



# **Weekly 5 Writing Homework That Matters**

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# Weekly 5 Homework That Matters

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## Teacher Notes

As we met with teachers to discuss literacy concerns one theme kept resurfacing: What can we tell parents when they ask, “How can I help my child with writing at home?”. Thus, the Weekly 5: Writing Homework That Matters was born.

This resource supports *K-5 classroom teachers* as they teach Writer’s Workshop, supports *students* as they practice in a meaningful, engaging, relevant manner topics they have been exploring during Writer’s Workshop, and supports *parents* as they develop an understanding of the writing expectations (so different from when they went to school) while they help their child grow as a writer.

Below are suggestions on how to use this resource. Feel free to adjust this resource to best fit the needs of your students.

- ❖ Use one per week
  - i. Use only after the topic has been taught in Writer’s Workshop
  - ii. Send home on a Friday and have due the next Friday
    - 1. Gives students ample time to complete
    - 2. Suggestions for students not returning—this resource is not intended to be punitive, but to assist writers as they grow
      - a. Peer partner helps complete
      - b. Work on during Writing Workshop
      - c. Para-pro
      - d. Other
  - iii. Model use of form prior to sending home
- ❖ Use the follow-up activities included in this resource as extension activities to strengthen writing skills
- ❖ Can be used in a variety of ways based on the specific needs of your class
  - i. Sent home with entire class
  - ii. Sent home with small groups
  - iii. Sent home with individual students
- ❖ Individual pages can also be completed as a whole group if you feel that your students do not have the resources necessary at home to complete a particular homework page
- ❖ Blank pages are included at the end of this resource for you to use for additional practice on topics we have not included but that your students need

## Ideas and Tips for Using Weekly 5 Homework

### Writing Real Life Experiences

- ❖ One per marking period
- ❖ Keep in student writing folder to refer

### Personal Authority Lists

- ❖ One per marking period
- ❖ Keep in student writing folder to refer

### Word Banks

- ❖ One per marking period
- ❖ Keep in student writing folder to refer

### Writing Stories from Beginning, Middle, and End

- ❖ After completing this prewriting activity have students orally rehearse with several partners making revisions as needed
- ❖ After rehearsing their story orally have students write their story

### Precise Word Choice/Strong Verbs/Adjectives

- ❖ Entire class can be assigned the same word
  - ❖ Completed as homework
  - ❖ Completed at school
- ❖ Class can be broken into groups and each group is assigned a word
  - ❖ Completed as homework
  - ❖ Completed at school
- ❖ Follow-up activities
  - ❖ Create classroom thesaurus
  - ❖ Create classroom anchor chart
  - ❖ Play Last Man Standing (See directions at the end of Tips and Ideas)

## Leads/Endings

- ❖ Entire class can be assigned the same lead/ending
  - ❖ Completed as homework
  - ❖ Completed at school
- ❖ Class can be broken into groups and each group is assigned a lead/ending
  - ❖ Completed as homework
  - ❖ Completed at school
- ❖ Follow-up activities
  - ❖ Create classroom anchor chart
    - Collect leads/endings using classroom read alouds and add to anchor chart

## Physical Description/Developing Characters through Physical Description

- ❖ Follow-up activities
  - ❖ Play Fish Bowl (See directions at the end of Tips and Ideas)
  - ❖ Create an anchor chart with descriptive words using the 5 senses

## Character Traits

- ❖ Create an anchor chart with trait words
- ❖ Follow-up activities
  - ❖ Class discussion
  - ❖ Buzz Groups (See directions at the end of Tips and Ideas)
    - One student reads the evidence from the bottom four boxes on their paper
    - Other students then guess what the character trait is

## Similes/Metaphors/Alliteration/Personification

- ❖ Create an anchor chart of each
- ❖ Follow-up activities
  - ❖ Class discussion
  - ❖ Add examples found in class read alouds to anchor charts

## How To's

- ❖ Used to support nonfiction class writing
- ❖ Create an anchor chart of transition words used in How-To's
- ❖ Follow-up activities
  - ❖ Have students read their directions while another student acts out the directions
    - Class can help student revise their directions
  - ❖ Buzz Groups (see directions at the end of Tips and Ideas)
    - One student reads their directions, another student acts out the directions, remaining students make suggestions to improve piece

## Research Project

- ❖ Buzz Groups
  - ❖ Share Facts
    - One student shares facts
    - Group helps student organize facts in categories for table of contents
  - ❖ Partner students up to share their facts with each other
  - ❖ Use this prewriting activity to complete research project

## Websites

- ❖ <http://www.wordle.net>

## Blank Pages

- ❖ Use for additional topics as needed by your class

## **Last Man Standing**

The goal of this activity is to help students develop an anchor chart of their precise word choice or strong verb homework while engaged in a fun activity. After students have brought back their precise word choice or strong verb homework, have them grab a pencil, their Weekly 5 Homework page, and invite them to stand in a circle. The teacher titles an anchor chart with the overused word that they are replacing. The first student in the circle calls out one word on their list and places a check beside the word. The teacher records the word on the anchor chart. If any other student has that word on their chart they also place a check by it. Continue around the circle repeating this procedure. When a student has checked all their words they sit down. The last man standing is declared the word champion of the day.

