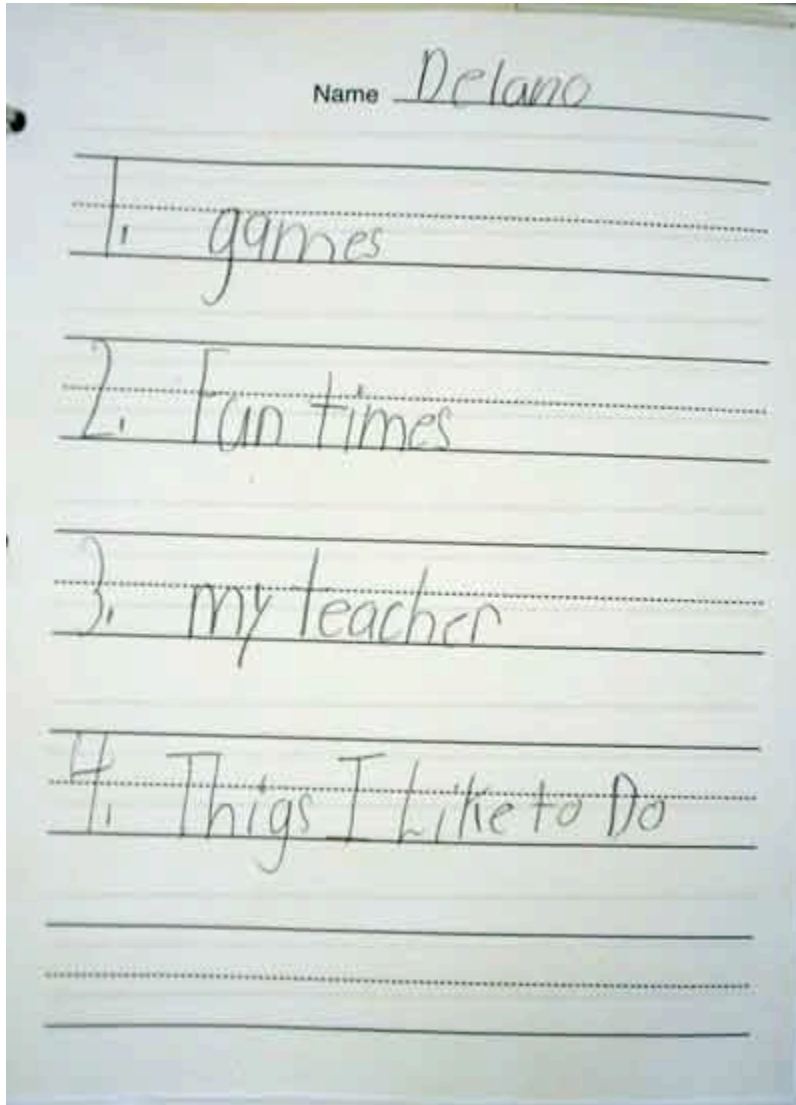


Student Work

Brainstorming Ideas in the Writer's Notebook

Brainstorming occurs during Teaching Example 1: Introduction and Brainstorming. The children begin brainstorming as a class, but they generate their own lists, which allows them to make their own choices.



Delano

Name Qadeem

Teacher

Fun times

When I grow up.

playing tag

with my friends.

Qadeem

Writer's Workbook, pages 26-27

These pages are completed in Teaching Example 2: Planning. The children identify their audience and purpose in writing, and plan what they will say in their letters.

Name Qadeem Date 1/6

UNIT 4 Our Neighborhood at Work • Lesson 12 *Worksong*

Friendly Letter

Plan

Who is going to read your friendly letter?

- a grandparent
- a family member
- a teacher
- a friend


other _____

Why are you writing a friendly letter?

- to tell about something you did
- to tell about somewhere you went
- to tell about something that happened

other To tell

about my library



26 UNIT 4 • Lesson 12

Friendly Letter • Writer's Workbook

Qadeem, page 26

Name

Ariana

Date

UNIT 4

Our Neighborhood at Work • Lesson 12 *Workshop*

Friendly Letter

Plan

Plan the message of your friendly letter. Write your ideas.

First

Thank you for sleepover

Next

I like sleepover

Last

I like you!

Write

Write each idea in a sentence. Add a greeting and closing.

