, *said, saw, big,* and *little.* The students will be allowed to use a Thesaurus to complete the assignment. The students will write, on index cards, fun words for the tired words. The index cards will then be placed on the bulletin board, in the envelopes, for all other students to use during writing.  |
| **Independent Practice** | For the first 15 minutes of Independent writing time students will be working in groups to come up with new words for the tired word that was provided to them.For the rest of the time, the students will be asked to look over their work and highlight the tired words. They will then be asked to change those tired words for the new exciting words.  |
| **Share** | For share time, the groups will share their list of new exciting words. I will also ask the students who are not sharing if they can add to the list.  |

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| **Lesson Focus****Day 3** | Word Choice*MadLib Fun* |
| **Grade Level** | Fourth |
| **Materials**  | MadLibs, pencils, ELMO  |
| **Objectives** | Students will be able to use “exciting words” to complete a mad-lib. |
| **Teacher Modeling** | For this lesson, I will model a MadLib (fill in the blank story) and remind the students about the “tired” word wall we made yesterday. I will use the MadLib titled “Three Little Pigs”. This is a story that is familiar to many students. I will begin by filling out the first couple of blanks with “exciting” words. Then I will ask the students to help me fill in the rest of the blanks. |
| **Independent Practice** | For independent time, students will be asked to complete their own MadLib to help them with word choice. I will remind them to not use “tired” words when completing the MadLib. This practice may not take the entire writing period. Students who finish early will be asked to continue working on their writing piece. |
| **Share** | I will ask for student volunteers to read their completed MadLibs.  |

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| **Lesson Focus****Day 4** | Word Choice*Your Personal Top Ten* |
| **Grade Level** | Fourth |
| **Objectives** | Students will be able to create a list of the top ten words they use in writing. |
| **Materials** | My personal top 10 list, paper, pencils, writing journals |
| **Teacher Modeling** | I will begin this lesson by showing students my top ten list of favorite words. I will then ask the students to pair up and create a list of 25 words they like.  |
| **Independent Practice** | Students will create their personal list of favorite words. This list will go into their writing journals. The list should contain 10 words. After they have completed this list, I will ask students to look over and old writing piece and create a list of the most used words in the piece. They can exclude word such as *I, and, a and* *you.* |
| **Share** | I will ask students to share their personal top ten list of words. We will then compare the lists to see if any students share the same favorite words. |

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| **Lesson Focus****Day 5** | Word Choice*Painting A Picture With Words* |
| **Grade Level** | Fourth |
| **Objectives** | Students will be able to paint a picture with words |
| **Materials** | Paper, pencil, writing journal, ELMO |
| **Teacher Modeling** | I will start out by describing a person, place or object with a short, boring description. For example, if I were using a room in my house, I can write “My room is located in the back of the room next to the bathroom. This is where my boys sleep.” I would then model for them how I can expand that into a more descriptive writing. For about 3 minutes, I would model all of the things I associate with that room. For example, I would write, “Names on the wall, a rocking chair in the corner, lullaby’s playing on radio, my youngest screaming in his crib, a small red toddler bed.”  |
| **Independent Practice** | For independent practice students will be asked to paint a picture in my mind using words. They will be asked to describe a person, place, or object. Students will make a list of their associations before writing their piece. |
| **Share** | Students will be asked to share their writing with the class. I will ask the class to close their eyes and listening while the author is reading their piece. |