

Writing Wings

with Media

Teacher Edition | Grade 3 | Volume 2
Informative Writing

Writing Wings was developed under the direction
of Robert E. Slavin and Nancy A. Madden,
codirectors of the Success for All Foundation.

Success for All
FOUNDATION®

***Writing Wings: Teacher Edition Grade 3 Volume 2
Informative Writing***

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Unit 5

Informing About a Real Event Through Sensory Details

Writing Project:

Tell About a Real Event



Author's Chair

Overview

The Author's Opportunity

The students will write about a real event and include sensory details to help the reader make a mind movie of the event. They will share their compositions with their classmates from the Author's Chair.

Unit Summary

Good writing pulls us in when we vicariously experience the sights, sounds, smells, and feelings of a scene. In this unit, the students focus on sensory details that help readers make a vivid mind movie. In the craft lesson, the students choose from a list of familiar events and create webs to record sensory details. They build their sensory vocabulary by brainstorming words that describe what it looked like, sounded like, smelled like, and felt like and record them on the web. Then they share these sensory details and receive feedback: Do the details help create a vivid mind movie?

This unit builds on the descriptive writing instruction in previous lessons and introduces informative writing. The students write to inform their readers about a real event, and they learn how to include sensory details. Characters in the video model how to help their partners draw out these sensory details. The characters demonstrate how adding information about the sights, sounds, smells, and feelings makes a composition more evocative and interesting for the reader. As practiced during the craft lesson, the students create a sensory detail web to plan their writing. They draft their compositions and then use the revision guide to rate their partners' drafts for ideas, organization, and style. They then edit their writing and their partners' writing using the Mechanics section of the revision guide.

Language Mechanics

The first language-mechanics lesson in this unit, on Day 5, focuses on capitalization rules. The students apply these rules to correct sample sentences and use the appropriate editing mark. The second language-mechanics lesson, on Day 8, offers instruction and practice in the use of apostrophes in contractions.

Cooperative Learning

- **Complete tasks** is the team cooperation goal that is introduced in this unit. The students work on reviewing expectations and making sure that all members of the team complete tasks. By helping all team members to complete tasks, the students can prepare every member to share what the team did during teamwork.

Writing Process Objectives

- The students will brainstorm ideas for their writing with their partners.
- The students will plan their compositions using a web to record sensory details.
- The students will use their plans to draft an informative paragraph about a real event.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their compositions.
- The students will publish their compositions by reading them to the class from the Author's Chair.

Unit 5 Sequence

Day 1: **Craft Lesson** | Building Sensory Vocabulary

Day 2: **Brainstorm** | A Real Event

Day 3: **Plan** | A Real Event

Day 4: **Draft** | A Real Event

Day 5: **Language-Mechanics Lesson** | Capitalization

Day 6: **Share and Respond** | A Real Event

Video Support: "Mind Movies"

Day 7: **Revise** | A Real Event

Day 8: **Language-Mechanics Lesson** | Apostrophes in Contractions

Video Support: "Apostrophes in Contractions"

Day 9: **Edit** | A Real Event

Day 10: **Publish** | A Real Event

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Chart paper
- Real Event transparency (Day 1)
- When to Capitalize transparency (Day 5)
- Capitalization Sentences (Day 5)

For each student:

- Team Practice and Team Mastery handouts (See the end of this unit for blackline masters.)
- Quick Checks (See the end of this unit for blackline masters.)
- Tell About a Real Event Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

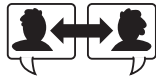
For each team:

- Writing Wings Team Score Sheet
- Continue to display the team cooperation goals: Practice active listening; everyone participates; help and encourage others; complete tasks; explain your ideas/tell why.
- Display a copy of the Editing Marks chart.
- Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during each writing class in this unit.
- Have a television and a DVD player available to show the following video segments for the lessons:
 - “Mind Movies” (running time 7:09) on Day 6
 - “Apostrophes in Contractions” (running time 3:37) on Day 8

Unit 5

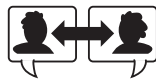
Day 1 Craft Lesson

OBJECTIVE: The students will identify sensory details that can help a reader make a mind movie of a specific event.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members complete tasks and help other team members complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the specific behavior that you observe.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Refer to the posted list and the goal: **Complete tasks**. Use **Think-Pair-Share** to ask:

When we say “complete tasks,” what does that mean?
[(Accept reasonable responses.) Completing tasks means getting your work done; doing all the steps.]

How do you know when you have completed a task?
For example, how do you know when to check off the publishing box on the team score sheet? *[You know you have completed publishing when you have read your writing from the Author’s Chair.]*

- Point out that writers have several tasks, or steps, to complete before their writing is published. Review these steps: planning, drafting, sharing and revising, editing, and publishing. Tell the students that you will award team cooperation points to teams whose members complete tasks and help their teammates complete tasks. As the students work toward this team cooperation goal, they will also be helping their partners and teammates to complete tasks and make their writing the best it can be.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Complete tasks**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day’s agenda.

TODAY’S FOCUS: Adding details

TODAY’S GOAL:

We will think about words that help a reader make a mind movie.

- Point out today's focus. Remind the students that a writer wants a reader to be able to picture the scene. Details that tell about the sights, sounds, smells, and mood of a real event help readers make a mind movie of the event. Read the focus and goal for the day aloud.

Instruction

- Display the Real Event transparency (blackline master is at the end of this unit). Tell the students that two writers were present for the same event. Read the two accounts aloud while students read along silently.

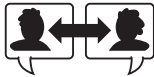
Baseball Practice

Samantha's Account

While we were playing baseball, it started to rain really hard. We all ran for cover. The coach decided to cancel baseball practice.

Yolanda's Account

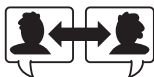
As I stood on the baseball diamond, dark clouds covered the sun. I felt a sudden gust of wind that blew the paper cups off the cooler. There was a loud rumble of thunder, and then a white-hot zig-zag of lightning crackled in the sky. Cold raindrops pelted me. I felt them hitting faster and faster. Coach yelled, "Everyone to the field house. Practice is cancelled!"



- Use **Think-Pair-Share** to ask:

What do you think of these two accounts of the same event? How are they different? *[The students will probably say that Yolanda's account is longer and has more details.]*

Which account of a real event helps you picture what is happening? Why? *[Yolanda's because there are details about how the thunder sounded and what the lightning looked like.]*



- Point out that Samantha's account gives information about what happened, but it does not give details that could help a reader picture the scene. Yolanda's account of the real event includes details about the sights, sounds, and feelings of the storm. Use **Think-Pair-Share** to ask:

What sounds does Yolanda include? *[The rumble of thunder, crackle of lightning, coach yelling.]*

What sights does she include in her account? *[The sky getting dark, the white-hot lightning, the cups blowing.]*

What feelings does she include? *[The gust of wind, the cold raindrops.]*

- Point out that a good writer can make a picture with words. By describing the sights, sounds, and feelings that she experienced, Yolanda helps us picture this scene in our minds. We can make a mind movie of this real event.
- Display the following sentence. Model creating a web and recording sensory details. A sample web is provided below.

I went to my favorite pizza shop.

- Tell the students that you are going to tell about a real event: the time you went to eat pizza at your favorite pizza shop. You want to use details that will help someone else make a mind movie of what you experienced. You want to think of words that describe how the pizza shop looks, feels, smells, and sounds.
- Create a web on chart paper, and write the words “eating pizza at the pizza shop” in the center. (This web will also be used on Day 2.)

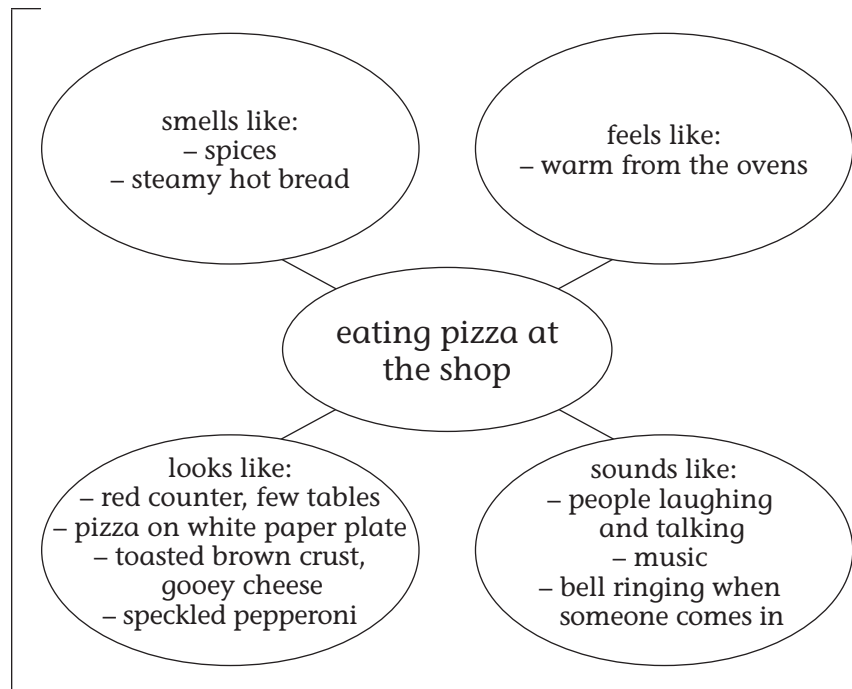
I’m going to tell about the sights, smells, sounds, and feelings of eating pizza at the pizza shop. What are some words that will help readers made a mind movie?

- Let the students hear you think aloud as you identify the sights of the pizza shop.

First, I’ll think about what the pizza shop looks like. The pizza shop is small with a red counter and a few tables. The owner, Mrs. Ludo, cuts a pizza into slices and hands me a slice on a white paper plate. What does my pizza look like? It has a toasted brown crust, gooey cheese, and pieces of speckled pepperoni. I’ll write that on my web under “looks like.”

- Record details on the web. Think aloud as you identify the sounds and smells of the pizza shop.

What does the pizza shop smell like? I think it smells like spices and steamy hot bread. I’ll write that under “smells like.” What does the pizza shop feel like? It is warm inside from the heat of the pizza ovens. What are the sounds in the pizza shop? There are the sounds of people talking and laughing and music playing. Also there is a bell that rings when someone walks in the door.



- Use **Think-Pair-Share** to ask:

Do these details help you to picture eating pizza at the pizza shop? Do they help you make a mind movie?

- Point out that when you experience an event, you use all of your senses. When you write about a real event, you can help a reader imagine being there too. You can help your reader see, hear, smell, and feel what it was like.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Distribute the **Teamwork: Mind Movie** page. Refer the students to the **Team Practice** section. Read the phrases aloud.

Visiting the zoo
 Playing a game at the park
 Walking home in the rain
 Going to the movies
 Getting a haircut
 Shopping at the grocery store

For Team Practice, the students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



Random Reporter

If the students struggle with the Team Mastery activity, review the skill, and then allow them to try again with a different experience from the list.

- Point out that many of the students have experienced these events. Explain that teams will select one of these real events. They will think back to remember the sights, sounds, smells, and feelings of that event just as you did when you remembered eating at your favorite pizza shop.
- Tell the students that teams will make a web like the one you made with the real event in the middle and lines to “looks like,” “feels like,” “sounds like,” “smells like.” For each category, have teams discuss details that would help someone make a mind movie.
- Remind teams of the team cooperation goal that they are working on: **Complete tasks**. Explain that after their team discussion, the team will create a web with sensory details.
- Allow time for the teams to complete Team Practice. Circulate through the teams as students work. Prompt teams to think of sensory details from their experiences.
- Use **Random Reporter** to have teams share their responses. Ask the students to identify which experience or event they chose, a detail from their team’s web, and which sense it highlights. Have other teams decide whether the sensory detail helps them make a mind movie.

Team Mastery

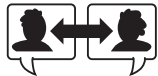
- Explain to the students that for Team Mastery they will follow the same process as they did in Team Practice, but that this time each student individually chooses a different experience from the list, creates a web with sensory details, and then shares the web with teammates. Reread the list aloud.

Visiting the zoo
 Playing a game at the park
 Walking home in the rain
 Going to the movies
 Getting a haircut
 Shopping at the grocery store

- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their sensory detail webs with their teammates. Circulate through the teams as the students work. Remind teams that they are helping prepare every teammate to give a response.



For Quick Check, the students work individually for a teacher score. If 25% of the students score less than 80, review the skill, and then have them try again with the Quick Check 2 passage.



- Use **Random Reporter** to have teams share their responses. Ask the students to identify a detail from their web and which sense it highlights. Give feedback to support using sensory details to help readers make a mind movie.

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. If necessary, review the directions for the task before having the students work independently to complete the Quick Check. Read the Quick Check selection list of events aloud as the students follow along.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions:

When you were working with your team, did you and your teammates think of the same details for your web? [*Team members probably thought of different details.*]

Why would the details be different? [*Accept reasonable responses.*] *We notice or remember different details about the experience or event.*]

Under “looks like,” did you and your team include the colors of things? [*Answers will vary.*]

Was it harder to think of sights, sounds, or smells? [*Answers will vary.*]

- Remind the students that when we experience an event, we use all of our senses. When we write about an event, we tell what happened, but we also help our audience see the sights, hear the sounds, smell the smells, and help them feel what people are feeling. These are the details that help a reader make a clear mind movie.
- Praise the students for team cooperation and completing tasks. Using **Random Reporter**, award an additional point to teams who can give an example of how partners helped complete tasks today.

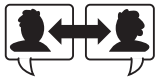
Craft Lesson Scoring Guide	
100 Points	The student creates a web with at least three sensory details. The details help a reader make a vivid mind movie.
90 Points	The student creates a web with two sensory details. The details help a reader make a fair mind movie that is somewhat less vivid.
80 Points	The student creates a web with one sensory detail. The detail helps a reader make a mind movie, but it may not be clear.

If a student does not show an understanding of sensory details, the student should get feedback and redo the Quick Check before proceeding with the writing activity.

Unit 5

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their composition about a real event.