Comprehension and Language Arts Skills, pages 58-59

These *Comprehension and Language Arts Skills* pages on audience and purpose are completed in Teaching Example 3: Writing the First Draft. Mr. Ohmer works with the children to complete these pages together. This helps Mr. Ohmer identify children who are having difficulty identifying audiences and purposes for writing. He can work with those students who need additional help during Workshop.

Name Addeem Date _____

UNIT 4 Our Neighborhood at Work • Lesson 13 *Workshop*

Audience and Purpose

Rule	Example
▶ Writers think about who is going to read their writing. They think about what they want to tell.	▶ A coach writes game rules for the players. ▶ A teacher writes a note to a parent. ▶ A boy writes an invitation to invite friends to a party.

Try It!

1. someone who gave a gift	tell them about your report
2. your class	write about your feelings
3. your parent	write a story about your family
4. yourself	thank them for a gift



58 UNIT 4 • Lesson 13 Comprehension and Language Arts Skills

Name Qadeem Date _____

Audience and Purpose

Practice

~~teacher~~ ~~friend~~ ~~librarian~~ ~~yourself~~ ~~pet store owner~~

5. journal page

yourself

6. invitation to a party

friend

7. report about plants

teacher

8. questions about dogs

pet store owner

9. list of books

librarian



WRITER'S CRAFT

Qadeem, pages 58-59

Name Delano

Date _____

Audience and Purpose

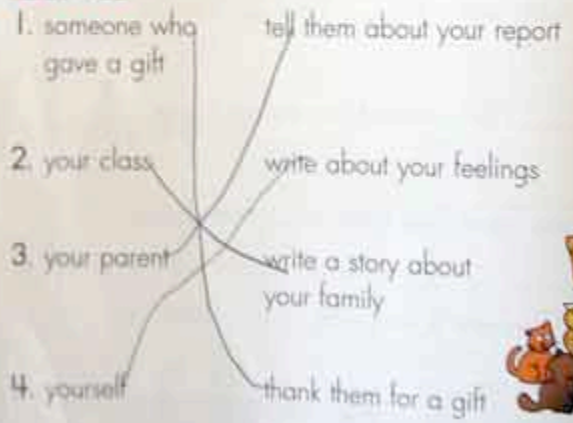
Rule

▶ Writers think about who is going to read their writing. They think about what they want to tell.

Example

- ▶ A coach writes game rules for the players.
- ▶ A teacher writes a note to a parent.
- ▶ A boy writes an invitation to invite friends to a party.

Try It!



Delano, page 58

Name Ariana Date

UNIT 4 Our Neighborhood Unit Lesson 13 Working

Practice

Audience and Purpose

teacher friend librarian yourself pet store owner

5. journal page yourself

6. invitation to a party friend

7. report about plants teacher

8. questions about dogs pet store owner

9. list of books librarian



Ariana, page 59

Friendly Letters: First Drafts

In Teaching Example 3: Writing the First Draft, the children write the first drafts of their friendly letters.



Delano's first draft

(Friendly Letter)
November

Date Nov

Dear mom, (Greeting)

(Message)

My library is perfect.

Do you want a

library ticket.

It is great to

read. you might

have a project.

with love, (Closing)

Qadeem Green (Your Name)

Qadeem's first draft

Friendly Letters: Revised and Proofread Drafts

In Teaching Examples 4 and 5, the children revise and proofread their letters.

(Friendly Letter)
Date November 7, 2001

Dear Dad (Greeting)

(Message)
I saw a ^{new} ~~game~~ ^{PlayStation} at my house.
I like my game ^{to make it fun}.
I play with my ~~Dinkast~~ ^{Toy} games.
I like my ~~to play~~ ^{to play} the best.

Love) (Closing)
Delano Johnson (Your Name)

Delano's revisions

(Friendly Letter)

Date November 7, 2001

Dear Jaron, (Greeting)

(Message)

I writ to the rgs. ^{to the rgs.}

I sud the tie ine. ^{the tie ine.}

then I sud the ctan

then writ home ^{at home.}

Your Love (Closing)

Jimmie (Your Name)

Jimmie's revisions

(Friendly Letter)

Date November 7, 2001

Dear Mr Ohmer, (Greeting)

(Message)

My teacher has fun
with his class ~~and~~ ^{every day} and
he play ^{fun} joke with us.
and he take us out
side. after lunch.

and sometime he let us go
read a book out @ the house.

Your friend (Closing)

Kiara Gilliam (Your Name)

Kiara's revisions

(Friendly Letter)
November

Date Nov

Dear mom, (Greeting)

(Message)

My library is perfect

Do you want a

library ticket?

