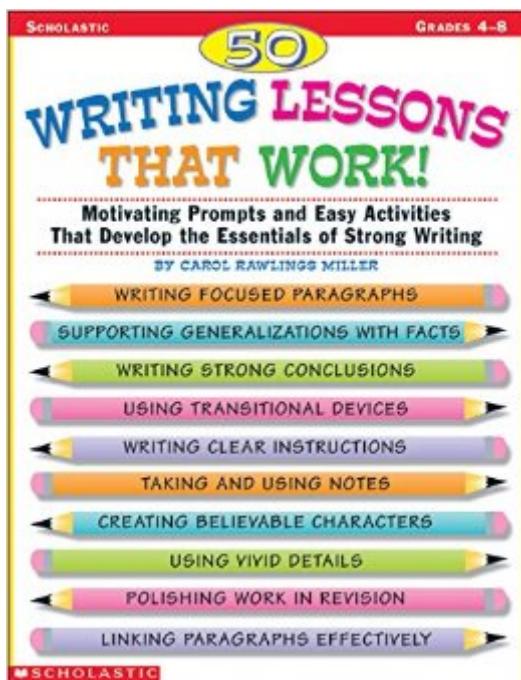


The book was found

50 Writing Lessons That Work!: Motivating Prompts And Easy Activities That Develop The Essentials Of Strong Writing (Grades 4-8)



Synopsis

If you want to teach writing skills without taking the joy out of writing, this teacher-written resource is for you. You'll find easy, ready-to-use activities and thought-provoking prompts that will help your students become inventive and flexible writers. Includes creative and expository writing skills such as organizing ideas, writing focused paragraphs, making transitions, using strong adjective and action verbs, writing dialogue, revising, and much, much more. Developing these skills will help students do better on standardized tests and approach writing with excitement. Includes engaging reproducibles and a wealth of student samples. For use with Grades 4-8.

Book Information

Paperback: 64 pages

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Product Dimensions: 0.2 x 8.2 x 11.2 inches

Shipping Weight: 0.3 ounces (View shipping rates and policies)

Average Customer Review: 4.0 out of 5 starsÂ See all reviewsÂ (39 customer reviews)

Best Sellers Rank: #30,102 in Books (See Top 100 in Books) #41 inÂ Books > Education & Teaching > Schools & Teaching > Education Theory > Language Experience Approach #70 inÂ Books > Education & Teaching > Schools & Teaching > Instruction Methods > Language Arts #8771 inÂ Books > Reference

Age Range: 9 - 13 years

Grade Level: 4 - 8

Customer Reviews

Okay. Disgruntled here. I regret purchasing this book at the "savings" of \$8.13. I should have read the negative reviews more closely as they reflect the product better vs. the product description which makes this book seem like something far more than it is. I gave it 2 stars rather than 1 star because I should be able to pull one or two of the prompts out for use and the brief instructional pages "might" prove useful to some student. Whoopee. This is NOT a book of writing lessons, it is mostly a book of short prompts. If the prompts were really good, I would have been contented, but they are not inspiring prompts nor even well written ones. More of stuff like "tell students to 'write about the weather outside and how it makes you feel.' " That's a lesson? Uh no. Inspiring. Not even

close. Prompt? No, not really. A good writing prompt inspires the uninspired writer by throwing them into a vivid situation in which words and ideas naturally follow; ie "Johnny stepped into the dark, rainy night. He felt the cold wind and heard the sound of...." Students will fill that in with anything from splashes of drops in the puddles to car tires screeching, and the character and story begin to come to life naturally. What the book gives you is vague instruction to YOU to tell your students to think up something to write about a topic, a boring topic, like the WEATHER. (Gee, once you're down to talking about the weather you are really uninspired.) Then offers brief advice on warm up exercises that are equally uninspired, even annoying to most students as it belabors the obvious. The only nice thing is that the book gives a few examples of student paragraphs for each prompt which are more enlightening than the book...

This is a book on the teaching of writing to middle and junior high students. The writer-teacher may know her stuff, but does not know how to instruct students or her reader-teachers. This is basically--as most books of this type are--a "what to do" book and not a specific "how to" book. My negative comments are intertwined. 1. "[A chosen] motivating topic: 'That's So annoying!' The focus: To create focus with a clear topic sentence." Students do NOT want to see the above nomenclature written on their assignment paper or the board. And, besides, in fiction, many paragraphs DON'T have topic sentences. 2. "Assignment: Write about something that annoys you; use details that convey FULLY [emphasis mine] why this is so bothersome." The phrase "Write about" is SO overwhelming to weak writers as well as most students. They do not know how to "convey fully" or weave "details" into their writing. Thus, this admonition just adds to their frustration and dislike of composing. 3. "Warm Up: Think of something universally delightful to your students such as ice cream or amusement parks. With students, brainstorm the things that are wonderful about ice cream or amusement parks; write their responses on the board in a word web so they can see the specific details." "Universal" does not apply to individual students--more options should be presented or the student be allowed to come up with an annoying topic. A "word web" is still confusing to many teachers--as well as students--and its effectiveness is debatable; I never used it. It is basically a hodge-podge (brain storming) way of listing words, and connecting with lines to those words/ideas that seem to go together. There's a better way to accomplish this.

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