Two-Minute Edit

- Tell the students that a person named Careless Caroline came into the classroom overnight and left a sentence on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

He ate the pizza

- Remind the students that a sentence needs a punctuation mark at the end. Use the appropriate editing mark to correct the sentence. Use **Think-Pair-Share** to ask:

Does this sentence help you make a mind movie?

Why? *[The students will probably note that there are no sensory details.]*

What details could you add to this sentence about the sight, smell, or taste of the pizza?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

He ate the hot, spicy pepperoni pizza.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Throughout the lesson, award team cooperation points to teams whose members help one another to complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Author's Chair

- Have a few students take turns reading their *Describe What Happened to You* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Point out that when the students help everyone on the team complete assignments, it means that all team members are prepared to share their work with the class. Point out that if students share an example of how their team helped their members to complete tasks, they can earn an extra team cooperation point.
- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

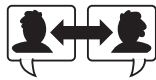
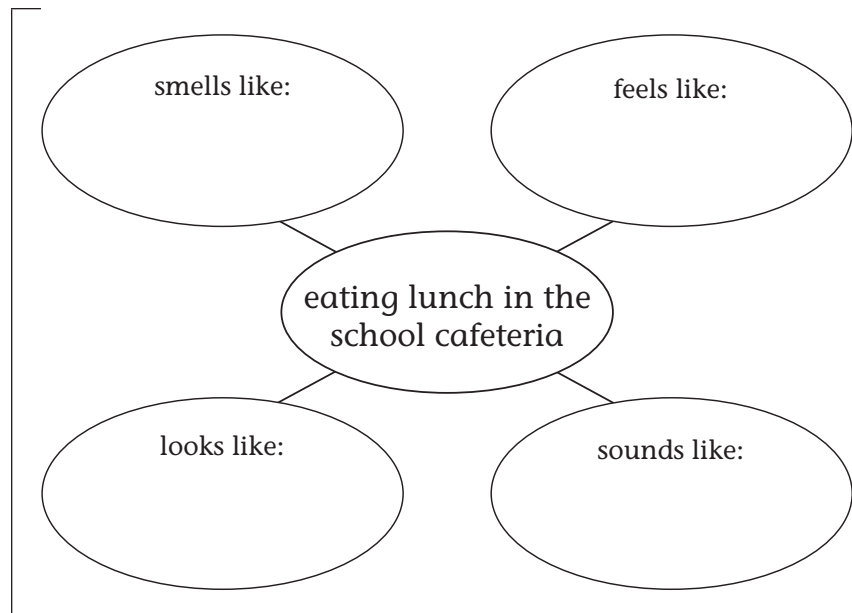
TODAY'S GOAL:

We will brainstorm real events that we could write about.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. Tell the students that today they will brainstorm with their partners and choose an event for their real-event compositions. Read the focus and goal for the day aloud.

Instruction

- Display the web that you made in the previous lesson. Remind the students that you chose a familiar event, such as eating pizza at your favorite pizza shop, and made a web to describe the sights, sounds, smells, and feelings of that event. Tell the students that today they will help you create a web for a different familiar event such as eating lunch in the school cafeteria (or being on the playground during recess). Create a web on the board or on chart paper.



- Have the students think about what this event looks like. Use **Think-Pair-Share** to ask:

Imagine that you are eating lunch in the school cafeteria. What does the room look like? What would you see people doing? *[(Accept reasonable responses, and record these sights on the web.) The students might describe the arrangement of tables, color of the walls, classmates lining up, carrying trays, etc.]*

What sounds would you hear? *[(Accept reasonable responses, and record these sounds on the web.) The students might describe sounds of kids talking, the clatter of dishes or trays, the noise of sliding chairs or creaking tables, etc.]*

What smells would you smell in the cafeteria? *[(Accept reasonable responses, and record these smells on the web.) The students might describe the smell of certain foods that they like, such as spaghetti, hamburgers, or fruit juice, or other kitchen smells such as dishwashing detergent.]*

What feelings might you have as you eat your lunch in the cafeteria? *[(Accept reasonable responses, and record these feelings on the web.) The students might describe feeling hungry before lunch, or happy to sit next to a friend, or describe the warm feeling from having a hot meal.]*

- Point out that the web that the students have created shows the sights, sounds, smells, and feelings of a real event: eating lunch in the cafeteria.

If you were planning to write about eating lunch in the cafeteria, these are the details that could help your audience make a mind movie. By telling them the sights, sounds, smells, and feelings of the place, you help them imagine what it is like to be in the cafeteria with you.

- Tell the students that they will be writing about a real event, something that they watched or took part in. Display the following prompt. Read it aloud while students read along silently.

Writing Prompt

Think of a real event, something you watched or took part in. Inform the audience about this event. Tell what happened. Also inform them about the sights, sounds, smells, and feelings of the people who were there. These details will help your audience make a mind movie of the event.

- Refer to the prompt again. Underline the items that the students will include in their writing:

- ✓ About a real event
- ✓ Informs the reader about what happened
- ✓ Informs the reader about the
 - sights
 - sounds
 - smells
 - feelings of the event

- ✓ Helps make a mind movie

- Point out that the first thing to do is to brainstorm a topic. Use a **Think Aloud** to model identifying a real event that could be the subject of your writing.

Hmm. What can I write about? What is a real event that I saw or took part in? It could be a one-time event, or it could be something I do every day. It should be something that I remember well so I can describe it easily. I want my audience to feel like they are right there too.

I remember one time I was in charge of the ring-toss booth at a school fair. That was fun. I think I will write about that day. I can remember a lot of details that I could include so my audience will be able to imagine what it was like. I think I'll list that as a possible topic:

The time I ran the ring-toss booth at the school fair



- Explain that it is important to describe the sensory details to help your audience make a mind movie.
- Create a web on chart paper, and model planning the sensory details that you will include when describing the event. Choose a student partner, and prompt him or her to ask you questions about the event, such as:

What did the fair look like? What were the sights? Fill in “looks like.”

What did it sound like? Fill in “sounds like.”

What did the fair smell like? Fill in “smells like.”

How did you feel? Add details.



- Point out that you have brainstormed sensory details that you can include in your real-event composition.

Teamwork

Timing Goal: 10 minutes

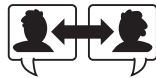
- Have the students work with their partners to brainstorm a list of possible topics that they can write about (real events that they watched or took part in and that they can remember in detail). If you think the students may need some idea starters, display the list below.

A time when you...
 went to a baseball game.
 made sandwiches for a picnic.
 took a bus ride downtown.
 took care of a pet.
 played a great game.

- Tell the students to review the events that they listed and choose a topic for their writing.
- Have the students create their own webs, recording the sensory details that will make a mind movie and using your example web as a guide. Hold conferences with the students to provide support as needed.
- Use **Think-Pair-Share** to ask:

How can you help your partner complete his or her web? *[Ask good questions about sights, sounds, smells, and feelings. Help my partner think of sensory details that make a mind movie.]*

- Circulate through the classroom and listen to discussions. Praise partners who help one another to complete this task by asking good questions. Remind partners to ask: Can you think of details about your event that will help your audience make a mind movie? What did it look like? What did it sound like? What were the smells? How did people at the event feel?



Reflection

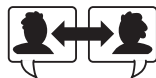
Timing Goal: 3 minutes

- Give the students an example that you observed of how students helped their partners during brainstorming. Use **Think-Pair-Share** to ask the following questions:

How did you decide which event to write about?

What helpful questions did your partner ask you?

- Remind the students that the team cooperation goal they are working on is completing tasks. Have them decide whether they have completed tasks today. Using **Random Reporter**, award an additional point to teams who can give an example of how partners helped complete tasks today.



Unit 5

Day 3 Plan

OBJECTIVE: The students will plan their compositions using a paragraph organizer and their sensory detail webs.



Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

the tiger's eyes glowed

- Point out that a sentence begins with a capital letter. To make the sentence correct, they must capitalize the *t* in *the*. A sentence also has punctuation at the end. This sentence needs a period or an exclamation point at the end. Demonstrate the use of the appropriate editing marks to correct the sentence.



Author's Chair

- Have a few students take turns reading their *Describe What Happened to You* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members complete tasks and help teammates complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks**. Point out that when the students help everyone on the team to complete assignments, it means that all team members are prepared to share their work with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our real-event composition.
2. We will share our plans with our partners and get feedback.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. For example, they can use a web. Tell the students that today they will plan their real-event compositions. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Point out that the students brainstormed a list of possible events and chose one event to write about. They also brainstormed sensory details on a web. Today they will make a plan for their writing using their webs.
- Remind the students of the topic you chose for your real-event composition: running the ring-toss booth at the fair. Display the sensory web you created. Model using it to plan your writing.

Hmm. I need to begin my plan with a topic sentence. The topic sentence should tell what real event I'll be talking about in the rest of the paragraph, the event I wrote in the center of my sensory web. I think my topic sentence will be: *Last October I ran the ring-toss booth at the school fair.* I think that is a good topic sentence.

- Record this at the top of the web.

After the topic sentence, I will need to include details about the fair. First, I will tell what the fair looked like. I'll put a "1" in that bubble on my web. That will remind me to look there for the first details.

Next, I think I will tell about the sounds at the fair. I'll put a number "2" in that bubble to remind me.

Next, I will include sensory details about the smells. I'll put a number "3" in that bubble.

The next details will be about the feelings of the people at the fair. I'll put a number "4" in that bubble.

Finally, I will need a wrap-up sentence. Hmm. I'm not sure what I will write. "The school fair was...." well, that is a beginning, but I will finish that sentence when I am drafting my composition.

- Point out that you now have a plan for your writing.

Topic Sentence:

Last October I ran the ring-toss booth at the school fair.



Wrap-up sentence:

The school fair was...

Teamwork

Timing Goal: 10 minutes

- With the help of their partners, have the students discuss and make a plan for their writing. Remind them to use their webs, add a topic sentence, decide the order of the details, and make notes for a wrap-up sentence. Remind the students of the team cooperation goal that they are working on: **Complete tasks**.
- Have partners share their written plans for feedback. Point out that the students can help their partners complete their plans by giving them feedback and asking these questions:

Is the topic about a real event?

Is there a topic sentence?

Are there details about what the event looked like, sounded like, smelled like, and the feelings of the people at the event?

Is there a wrap-up sentence (at least the beginning of one)?

- Point out that after getting feedback, writers often make changes to their plans. Remind the students that they can make changes if necessary.
- Have the students share their plans with their teams and give feedback to their teammates. Remind them that when all team members complete tasks, everyone is prepared to share their team's discussion.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for completing tasks. Using **Random Reporter**, award an additional point to teams who can give an example of how teammates helped one another complete the task of planning.



Unit 5

Day 4 Draft

OBJECTIVE: The students will draft their compositions using their plans.



Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

it was decorated with red-and-white streamers

- Remind the students that a sentence begins with a capital letter. To correct the sentence, they must capitalize the *i* in *it*. A sentence also has punctuation at the end. This sentence needs a period at the end. Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their *Describe What Happened to You* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that when they help everyone on the team to complete assignments, it means that all team members are prepared to share their work with the class.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Use a **plan to draft**.

TODAY’S GOALS:

1. We will use our sensory webs to help us draft our real-event compositions.
2. We will give our partners feedback on their topic sentences.

- Point out today’s focus. Remind the students that they have organized the sensory details of a real event on a web. Tell the students that today they will use the web to begin writing about a real event. They will also give their partners helpful feedback about their topic sentences. Read the focus and goals for the day aloud.

Instruction

- Display the web you made on the previous day.

Topic Sentence:

Last October I ran the ring-toss booth at the school fair.



Wrap-up sentence:

The school fair was...

- Model using the web to draft a paragraph on a transparency or on chart paper. Point out that you are skipping lines and adding more thoughts and details as you write. Explain your thinking as you draft the composition. For example:

I'm ready to write my composition about a real event. I will use my web as my plan. It will remind me about the sights, sounds, smells, and feelings that I want to include. As I write, I'll add more ideas and details to help my readers make vivid mind movies about the school fair. I'll skip lines, too, so I can go back and add more ideas or change things if I want.

I will begin with my topic sentence. I will use the one that I wrote on my plan.

[Last October I ran the ring-toss booth at the school fair.

Looking at my plan, the next sentence should be about what the fair looked like. On my web, I wrote that the cafeteria was decorated with red-and-white streamers. I'll write that first.

[On the day of the school fair, the cafeteria was decorated with red-and-white streamers.

What else can I include about the room that would help people make a mind movie?

[The room was crowded with parents, teachers, and students. Everyone was having fun. There were booths with games and food.

Now I'll add some details about what the fair sounded like.

[People were laughing and shouting as lively dance music came from the loudspeakers.

Next, I'll write about the smells.

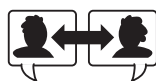
[The smells of popcorn and cookies and cakes from the bake table filled the air.

- Continue to model drafting using the details. Include what happened at the event.

Many of my students came to the ring-toss booth where I was working. They threw the rings at the empty bottles and tried to win a prize. When they won, each winner chose from the box of prizes. I was so proud of all my students.

Finally, I want to write my wrap-up sentence. I have the beginning on my plan: “The school fair was....”
Hmm. “was an event I will never forget because it was so much fun.” I think that is a good wrap-up sentence.

The school fair was an event I will never forget because it was so much fun.



- When you have completed the draft, use **Think-Pair-Share** to ask:

Do you think having a plan made it easier for me to draft this paragraph? *[Students will probably agree that it did.]*

Did I add details that were not on my plan? *[Yes, you added details about what your students did at the booth.]*

- Point out that as they draft, they can make changes. The plan is a guide to help make drafting easier, but they can add ideas as they draft.
- Ask the students to individually review the webs they created for their compositions about a real event.
- Remind the students that they will be reading their writing aloud to their classmates from the Author’s Chair. Including details will help their audience picture the event and make a mind movie.

Teamwork

Timing Goal: 10 minutes

- Refer the students again to the webs they created. Have the students write a first draft, skipping lines to leave room for additions and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.
- Have the students read the topic sentences of their drafts to their partners for feedback. Remind them that a topic sentence tells readers what they will be reading about.



Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for completing tasks. Using **Random Reporter**, award an additional point to teams who can give an example of how partners helped them complete the task of drafting.

Unit 5

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will capitalize appropriate words in sentences.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **When to Capitalize** transparency
 - **Capitalization Sentences** transparency
 - **Teamwork 1: Capitalization** (1 per student)
 - **Teamwork 2: Capitalization** (as needed)
 - **Quick Check: Capitalization** (1 per student)
 - **Quick Check 2: Capitalization** (as needed)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks**. Remind the students that when they help everyone on the team complete assignments, it means that all team members are prepared to share their work with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

We will identify words that need to be capitalized.

- Remind the students that the real-event composition that each of them has drafted has words that need to be capitalized. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that they already know some rules about when to begin a word with a capital letter. For example, when referring to themselves, they always capitalize *I* in a sentence.



- Ask the students to work in teams to identify other rules about when to begin a word with a capital letter.
- Use **Random Reporter** to share one rule from the teams' lists. As the students share, write their answers on chart paper.
- Display the When to Capitalize transparency.

When to Capitalize

Capitalize:

- the word *I*.
 - the first word of a sentence.
 - proper nouns—names of people and places.
 - a person's title when it comes in front of the name—Mrs., Mr., Doctor, President.
 - days of the week.
 - months of the year.
 - names of holidays.
 - titles—books, songs, movies.
 - names of languages, races, and nationalities.
- Ask the students to compare and contrast their list on the chart paper to the list of rules on the transparency. If necessary, write a sample sentence to provide an example of a particular rule.
 - Display the Capitalization Sentences transparency.

Capitalization Sentences

1. ronnie flew to kansas to visit aunt mary.
2. erin asked dr. reynolds to look at the cut on her finger.
3. pete wants to see the yankees play in new york.



Think Aloud

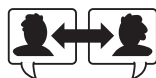
- Read the first sentence aloud to the students. Use a **Think Aloud** to model capitalizing the appropriate words in the sentence.

I need to capitalize some of the words in this sentence.

The first word, *Ronnie*, needs to be capitalized. Not only is it the first word in the sentence, but it is also a name.

I will also capitalize *Kansas*. That's the name of a state, so it's a proper noun.

I also have to capitalize *Aunt Mary*. Aunt is a title, and Mary is a name.



- Read the second sentence aloud. Use **Think-Pair-Share** to have the students discuss what words should be capitalized in the sentence. Refer them to the When to Capitalize transparency. [Erin, Dr., and Reynolds.] Make changes to the sentence as correct answers are shared. Ask the students to explain why the words they choose should be capitalized.
- Have the students work in teams to correct the remaining sentence. If necessary, you may tell the students how many errors appear in each sentence.
- Use **Random Reporter** to listen to the teams' responses and make changes to the sentence as correct answers are shared. [four—Pete, Yankees, and New York.]
- Tell the students that they will continue to capitalize necessary words in sentences as they complete Teamwork.

Teamwork

Timing Goal: 10 minutes

Team Practice

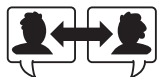
- Distribute the **Teamwork 1: Capitalization** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice one student from each team will read the first sentence. Tell the students that as a team they will decide what words need to be capitalized in the sentence.
- Explain that they will mark letters that need to be capitalized with the appropriate editing mark: underline the letters three times.
- Explain that the students should discuss why each word should be capitalized. They can refer to the When to Capitalize transparency to help them.
- Tell the students they will repeat the process with the remaining items. Explain that a different team member should read a different sentence.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.



Team Mastery

- Refer the students to the **Teamwork 1: Capitalization** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will mark the letters to be capitalized and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute the **Quick Check: Capitalization** page.
- Explain that the student will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentences.
- If necessary, review the directions for the task before having the student work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the students to identify one of the capitalization rules that were reviewed today.
- Have the students check their drafts to identify any letters that need to be capitalized.
- Praise the students for team cooperation and completing tasks. Award up to nine team cooperation points per team. Using **Random Reporter**, award an additional point to teams who give an example of how teams helped everyone to complete assignments so all their team members could share their responses.

Answer Keys: Capitalization

Team Practice

1. last summer my family went to florida.
2. uncle harry is my favorite uncle because he plays basketball with me.
3. The title of the book is charlie and the chocolate factory.
4. dr. harris has been my doctor since i was a baby.
5. on the first monday in august we are going to the beach.

Team Mastery

1. france is a beautiful country.
2. mr. and mrs. brown live on webster avenue.
3. mary williams is my favorite singer.
4. i want to join the team called blue thunder.
5. on wednesday my family is going to a restaurant called bamboo house.

Quick Check

1. On halloween, i called aunt sue.
2. jan lives in italy.
3. The red light on wilson street is broken.
4. kyle went to see the movie lion king.
5. mrs. peters is going to arizona.

Team Practice 2

1. george's birthday is on april 10.
2. martha and i are trying to learn how to speak spanish.
3. Next july, my family will visit the state of virginia.
4. "bring me that spoon," said mr. west.
5. aunt sheila named her new baby roy.

Team Mastery 2

1. on monday, ben went to the ball game.
2. cesar rode his bicycle to felix's house.
3. next christmas we are getting a huge tree.
4. i live in the town of gatewood.
5. "Give me a call in august," said dr. daniel.

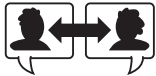
Quick Check 2

1. last week i got a new puppy and named her muffin.
2. we celebrate labor day in september.
3. This saturday we are going to see the harry potter movie.
4. mr. and mrs. king live near boston street.
5. the winter months are cold in alaska.

Unit 5

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will give feedback using the revision guide.



Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Stood at the edge of the cliff.

- Remind the students that a complete sentence has a subject and a predicate, a doer and an action. This sentence needs a subject, a doer, to make it a complete sentence. Use **Think-Pair-Share** to ask:

What could you add to make this a complete sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The diver stood at the edge of the cliff.

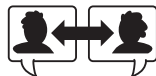
Author's Chair

- Have a few students take turns reading their *Describe What Happened to You* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior you observe.



Show DVD segment



Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks**. Point out that the students can help their partners improve their drafts by using the revision guide and asking good questions. Remind the students that when they help everyone on the team to complete assignments, it means that all team members are prepared to share their work with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Give feedback on **ideas, organization, and style**.

TODAY'S GOALS:

1. We will listen to our partner's draft and use the questions on the revision guide to give feedback.
 2. We will make notes about revisions.
- Point out today's focus. Remind the students that they have completed several steps in writing their experience stories. They brainstormed ideas with their partners. They used a web to organize their ideas. Then they used their plans to write first drafts of their experience stories. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

- Point out that in the video they will watch next, Ms. Inkwell's class is writing about real events, too.
- Show "Mind Movies" (running time 7:09)
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What event did Tasha write about? [*Her brother's championship football game*]

What did Ricardo do to help his partner, Tasha? [*Ricardo asked questions about the setting and the crowd. He helped Tasha think of what the event looked and sounded like and the feelings of the crowd.*]

What details did Tasha add to help her audience make a mind movie? *[(Accept reasonable responses.) She added details about the cool fall day, about the noise of the crowd cheering, and about the boys painting “Sharks” on their chests.]*

- Explain that published authors ask others for feedback about their writing. Point out that this helps the authors understand how the writing will come across to an audience and how they might make it better.
- Refer the students to the Tell About a Real Event Revision Guide, and display the transparency of the revision guide.

REVISION GUIDE

Tell About a Real Event

Name: _____ Date: _____
 Partner: _____ Unit: 5

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the topic a real event?				
Are details included?				
Do the details stick to the topic?				
Organization				
Does the composition begin with a topic sentence?				
Are the events in the order that they happened?				
Does the composition end with a wrap-up sentence?				
Style				
Does the composition include details to describe the sights, sounds, smells, and feelings?				
Does the composition include details to help the reader make a clear mind movie?				

- Point out the Ideas, Organization, and Style sections. Refer them to the questions under the Style section. Point out that Tasha improved the style of her composition when she added the sights, sounds, and feelings of the event. She helped a reader make a clear mind movie. Remind the students to ask questions from the Style section of the revision guide to help improve the style of their writing.

Teamwork

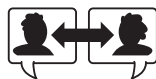
Timing Goal: 10 minutes

- Tell the students that they will work with their partners in the same way as Tasha and Ricardo—they will share their writing and give each other feedback and ratings of the items on the Ideas, Organization, and Style sections of the revision guide.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Complete tasks**. Praise the students for helping one another to complete tasks and improve their writing.
- Use **Think-Pair-Share** to ask the following questions:
 - Did reading your draft aloud help you decide what you might want to change?
 - What did your partner do to help you improve your real-event story?
- Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates' feedback helped them improve their writing.



Unit 5

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their compositions. They will give feedback on the revised drafts using the revision guide.



Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

she walked over the bridge

- Remind the students that a sentence begins with a capital letter and has a punctuation mark at the end. Demonstrate the use of editing marks to correct the errors in the sentence. Point out that the word *walked* is a boring verb. Use **Think-Pair-Share** to ask:

What vivid verb could you use to replace the word *walked* in this sentence?

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

She strolled over the bridge.

Author's Chair

- Have a few students take turns reading their *Describe What Happened to You* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Point out that the students can help their teammates improve their revised drafts by using the revision guide and asking good questions. Remind the students that when they help everyone on the team complete assignments, it means that all team members are prepared to share their work with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts.
 2. We will listen to our teammates' revised drafts and use the questions on the revision guide to give feedback.
- Point out today's focus. Remind the students that they have completed several steps in writing their accounts of a real event. They brainstormed ideas with their partners. They used a web to organize their ideas. Then they used their plans to write first drafts and shared them with their partners. Tell them that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate’s composition?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss the changes you made to your draft with your teams. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Complete tasks**. Praise the students for helping one another complete the task of revising. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates’ feedback helped them improve their writing.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.



Unit 5

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will make contractions from two words and place apostrophes in the correct place within contractions.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Contractions** transparency
 - **Teamwork 1: Apostrophes in Contractions** (1 per student)
 - **Teamwork 2: Apostrophes in Contractions** (as needed)
 - **Quick Check: Apostrophes in Contractions** (1 per student)
 - **Quick Check 2: Apostrophes in Contractions** (as needed)
- Have a television and DVD player available to show the following video segment in this lesson:
 - **“Apostrophes in Contractions”** (running time 3:37)

Active Instruction

Timing Goal: 17 minutes

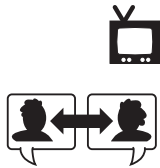
Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that teammates can help one another complete tasks so everyone is prepared to get a good score on their quick checks.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOALS:

1. Create contractions by combining two words.
 2. Use apostrophes in contractions.
- Read the focus and goals for the day aloud. Point out that the apostrophe is a mark that can help the students put two words together to make one word. Today they will work on using apostrophes to combine words.



Instruction

- Tell the students that today's video will explain how to make contractions out of two words.
- Show "Apostrophes in Contractions" (running time 3:37).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

How do you make a contraction? [*You join two words together, remove one or more letters, and replace them with an apostrophe.*]

What are some examples of contractions from the video? [*We're, it's, and I'll.*]

What two words make the contraction *we're*? [*We are.*]
How about *it's*? [*It is.*]

- Remind the students that they may use contractions in their writing.
- Display the Contractions transparency.

Contractions

not = n't
 will = 'll
 have = 've
 is = 's
 are = 're
 will + not = won't

- Explain that the chart on the transparency explains what letters are dropped most of the time when contractions are formed. Point out that when the words *will* and *not* are combined to make a contraction, the word changes to *won't*.
- Write the following sentences on the board:

Rachel can not do her math homework without a pencil.
 He is coming to my house after school.

- Read the first sentence, and use a **Think Aloud** to change *can not* to *can't*.

I notice that the words *can not* are underlined. Those are the words that I want to replace with a contraction.

I can look at the transparency and see that to change *not* into a contraction, I drop the *no* and put an apostrophe in its place.

I also have to remember to add the *t* after the apostrophe.





I will replace the two words with the contraction *can't*.
Ask a volunteer to read the second sentence.

- Refer the students to the second sentence on the board. Have the students work in teams to replace the two underlined words with a contraction.
- Remind the students that every teammate needs to be able to give a response for each sentence.
- Use **Random Reporter** to listen to the teams' responses, and write the new sentence on the board. [*He's coming to my house after school.*]
- Remind them that the apostrophe shows where letters were taken out to make the contraction.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Apostrophes in Contractions** page. Ask the students to look at the **Team Practice** section.
- Tell the students that they will continue to replace the two underlined words in the sentences with contractions. Explain that during Team Practice the students will:
 - 1) Have one teammate read the sentence aloud.
 - 2) As a team, they will decide on how to combine the underlined words to make a contraction.
 - 3) They will write the contraction on the line.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each sentence.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and allow them to try again with Team Practice 2.

Team Mastery

- Refer the students to the **Teamwork 1: Apostrophes in Contractions** page and the **Team Mastery** section. Explain that they will follow the same process as they did in Team Practice, but that this time they will replace the underlined words with a contraction and write it on the line. Then they will share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

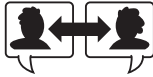


Quick Check

- Distribute the **Quick Check: Apostrophes in Contractions** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask the following questions:

What type of mark do you use when writing contractions? *[An apostrophe.]*

When you speak, do you use contractions? *[The students will probably agree that they do.]*

Could knowing how to write contractions help you improve your real-event composition?

- Allow the students some time to review their real-event compositions and use contractions where appropriate.

Look at your real-event composition. Have you used any contractions in your writing?

Is the apostrophe used correctly?

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams who can give an example of how their teammates helped them complete tasks today.



If the students do not score at least 40 on the Quick Check, follow up with additional instruction, and use Team Practice 2 and Quick Check 2.

