

At-Home Practice (October)

Hello fox family!

We will be having a test next week in which students will be asked to write an informative paragraph about what inspires Jack to write poetry. Students will be graded on their ability to write complete, grammatically correct sentences, organize their thoughts into a logical sequence of sentences, and support claims with evidence. The focus of Monday's class will be on creating a focus statement (a statement in which students state their claim and the focus of their paragraph) and work on analyzing a model in order to practice writing their own informative paragraph.

I have put together a few resources that your student can use at home to help them prepare ahead of time for Monday's class (I will not be in, unfortunately, but the substitute teacher is well prepared) and to help them work on some writing mechanics that I have noticed all students may be struggling with. I put brief suggestions on how to use them on each page. I hope this helps. Feel free to reach out if you have any questions or want anything else. I will check Talking Points periodically.

Best wishes,
Ms. Marcus

Writing Mechanics At-Home Lesson Opportunities

I have noticed that some students' may be struggling with writing mechanics. Khan Academy is a great place to start with short videos and practice opportunities. I would suggest the Grammar module (10 units) to help them with writing in general, however, your student would really benefit from focusing on Unit 8 (sentence structure) if you want to choose just one to work on for now. The link to this module is <https://www.khanacademy.org/humanities/grammar> (sorry it's so long). Your student can practice with this resource throughout the year and repeat sections as needed, but it is a trusted resource that I have seen be successful before.

Informational Writing

Both the current half of the unit and the upcoming unit will focus on informational writing in both short form (a single paragraph) and long form (a 4-paragraph essay). A strong writing basis is important, but understanding the genre is also helpful. Here are some video resources to help her prepare:

1. Playlist introduction to informational writing:
<http://bit.ly/3N99pDo>
2. Adding evidence: <https://bit.ly/4dA7B19>
3. Elaboration on evidence: <https://bit.ly/3XUvYu2>
 - The maker of videos 2 and 3 has several great writing videos for extra extension; you can either browse or reach out and I will identify some videos for your student.

Preparing for Next Topic: Biographies

We will be starting to read (and write) biographies toward the end of the week. Your student can get ahead by reading and watching some simple/short biographies either through articles, books, or videos online. I can, of course, recommend some and have some in the biography bins in my classroom library. Feel free to reach out. They can practice by summarizing information they learned and practicing writing their own biography based on an example or, for fun, about themselves, a family member, or pet.

Practice Suggestions

1. On Canvas (which can be logged into at home through this URL: <https://wakeid.wcpss.net/>), there are several discussion posts to help your student focus in on specific instances where Jack was inspired to write poetry. Using their *Love That Dog* book (or a PDF online; there is one that comes up for free) and the poems located in the back, your student can work on writing responses to each post as practice both for the test and for writing. They can also do similar practice with other writing that interests them where they try to figure out what other literature or life experiences inspired the writer.
2. Using the model informational paragraph and paragraph frame (in this packet and to be introduced next week), have your student practice planning and writing an informational paragraph about what has inspired Jack to write poetry. This is what your student will be doing on the test, so repetition and trying slightly different ideas and wording could be helpful.

3. Interval work (for focus): For students with trouble staying focused for extended periods of time, have them work for 5-10 minutes straight with the goal of a break or change in activity. As they become more and more able to stay focused, increase work time (this tends to work best if break time stays short and remains the same).

Resources

Model Informative Paragraph

W.4.2

In *Love That Dog* by Sharon Creech, even though he doesn't understand poetry at first, the main character, Jack, is inspired to write poetry. Jack was inspired by things that happen in his classroom and you can see this in his poetry. For example, on November 6, he writes a poem about how he likes his poems typed up on blue paper and hung up on the yellow bulletin board. On January 17, he writes a poem about how people write to make pictures with words, but other people think they are poems because of the way they look. Also, on April 4, he writes poetry to thank his teacher for typing up his poem. Another example of Jack being inspired by things in his classroom is the poem he writes on April 17, when his teacher persuades him to write to Walter Dean Myers. Jack shows us that inspiration for writing poetry can come from many different places.

Paragraph Frame

In _____,
at the beginning of the book Jack _____
_____ poetry. As the book continues,
Jack is inspired by _____

and you can see this in his poetry. For example,

_____. On _____, he
writes a poem about

_____.