**DAILY WRITING FLUENCY PROMPTS**

**Lesson 1**  
**Critical Thinking**  
Have students look at the pictures on the unit opener on pages 336-337 of their book. Discuss the pictures with them. Have several students say which picture is the most interesting to them and why.  
**SAY:** Write a paragraph telling which of the pictures on pages 336-337 is the most interesting to you. Explain why.

**Lesson 2**  
**Critical Thinking**  
Discuss with students the kinds of responses students can have to the Big Question “How does the sky influence us?” For instance, students can think of possible scientific influences, artistic influences, and so forth. Have students write about their response to the question and tell why they think they responded as they did.  
**SAY:** Write about your first response to the Big Question. Why do you think this was your first response?

**Lesson 3**  
**Metacognition**  
After completing the Word Study on page 341, have students write a paragraph stating what a lexical set is and giving an example of several words that make up a lexical set.  
**SAY:** Write a paragraph stating what a lexical set is and giving an example of several words that make up a lexical set.

**Lesson 4**  
**Description**  
Ask students to choose one of the paintings on pages 342-343 of their book and write a description of what they see.  
**SAY:** Write a descriptive paragraph of one of the pictures you see on pages 342-343 of your book.
**DAILY WRITING FLUENCY PROMPTS**

**Lesson 5**
**Expository Writing**
Have students review the poems on pages 344 and 345 of their book. Ask them which poem they like better and why.

**SAY:** Write a paragraph explaining which of the two poems you like better and why.

---

**Lesson 6**
**Expository Paragraph**
After completing the Grammar, Usage, and Mechanics lesson on page 348 of their book, have students write a paragraph explaining the difference in punctuation rules for prose and poetry, using examples.

**SAY:** Write a paragraph explaining the difference in punctuation rules for prose and poetry. Give examples.

---

**Lesson 7**
**Description**
Have students choose three of the Key Words on page 351 and use each in a sentence.

**SAY:** Choose three of the Key Words on page 351 of your book and use each in a sentence.

---

**Lesson 8**
**Metacognition**
Ask students to write sentences explaining what they do to analyze the historical context of a story or text, and how it helps them understand the story or text.

**SAY:** Write four or five sentences explaining how to analyze the historical context of a story or text. Then write how it helps you understand the story or text.

---

**Lesson 9**
**Prediction**
Discuss with students Charlotte’s conflict, which is described on pp. 22-23 of their book. Ask them to think about how the conflict may be resolved.

**SAY:** Do you think that Charlotte’s conflict will be resolved? Write a paragraph predicting how.
**DAILY WRITING FLUENCY PROMPTS**

**Lesson 10**
**Persuasion**
Discuss with students what Charlotte did. Do they agree or disagree that it was a good way to change something that Charlotte thought was wrong?

**SAY:** State whether you agree or disagree with what Charlotte did and explain your reasons. Try to persuade your reader of your position.

**Lesson 11**
**Journal Entry**
Ask students to imagine that they are astronauts on their way to Mars. Have them write a journal entry about their first day in space.

**SAY:** Imagine that you are an astronaut on a journey to Mars. Write a journal entry for your first day in space.

**Lesson 12**
**Narration**
Have students review noun/pronoun agreement on page 364. Then ask them to write a narrative paragraph about a visit to a zoo, a park, or the beach with family and friends. Have them pay close attention to noun/pronoun agreement.

**SAY:** Think about a time you went to a zoo, a park, or the beach with family and friends. Write a narrative paragraph about your visit. Be sure to use correct noun/pronoun agreement. Review page 364 in your book before you begin writing.

**Lesson 13**
**Creative Writing**
Have students think about what life would be like on planet Earth without the sun. Ask students to write a short essay describing how people would live without the sun.

**SAY:** Use your imagination and think about what life would be like on planet Earth without the sun. How would humans and animals survive? What would happen to their food supply? How would people keep warm? Write a short essay about what life would be like without the sun.
DAILY WRITING FLUENCY PROMPTS

Lesson 14
Personification
Have students review personification on page 367 in their book. Ask them to write three sentences using personification.

SAY: Review personification on page 367 in your books. Then write three sentences using personification.

Lesson 15
Prediction
After the class has read pages 370-373 in their books, ask students to think about what will happen next to Moon and his wife. Have them write a short paragraph describing their predictions.

SAY: What do you think will happen to Moon and his wife? Write a paragraph predicting what you think will happen to the two characters.

Lesson 16
Myth
Have students create their own myth about the moon.

SAY: Make up another myth about the moon. For example, why does the moon have a face? Write your myth.