It is great to

read. you might

have a project.

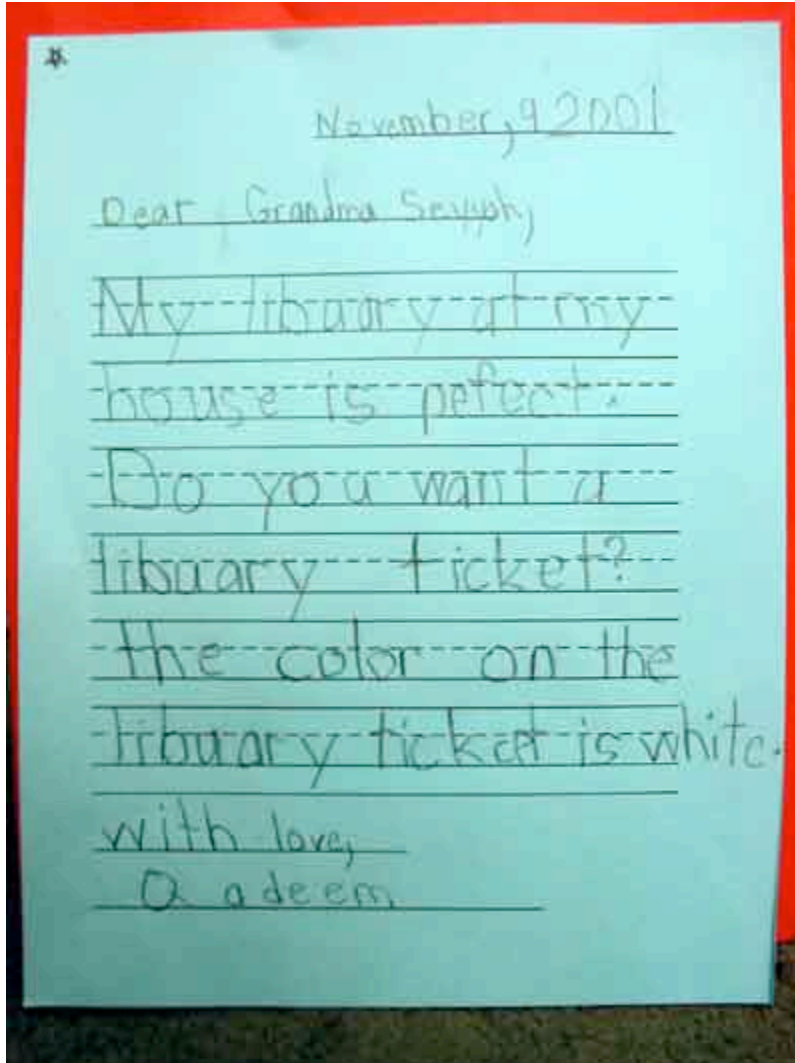
with love, (Closing)

Qadeem Green (Your Name)

Qadeem's revised and proofread version

Friendly Letters: Final Drafts

After revising and proofreading their letters, the children write their final drafts. They publish these letters by sharing them with the class. They may also choose to send them to their intended audiences.



Qadeem

4
November 9, 2001.

Dear Ms Ohmer,

My teacher has fun
with his classe every day.
He play fun joki with us,
and he take us outside,
after lunch, and sum
Time he let us go read a book
out the howy.

Your friend
Kiara Gilliam

Kiara

November 9, 2001

Dear Mom,

I ^{play} soccer ^{at my house.}

I like my game because it's fun.

I play with my friends.

I like my play ^{shop}.

base.

Love,
Delano Johnson

Delano

November 9, 2001

Dear Ms. Sampson

Thank you for the
sleepover last night.

