



## **Broward County Public Schools Videoconference**

**Writing Traits:** Word Choice and Sentence Fluency

**Lesson:** Using Powerful Words to Describe a Powwow

**Instructor:** Evelyn Nelson

BECON Distance Learning Teacher

**Grade Level:** Grade Four

**Sunshine State Standards:** LA.B.1, LA.B.2, MU.D.1, DA.A.1, and VA.C.1

**Benchmarks:** LA.B.1.2.1, LA.B.1.2.2, LA.B.2.2.6, MU.D.1.2.1, DA.A.1.2.3, and VA.C.1.2.1

**Infusion Points:** Language Arts, Social Studies, and Visual Art

**Objective(s):**

1. Students will use descriptive words to revise ten sentences.
2. Students will prepare for writing by focusing on a central idea and listing supporting details.
3. Students will create a narrative in which ideas, details, and events are in a logical order and are relevant to the story line.
4. Students will recognize the difference between a single melody line and a melody accompanied by harmony.
5. Students will use basic and transitional movements to connect motions at low, middle, and high levels, both in place and through space.
6. Students will understand the similarities and differences in works of art from a variety of sources.

**GUEST WRITERS:** Students will read their paragraphs from last week's lesson.

### **LITERATURE FOCUS:**

**Book Title:** Dancing with the Indians

**Author:** Angela Shelf Medearis

**Illustrator:** Samuel Byrd

**Story Summary:** While attending a Seminole Indian celebration, a black family watches and joins in several exciting dances.

**Book Title:** How Artists Use Line and Tone

**Author:** Paul Flux

**Illustrators:** Jo Brooker & Ann Miller

**Story Summary:** Describes how artists have used line and tone in their work from the beginning of time until the present day.

**MUSIC FOCUS:** "Orchestra Song," Share the Music: Grade Four. (1995). New York, NY. Macmillon/McGraw Hill School Publishing Company. P.328.(CD#9:2).

## ACTIVITIES:

- The videoconference instructor will review the writing traits of word choice and sentence fluency. Then students will be asked the following:
  - Which way is the best way to say this? Which way makes pictures in your mind?
    - The car is green.
    - The shiny new 2005 Volkswagen was painted the color of a green Granny Smith apple.
  - Which group of sentences has power and punch?
    - I had a bad day. It made me feel awful.
    - Today I got up late, missed my breakfast, and my bus. When I finally got to school I was marked tardy. Then I found out that I had missed physical education but not my spelling test. Of course, I left my homework at home so the teacher subtracted five points from my grade. After a cold, stale peanut butter and jelly sandwich for lunch, I had to give my geography report. All of my class laughed at the way I pronounced the words. At the end of school it was raining and I got soaked walking home. Man, I had really terrible day!
- *The instructor will share the following comparisons to the arts...*
  - Music has a way of presenting a plain melody and then adding harmony.
    - EX: “Orchestra Song”
  - Art can also move from simple lines to an entire work.
    - EX: Line and Tone pgs. 4-9, & 23
  - Movement can be simple or complex. Stand up and let’s move...
- Instructor will lead students through an exploration of different kinds of pathways – straight, curving, and zigzag as they *move through the room* (using many different body parts)
  - Straight - Music: *Pictures at an Exhibition: Great Gate of Kiev* by Modest Mussorgsky
  - Curving - Music: *Appalachian Spring: Moderato - Coda* by Aaron Copland
  - Zigzag - Music: *Pictures at an Exhibition: Ballet of the Unhatched Chicks* by Modest Mussorgsky
- The instructor will read Dancing with the Indians.
- Students will work as a team at each site to add descriptive language to “stripped” sentences from Dancing with the Indians. (see Teacher Notes for sentences)

## WRITING ASSIGNMENT:

- Each student will write five “stripped” sentences about a single topic. Next students will exchange their sentences with a writing buddy. Then all the students will enhance the sentences and add more information to create an entire essay. Students should remember to plan their writing to include an interesting beginning, middle, and conclusion.

## MATERIALS NEEDED:

- Pencil and Paper for each student

## Teacher Notes

### EXAMPLE

Dancers make sounds.

*Moccasins of dancers make gentle raindrop sounds.*

1. It's time to visit the Indians.
2. Sunlight shines through the trees.
3. Shells make a sound.
4. Ribbons float in the firelight.
5. Moccasins make sounds.
6. Drummers strike a beat.
7. The dance comes to an end.
8. The animal glides into the night.
9. Warriors' feet make sounds stomping on the ground.
10. When the morning dawns they dance away.

Excerpts from *Dancing with the Indians*

1. *Mama's packed our supper, the sheep are in the pens, it's time to go and visit the Seminole Indians.*
2. *Golden threads of sunlight trickle through the trees turning leaves above us into lacy canopies.*
3. *Shells on wrists and ankles make a tinkling sound.*
4. *Shimmering satin ribbons float from head to toe, shining human rainbows in the firelight's glow.*
5. *Moccasins of dancers make gentle raindrop sounds.*
6. *Drummers strike a steady beat.*
7. *Soon the rainbow Dance comes to a colorful end.*
8. *The slithery animal glides into the smoky night.*
9. *Warriors' moccasined feet make rumbling, thundering sounds, wheeling, whooping, whirling, stomping on the ground.*
10. *When the pink of morning dawns, the warriors dance away.*