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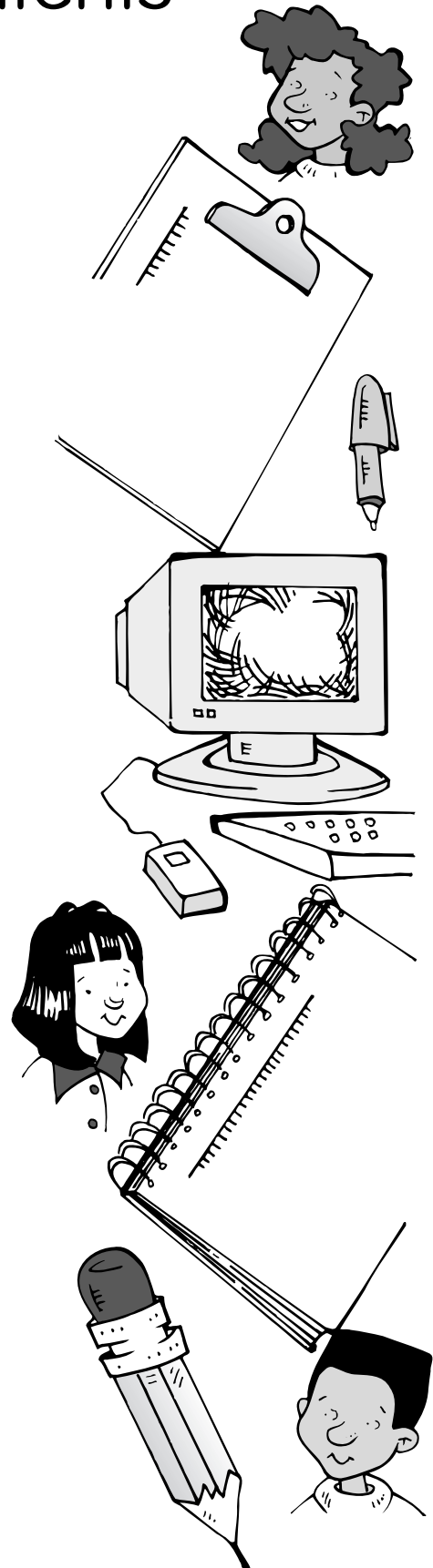
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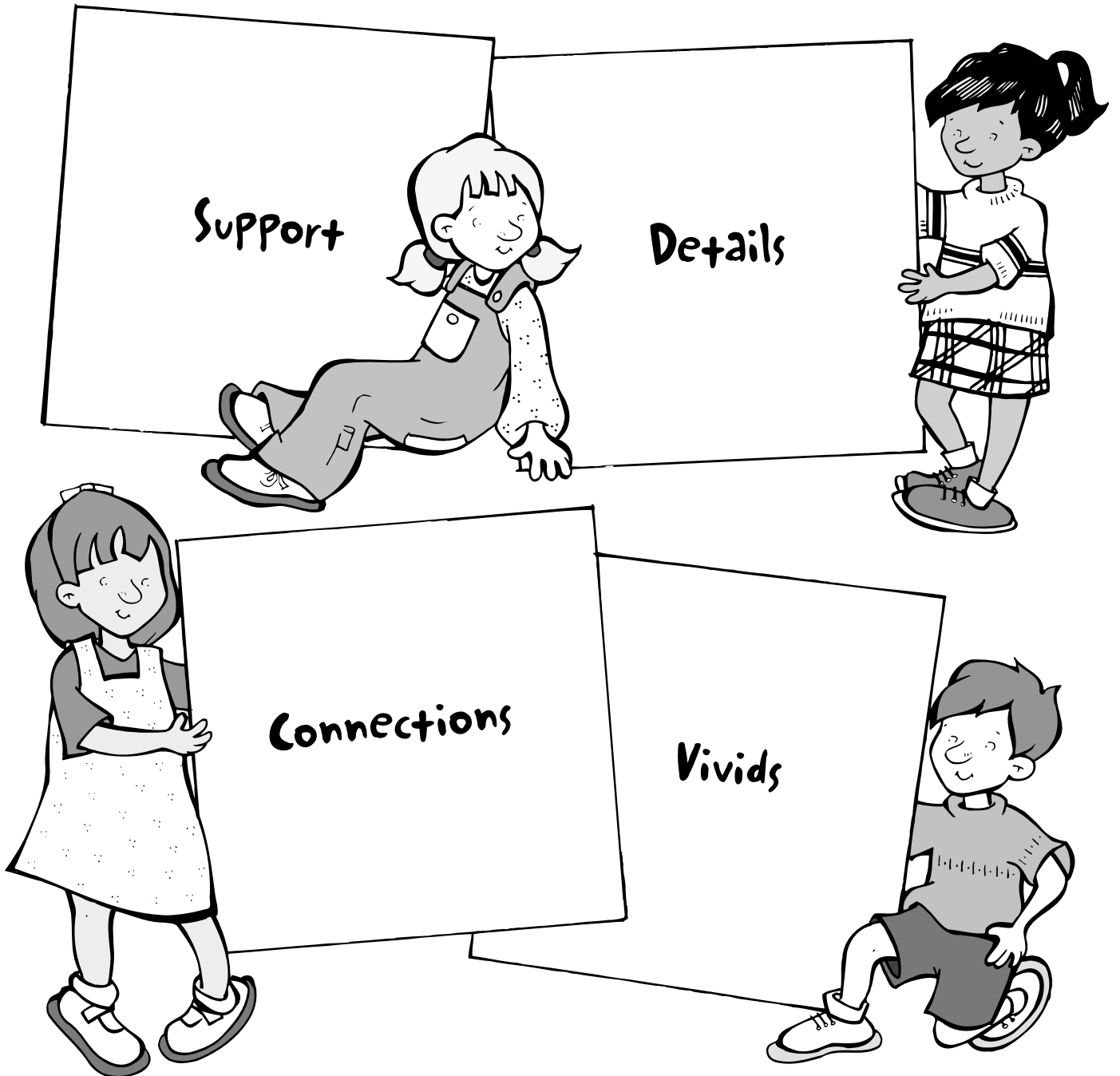
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Section 1