Answer Keys: Apostrophes in Contractions

Team Practice

1. Jose can not find his sneakers. *can't*
2. I am leaving for practice in a minute. *I'm*
3. You are going to be late. *you're*
4. Troy and Tray are not related. *aren't*
5. We will clean the classroom today. *We'll*

Team Mastery

1. He is tired from running up the stairs. *He's*
2. You are the best player on our kickball team. *You're*
3. She is excited about the trip. *She's*
4. Ron does not want to eat his dinner. *doesn't*
5. The horses are not in the field. *aren't*

Quick Check

1. There is a treat on the table. *There's*
2. Please do not put onions on my burger. *don't*
3. He will be in charge of the money. *He'll*
4. If you are lost, you can look at a map. *you're*
5. The dogs are not allowed in the store. *aren't*

Team Practice 2

1. You are the first person in line. *You're*
2. The man would not take off his coat. *wouldn't*
3. It is Lisa's fault that we are late. *It's*
4. I will carry tray of brownies to the table. *I'll*
5. Brandi can not stand to hear that screeching noise. *can't*

Team Mastery 2

1. I am taller than my sister. *I'm*
2. We would like to see you soon. *We'd*
3. Taylor asked me, "What is the boy's name?" *what's*
4. You should not talk so loudly in the classroom. *shouldn't*
5. We have not gotten any mail today. *haven't*

Quick Check 2

1. She is revising her story. *She's*
2. The toaster will not work anymore. *won't*
3. Do not listen to that silly cartoon guy. *don't*
4. We will meet you at the hotdog stand. *We'll*
5. It is time to turn off the light now. *It's*

Unit 5

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their real-event compositions and make corrections.



Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Tina called beth and brianna and lin and ari.

- Point out that to improve this sentence the repeated *ands* can be replaced by commas. This sentence also includes names that should be capitalized. Demonstrate how to correct errors in the sentence using appropriate editing marks.

Tina called Beth, Brianna, Lin, and Ari.



Author's Chair

- Have a few students take turns reading their *Describe What Happened to You* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that teammates can help one another complete tasks by carefully reading their partner's composition and noting mistakes in spelling, punctuation, capitalization, and grammar. These are called the mechanics of a composition.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our real-event compositions using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their real-event compositions. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process. Point out that the students just edited Careless Caroline’s sentence.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				
Are contractions written correctly?				

- Review what the students will be looking for when they edit. Give some examples of errors in capitalization, punctuation, spelling, and grammar in some sample sentences like the following:

We wernt afraid to go into the room to see the machine



- Use **Think-Pair-Share** to ask:

What errors do you see in this sentence? What would you do to make this sentence right? [*The contraction should be weren't; the sentence needs a period.*]

- Mark the errors with editing marks.
- Display the revised draft of your real-event composition. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your composition to publish it.

Sample Revised Draft

At the School Fair

Last October I ran the ring-toss booth at the school fair. On the day of the school fair, the cafeteria was decorated with red-and-white streamers. The room was crowded with parents, teachers, and students. Everyone was having fun. There were booths with games and food. People were laughing and shouting as lively dance music came from the loudspeakers. The smells of popcorn and cookies and cakes from the bake sale table filled the air. Many of my students came to the ring-toss booth. They threw rings at the empty bottles and tried to win a prize. Each winner chose from the box of prizes. I was so proud of all my students. The school fair was an event I will never forget because it was so much fun.



- Remind the students that you will read the real-event composition through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time that I read my story? [*You will check to see that the first word of each sentence and all the names are capitalized.*]

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the story? [*You will check to see that each sentence has a period at the end or a question mark if it is a question.*]



- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your story and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my story that don't sound right? Have I made any grammar errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their real-event compositions four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their real-event compositions, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Ratings column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the Editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.



- Use **Random Reporter**, and award an additional team cooperation point to teams whose members can share an example of how their partners helped them complete the task of editing and improving their writing. Have each student identify an item that his or her partner edited, explain why it is an error, and what editing mark the partner used to mark it.

Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

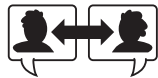
Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the real-event compositions that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 5

Day 10 Publish

OBJECTIVE: The students will publish their real-event compositions by reading them from the Author’s Chair.



Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The man jumped into the car

- Remind the students that a sentence ends with a punctuation mark. This sentence needs a period at the end. Use **Think-Pair-Share** to ask:

What could you add to improve this sentence? *[The students will probably suggest adding adjectives or adverbs so the sentence will make a better mind movie.]*

- Use **Random Reporter** to share responses. An example of an improved sentence follows.

The young man jumped quickly into the silver car.

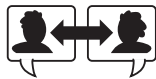
Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that when they help everyone to complete assignments, it means that all team members are prepared to share their work with the class. Their super teamwork will show through in the quality of their team’s writing.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our real-event compositions by reading them from the Author's Chair.

- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed ideas for topics.]*

What did you do next? *[We chose topics for our real-event compositions; we made a web of sensory details we could include and wrote a topic sentence.]*

What task did you complete next? *[We wrote a draft using the web.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete after sharing? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Remind the students that publishing is the final step in this process. Remind the students that they will publish their paragraphs by taking turns reading them from the Author's Chair.

Teamwork

Timing Goal: 15 minutes

- Explain that each team member will carefully rewrite his or her composition as the final polished copy, making the noted corrections from the revised draft. Remind them to use their best handwriting so others can easily read their work.
- Allow the students time to rewrite final copies of their compositions. As the students work, monitor their progress, and assist when needed.



- Have the students practice fluently reading their writing to themselves.
- Use **Random Reporter** and have the students take turns reading their writing to the class from the Author's Chair. Remind the students that over the next several days all the students will have their turn in the Author's Chair.
- After each reading, invite volunteers to comment specifically on what they liked about the writing, what was especially interesting, or what the author did to create a mind movie for the reader.

Reflection

Timing Goal: 5 minutes



- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how they helped their teammates complete tasks and publish their work.
- Remind the students to check off publishing on their team score sheets.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Team.

Unit 5 | Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our ideas. We want the reader to be able to understand them. That is why it is important to organize our ideas before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that today they will write in their journals.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. What is your favorite time of day? Why?
2. Tell about a time when you felt afraid.
3. If you had a million dollars, what would you do with it?
4. Imagine that there is a village where no one has ever seen a movie. Describe to the villagers what it is like to go to the movies.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.



about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals, and reward the students who meet them with Inkwell tokens. After the writing challenge, when the class is setting goals, the Inkwell tokens will be counted to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you choose a topic quickly? If so, what made it easy to choose?

Did you find yourself adding sensory details as you wrote?

Are you finding it easier to write about your ideas?

- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings. Suggest that the students jot down any questions or topics they thought of that they might explore during the next journal writing day.
- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Share the Record of Unit Scores and the Writing Challenge Score Sheet with your colleagues at the next meeting and discuss setting individual and class goals. You may wish to preview the *Teacher Learning Community Guide* for meeting 6 and note your comments and questions.


 Unit 5

Blackline Masters

(also found on CD accompanying volume 1)

Informing About a Real Event Through Sensory Details

Tell About a Real Event

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A Real Event

Baseball Practice

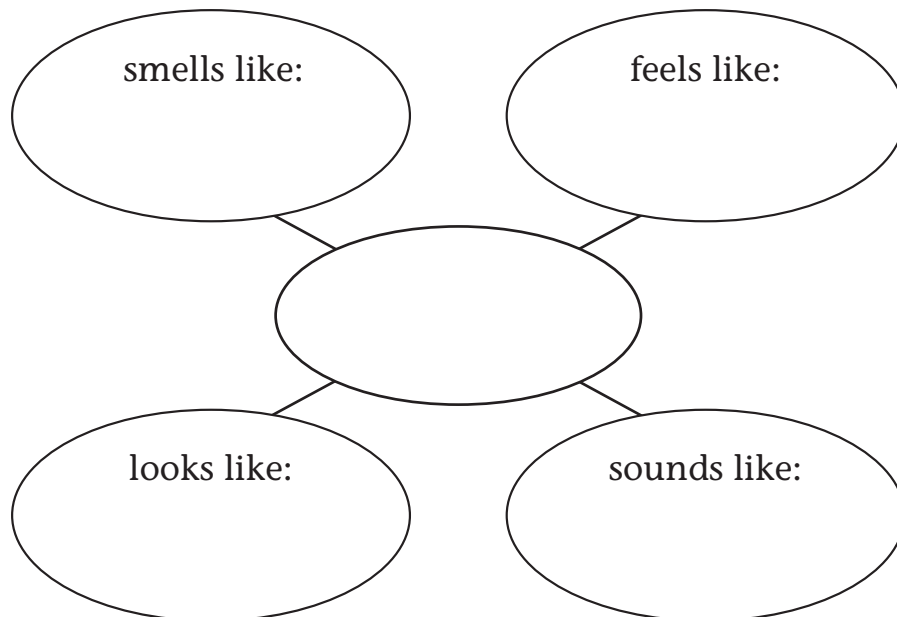
Samantha's Account

While we were playing baseball, it started to rain really hard. We all ran for cover. The coach decided to cancel baseball practice.

Yolanda's Account

As I stood on the baseball diamond, dark clouds covered the sun. I felt a sudden gust of wind that blew the paper cups off the cooler. There was a loud rumble of thunder, and then a white-hot zig-zag of lightning crackled in the sky. Cold raindrops pelted me. I felt them hitting faster and faster. Coach yelled, "Everyone to the field house. Practice is cancelled!"

Sample Sensory Details Web



Unit 5 | Teamwork

Mind Movie

1. Visiting the zoo
2. Playing a game at the park
3. Walking home in the rain
4. Going to the movies
5. Getting a haircut
6. Shopping at the grocery store

Unit 5 | Quick Check

Mind Movie

1. Visiting the zoo
2. Playing a game at the park
3. Walking home in the rain
4. Going to the movies
5. Getting a haircut
6. Shopping at the grocery store

Writing Prompt

Think of a real event, something you watched or took part in. Inform the audience about this event. Tell what happened. Also inform them about the sights, sounds, smells, and feelings of the people who were there. These details will help your audience make a mind movie of the event.

When to Capitalize

Capitalize:

- the word *I*.
- the first word of a sentence.
- proper nouns—names of people and places.
- a person's title when it comes in front of the name—Mrs., Mr., Doctor, President.
- days of the week.
- months of the year.
- names of holidays.
- titles—books, songs, movies.
- names of languages, races, and nationalities.

Capitalization Sentences

1. ronnie flew to kansas to visit aunt mary.
2. erin asked dr. reynolds to look at the cut on her finger.
3. pete wants to see the yankees play in new york.

Team Practice

1. last summer my family went to florida.
2. uncle harry is my favorite uncle because he plays basketball with me.
3. The title of the book is charlie and the chocolate factory.
4. dr. harris has been my doctor since i was a baby.
5. on the first monday in august we are going to the beach.

Team Mastery

1. france is a beautiful country.
2. mr. and mrs. brown live on webster avenue.
3. mary williams is my favorite singer.
4. i want to join the team called blue thunder.
5. on wednesday my family is going to a restaurant called bamboo house.

Team Practice 2

1. george's birthday is on april 10.
2. martha and i are trying to learn how to speak spanish.
3. Next july, my family will visit the state of virginia.
4. "bring me that spoon," said mr. west.
5. aunt sheila named her new baby roy.

Team Mastery 2

1. on monday, ben went to the ball game.
2. cesar rode his bicycle to felix's house.
3. next christmas we are getting a huge tree.
4. i live in the town of gatewood.
5. "Give me a call in august," said dr. daniel.

Quick Check

1. On halloween, i called aunt sue.
2. jan lives in italy.
3. The red light on wilson street is broken.
4. kyle went to see the movie lion king.
5. mrs. peters is going to arizona.

Quick Check 2

1. last week i got a new puppy and named her muffin.
2. we celebrate labor day in september.
3. This saturday we are going to see the harry potter movie.
4. mr. and mrs. king live near boston street.
5. the winter months are cold in alaska.

Tell About a Real Event

Name: _____ Date: _____
 Partner: _____ Unit: 5

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the topic a real event?				
Are details included?				
Do the details stick to the topic?				

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the composition begin with a topic sentence?				
Are the events in the order that they happened?				
Does the composition end with a wrap-up sentence?				

Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the composition include details to describe the sights, sounds, smells, and feelings?				
Does the composition include details to help the reader make a clear mind movie?				

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score

Contractions

not = n't

will = 'll

have = 've

is = 's

are = 're

will + not = won't

Team Practice

1. Jose can not find his sneakers. _____
2. I am leaving for practice in a minute. _____
3. You are going to be late. _____
4. Troy and Tray are not related. _____
5. We will clean the classroom today. _____

Team Mastery

1. He is tired from running up the stairs. _____
2. You are the best player on our kickball team. _____
3. She is excited about the trip. _____
4. Ron does not want to eat his dinner. _____
5. The horses are not in the field. _____

Team Practice 2

1. You are the first person in line. _____
2. The man would not take off his coat. _____
3. It is Lisa's fault that we are late. _____
4. I will carry tray of brownies to the table. _____
5. Brandi can not stand to hear that screeching noise. _____

Team Mastery 2

1. I am taller than my sister. _____
2. We would like to see you soon. _____
3. Taylor asked me, "What is the boy's name?" _____
4. You should not talk so loudly in the classroom. _____
5. We have not gotten any mail today. _____

Quick Check

1. There is a treat on the table. _____
2. Please do not put onions on my burger. _____
3. He will be in charge of the money. _____
4. If you are lost, you can look at a map. _____
5. The dogs are not allowed in the store. _____

Quick Check 2

1. She is revising her story. _____
2. The toaster will not work anymore. _____
3. Do not listen to that silly cartoon guy. _____
4. We will meet you at the hotdog stand. _____
5. It is time to turn off the light now. _____



Unit 6 Tell the Facts

Writing Project:

Write a News Story

Overview

The Author's Opportunity

The students will write a news story about a real event. They will include 5 Ws information, details to help their readers make a mind movie, and stick to the facts. The students will then publish their articles in team newspapers.

Unit Summary

In this unit, the students are reporters and write news stories about school or local happenings. Writing to inform requires a perspective on audience and a purpose that is different from personal narrative. If you are sharing information, rather than entertaining or describing, your goal is to get information across in the clearest way possible. Any details and descriptive information should support that goal.

