Daily Writing Fluency Prompts

Lesson 1
Narration
Tell students to write a few sentences explaining a personal example of teamwork.
   SAY: Teamwork was important in my life when...

Lesson 2
Activating Prior Knowledge
Ask students to look at the photographs in Exercise 4 on page 5 of their book. Ask them to write about how one of these people is helpful to others.
   SAY: Here is a model to help you get started: “A _____ is very helpful to others. He or she helps others by...”

Lesson 3
Exposition
Have students choose a problem from the questions below that many people need to work on to solve. Tell students to explain the problem and how teamwork solved the problem in a few sentences.
   SAY: Answer one of these questions: What can students do to raise money to go on a school trip? How can students and teachers make schools safer? What can teachers do to make students happier?

Lesson 4
Critical Thinking
Tell students to write sentences using these vocabulary words: important, complete, exclaimed, clumsy, improve, and suspicious. Remind the students that the sentences must show that they have a clear understanding of the definition.
   SAY: Here is an example: Eating balanced meals is important for your health.

Lesson 5
Exposition
Tell students to answer the following questions about the story “Everybody Wins” in 3–5 sentences.
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Lesson 6
Creative Writing
Tell students to write a diary entry from Jessie or Casey’s point of view the night that they won the basketball game (on page 15 of their book).

SAY: What was her day like before lunch? What happened after lunch? What happened during the basketball game? What happened after the game?

Lesson 7
Narration
Ask students to think about a time when they had a disagreement with a friend, classmate, or family member. Tell them to write about how they solved the problem.

SAY: Complete this sentence: “I remember when my ________ and I didn’t agree on how to”…Then tell how you solved the problem.

Lesson 8
Narration
Ask students to think about a sport or game that was hard for them to learn, but they can play now. Tell the students that they will write about why the sport was hard for them, and what made it a little easier for them to play.

SAY: What is the sport or game? What did you do to get better? What was the hardest part for you to learn? How do you play now? Here is a story starter you may use: “_______ used to be really hard for me. Now, it’s a little easier, because…”

Lesson 9
Creative Writing
Ask students to choose a problem from the list below, and pretend it is their problem. Have students explain in a few sentences how they solved the problem.

SAY: Choose from these problems:
∞ My older sister (or brother) and I share a room. (S)he snores and I can’t sleep.
∞ My dog jumps on everyone who visits. He is really friendly, but he’s so big that he scares people.
∞ I am getting bad grades in science class. It’s my hardest class.
∞ I love to talk on the phone and watch TV, but my mom wants me to play outside. I get bored outside.
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**Lesson 10**

**Exposition**

Ask students to look at the objects around the room for one minute (time them). Then tell them they will be given ten minutes to write as many sentences as they can about the different objects in the room. Remind them to be careful of singular and plural nouns.

**SAY:** Here is an example:
- There are two, green chalkboards in the room.
- There is a computer and printer in our classroom.
- Every student has a desk.
- We have six windows in our classroom.

**Lesson 11**

**Exposition**

 Dictate the following questions to the students and have them write the answers while looking at the narrative on page 21 of their book (you may need to write the word “Daytona” on the board for proper spelling):

**SAY:**
1. Who went to Daytona?
2. What did they do there?
3. When did they go to the race?
4. Where was the race?
5. Why did they go to the race?

(More than one answer is possible for items 2 and 5.)

**Lesson 12**

**Exposition**

Tell students to write a paragraph about one kind of emergency worker (example: police officer, firefighter, 911 operator). Have them use half of the vocabulary words (demonstrating they know the meaning of the word) from the list on page 22 of their book in the paragraph.

**SAY:** What kind of emergency worker do you know the most about? What do those workers do? When are they needed? Whom do they help? You may wish to start with this sentence: “_______ are very important because they…”
Lesson 13
Exposition
Ask students to pretend that they are adults who volunteer in another country. Tell them to look at the information on pages 28–29 of their book to write and answer the 5W questions. You may wish to give the sample below.

SAY:
∞ Who sets up centers in Angola? Doctors Without Borders sets up centers in Angola.
∞ What do the centers do? The centers feed the hungry people.
∞ When did Doctors Without Borders make the centers? Doctors Without Borders made the centers when there were a lot of hungry people in Angola.
∞ Where is Angola? It is in Africa.
∞ Why are there centers? There are centers because many people are hungry and the centers feed the hungry.

Lesson 14
Narration
Tell students to write a narrative paragraph based on their question-and-answer work in Lesson 13. Remind them that they are pretending to be an adult. You may wish to give the following paragraph as an example.

SAY: Making a center to feed the hungry people of Angola was not easy. I am a doctor with the group Doctors Without Borders and we helped set up a food center. At first, I was very hot in Africa, because I am from Canada. Working hard in the heat is very tiring. When I saw the many happy faces of the people we were helping, it was easy to forget about the weather. I am glad that I can help feed hungry men, women, and children so they can work, go to school, and have a better life.

Lesson 15
Narration
Have students write a narrative paragraph about a time they helped someone.