Getting Organized

Learning the Four Square



Step 1

Getting Started Before the 4□

We begin our study of organization and prewriting thought process with a focus on the expository style. There are several reasons for teaching this first. One reason is that students typically find this the most daunting type of writing, and mastery of a difficult form builds confidence for future application. However, more importantly, expository writing on a familiar or personal topic is a classic topic of primary grade discourse and journaling. Students want to tell you about the things they know best and all the reasons they love them. These topics are magically convenient for writing and thought organization practice.

The prewriting organization activities used to prepare students for expository writing are identical to those activities required for the descriptive and persuasive forms, so no duplication of effort is needed to transfer skills. However, the instruction will focus on the expository because it allows for a combination of description and persuasion. Suggestions for teaching the difference between styles is included in a later section of this book.



Pre 4 □ Activities

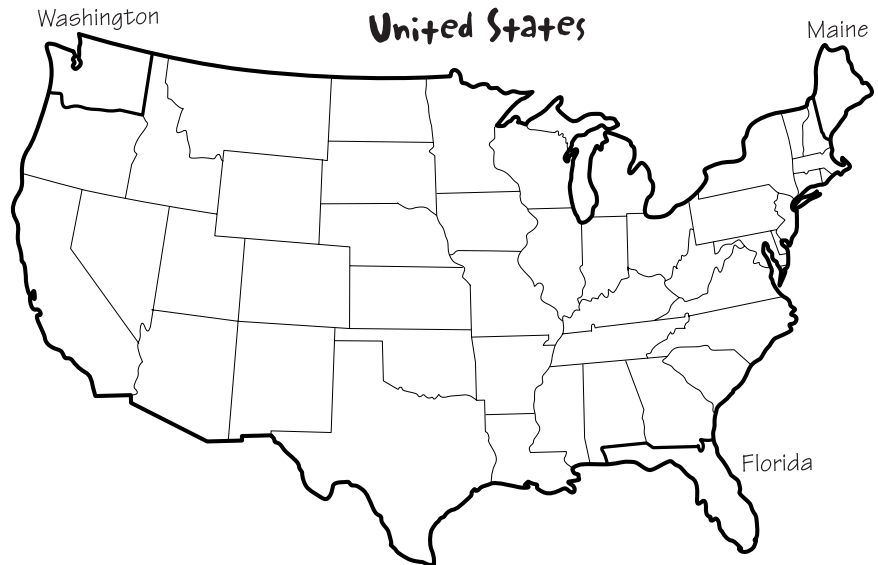
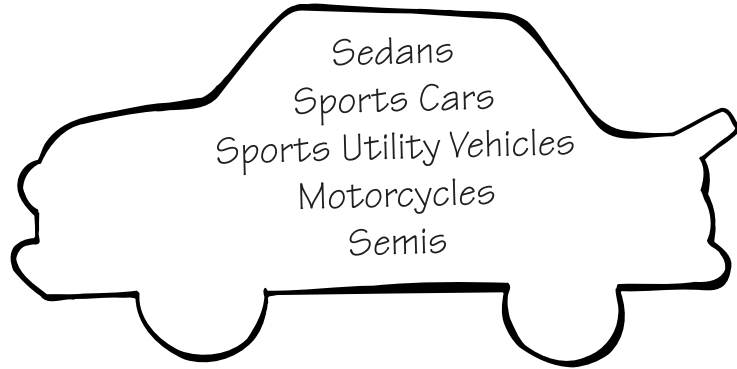
Understanding Relationships

In order to organize writing into topics and subtopics, we first need to explore the ways that things are related. Some words, objects or ideas are broad and can encompass other ideas. Beneath these broad words, objects or ideas we can give examples, definitions or subcategories. Before students can develop main idea and supporting detail, they must understand that the subordination of one idea to another is natural and something they have observed in their world.

Provide multiple examples of this relationship's practice. Students can be challenged to think of as many subtopics to an idea as possible, using cereal brands; rock bands; football, baseball, soccer or hockey teams; television programs or any other familiar and comfortable topic. We want students to feel like this is a "game" and to achieve immediate success in writing instruction.

Reproducible worksheets are provided on pages 9-10 for practicing this important concept.

Vehicles



Family