The craft lesson prepares the students to identify the kinds of information to include in a news article (what, where, when, who, and why). As practiced in the craft lesson, the students create 5 Ws charts to plan their writing. They draft their articles and use the revision guide to rate their partners' drafts for ideas, organization, and style. The characters in the video demonstrate how partners use the news story revision guide to give feedback. Is it about a real event? Does it include all the information (5 Ws)? Does it stick to the facts? After revising, the students edit their articles and their partners' articles using the Mechanics section of the revision guide. The students complete the activity by publishing authentic-looking team newspapers.

Language Mechanics

When writing their news stories, the students will either report on an event that has already happened or give information about one that will happen in the future. The first language-mechanics lesson in this unit, on Day 5, focuses on verb tense. The students change the verbs in sentences to show the action happening in the past, present,

or future. The second language-mechanics lesson, on Day 8, offers instruction in changing the tense of irregular verbs such as *run* and *ran*, or *dig* and *dug*.

Cooperative Learning

Help and encourage others is the team cooperation goal in this unit. By giving and getting helpful feedback from their teams, the students will begin to understand the benefits of helping and encouraging one another to improve their writing. At the end of each day during Reflection, the students share examples of how their partners and teammates have helped and encouraged them as they brainstormed ideas, planned, drafted, revised, and edited their news articles.

Writing Process Objectives

- The students will brainstorm ideas for news stories about a real event with their partners.
- The students will plan their news articles using a 5 Ws chart to record information about what, where, when, who, and why.
- The students will use their plans to draft clear and organized articles about real events that include the 5 Ws and stick to the facts.
- The students will use the revision guide to rate their partners' drafts.
- The students will use proofreading marks to edit their compositions.
- The students will publish their articles in a team newspaper.

Unit 5 Sequence

Day 1: **Craft Lesson** | The 5 Ws

Day 2: **Brainstorm** | News Story

Day 3: **Plan** | News Story

Day 4: **Draft** | News Story

Day 5: **Language-Mechanics Lesson** | Verbs to Show Time

Video Support: "Verbs to Show Time"

Day 6: **Share and Respond** | News Story

Video Support: "News Story"

Day 7: **Revise** | News Story

Day 8: **Language-Mechanics Lesson** | Irregular Verbs

Video Support: "Irregular Verbs"

Day 9: **Edit** | News Story

Day 10: **Publish** | News Story

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Chart paper
- An actual newspaper
- News Articles page transparency (See Day 1.)
- News Story Revision Guide transparency

For each student:

- Student Edition
- Test Edition
- Portfolio folder
- News Story Revision Guide (student edition)
- Scissors (Day 10)
- Notebook paper (Day 10)

For each team:

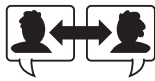
- Writing Wings Team Score Sheet
- Large (at least 11" × 17") pieces of newsprint or chart paper (See Day 10.)
- Black marker (See Day 10.)
- Glue or glue sticks (See Day 10.)
- Front page of an actual newspaper (See Day 10.)
- Have chart paper available.
- Continue to display the team cooperation goals.
- Display a copy of the Editing Marks chart.
- Copy the writing prompt on the board or on chart paper.
NOTE: Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.
- Have a television and a DVD player available to show the following video segments in this lesson:
 - “Verbs to Show Time” (running time 5:55) on Day 5
 - “News Story” (running time 7:52) on Day 6
 - “Irregular Verbs” (running time 7:16) on Day 8

Unit 6

Day 1 Craft Lesson

OBJECTIVE: The students will identify the kinds of information to include in a news article (what, where, when, who, and why).

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



Think-Pair-Share

Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Explain to the students that one of the most important aspects of working as a team is making sure that all members assist and encourage one another to do the best work they possibly can. Tell the students that you will award team cooperation points to teams whose members help and encourage one another. Tell them that you will ask teams to give an example of something that their team members did to help and encourage them during teamwork.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Help and encourage others**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day's agenda.

TODAY'S FOCUS: Important ideas or information.

TODAY'S GOALS:

1. We will read some news articles and ask the 5 W questions (what, where, when, who, and why).
 2. We will add what is missing so the articles include all the important information.
- Point out today's focus. Remind the students that as writers they tell about ideas and information. As readers they want to understand the ideas they read. Tell them that today they will discuss what ideas or important information should be in a news story. Read the focus and goals for the day aloud.



Instruction

- Tell the students to imagine that they are sending out invitations to a party. Ask them what kind of information should be included on the invitation. *[Possible answers: where the party will be, why the party is being given, when to come to the party, who is giving the party, what kind of party it is.]*
- As the students give their answers, write the words *what, when, where, who, and why* on the board. If necessary, prompt the students about the kind of information to write on the invitation until they give these answers.
- Referring to the words that you listed, explain to the students that we call these words the 5 Ws. Underline the initial letter in *what, when, where, who* and *why*. Use **Think-Pair-Share** to ask:

What would happen if you sent out an invitation that left out some of this information? For example, suppose the invitation included where the party was to be held, but did not include when? [If you left out when, people wouldn't know the date or time of the party, so they wouldn't show up.]

- Explain to the students that when you write to provide news and information, you must be sure to include all the information the reader needs to know. Point out that news writers ask themselves the 5 Ws to make sure that they include all the important information.
- Display News Story 1 on the transparency. Point out that this is an article in a school newspaper telling about an event that is going to happen. Read the article aloud.

News Story 1

Puppet Club Meeting

The Puppet Club will hold its first meeting in the library after school on Friday, February 4. The meeting is open to anyone interested in joining the club. Club members will make puppets and perform puppet plays for kindergarten and first grade classes.

- Model asking the 5 W questions and writing information on a graphic organizer.

To find out if this news story includes all the information the reader needs to know, I will ask the 5 W questions. First, I will ask what: what event is the news story talking about? What is going to happen?

I think the event is a first meeting. The word *meeting* is also in the title and that is a clue. I'll write *first meeting* next to *what* on a graphic organizer.

The next 5 Ws question is when: when is this meeting? The news story does include this information. It says that the meeting is after school Friday, February 4. I'll write this next to *when*.

The next 5 Ws question is where. The news story tells me that the meeting will be held in the library. I'll write that next to *where*.

Who is this news story about? I think it is about the Puppet Club. I'll write *Puppet Club* next to *who*.

The last 5 Ws question is why. Does the news story tell me why the club is meeting? Hmm. I think this information is at the end of the paragraph. It says that the club members will meet "to make puppets and perform puppet plays." I'll write that after *why*.

5 Ws Information Reader Needs to Know

What: first meeting

When: after school Friday, February 4

Where: in the library

Who: Puppet Club

Why: to make puppets and perform puppet plays

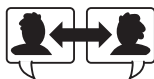
- Point out that this article includes all 5 Ws, so it has all the information readers need to know.
- Display News Story 2, and read it aloud.

News Story 2

A Win for the Blazers

The Blazer basketball team won its second game of the season. The Blazer fans cheered as the team scored 22 points to beat the Royals. Fans hope that this year the team will have an undefeated season.

- Create another 5 Ws chart on the board or chart paper. Explain that the chart will help the students decide if any 5 Ws information is missing in News Story 2. Use **Think-Pair-Share** to ask each of the 5 Ws questions about the information in the paragraph. Record the student responses on the 5 Ws chart.



Does this news story contain all of the important information? Can we answer all the 5 W questions? [No.]

What information would the writer need to add to answer all the 5 W questions? [The writer would need to add when and where the game was played.]

- Remind the students that news writers use the 5 Ws to make sure that they include all the information the reader needs to know.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that now they will read some news stories and give feedback. They will decide whether any 5 Ws information is missing. Refer the students to the **Team Practice** section. Read the following Team Practice news story aloud:

Team Practice

Student Chefs Get Tasty Rewards

Mr. Parker is offering a cooking class for student chefs. The students meet in the school cafeteria kitchen. They learn to make dishes such as tomato and cheese roll ups and fruit kabobs. The student chefs say learning to make these dishes is fun, and eating them is a tasty reward.

- Have the students write the 5 Ws in the chart like the one you created for News Stories 1 and 2, and identify information in the article that answers each of the 5 W questions. Tell them to talk about what information is missing. As readers, why is this important information? Allow time for the teams to complete Team Practice.
- Use **Random Reporter** to review the students' work. The students should note that the article does not answer the question when. If the students have difficulty identifying information to answer why in the article, guide them to understand that "to learn to make dishes" answers the why question.
- Give feedback to reinforce the idea that an informative news article answers all the 5 W questions.

For Team Practice, the students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



Random Reporter

For Team Mastery, the students work individually and then share their responses with their teammates. If the students struggle with the Team Mastery activity, review the skill, and then have them try again with the Team Mastery 2 passage.



For Quick Check, the students work individually for a teacher score. If 25% of the students score below 80, review the skill, and then have them try again with the Quick Check 2 passage.

Team Mastery

- Have the students look at the **Team Mastery** section in their student editions. Read the article aloud. Have the students work individually to write the 5 Ws in the chart and decide which of the 5 Ws are missing. [*When, where, and why.*]

Team Mastery

Super Star Visits

Super star Fred Huber will be visiting to sign autographs. Huber plays center field for the Cardinals and has played in the all-star game three years in a row.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Have the students share their responses using **Random Reporter**. Ask:

Does the information in this very short article answer any of the 5 W questions? If so, which ones? [*The article answers who: Fred Huber; what: will visit; and why: to sign autographs.*]

Was there information missing from this article? What was missing? [*There was no information about when or where Fred Huber would be visiting. The article needs information about the place and time.*]

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. Read the Quick Check article aloud as the students follow along in their student editions.

Quick Check

Welcome Party

A welcome party was held on Saturday. The weather was warm and beautiful. There was an air of excitement. The crowd cheered when he arrived.

- Explain to, or remind, the students, that if their scores are 80 or more, they are ready to use the 5 Ws in their writing. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.

- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Remind the students that a news article needs to include all the information, the important ideas, that the reader needs—the what, when, where, who, and why information.
- Use **Think-Pair-Share** to ask the following questions:

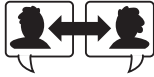
Was it hard to figure out what 5 Ws information was missing in these news articles? *[(Answers will vary.)]*

How did making a 5 Ws chart help you? *[(Answers will vary.)]*

Did asking the 5 Ws questions help you decide on the important ideas? *[(Answers will vary.)]*

Can you give an example of how your partner or teammates helped you today? *[(Answers will vary.)]*

- Praise the students for helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their partners helped and encouraged one another during teamwork.



Answer Keys

Team Practice

What: cooking class
 When: ?
 Where: school cafeteria
 Who: Mr. Parker
 Why: to learn to make dishes

Team Mastery

What: will visit
 When: ?
 Where: ?
 Who: Fred Huber
 Why: to sign autographs

Quick Check

What: Welcome party
 When: Saturday
 Where: ?
 Who: ?
 Why: to welcome

Team Practice 2

What: a play
 When: ?
 Where: ?
 Who: Ms. Reno's class
 Why: so people will see the play

Team Mastery 2

What: Read-a-Thon
 When: January 10
 Where: ?
 Who: third graders
 Why: to read to each other

Quick Check 2

What: art show
 When: October 5
 Where: ?
 Who: student artists
 Why: to view artwork

Craft Lesson Scoring Guide

100 Points	The student demonstrates a strong understanding of the 5 Ws. The paragraph contains all 5 Ws.
90 Points	The student demonstrates a good understanding of the 5 Ws. The paragraph contains four of the 5 Ws.
80 Points	The student demonstrates an understanding of the 5 Ws. The paragraph contains three of the 5 Ws.

If the student does not show an understanding of the 5 Ws, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 6

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their news articles.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Tom and Earl and Jesse and Lisa went to the movies

- Remind the students that a comma can replace the word *and* when it is used to join names or items in a list. To make the sentence better, they can rewrite it omitting the extra *ands* and inserting commas. Point out that a sentence also has punctuation at the end. This sentence needs a period at the end. Demonstrate the use of the appropriate editing marks to fix the sentence.

Author's Chair

- Have a few students take turns reading their Tell About an Experience compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

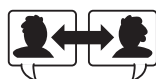
Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates help and encourage one another by brainstorming ideas and giving helpful feedback as they plan their writing. Point out that if their team members share with the class an example of how they have helped and encouraged one another during brainstorming, they can earn an extra team cooperation point.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm real events at school that we could write about.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. A writer might brainstorm a whole list of ideas and then choose the best one. Tell the students that today they will brainstorm ideas with their partners. Read the focus and goal for the day aloud.

Instruction

- Show the students a newspaper, and ask them what kind of reading material you are holding. Confirm that it is a newspaper, one of the things that we read to get information.
- Use **Think-Pair-Share** to have the students identify what they know about newspaper articles, including information about the topic, audience, purpose, and form. (See sample questions.) If necessary, show different sections and parts of the paper and ask the students what each section tells about (world news, comics, weather, sports, cooking, etc.). Explain that some items in newspapers, such as comics and puzzles, are for our enjoyment, rather than for information.

Most newspapers are divided into different sections, or parts, for different kinds of information. Do you know what some of these sections have in them?

What kinds of information do people read about in newspapers? Do you like to read or find out about things in newspapers? Like what?

Suppose a newspaper was written just for the students in this school. What do you think it should have in it? What would you, and other students, most like to read about in a newspaper?

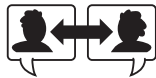
- Point out several different stories in the newspaper; explain that these are called articles. Ask the students if they know what the authors of newspaper articles are called. *[Reporters.]*
- Tell the students that this week they will have a chance to be reporters as they write newspaper articles that they will then publish in team newspapers. Explain that their newspapers will be written to share with others in the school.

This week you will be a reporter. You will each write an article about a real event that happened at school or an event that will happen in the near future. It should be an event that others might like to know about. Then, you'll publish your articles in a team newspaper. You'll come up with names for your newspapers and make them look just like the ones you buy at a newsstand. In fact, we'll set up a newsstand here in the classroom so lots of people will have a chance to read your terrific articles.

- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

You are a reporter for a school newspaper. Think of a real event that happened at school or an event that will happen. Write a newspaper article about this event. Include the 5 Ws information that your readers need to know. Include details that will make your article interesting to your classmates. Remember to stick to the facts.