I like playing patto fifth

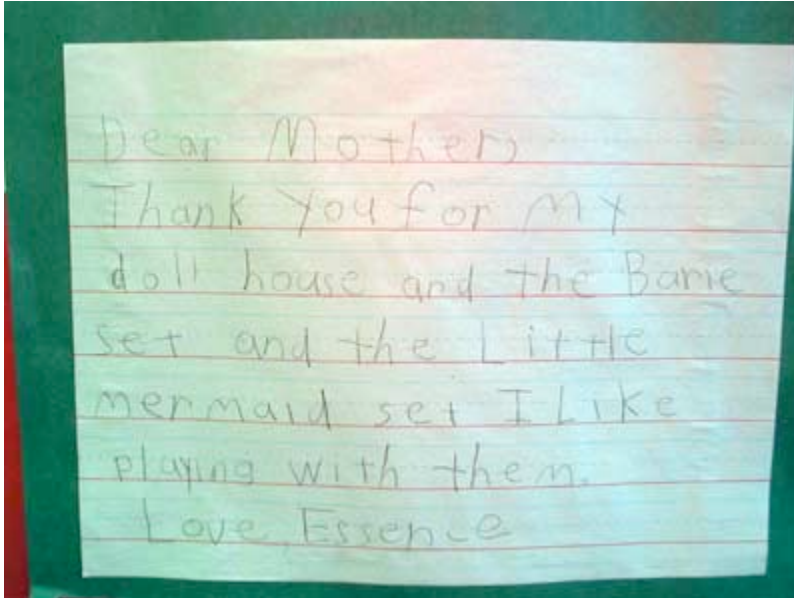
I like you Ms. Sampson.

Love, Vetta
Ariana Neban

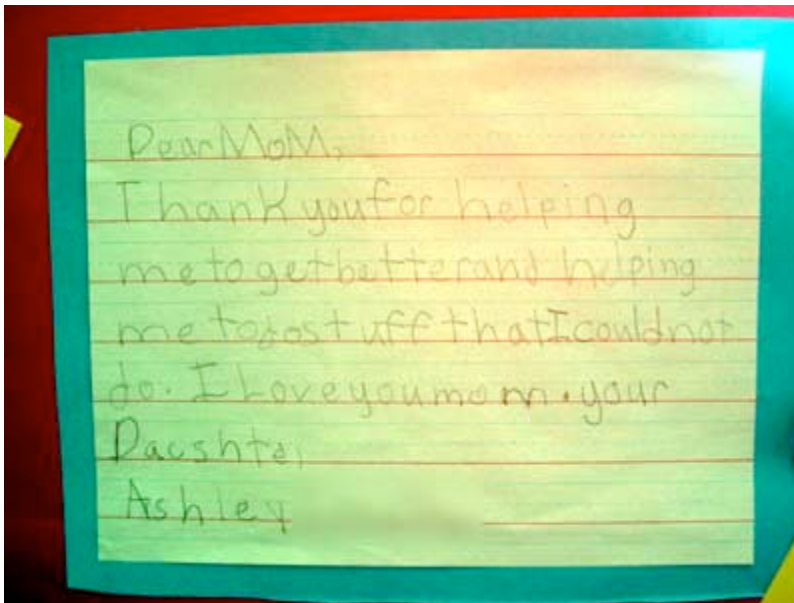
Ariana

Thank You Letters

In the previous writing lesson in Unit 4, Lessons 6-10, Mr. Ohmer and his class wrote thank you notes. These are the final versions of a couple of their letters.



