

DAILY WRITING FLUENCY PROMPTS

Lesson 1

Freewriting

Remind students that the five senses are sight, hearing, smell, taste, and touch. Have students freewrite on how they feel about one of the senses.

SAY: *Freewrite a journal entry about your favorite sense. Tell why it is important to you.*

Lesson 2

Using Prior Knowledge

Before reading, have students write what they already know about elephants. They may write a list or sentences

SAY: *Write what you already know about elephants.*

Lesson 3

Compare and Contrast

Draw students' attention to the photograph of the elephant on page 147 of the Student Book. Ask them how the tusks are like their own teeth. Ask them how the trunk is similar to their own noses.

SAY: *Look at the photograph of the elephant on page 147. How are its tusks like your teeth? How is its trunk like your nose?*

Lesson 4

Captions

Have students look at the illustrations on pages 148–149 of the Student Book. Ask them to write a caption for one of the pictures.

SAY: *Write a caption for one of the illustrations on pages 148–149.*

Lesson 5

Exposition

Have students imagine they are the director of the play “The Blind Men and the Elephant” on stage. Ask them how they would portray the elephant. You may suggest that actors could wear a costume or the other actors could pantomime the elephant without its being there.

SAY: *Imagine you are the director of the play “The Blind Men and the Elephant.” How would you show the elephant on stage?*

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Lesson 6

Visual Literacy

Have students study the picture of the elephant on page 152 of the Student Book. Ask them to tell why they think the elephant is dressed up, what it is carrying on its tusk, who the rider is, and what is on the elephant's back.

SAY: *Look at the picture of the elephant on page 152. Write what you think is happening in the picture.*

Lesson 7

Description

Have students work in pairs. Ask them to choose an object to study the parts of, the way the blind men studied the elephant. For example, if they choose a car, they may study the tires, windows, headlights, and bumpers. Have them write: A ____ is like a ____.

SAY: *Work with a partner. Choose an object and describe a few of its parts. For each one, write: A ____ is like a ____.*

Lesson 8

Visual Literacy

Have students look at the picture of the two elephants at the top of page 154 of the Student Book. Ask them to write what they think the elephants are doing.

SAY: *Look at the photograph of the two elephants. Are they playing? Are they fighting? Are they talking to each other? Write what you think they are doing.*

Lesson 9

Activate Prior Knowledge

Point out that the caption on page 155 of the Student Book says that owls are predators and mice are their prey. Ask students to think of other predators and prey.

SAY: *Write about two other predators and prey. Which animals are the predators and which are the prey?*

Lesson 10

Opinion

Let students know that human beings care about elephants. Ask students to write their opinion of why people care for elephants.

SAY: *Why do people care about elephants? Write your opinion.*

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Lesson 11

T-chart

Have students make a T-chart to write down what they have learned about elephants and their senses. In the left-hand column, students can write sight, hearing, smell, touch. In the right-hand column they can fill in the information.

SAY: *Make a T-chart to show what you have learned about elephants' sight, hearing, smell, and touch.*

Lesson 12

Compare and Contrast

Ask students to compare and contrast the sense of sight in elephants and owls.

SAY: *Compare and contrast the sense of sight in elephants and owls. Which animal has strong sight? Which has weak sight?*

Lesson 13

Visual Literacy

Have students draw pictures or diagrams showing the placement of eyes in predator birds and prey birds. Have them write a caption for each picture.

SAY: *Draw pictures or diagrams showing the placement of eyes in predator birds and prey birds. Write a caption for each picture.*

Lesson 14

Freewriting

Have students freewrite to reflect on what they have learned about how bees communicate. Ask them to think about how different bee communication is from human speech. Encourage them to think of what bees and humans may have in common.

SAY: *Reflect on what you have learned about the ways bees dance to show others where to find food. How is this similar to or different from ways that people communicate?*

Lesson 15

Freewriting

Ask students what they would do if they had wings. Have them list at least three things and then write sentences.

SAY: *What would you do if you had wings? List three things and then write sentences to explain.*

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Lesson 16

Description

Have students make a chart to list at least one thing they do with each sense.

SAY: *Make a chart to list at least one thing you do with each sense: sight, hearing, smell, taste, and touch.*

Lesson 17

Adjectives

Have students use adjectives to describe themselves. Write a list of adjectives on the board: *quiet, funny, short, tall, happy, smart, gentle, strong, friendly.*

SAY: *Write sentences to describe yourself. Use adjectives in your sentences.*

Lesson 18

Metacognition

Have students identify three important or interesting new things they learned in this unit.

SAY: *Write about three new things you learned in this unit.*

Lesson 19

Fable

Remind students that in “The Blind Men and the Elephant” the characters learned that they need to know more than just part of something to understand it. Have students think of a lesson they would like to teach in a fable.

SAY: *Write about a lesson you would like to teach in a fable.*