- Use **Think-Pair-Share** to review what should be included in the newspaper article. Underline the elements in the prompt.

What does a newspaper article need? *[It should be about a real event, it needs to include answers to all the 5 Ws, and it should include interesting details.]*

What do we mean when we say, “stick to the facts”? *[(Accept reasonable responses.) For example, it means tell what really happened and don't make something up. Sticking to the facts is telling the important parts and leaving out lots of details that aren't important.]*

- Point out that since they will be writing about a real event, they will be able to check their facts. Unlike the articles they read in the previous lesson, they will be able to answer each of the 5 W questions.
- Tell the students that they will make decisions about the topics and audiences of their articles just as real reporters do.

Just as real reporters do, you will make decisions about the topic for your article. What event would your readers want to know about? Remember, your classmates will be reading your articles, so decide how to make your articles interesting to them.

- Refer the students to the News Story revision guides in their student booklets. Review the Ideas section of the guide.

The Ideas section of the revision guide can help you and your partner brainstorm ideas for your articles.

- Model thinking about topics and brainstorming with a student partner. Refer to the Ideas section of the revision guide as you brainstorm. Record and discuss possible topics with the student. Ask questions such as:

Is there a real event, something that happened here at school that students and teachers would want to know more about?

Did something happen recently in our classroom that other classes would find interesting? What details would they want to know about?

Do I have enough information to write about this topic? Do I know the answers to the 5 Ws? What would I need to find out?

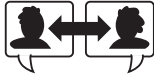
- Model choosing a topic (example: the day a visitor from the nature center brought animals to the classroom).

Looking at my list of events, I think this one would be interesting for readers in other classes. It is a real event that happened here at the school, and there are a lot of interesting details that I could include about the animals. Also, I know the answers to the 5 W questions about this event, so I can include all the important information in the article.

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible topics about which they can write (real events that happened or will happen at school). If you think the students may need some idea starters, have them think about annual school events, assemblies, performances, club activities, and special event days. If they need additional help, make a list of the possible ideas as a class.
- Circulate through the classroom and listen to discussions. Praise partners who help and encourage each other by asking follow-up questions.
- Tell the students to review the events they listed and use the Ideas section of their revision guide to help them choose a topic for their writing.



Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions:

Was it hard to think of several school events you could write about? How many different ideas did you have?

What did your partner do to help you brainstorm ideas?

What helpful questions did your partner ask you?

How did you decide which event you will write about?

- Remind the students of the team cooperation goal that they are working on; **Help and encourage others**. Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners helped each other brainstorm ideas today.

Unit 6

Day 3 Plan

OBJECTIVE: Using a 5 Ws chart, the students will organize their ideas for a news article.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

she ate a sandwich and carrots and crackers and milk for lunch.

- Remind the students that a comma can replace the word *and* when it is used to join items in a list. To make the sentence better, the students can rewrite it, omitting the extra *ands* and inserting commas. Point out that a sentence begins with a capital letter. To make the sentence correct, the students must capitalize the *S* in *she*. Demonstrate the use of the appropriate editing marks to fix the sentence.



Author's Chair

- Have a few students take turns reading their Tell About an Experience compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Point out to the students that teammates help and encourage one another by giving helpful feedback as they plan their writing. Remind the students that teams can earn an additional team cooperation point if they can give an example of how their teammates helped and encouraged one another during teamwork.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize information.

TODAY'S GOALS:

1. We will plan our news stories using a 5 Ws chart.
2. We will share our charts with our partners and get feedback.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. For example, a reporter writing a news story might organize the important information using a 5 Ws chart. Tell the students that today they will plan their news stories by organizing the important information. They will also give their partners helpful feedback by asking 5 W questions. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

Writing Prompt

You are a reporter for a school newspaper. Think of a real event that happened at school or an event that will happen. Write a newspaper article about this event. Include the 5 Ws information that your readers need to know. Include details that will make your article interesting to your classmates. Remember to stick to the facts.

- Point out that the students brainstormed a list of possible topics and chose one event about which to write. Remind them of the event you chose to write about (for example: the day a visitor from the nature center brought animals to the classroom).

- Create a blank 5 Ws chart on the board or on chart paper. Model using the chart to plan your writing. Ask each of the 5 W questions about the event you have chosen, and write the information on the chart. An example follows:

To make sure I include all the important information in my news article, I will start with a 5 Ws chart. That will help me stick to the facts. Then I can add other interesting details that will help readers picture the event.

- Model adding some details. Point out that you will include details that you think will make the news story interesting to your readers.

Event: Visitor from the Nature Center

5 Ws Information Reader Needs to Know

What: Visitor brought wild animals to school
an owl and a snake

When: last Friday

Where: Third-grade classrooms

Who: Mr. James from Hebron Nature Center

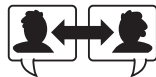
He has worked at the nature center for three years.

Helps kids learn about birds, plants, reptiles, etc.

Why: Showed the students some animals and gave facts
about them

Snake skin is smooth and dry, not slimy.

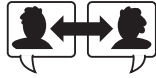
Owls have very keen eyesight and hearing.



- Refer the students to the Ideas section of the revision guide. Point out that asking the questions in this section can help partners decide if a writing plan includes the important ideas. Use **Think-Pair-Share** to ask:

Am I writing about a real event, something that happened or is going to happen? [*Yes, you are writing about Mr. James's visit.*]

Looking at the next question on the revision guide, have I answered all the 5 W questions? [*Yes, the 5 Ws chart shows that you have information to answer each of the questions.*]



Does my plan include interesting details? [*Yes, you included details on the 5 Ws chart about the animals and what they were like.*]

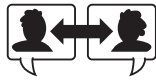
- Refer the students to the Organization section of the revision guide. Use **Think-Pair-Share** to ask:

What graphic organizer are we using to organize ideas for the news article? [*A 5 Ws chart.*]

- If you think your students need additional modeling, select a volunteer to identify his or her topic. Have the volunteer help you make a 5 Ws chart of the event on the board. Ask the 5 W questions as you record the information. Ask questions to solicit details and record them also.

Teamwork

Timing Goal: 10 minutes



- With the help of their partners, have the students discuss their topics and record information on 5 Ws charts. Remind the students of the team cooperation goal they are working on: **Help and encourage others**. Use **Think-Pair-Share** to ask:

How can you help and encourage your partner during planning? [*Ask good questions about the 5 Ws. Ask questions to help my partner think of interesting details.*]

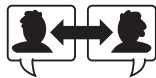
- Have the students use the 5 Ws charts they created to record the information they will include in their news stories. Hold conferences with the students to provide support as needed.
- Have partners share their written plans. Display the transparency of the revision guide for this unit. Tell partners to refer to the revision guide to help them give each other feedback and make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process. Use **Think-Pair-Share** to ask:

Are you happy with your plan? Did the 5 Ws chart help you organize your ideas? [*Answers will vary.*]





Have you started thinking about the topic sentence for your news story? Should the topic sentence include 5 Ws information or should it be about details? *[The topic sentence should include the 5 Ws information.]*

- Praise the students for helping and encouraging one another. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how partners helped and encouraged each other during planning.

Unit 6

Day 4 Draft

OBJECTIVE: The students will draft their news article using the information on their 5 Ws charts.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to find and correct the errors. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Chaz forgot to pick up his shoes and socks and hat and jacket from the floor

- Remind the students that a comma can replace the word *and* when it is used to join items in a list. To make the sentence better, they can rewrite it omitting the extra *ands* and inserting commas. Point out that the sentence also needs punctuation at the end. Demonstrate the use of the appropriate editing marks to fix the sentence.



Author's Chair

- Have a few students take turns reading their Tell About an Experience compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates help and encourage one another by giving helpful feedback as they draft their writing. Point out that if their team members share with the class an example of how they have helped and encouraged one another during drafting, they can earn an extra team cooperation point.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan to draft**.

TODAY'S GOALS:

1. We will use the information on our 5 Ws chart to draft a news story.
 2. We will give our partners feedback on their topic sentences.
- Point out today's focus. Remind the students that they have organized information about a real event on a 5 Ws chart and included interesting details. As reporters, it is time to use that organized information to begin writing their news stories. Tell the students that today they will draft their news stories by beginning with a topic sentence. They will also give their partners helpful feedback about their topic sentences. Read the focus and goals for the day aloud.

Instruction

- Review the writing prompt with the class.

Writing Prompt

You are a reporter for a school newspaper. Think of a real event that happened at school or an event that will happen. Write a newspaper article about this event. Include the 5 Ws information that your readers need to know. Include details that will make your article interesting to your classmates. Remember to stick to the facts.

- Have the students individually review the 5 Ws charts that they created for their news stories.
- Remind the students that they will publish their articles in a team newspaper that their classmates will read. They will want to include all the information their readers will need to know, plus interesting details about the event.
- Display the 5 Ws chart you made on the previous day.

Event: Visitor from the Nature Center**5 Ws** Information Reader Needs to Know

What: Visitor brought wild animals to school
an owl and a snake

When: last Friday

Where: Third-grade classrooms

Who: Mr. James from Hebron Nature Center

He has worked at the nature center for three years.

Helps kids learn about birds, plants, reptiles, etc.

Why: Showed the students some animals and gave facts

about them

Snake skin is smooth and dry, not slimy.

Owls have very keen eyesight and hearing.

- Model using the 5 Ws chart to draft a news article on an overhead transparency or on chart paper. Point out that you are skipping lines and adding more thoughts and details as you write. Explain your thinking as you draft the article. For example:

I'm ready to write my newspaper article. I will use my plan—my 5 Ws chart—to remind me to include all the important information about the event. As I write, I'll add the details that I think will be interesting to my readers. I'll skip lines, too, so I can go back and add more ideas or change things if I want to.

First, I will write a topic sentence. I know the topic sentence should tell readers what they will be reading about. It should include the important information. I'll start with the "what" information from my 5 Ws chart. [Write, "A visitor brought wild animals to school."] Well, maybe I can add the "when" information to this first sentence. [Add "Last Friday" to the beginning of the first sentence.] "Last Friday a visitor brought wild animals to school." That is a good beginning. But what about the "who" information? I think I will take out the word *visitor* and tell who the visitor was. [Delete *visitor* and add "Mr. James from Hebron Nature Center."]

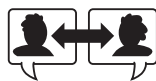
So now I have what, when, and who information. Now I will tell the where and why information. *[Write the next sentence from the information on the chart: Mr. James visited third-grade classrooms, showed the animals to the students, and gave facts about them.]*

What details can I add from my 5 Ws chart? I think I will tell the facts about the animals. *[Write, "Snake's skin is smooth and dry, not slimy. Owls have very keen eyesight and hearing."]* **Hmm. I think I need to add something to connect the animal facts to the event I'm talking about. These are facts the third-graders learned, so I think I will add that.** *[Add, "The students learned that."]*

- Continue drafting from the chart and adding details. It is important for the students to hear what is going on in your mind as you consider each addition and whether the sequence of your sentences makes sense. Include some Careless Caroline-type errors that you will correct during editing on Day 9.

Sample First Draft

Last Friday, Mr. James from the Hebron Nature Center brought some wild animals to school. The animal were an owl and a snake. Mr. James visited thrd grade classrooms, showed the animals to the students, and gave facts about them. The students learn that snake skin is smooth and dry, not slimy. They also learned that owls have very keen eyesight and hearing. Mr. James has worked at the nature center for three years. he helps kids learn about birds, reptiles, and other wildlife I liked the way Mr. James talked to us about the animals.



- When you have completed the draft, refer to the writing prompt. Use **Think-Pair-Share** to ask:

Have I included the 5 Ws information in my draft?

[As the students identify this information, underline the what, when, where, who, and why in the article.]

Do you think I stuck to the facts in my draft? Is there anything you think is not a fact that I should take out? *[(Accept reasonable responses.) Guide the students to understand that the newspaper article is about a real event and is meant to inform the reader about what really happened.]*

What do you think would be a good title or headline for this article, one that would catch the reader's attention? *[(Accept reasonable responses.) For example, "Visitors from the Nature Center."]*

Teamwork

Timing Goal: 10 minutes

- Refer the students again to the 5 Ws charts that they created. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.
- Have the students read their topic sentences to their partners for feedback. Remind them that a topic sentence tells readers what they will be reading about and includes the most important information.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners helped and encouraged one another during drafting.



Unit 6

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will identify the verb tense in sentences and rewrite the verbs in the past, present, or future tenses.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Using Verbs to Show Time** (1 per student)
 - **Teamwork 2: Using Verbs to Show Time** (as needed)
 - **Quick Check: Using Verbs to Show Time** (1 per student)
 - **Quick Check 2: Using Verbs to Show Time** (as needed)
- Have a television and a DVD player available for the following video segment in this lesson:
 - “Using Verbs to Show Time” (running time 5:55)

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates can help one another by giving helpful feedback on the mechanics of their writing.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will use verbs to show when an action happened—in the past, present, or future.

- Read the focus and goal for the day aloud. Remind the students that the news story that each of them has drafted tells about a real event. Point out that some of the students are reporting on events that have already happened. Others are writing about events that will happen in the future. Tell the students that using the correct verbs in their news stories tells a reader whether the event happened in the past, is happening now, or will happen in the future.

Instruction

- Remind the students that every sentence has a subject (who or what the sentence is about) and a verb (an action). Explain to the students that actions happen at different times, and explain the different tenses.

Actions happen at different times. They can happen in the past, present, or future. If something happens in the past, it may have happened yesterday, last week, a year ago, or just a few minutes ago. If something happens in the present, it is happening now. If something is in the future, it means it has not happened yet, but it will happen soon, or tomorrow, or next year.