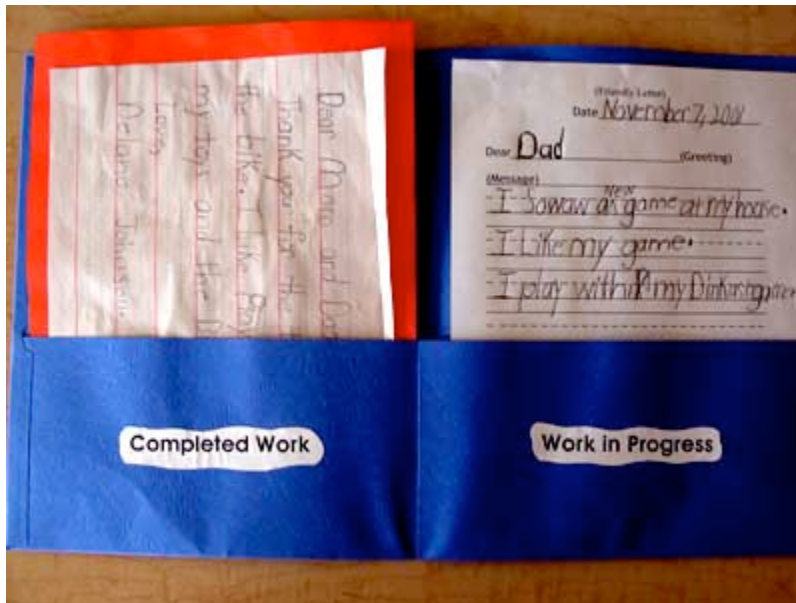
Essence



Ashley

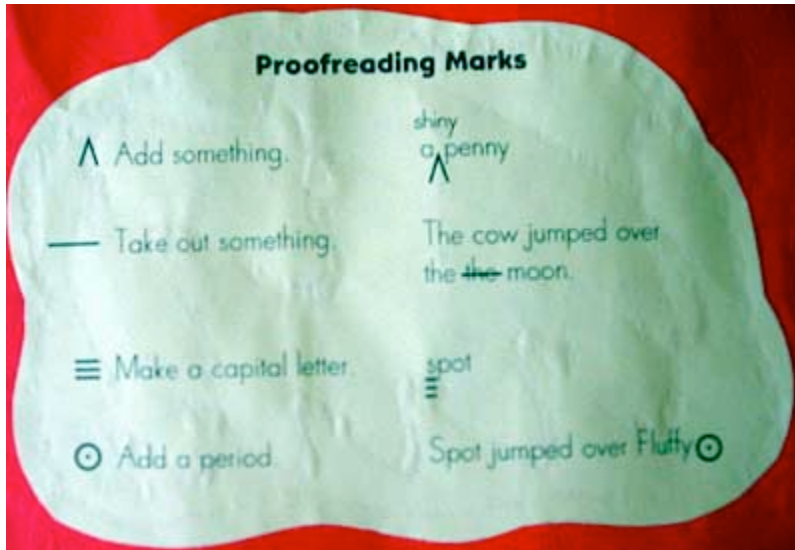
Writing Folders

Mr. Ohmer has created a writing folder for each child. Similar to the *Open Court Reading Writing Folders*, he has divided them into two sections: Completed Work and Work in Progress. This helps children keep their work organized.



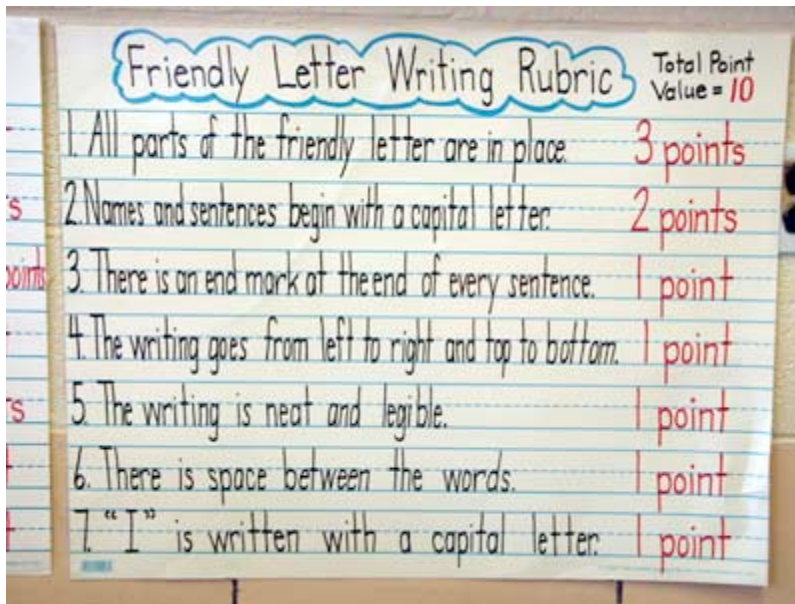
Proofreading Marks

Mr. Ohmer glues a copy of the important first grade proofreading marks onto each child's writing folder. By the end of first grade, children are expected to use these marks in their proofreading. Use of these marks makes writing more manageable for the children. They know their use of proofreading marks makes the process easier, since they don't have to recopy their work every time.



Writing Assessment Rubrics

Mr. Ohmer has copied the Writing Assessment Rubrics from the *Open Court Reading* ©2002 Unit 4 *Teacher's Edition*, page T297, and posted them in the classroom. He does this periodically, not for every piece, but for one or two writing lessons in each unit. Posting these rubrics lets the children know what Mr. Ohmer expects of them and that this is a writing piece that needs to be completed in its entirety.



Friendly Letter Writing Rubric		Total Point Value = 10
1.	All parts of the friendly letter are in place.	3 points
2.	Names and sentences begin with a capital letter.	2 points
3.	There is an end mark at the end of every sentence.	1 point
4.	The writing goes from left to right and top to bottom.	1 point
5.	The writing is neat and legible.	1 point
6.	There is space between the words.	1 point
7.	"I" is written with a capital letter.	1 point