Lesson 17
Compare and Contrast
After students have discussed the quality of patience, have them compare and contrast the two cousins in The Girl Who Married the Moon.

SAY: Think about the two cousins in “The Girl Who Married the Moon.” One was patient and the other was not. Write a short paragraph, comparing and contrasting the two cousins.

Lesson 18
Activate Prior Knowledge
Have students think about what they already know about manned missions to the Moon. Have them list what they know and also what they would like to learn in the next reading.

SAY: The next reading is “Return to the Moon.” Make a list of what you already know about manned missions to the Moon. Also list what you’d like to learn in the reading. You may use a graphic organizer.
DAILY WRITING FLUENCY PROMPTS

Lesson 19
Descriptive Paragraph

Ask students to look at the photograph on page 384 in their books. Have them write a descriptive paragraph using a few of the acronyms on page 385.

SAY: Read about acronyms in the Word Study on page 385 in your books. Then look back at the photograph on page 384 and write a descriptive paragraph using a few of the acronyms you learned.

Lesson 20
Book or Movie Review

Have students think about a movie or book about space exploration they enjoyed. Then have them write a review explaining why they would recommend the movie or book.

SAY: Think about a movie or book about space exploration that you liked. Write a review of the movie or book, recommending it to others. Be sure to include the reasons why the movie or book is a good one.

Lesson 21
Expository Paragraph

Discuss with students some of the dangers and challenges faced by travelers into outer space. Then have them write a paragraph about whether they would like to travel to outer space and why or why not.

SAY: Write a paragraph about whether you would like to travel to outer space and why or why not.

Lesson 22
Persuasive Writing

Divide the class in two. Assign one half of the students (Group 1) to write a paragraph arguing that the space program should be continued. Assign the other half of the class (Group 2) to argue that the space program should not be continued. Remind students to include details supporting their position.

SAY: Students in Group 1 write a paragraph arguing that the space program should be continued. Students in Group 2 write a paragraph arguing that the space program should not be continued. Remember to include details supporting your arguments.
DAILY WRITING FLUENCY PROMPTS

Lesson 23
Write Cause-and-Effect Sentences
After students have completed the Grammar, Usage, and Mechanics lesson on page 392 of their books, have students write a paragraph explaining the difference between *cause* and *effect*. Have them draft two sentences to illustrate the concept.

**SAY:** Write a paragraph explaining the difference between cause and effect. Then write two cause-and-effect sentences.

Lesson 24
Expository Paragraph
Discuss with students if their ideas about the sky’s influence on humans have changed over the course of this unit. Have them write a paragraph explaining how their ideas have changed or why they haven’t.

**SAY:** Write a paragraph explaining how your ideas about being influenced by the sky have been altered by what you have learned in this unit.

Lesson 25
Persuasive Writing
Discuss the four readings in this unit. Have students think about which of the four was the best illustration of the sky having an influence over people’s lives. Then have them write a persuasive paragraph arguing their position.

**SAY:** Write a persuasive paragraph explaining why you chose the reading you did.

Lesson 26
Compare and Contrast
Have students read the Further Reading references on page 395 of their book. Discuss with the class the different selections. Then have them write a paragraph explaining which of the books interests them the most, and why.

**SAY:** Write a paragraph discussing the three books described on page 395 of your book. Tell which of the three you find most interesting and why.
**Daily Writing Fluency Prompts**

**Lesson 27**  
**Expository Paragraph**  
After students have all presented their Oral Report in the Listening and Speaking Workshop, pages 396 and 397, discuss with them the factors they considered in deciding how to approach their topic. Did they approach it from a scientific, literary, artistic, or mythological perspective? Then have students write a paragraph explaining how and why they chose the perspective that they chose.  

_SAY:_ Write a paragraph explaining how and why your group chose the approach it did.

**Lesson 28**  
**Metacognition**  
Have students try to write from memory the Six Traits of Writing Checklist, which they have been using throughout this course.  

_SAY:_ Write from memory the Six Traits of Writing Checklist.

**Lesson 29**  
**Expository Paragraph**  
Discuss with students what plagiarism is and how to avoid it. (See page T400.) Then have them write a paragraph defining plagiarism and offering three or four suggestions on how to avoid plagiarism.  

_SAY:_ Write a paragraph defining plagiarism and suggesting three of four ways to avoid it.

**Lesson 30**  
**Describe a Painting**  
Have students look at the two paintings on pages 404-405 of their books. Discuss how both paintings have a focus on the sky. Then have them choose one of the paintings and write a paragraph describing it and its approach to the sky.  

_SAY:_ Choose one of the two paintings on pages 404-405 and describe it, paying special attention to its perspective of the sky. Does it work? Explain.