- Write the following chart on the board:

past	yesterday
present	now
future	tomorrow

- Explain that when the students write, they want to use action words that tell when something happened.
- Introduce the video segment. Tell the students that Verbena, Maude, and Nounghelo will explain how to change verbs to show when something happened.
- Show “Using Verbs to Show Time” (running time 5:55).
- Facilitate a discussion of the video. Write the words *stacks*, *stacked*, and *will stack* on the board. Use **Think-Pair-Share** to ask the following questions:

Which of these words from the video is in the present tense? How do you know? [*The word stacks is in the present tense because it has an s on the end.*]

How did Verbena change a verb to show that something happened in the past? [*She added -ed to the end.*]

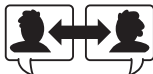
What did Verbena do to the verb to show that something is going to happen in the future? [*She added the word will before the verb.*]

- Write the following sentence on the board:

Mark jumps up and down.



Show DVD segment





- Use a **Think Aloud** to model changing the verb from present tense to past tense by changing the ending of the verb from an *s* to an *-ed*.

The sentence is, “Mark jumps up and down.” What is the action word in this sentence? I think the verb, or action word, is *jumps*. I’ll underline that word. The word *jumps* tells me that this action is happening right now, in the present. But what if I want to show that this action already happened? I am going to add the word *yesterday* to the beginning of the sentence. “Yesterday, Mark jumps up and down.” That doesn’t sound right. I need to change the verb. I know that adding *-ed* to the verb will show that the action already happened. I will change it to *jumped*.

The new sentence is: “Yesterday, Mark jumped up and down.” That sounds better. Write this sentence next to the original one.

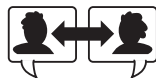
- Explain that when they want to change a verb to future tense, they may need to add the word *will*.

Now I want to change the sentence to make it something that will happen in the future. I will add the word *tomorrow* to the beginning of the sentence: “Tomorrow, Mark jumped up and down.” That does not sound right. I will change the verb to *jump*, and I will add the word *will*.

The new sentence is: “Tomorrow Mark will jump up and down.” That sounds much better. (*Write this sentence on the board.*)

- Write the following sentence on the board:

Shawna snaps her fingers.



- Have partners identify the verb in the sentence. Underline the verb. Use **Think-Pair-Share** to ask:

What is the tense of this verb that I have underlined? Is the action in the past, the present, or the future? [It is happening now. The verb is present tense.]

How would I rewrite this sentence if I wanted to show that it happened in the past? [You could add -ed to the verb. For example, Shawna snapped her fingers.]

- Rewrite the sentence on the board in the past tense.

How would I rewrite this sentence if I wanted to show that it will happen in the future? [You could add will before the verb. For example, *Shawna will snap her fingers.*]

- Rewrite the sentence on the board in the future tense.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Using Verbs to Show Time** page. Ask the students to look at the **Team Practice** section. Explain that the sentences in this section have verbs that show action happening in the past, the present, or the future. Explain that for the three sentences:
 - 1) One teammate will read the sentence aloud.
 - 2) As a team, they will decide which word is the verb in the sentence and underline it.
 - 3) They will decide as a team whether the action in the sentence is happening now, in the past, or will happen in the future.
 - 4) The students will individually rewrite the sentence in a different tense.
- Allow time for the teams to complete Team Practice. Then have them read and compare their rewritten sentences with their teammates and identify which tense they used.
- Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

Team Mastery

- Refer the students to the **Teamwork 1: Using Verbs to Show Time** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will work on their own to identify the verb, the tense of the verb, and then rewrite the sentence in a different tense. Then they will compare their rewritten sentences with their teammates and identify which tense they used.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.



Quick Check

- Distribute the **Quick Check: Using Verbs to Show Time** page. Explain that the students will do the same thing in Quick Check that they did in Team Practice and in Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentences.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

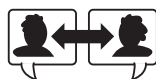
- Point out that the students have been writing sentences and using verbs to show when something happened. Remind the students that one of the 5 Ws that they have included in their news stories is when.
- Use **Think-Pair-Share** to ask the following:

In your news story, how can you tell a reader when something happened? *[You can use words like yesterday or next week. You can use the right verb to show when it happened.]*

- Point out that using the correct verbs in their news stories tells a reader whether the event happened in the past, is happening now, or will happen in the future.
- Allow the students some time to review their news stories and check the verbs.

Look at the verbs in your news story. Do the verbs show when something happened? If not, how can you change them to show when something happened?

- Praise the students for team cooperation and helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how they helped and encouraged one another.



If students do not score at least 40 on the Quick Check, follow up with additional instruction, and use Team Practice 2 and Quick Check 2.

Answer Keys: Using Verbs to Show Time

Team Practice

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Joe <u>will talk</u> about his pet.	Now Past <u>Future</u>	1. <i>Joe talks about his pet. (present) or Joe talked about his pet. (past)</i>
2. School <u>closed</u> because of snow.	Now <u>Past</u> Future	2. <i>School will close because of snow. (future) or School closes because of snow. (present)</i>
3. He <u>ends</u> the show with a song.	<u>Now</u> Past Future	3. <i>He will end the show with a song. (future) or He ended the show with a song. (past)</i>

Team Mastery

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Tess <u>will raise</u> money for the trip.	Now Past <u>Future</u>	1. <i>Tess raised money for the trip. (past) or Tess raises money for the trip. (present)</i>
2. He <u>shows</u> the class maps and pictures.	<u>Now</u> Past Future	2. <i>He showed the class maps and pictures. (past) or He will show the class maps and pictures. (future)</i>
3. Nadia <u>kicked</u> the ball into the goal.	Now <u>Past</u> Future	3. <i>Nadia kicks the ball into the goal. (present) or Nadia will kick the ball into the goal. (future)</i>

Quick Check

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Steve <u>mows</u> his lawn.	<u>Now</u> Past Future	1. <i>Steve mowed his lawn. (past) or Steve will mow his lawn. (future)</i>
2. Mr. Yates <u>will return</u> from his trip to New York.	Now Past <u>Future</u>	2. <i>Mr. Yates returned from his trip to New York. (past) or Mr. Yates returns from his trip to New York. (present)</i>
3. The class <u>learned</u> to juggle.	Now <u>Past</u> Future	3. <i>The class learns to juggle. (present) or The class will learn to juggle. (future)</i>
4. Brad <u>walked</u> his dog by the river.	Now <u>Past</u> Future	4. <i>Brad walks his dog by the river. (present) or Brad will walk his dog by the river. (future)</i>
5. Jen <u>plays</u> music on a piano.	<u>Now</u> Past Future	5. <i>Jen played music on a piano. (past) or Jen will play music on a piano. (future)</i>

Team Practice 2

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. She <u>will paint</u> my bedroom.	Now Past <u>Future</u>	1. <i>She painted my bedroom. (past) or She paints my bedroom. (present)</i>
2. Jay <u>joins</u> them at the pool	<u>Now</u> Past Future	2. <i>Jay joined them at the pool. (past) or Jay will join them at the pool. (future)</i>
3. The class <u>cleaned</u> the mud off the slide.	Now <u>Past</u> Future	3. <i>The class cleans the mud off the slide. (present) or The class will clean the mud off the slide. (future)</i>

Team Mastery 2

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Hal <u>looked</u> under the bed.	Now <u>Past</u> Future	1. <i>Hal looks under the bed. (present) or Hal will look under the bed. (future)</i>
2. Peni <u>watches</u> the basketball game.	<u>Now</u> Past Future	2. <i>Peni watched the basketball game. (past) or Peni will watch the basketball game. (future)</i>
3. The team <u>will cook</u> the meal.	Now Past <u>Future</u>	3. <i>The team cooked the meal. (past) or The team cooks the meal. (present)</i>

Quick Check 2

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Brandi <u>fixes</u> her hair.	<u>Now</u> Past Future	1. <i>Brandi fixed her hair. (past) or Brandi will fix her hair. (future)</i>
2. The class <u>learned</u> French words.	Now <u>Past</u> Future	2. <i>The class will learn French words. (future) or The class learns French words. (present)</i>
3. Our team <u>hikes</u> up the hill.	<u>Now</u> Past Future	3. <i>Our team hiked up the hill. (past) or Our team will hike up the hill. (future)</i>
4. The game <u>starts</u> on time.	<u>Now</u> Past Future	4. <i>The game started on time. (past) or The game will start on time. (future)</i>
5. The teacher <u>will ask</u> us questions.	Now Past <u>Future</u>	5. <i>The teacher asks us questions. (present) or The teacher asked us questions. (past)</i>

Unit 6

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will give feedback using the revision guide.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

the 5 Ws are what, when, where, who, and why.

- Remind the students that a sentence begins with a capital letter. To make the sentence correct, they must capitalize the *T* in *The*. Point out that a comma can replace the word *and* when it is used to join items in a list. To make the sentence better, the students can rewrite it, omitting the extra *ands* and inserting commas. Demonstrate the use of the appropriate editing marks to fix the sentence.

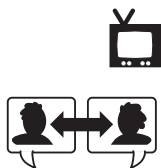
Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that one way teammates help and encourage one another is by offering helpful feedback on their partners' draft. Point out that they can help their partners improve their drafts by using the writer's guide and asking good questions. Remind them that if their team members share with the class an example of how they have helped and encouraged each other, they can earn an extra team cooperation point.

Throughout the lesson, award team cooperation points to teams whose members help and encourage each other. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will listen to our partner's draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today's focus. Remind the students that they have completed several steps in writing their news stories. They have brainstormed ideas with their partners. They have used a 5 Ws chart to organize their ideas. And they have used their plans to write first drafts of their news stories. Tell them that today they will share their drafts with their partners and record that feedback on their drafts. Read the focus and goals for the day aloud.

Instruction

- Introduce the video. Tell the students that they will see how the Write-on Dudes help their partners by giving feedback on their news articles.
- Show "News Story" (running time 7:52).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What real event did Ricardo write about? [*He wrote about a clean-up-the-lake day at Lake Omigosh.*]

After Ricardo read his draft, what was the first thing that Tasha did? [*She summed up the main idea of the news story. Then she said what she liked about it.*]

What did she do next? [*She went through the items in the revision guide and asked Ricardo the 5 W questions. She also suggested that he stick to the facts.*]

Do you think Tasha helped Ricardo improve his article? If so, explain how she helped him. [*The students will probably agree that she helped him include the important information and details by asking the 5 W questions. She used the revision guide to help him improve his news story.*]

- Point out that Tasha did a good job of using the revision guide to help Ricardo with his news story.
- Display the transparency of the news story revision guide. Review the Ideas, Organization, and Style sections. Model using the guide to give feedback.

REVISION GUIDE		News Story		
Name:	_____	Date:	_____	
Partner:	_____	Unit:	6	
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the article about a real event?				
Does it include information about the 5 Ws?				
Does it include interesting details?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?				
Is the important information first followed by the details?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the article stick to the facts?				

- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the article and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the guide. First, comment on one feature from the guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the guide.

Listening to the student's draft of the news story, are the events in order? Does the important 5 Ws information come first followed by details?

- Point out on the transparency where the writer would note the rating of ✓ or + for those specific features under the first draft column.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations. Point out on the transparency where the writer would note the rating of ? for those specific features. Suggest how the student might note on his or her draft the revisions that can be

made to improve the news story. For example, if important 5 Ws information is missing, the student can note “add what and why” on the draft.

Teamwork

Timing Goal: 10 minutes

- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their drafts.
- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students’ skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas/tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal they are working on: **Help and encourage others**. Praise the students for giving helpful feedback to their partners.
- Use **Think-Pair-Share** to ask the following questions:
 - Did reading your draft out loud help you decide what you might want to change?
 - What did your partner do to help you improve your news story?
- Using **Random Reporter**, award an additional point to teams whose members can give an example of helpful feedback that they received from their partners.



Unit 6

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their news stories. Using the revision guide, they will give one another feedback on the revised drafts.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Ray and dan and ty and I read our stories.

- Remind the students that a name begins with a capital letter. To make the sentence correct, they must capitalize the names *Dan* and *Ty*. Point out that a comma can replace the word *and* when it is used to join items in a list. To make the sentence better, they can rewrite it omitting the extra *ands* and inserting commas. Demonstrate the use of the appropriate editing marks to fix the sentence.



Author's Chair

- Have a few students take turns reading their Tell About an Experience compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students about the team cooperation goal: **Help and encourage others.** Remind the students that one way teammates help and encourage one another is by offering helpful feedback on their partner's draft. Point out that they can help their partners improve their drafts by using the revision guide and asking good

Throughout the lesson, award team cooperation points to teams whose members help and encourage each other. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

questions. Point out that teams whose members can give an example of how their teammates helped and encouraged them during revising will earn an extra team cooperation point.

- Post and present the day's agenda.

TODAY'S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts of a news article.
2. We will listen to our partner's revised draft and use the questions on the revision guide to give feedback.

- Point out today's focus. Remind the students that they have completed several steps in writing their news stories. They have brainstormed ideas with their partners. They have used a 5 Ws chart to organize their ideas. And they have used their plans to write first drafts of their news stories and shared them with their partners. Tell them that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the draft of your news article and the transparency of the news story revision guide marked with ratings and notes as if you had received partner feedback. Review the feedback you received on your draft.

Sample Revised Draft

Visitors from the Nature Center

Last Friday, Mr. James from the Hebron Nature Center brought some wild animals to school. The animals were an owl and a snake. Mr. James visited thrd grade classrooms, show the animals to the students, and gave facts about them. The students learned that snake skin is smooth and dry, not slimy. They also learned that owls have very keen eyesight and hearing. Mr. James has worked at the nature center for three years. he helps kids learn about birds, reptiles, and other wildlife I liked the way Mr. James talked to us about the animals.

REVISION GUIDE		News Story		
Name: _____		Date: _____		
Partner: _____		Unit: <u>6</u>		
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the article about a real event?	+			
Does it include information about the 5 Ws?	✓			
Does it include interesting details?	✓			
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?	✓			
Is the important information first followed by the details?	✓			
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the article stick to the facts?	? <small>Last sentence not a fact</small>			

- Model how you would use the feedback on the revision guide to revise your article. For example, point out the question mark next to the question, “Does the article stick to the facts?” under the Style section. Point out that the note you made refers to the last sentence in your article.

When I shared my article with my partner, my partner used the revision guide to ask me questions and give me feedback. He said that my last sentence was not a fact, so I put a question mark and added a note about it on my revision guide. Now I am going to look at that sentence and revise my draft.