SAY: Whom did you help? What did you do? When did you help that person? Why did you help that person?
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Lesson 16
Exposition
Tell students to look at page 31 of their book and write 5W questions about the text. Then, in pairs, have student A write the answers to student B’s questions, and vice versa.

SAY: Create a quiz for another student in your class. Write 5W questions about the story on page 31. Give your quiz to a partner and ask your partner to write the answers. You write answers to your partner’s questions.

Lesson 17
Exposition
Ask students to make a KWL chart (from page 33 in their book) about a classmate. Then have them fill in the first two columns before interviewing a partner.

SAY: Write “what I know” at the top of the first column, “what I want to know” at the top of the second, and “what I learned” at the top of the third. Then write three facts in the first column (for example: Mary is from Puerto Rico.) and three questions in the second column (for example: When did Mary move here?). Write questions about the person’s family, favorite sport, food, hobby, pet, or class.

Lesson 18
Exposition
Tell students to write a paragraph about their classmate that they interviewed in Lesson 17. Have students make sure the past tense is used correctly.

SAY: Write a paragraph about the classmate you interviewed. Include facts about his or her life and details about what he or she likes to do. Use the past tense correctly.

Lesson 19
Exposition
Ask students to look at their paragraph from Lesson 18 and see if there is a topic sentence or not. If there is, ask them to write it down again; if there isn’t a topic sentence, have them create one. Then, tell students to look at a partner’s (Lesson 18) paragraph to check the existence of a topic sentence.

SAY: Complete these sentences: “My topic sentence is…” “My partner’s topic sentence is…”
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Lesson 20
Critical Thinking
Tell students to write a dialogue between two people using the vocabulary words on page 36.

**SAY:** Here is an example:

JOSH: Hi, Sara! That bag looks heavy. Do you want me to carry it for you?
SARA: No, thanks. I’m stronger than I look.

Lesson 21
Exposition
Tell the students to review the story “Stone Soup.” Then have them make a list of the most important events in the story.

**SAY:** Review “Stone Soup.” Think about the most important things that happened in the story. Then write these events in a list.

Lesson 22
Summarizing
Tell the students to write a summary paragraph of the story “Stone Soup” (using the list they made in Lesson 21). Remind them that the paragraph must include a topic sentence.

**SAY:** Write a paragraph telling what happened in “Stone Soup.” Use your list of events. Make sure your paragraph includes a topic sentence.

Lesson 23
Critical Thinking
Have the students use the definitions they wrote for the words in the Practice section of page 44 for this activity. Tell the students to write sentence(s) (making definition comprehension clear) for each of the five words on page 44.

**SAY:** Here is an example: I am going to trade my baseball bat for my friend’s tennis racket. He wants to learn baseball, and I want to learn tennis.

Lesson 24
Creative Writing
In pairs, have students write a dialogue in which one person is teaching the other how to do or make something. Then have them read their dialogue aloud.

**SAY:** If you need help getting started, use this model:

LAURA: Hi, Pete!
PETE: Hi, Laura. What are you doing?
LAURA: I’m...
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Lesson 25
Sequence
Ask students to tell how to do or make something by writing the steps of the process in order. Then, on a separate piece of paper, put the same sentences in the wrong order for a partner to reorder.

SAY: Here are some ideas you can use as topics:
- making a sandwich
- making a salad
- getting ready for school in the morning
- making a model airplane
- making an origami figure

Lesson 26
Narration
Ask students to write sentences about what they will do this weekend, starting with Friday after school, and ending with Sunday night. Remind them to use the future tense correctly.

SAY: Use this model to get you started: “After I get out of school this Friday, I will...”

Lesson 27
Creative Writing
Ask students to write a paragraph about an imaginary vacation they will take, using the future tense. Remind them to include a topic sentence (have them reread the definition on page 35).

SAY: Imagine you are planning the vacation of your dreams. Write a paragraph telling where you will go and what you will do.

Lesson 28
Creative Writing
Tell students to write an imaginary diary entry, imagining what Rachael wrote the day she had to quit the Iditarod in 2005.

SAY: You may wish to use this model to help you get started:
“Dear Diary,
Today I had an awful day, because...”
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Lesson 29
Creative Writing
Have students write a conversation between Rachael (at 11 years old) and her father, in which she convinces him to let her drive a sled alone. Remind students to use the correct verb tenses.

SAY: You may wish to use this model to help you get started:
RACHAEL: Dad, I want to try and drive the sled by myself.
DAD: I don’t think it’s a good idea.
RACHAEL: Why not?
DAD: Well...

Lesson 30
Exposition
Tell students to think of someone they know that has done something amazing (like Rachael—who was blind, racing in the Iditarod—or an aunt with six children going back to school). Then have them write a paragraph with a topic sentence explaining that person’s story.

SAY: Who is a person you know that works really hard? What does that person do? Why is the person’s work hard? When does the person rest?
You may wish to use this model to help you get started: “The most amazing person I know is my aunt, because she has six children, but she is also studying in college...”