## **Fish Bowl**

A small group of 4-5 students are selected to be in the Fish Bowl. These students sit in a small circle in the center of the carpet. These students bring their physical description homework with them. The objects/pictures they are describing are given to the teacher in their brown paper bags. The teacher places these objects/pictures, as well as several other objects/pictures, where all students can see them. (The additional pictures/objects included by the teacher are used so that the students guessing always have more than one choice.) The remaining students sit on their knees in a circle around the students. The fish bowl students read their physical description aloud one at a time. The students in the outer circle try to guess which picture/object the students is describing using the clues read aloud.

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<p>We are working on <u>writing real life experiences</u> during Writer's Workshop. Please help your child find 5 different real life topics that they could write about. Sketch and/or write one topic in each box. These topics can be family activities, things your child enjoys doing, hobbies, funny things that have happened, vacations, trips, visits to relatives, stores, etc.</p> <p>Example: The first time I rode my bike.</p>	



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Example: The time I went on the rollercoaster at Cedar Point.

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<p>We are working on creating <u>personal authority lists</u> during Writer's Workshop. <u>Personal authority lists</u> are a list of topics that you are good at or things you know a lot about. Please help your child write one topic in each box that they are good at or know a lot about.</p> <p>Example: cheerleading           legos           dancing           skateboarding           building a deck           football</p>	

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<p>We are working on <u>precise word choice</u> during Writer's Workshop. Please help your child find 5 different ways to say _____.</p> <p>Write one word in each box. You can look for these words in stories you have read together, conversations you have had with your child, or use other resources such as a thesaurus, dictionary, computer, etc. Be creative and original.</p> <p>Example: said = screamed, muttered, yelled, whispered, taunted</p>	



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Example: look = glare, gaze, stare, glance, peek

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<p>We are working on using <u>strong verbs</u> during Writer's Workshop. <u>Strong verbs</u> help the reader visualize what action is taking place and how that action is being done. Please help your child write/find 5 different <u>strong verbs</u> to replace _____.</p> <p>Write one word in each box. You can look for these words in stories you have read together, conversations you have had with your child, or use other resources such as a thesaurus, dictionary, computer, etc. Be creative and original.</p> <p>Example: run = sprint, jog, scamper, dart, scurry</p>	

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<p>We are working on adding <u>adjectives</u> to our writing during Writer's Workshop. <u>Adjectives</u> are words that describe nouns. Well chosen adjectives can help to paint a picture and create a feeling for the reader. Please help your child write one noun in each box. Then brainstorm with your child <u>adjectives</u> that describe that noun. Be creative and original.</p> <p>Examples:            <u>Soda</u></p> <p>fizzy bubbly sweet delicious refreshing tangy smooth tickling thirst quenching</p>	

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Examples:            Turtle

green hard-shelled painted boxed slow  
sharp toothed trudging steady shy

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<p>We are working on writing <u>leads</u> for our stories during Writer's Workshop. <u>Leads</u> are the beginning of a story that catches the reader's attention and hooks them into the story. We are working on <u>questioning leads</u>. Please help your child write and/or find (in a story you have read with your child) 5 different examples of <u>questioning leads</u>. Write one lead per box.</p> <p>Example: Have you ever.....? Don't you think.....? Where is.....?</p>	

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Example:


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<p>We are working on writing <u>endings</u> for our stories during Writer's Workshop. <u>Endings</u> give a sense of completeness and wrap up a piece leaving the reader satisfied. We are working on writing <u>wish or hope or dream endings</u>. Please help your child write and/or find (in a story you have read with your child) 5 different examples of <u>wish or hope or dream endings</u>. Write one ending per box.</p> <p>Example: I wish that all days were this fun. I hope that someday I can... I still dream of...</p>	

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**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on writing <u>endings</u> for our stories during Writer's Workshop. <u>Endings</u> give a sense of completeness. They wrap up a piece leaving the reader satisfied. We are working on writing <u>lesson learned endings</u>. Please help your child write and/or find (in a story you have read with your child) 5 different examples of <u>lessons learned endings</u>. Write one ending per box.</p> <p>Example: I learned that I shouldn't lie, because it gets me into worse trouble.</p>	



