



Broward County Public Schools Videoconference

Writing Traits: Voice, Word Choice, Organization
Lesson: Who Am I?
Instructor: Evelyn Nelson
BECON Distance Learning Teacher

Grade Level: Grade Four
Sunshine State Standards: LA.B.1, LA.B.2, LA.E2.2, TH.A1.2, and S.G.2.2
Benchmarks: LA.B.1.2.1, LA.B.1.2.2, LA.B.2.2, LA.B2.2.3, LA.E2.2.2, TH.A.1.2.1, and S.G.2.2
Infusion Points: Language Arts, Drama, and Science
Objective(s):
1. Students will prepare for writing by focusing on a central idea and listing supporting details.
2. Students will organize the key ideas in an informational text using a graphic organizer.
3. Students will recognize the effects of language, such as rhymes, structure, and choice of vocabulary, in simple poems.
4. Students will present their Who-Am-I essays using basic acting skills (e.g. breath control, diction, projection, and expression).
5. Students will use descriptive words to write an essay about an animal.
6. Students will be able to identify at least one animal on the Florida endangered species list.

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

LITERATURE FOCUS:

Book Title: Sawgrass Poems

Author: Frank Asch

Illustrator: Ted Levin

Publisher: Harcourt Brace & Company, New York, NY (1996)

Story Summary: Poems and photographs provide a picture of the unique ecosystem of the Florida Everglades.

Book Title: Insectlopedia

Poems and Paintings by: Douglas Florian

Publisher: Harcourt Brace & Company, New York, NY (1998)

Story Summary: Presents twenty-one short poems about such insects as the inchworm, termite, cricket, and mayfly.

WRITING ACTIVITY:

- Students will listen to the following poems and complete the activities listed below:
- VOICE: Students will guess which animal is "speaking" in these poems.
 - "I Know What You're Thinking"
 - "My Little Mosquito"
 - "A Panther's Life"

- “The Dragonfly”
- “The Daddy Longlegs”
- “The Inchworm”
- “The Praying Mantis”
- “The Black Widow”
- “The Monarch Butterfly”
- ORGANIZATION: Students will identify a good “lead” in this poem.
 - “The Strangler Fig”
 - “My Little Mosquito”
 - “Those Eyes”
 - “If I Had a Vulture” (also look at the concluding sentence)
- WORD CHOICE: Students will take notes and make a list of striking phrases and words they hear in these poems.
 - “In the Glare”
 - “Hey, You Manatee”

MATERIALS NEEDED:

Pencil and Paper for each student

Optional: *Who-Am-I Essay Frame*

WRITING ASSIGNMENT: Students will write an essay describing an endangered animal. The students will use powerful word choices that fully describe the animal without stating the animal’s name. Each school will select two students to read their essays next week and the other sites will try to guess the name of the animals.

LESSON EXTENSION:

Related Website:

Kids Corner, Endangered Species, U.S. Fish and Wildlife Service

<http://www.fws.gov/endangered/kids/index.html>

Everglades National Park Home Page

<http://www.nps.gov/ever/>