

## Teacher Guide

The focus on this writing is to introduce students to using variety when they write. They will look at three models that all have different "sparkles".

### Process:

#### Prewriting

- 1) Divide students into small groups and have them read aloud at their table each paragraph. Groups should underline new vocabulary words.
- 2) As a whole class, write all new words from each group on the board and review.
- 3) In small groups, have each group do the activity under the paragraph.
- 4) Individually have students make a list of things they have done that they are proud of.
- 5) In pairs have students share their lists.
- 6) As a whole class, write the activities on the board and have students share.

#### Writing:

Students should write at home about an activity that they are proud of. Encourage them to use the writing conventions that they have practiced in the readings.

#### Post writing (after rewriting papers

Compile papers into a publication. Students may include pictures (see models).

Paragraphs can be found at

[http://writingfix.com/PDFs/6\\_Traits/test/Practice\\_Prompt\\_1\\_Sparklers\\_4th.pdf](http://writingfix.com/PDFs/6_Traits/test/Practice_Prompt_1_Sparklers_4th.pdf)

Joseph's story

Activity:

Joseph uses a small amount of dialogue with memorable details. Underline the dialogue. How many sentences use dialogue?



## Tucker's Store

### Activity:

- 1) Tucker uses strong action verbs. Underline five of Tucker's verbs.
- 2) Tucker introduction invites you by making you wonder about something, and his conclusion make sure that you understand what he has been referring to in the first sentence. Underline the first sentence and the last sentence. See how it helps his organization.



## Kate's Story

### Activity

- 1) Underline 3 transitional phrases that help move the reader through Kate's story.
- 2) Find one complex sentence alongside a short sentence to create an interesting rhythm