**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on writing <u>endings</u> for our stories during Writer's Workshop. <u>Endings</u> give a sense of completeness. They wrap up a piece leaving the reader satisfied. We are working on writing <u>question endings</u>. Please help your child write and/or find (in a story you have read with your child) 5 different examples of <u>question endings</u>. Write one ending per box.</p> <p>Example: "I wonder who's been here?" William asks. But Cammy knows....</p>	

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on writing <u>endings</u> for our stories during Writer's Workshop. <u>Endings</u> give a sense of completeness. They wrap up a piece leaving the reader satisfied. We are working on writing <u>thoughts or feelings endings</u>. Please help your child write and/or find (in a story you have read with your child) 5 different examples of <u>thoughts or feelings endings</u>. Write one ending per box.</p> <p>Example: I thought to myself, "What a great day."</p>	

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on writing <u>endings</u> for our stories during Writer's Workshop. <u>Endings</u> give a sense of completeness. They wrap up a piece leaving the reader satisfied. We are working on writing _____ endings. Please help your child write and/or find (in a story you have read with your child) 5 different examples of _____ endings. Write one ending per box.</p> <p>Example:</p>	

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on writing <u>endings</u> for our stories during Writer's Workshop. <u>Endings</u> give a sense of completeness. They wrap up a piece leaving the reader satisfied. We are working on writing _____ endings. Please help your child write and/or find (in a story you have read with your child) 5 different examples of _____ endings. Write one ending per box.</p> <p>Example:</p>	

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**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on writing adding <u>physical description</u> to our stories during Writer's Workshop. <u>Physical description</u> creates a picture for the reader using descriptive sensory words. It helps the reader visualize your story. Attached you will find a picture. Please help your child write 5 descriptive sentences about the picture using as many of their 5 senses as possible (sight, smell, touch, hearing, taste). Write one descriptive sentence(s) per box.</p>	

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

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**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

We are working on writing adding physical description to our stories during Writer's Workshop. Physical description creates a picture for the reader using descriptive sensory words. It helps the reader visualize your story. Have your child choose an object that is special to them. Please help them write 5 descriptive sentences about their object placing one in each box. Have your child bring their object in a paper bag (Shh! Don't show anyone). The class will be guessing what the object is based on what your child has written.







**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on <u>developing characters</u> in our stories during Writer's Workshop. One way to do this is by using <u>physical description</u> to describe what a character looks like. Think about a character from a story heard or read. Sketch that character in one of the boxes. In the remaining boxes write words that describe what the character looks like.</p> <p>Example: Junie B. Jones = freckled face, uncontrollable red hair, scraped and bruised knees</p>	

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<p>We are working on <u>developing characters</u> in our stories during Writer's Workshop. One way to do this is by using <u>physical description</u> to describe what a character looks like. Think about a character from a story heard or read. Sketch that character in one of the boxes. In the remaining boxes write words that describe what the character looks like.</p> <p>Example: Amelia Bedelia = puzzled frown, neatly pressed uniform, slightly build</p>	

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<p>We are working on <u>developing characters</u> in our stories during Writer's Workshop. One way to do this is by using <u>physical description</u> to describe what a character looks like. Think about a character from a story heard or read. Sketch that character in one of the boxes. In the remaining boxes write words that describe what the character looks like.</p> <p>Example: Harry Potter = round rimmed glasses, flowing robes, mussed brown hair</p>	

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<p>We are working on <u>developing characters</u> in our stories during Writer's Workshop. One way to do this is by using <u>physical description</u> to describe what a character looks like. Think about a character from a story you have written or are writing. Sketch that character in one of the boxes. In the remaining boxes write words that describe what your character looks like.</p> <p>Example: Judy =</p>	

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**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on developing characters in our stories during Writer’s Workshop. One way to do this is by identifying <u>character traits</u>. <u>Character traits</u> are the details that tell about a character’s personality. Identifying and understanding a character’s traits help the reader understand the character. Think about a character from a story. Sketch that character in one of the boxes. In the remaining boxes write a character trait that describes that character.</p> <p>Example: Junie B. Jones—imaginative outgoing, silly, zany, friendly, energetic.</p>	

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**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

We are working on writing similes during Writer's Workshop. Similes are a figure of speech in which two unlike things are compared, often in a phrase introduced by *like* or *as*. Please help your child write/find (in a book) 5 different similes and write one in each box.

Examples: You're as pretty as a flower.  
Last night Bob slept like a log.

**Weekly 5 Writing Homework That Matters**

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Examples: He was as brave as a lion.  
March comes in like a lion and goes out like a lamb.

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Examples: Bill was as tall as a giant.  
Cindy eats like a bird.

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

We are working on writing metaphors during Writer's Workshop. Metaphors are a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison. Please help your child write/find (in a book) 5 different metaphors and write one in each box.

Examples: I am a rainbow.  
My life is a dream.


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Examples: Blanket of stars.  
My teacher is a dragon.

**Weekly 5 Writing Homework That Matters**

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Examples: A sea of trouble.  
              The field is a rainbow of colors.


**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on adding <u>alliteration</u> to our writing during Writer's Workshop. <u>Alliteration</u> is a writing technique that involves putting together words with the same initial sound. When choosing words pay attention to the sound of the words as well as the meaning. Please help your child write an <u>alliteration</u> in each box.</p> <p>Example: She sells seashells down by the seashore.</p>	

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**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on adding <u>personification</u> to our writing during Writer's Workshop. <u>Personification</u> is a writing technique that gives human traits to something that is not human. Sometimes this is done by using a simile or a metaphor. Please help your child write a <u>personification</u> in each box.</p> <p>Example: The trees danced with the wind. Oreo: milk's favorite cookie</p>	

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**Weekly 5 Writing Homework That Matters**

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<p>We are working on adding <u>personification</u> to our writing during Writer's Workshop. <u>Personification</u> is a writing technique that gives human traits to something that is not human. Sometimes this is done by using a simile or a metaphor. Please help your child write a <u>personification</u> in each box.</p> <p>Example: The bed groaned.           The flowers were crying for my attention.</p>	

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

We are working on writing How-To's during Writer's Workshop. How-To's are the step-by-step and explicit directions on how to do or make something. Please help your child choose something they know how to do or make. Number the boxes 1-5. Have your child sketch the step-by-step directions in the boxes. These do not need to be detailed drawings. Your child only needs to sketch the picture to help them remember their directions. Have your child orally tell you their directions using the sketches as guides. This pre-writing activity will be used to write a How-To in class.

Example: How to a lego car.

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Example: How to make pancakes.

**Weekly 5 Writing Homework That Matters**

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Example: How to ride a bike.

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

We are working on a class research project during Writer's Workshop. Our class research project is about \_\_\_\_\_.

In the picture box have your child sketch a picture of \_\_\_\_\_ and write a caption explaining their picture. In the remaining boxes help your child write 4 facts they have found in resources such as nonfiction books, magazines, the internet, etc. Have your child write where their information/facts came from.

Example: Research Project—Animals  
Picture--Tiger

Picture

Fact #1

Fact #2

Fact #3

Fact #4



**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>We are working on a <u>class research project</u> during Writer's Workshop. Our <u>class research project</u> is about _____.</p> <p>In the picture box have your child sketch a picture of _____ and write a caption explaining their picture. In the remaining boxes help your child write 4 facts they have found in resources such as nonfiction books, magazines, the internet, etc. Have your child write where their information/facts came from.</p> <p>Example: Research Project—Planets Picture--Mars</p>	<p><u>Picture</u></p>
<p><u>Fact #1</u></p>	<p><u>Fact #2</u></p>
<p><u>Fact #3</u></p>	<p><u>Fact #4</u></p>

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>Your child is working on a <u>research project</u> during Writer's Workshop. Your child's <u>research project</u> is about _____.</p> <p>In the picture box have your child sketch a picture of their research topic and write a caption explaining their picture. In the remaining boxes help your child write 4 facts they have found in resources such as nonfiction books, magazines, the internet, etc. Have your child write where their information/facts came from.</p>	<p><u>Picture</u></p>
<p><u>Fact #1</u></p>	<p><u>Fact #2</u></p>
<p><u>Fact #3</u></p>	<p><u>Fact #4</u></p>

**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_

<p>As your child continues to work on their <u>research project</u> during Writer's Workshop additional facts are needed to develop their topic. Your child's <u>research project</u> is about _____ . In the picture box have your child sketch a picture of their research topic and write a caption explaining their picture. In the remaining boxes help your child write 4 additional facts they have found in resources such as nonfiction books, magazines, the internet, etc. Have your child write where their information/facts came from.</p>	<p><u>Picture</u></p>
<p><u>Fact #1</u></p>	<p><u>Fact #2</u></p>
<p><u>Fact #3</u></p>	<p><u>Fact #4</u></p>

**Weekly 5 Writing Homework That Matters**

**Name** \_\_\_\_\_


**Weekly 5 Writing Homework That Matters**

Name \_\_\_\_\_


**Weekly 5 Writing Homework That Matters**

**Name** \_\_\_\_\_


**Weekly 5 Writing Homework That Matters**

**Name** \_\_\_\_\_




## **Genesee Intermediate School District**

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