- Read the last sentence of the draft.

I think my partner was right. This last sentence tells how I felt about something and is not a fact. A news article sticks to the facts. I will revise the article by taking out the sentence. It does not belong in the news article.

- Read the revised article aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate's composition?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

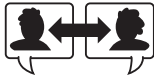
Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss with your teams what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Praise the students for giving one another helpful feedback. Using **Random Reporter**, award an additional point to teams whose members can share an example of a teammate's helpful feedback.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.



Unit 6

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will identify irregular verbs in sentences and rewrite them in the past tense.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Irregular Verbs** (1 per student)
 - **Teamwork 2: Irregular Verbs** (as needed)
 - **Quick Check: Irregular Verbs** (1 per student)
 - **Quick Check 2: Irregular Verbs** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - **“Irregular Verbs”** (running time 7:16)

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?
- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

in the picnic basket was pie and fruit and sandwiches and drinks.

- Point out that to make this sentence right, it should begin with a capital letter. Point out that a comma can replace the word *and* when it is used to join items in a list. To make the sentence better, they can rewrite it omitting the extra *ands* and inserting commas. Demonstrate the use of the appropriate editing marks to fix the sentence.





Author's Chair

- Have a few students take turns reading their Tell About an Experience compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teammates can help one another by giving helpful feedback on the mechanics of their writing.
- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

We will rewrite verbs so they are in the past tense.

- Read the focus and goal for the day aloud. Remind the students that using the correct verbs in their news stories tells a reader whether the event happened in the past, is happening now, or will happen in the future. Today they will work on changing verbs to the past tense.

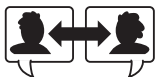
Instruction

- Introduce the video segment. Explain that Maude is changing verbs to the past tense by adding *-ed*, but she is running into some trouble.
- Show "Irregular Verbs" (running time 7:16)
- When the video indicates, pause and allow time for partners to write the past tense of the irregular verbs before resuming the video.
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

What did Verbena explain about changing irregular verbs to the past tense? [*She said you have to change the word instead of add -ed.*]

Verbena also told Maude how to tell if a verb is a regular verb or a rule breaker. What did she say? [*She said to try it out in the sentence and see if it sounds right with an -ed. If it doesn't, it is a rule breaker.*]

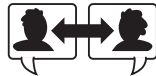
Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.



What are some examples of irregular verbs (rule breakers)? [Examples might include buy, eat, go, grow, drive, etc.]

- On chart paper, begin a list of irregular verbs that the class can add to.
- Remind the students that most of the time when you change a verb to past tense, you add *ed* to the end of the word. Point out that there are some verbs for which adding *-ed* does not work. To change these irregular verbs to past tense, you have to change the word.
- Write the following sentence on the board and read it aloud.

Eric plays in the sand.



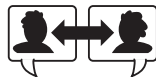
- Use **Think-Pair-Share** to ask:

What is the verb in this sentence? [*Plays.*]

- Point out that the *s* at the end shows that this action is happening now. It is in the present tense.

How would I change this verb to show action happening in the past? [*Add -ed to the end of the verb: played.*]

- Using the sentence on the board, replace the word *plays* with the word *runs*. (Eric runs in the sand.) Ask a student to read the sentence and identify the verb.
- Point out that to change *runs* to the past tense, you would not say *runned*. Explain that because this is an irregular verb, adding *-ed* does not work.
- Have partners discuss how to change this irregular verb to the past tense. [*You have to change the word: ran*]



- Write the word *digs* in the sentence. (Eric digs in the sand.) Use **Think-Pair-Share** to have the students identify the verb and how to change it to the past tense. Point out that it may help to put the word *yesterday* at the beginning of the sentence. (Yesterday, Eric ___ in the sand.)
- Tell the students that in teamwork, they will first identify the verb in each sentence and decide how to change the verb to make it past tense. Remind them that sometimes they will have to add *-ed* to the end of the word if it is a regular verb. Sometimes they will have to change the word if it is an irregular verb. Remind the students that every teammate needs to be able to give a response for each verb.

Suggestion: Begin a chart of Irregular Verbs that the students can add to as they recognize use of irregular verbs in their reading and writing.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

If the students do not score at least 40 on the Quick Check, follow up with additional instruction and use Team Practice 2 and Quick Check 2.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Refer the students to the **Teamwork 1: Irregular Verbs** page. Ask the students to look at the **Team Practice** section. Explain that the students will rewrite the verbs to change them into the past tense. Explain that for each of the sentences:
 - 1) One teammate will read the sentence aloud.
 - 2) As a team, they will decide which word is the verb in the sentence and underline it.
 - 3) They will decide as a team whether the verb is regular and needs an *-ed* to make it past tense, or whether it is an irregular verb and they need to change the word.
 - 4) The students will individually write the verb in the past tense.
- Allow time for the teams to complete Team Practice. Then have them read and compare their past tense verbs with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

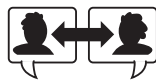
- Refer the students to the **Teamwork 1: Irregular Verbs** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will work on their own to identify the verb, decide if changing it requires adding an *-ed* or changing the word, and then rewrite the verb in the past tense. Then they will compare their rewritten verbs with their teammates' answers.

Quick Check

- Distribute a **Quick Check: Irregular Verbs** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes



- Point out that the students have been changing verbs to show that something happened in the past. Use **Think-Pair-Share** to ask:

Does adding *-ed* to any verb make it past tense? *[No, some verbs are irregular verbs. You have to change the word to make it past tense.]*

How can you tell if you need to change the spelling of a verb to make it past tense? *[You can use words like yesterday at the beginning of the sentence to see if it sounds right. If the verb doesn't sound right with -ed on the end, then it is irregular and you have to change the word.]*

- Allow the students some time to review their news stories and check the verbs.

Look at the verbs in your news story. Are there irregular verbs? If they are past tense, did you spell them correctly?



- Praise the students for their team cooperation Using **Random Reporter**, award an additional point to teams whose members can share an example of how teammates helped and encouraged one another during teamwork.

Answer Keys: Irregular Verbs

Team Practice

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. The show <u>begins</u> at 10.	Add -ed <u>Change spelling</u>	1. <i>began</i>
2. The horse <u>runs</u> away.	Add -ed <u>Change spelling</u>	2. <i>ran</i>
3. He <u>works</u> after school.	<u>Add -ed</u> Change spelling	3. <i>worked</i>

Team Mastery

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. My dog <u>licks</u> his paws.	<u>Add -ed</u> Change spelling	4. <i>licked</i>
2. Lia <u>swims</u> at the pool.	Add -ed <u>Change spelling</u>	5. <i>swam</i>
3. Mika <u>tells</u> them her name.	Add -ed <u>Change spelling</u>	4. <i>told</i>

Quick Check

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. The jets <u>fly</u> past my house.	Add -ed <u>Change spelling</u>	1. <i>flew</i>
2. Charlie <u>sees</u> the space center.	Add -ed <u>Change spelling</u>	2. <i>saw</i>
3. Shawna <u>invites</u> them to her party.	<u>Add -ed</u> Change spelling	3. <i>invited</i>
4. Ray <u>talks</u> to his team about the score.	<u>Add -ed</u> Change spelling	4. <i>talked</i>
5. Ben <u>makes</u> a batch of cupcakes.	Add -ed <u>Change spelling</u>	5. <i>made</i>

Team Practice 2

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. Brian <u>washes</u> the dishes.	<u>Add -ed</u> Change spelling	1. <i>washed</i>
2. The class <u>runs</u> around the playground.	Add -ed <u>Change spelling</u>	2. <i>ran</i>
3. Jen <u>calls</u> her friend on the phone.	<u>Add -ed</u> Change spelling	3. <i>called</i>

Team Mastery 2

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. George <u>goes</u> to the kitchen.	Add -ed <u>Change spelling</u>	1. <i>went</i>
2. The phone <u>rings</u> loudly.	Add -ed <u>Change spelling</u>	2. <i>rang</i>
3. Wanda <u>gives</u> her sister a present.	Add -ed <u>Change spelling</u>	3. <i>gave</i>

Quick Check 2

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. Haley <u>brushes</u> her teeth.	<u>Add -ed</u> Change spelling	1. <i>brushed</i>
2. Theo <u>takes</u> a jump shot.	Add -ed <u>Change spelling</u>	2. <i>took</i>
3. The team <u>wins</u> every game.	Add -ed <u>Change spelling</u>	3. <i>won</i>
4. Darian <u>hands</u> the book to his brother.	<u>Add -ed</u> Change spelling	4. <i>handed</i>
5. The man <u>meets</u> the class at the bus.	Add -ed <u>Change spelling</u>	5. <i>met</i>

Unit 6

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their news stories and make corrections.



Two-Minute Edit

- Present a Careless Caroline sentence: Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Jake and Sam and Tina and George were in the school play

- Remind the students that a sentence has punctuation at the end. This sentence needs a period at the end. Point out that a comma can replace the word *and* when it is used to join names in a list. To make the sentence better, they can rewrite it omitting the extra *ands* and inserting commas. Demonstrate the use of the appropriate editing marks to fix the sentence.



Author's Chair

- Have a few students take turns reading their Tell About an Experience compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that one way teammates help and encourage each other is by carefully reading their partner's news story and noting mistakes in spelling, punctuation, capitalization, and grammar. These are called the mechanics of a composition.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our news stories using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas, organization, and style of their news stories. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their news stories before publishing them. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process. Point out that the students just edited Careless Caroline’s sentence.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my article have correct capitalization?				
Does my article have correct punctuation?				
Does my article have correct spelling?				
Does my article have correct grammar?				
Do the verbs show when something happened?				

- Display the revised draft of your news story. Reread the draft and demonstrate marking your spelling, punctuation, or grammar errors. Select a few editing marks to model (you will not use them all in one lesson) from those shown. Copy those you select on the board, and explain them before you begin to model how to use them. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your article to publish it.

Sample Revised Draft**Visitors from the Nature Center**

Last Friday, Mr. James from the Hebron Nature Center brought some wild animals to school. The animals were an owl and a snake. Mr. James visited thrd grade classrooms, show the animals to the students, and gave facts about them. The students learned that snake skin is smooth and dry, not slimy. They also learned that owls have very keen eyesight and hearing. Mr. James has worked at the nature center for three years. he helps kids learn about birds, reptiles, and other wildlife I liked the way Mr. James talked to us about the animals.



- Remind the students that you will be reading the news story through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following question:

What will I check for the first time that I read my news story? *[You will check to see that the first word of each sentence is capitalized, and that all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the news story? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your news story and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my news story that don't sound right? Have I made any grammatical errors?

- Make the corrections suggested by the students or model discovering them yourself. For example, in the sample revised draft, the verb *show* should be in the past tense: *showed*. Mark the errors with editing marks.



Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their news stories four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their news stories, have them exchange stories and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Rating column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members share an example of how their partners helped and encouraged them edit their articles. Have them identify an item their partner edited on their work, explain why it is an error, and what editing mark the partner used to mark it.



Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the articles that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 6

Day 10 Publish

OBJECTIVE: The students will publish their news stories in a team newspaper.



Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the helpful and encouraging behavior that you observe.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The gym was decorated with balloons and streamers and signs and colored lights

- Remind the students that there is a punctuation mark at the end of a sentence. To make the sentence correct, there should be a period at the end. Point out that a comma can replace the word *and* when it is used to join items in a list. To make the sentence better, they can rewrite it omitting the extra *ands* and inserting commas. Demonstrate the use of the appropriate proofreading marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Praise the students for helping and encouraging one another as they worked on their newspaper articles. Point out that their super teamwork will show in the quality of their team newspapers.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our news articles in a team newspaper.



- Point out today's focus. Remind the students that they have completed several steps in the writing process. They have brainstormed ideas and planned their articles; they have written first drafts and shared them; and they have listened to their partner's feedback and revised the articles. They have edited their articles, and now are ready to make the corrections and publish them. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed ideas for topics.]*

What did you do next? *[We chose topics for our articles and made 5 Ws charts to make sure we included all the important information and interesting details.]*

What task did you complete next? *[We wrote a draft using the information and details on the 5 Ws chart.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete after that? *[We revised our writing.]*

What was the next task? *[We edited our writing and then our partners edited it.]*

- Tell the students that they are now ready to publish their articles in team newspapers. Explain that after the newspapers are published, they will be displayed in the classroom so everyone will have a chance to read them. Explain that after they have read them, they will put their newspapers in the library so other students can read them as well.
- Distribute materials to each team (large pieces of newsprint or chart paper; glue or glue stick; black marker; front-page section of actual newspaper; and for each student, notebook paper and scissors).
- Refer the students to the Publishing a Newspaper transparency, and read through the directions.

Publishing a Newspaper

1. Decide what to name the newspaper. You might want to include your team name in your newspaper name.

(Here are some examples of real newspaper names: the *Washington Post*, the *Chicago Tribune*, the *Boston Globe*, the *New York Times*.)

2. Use the black marker and write the name of the team newspaper in large letters at the top of the page. Write the date. Draw a line to separate the name and date from the rest of the newspaper.
3. Each team member folds a piece of notebook paper in half lengthwise to make columns. Copy your articles on the columns. Remember to write your name under the title of your article.
4. Use scissors to cut any extra space from around your articles. Arrange the articles in columns on the team newspaper sheet and then glue them.
5. Use another large piece of paper if your newspaper needs a second page. Number the pages of your newspaper.

- Have the students use the samples of newspaper sections as models for their newspapers. Hold up a sample and point out the name of the newspaper, the date, and the line that separates the name from the articles. Point out that the articles are arranged in columns.
- Demonstrate folding a piece of notebook paper lengthwise to create a column. Explain that each team member will carefully rewrite the news story on the folded paper as the final, polished copy, making the noted corrections from their revised drafts. Remind them to use their best handwriting so others can easily read their news stories.
- Tell the students that once they have made the final copies of their news stories, they will cut them out, arrange them on the newspaper page, and glue them to make a team newspaper.

Teamwork

Timing Goal: 15 minutes

- Allow the students time to rewrite final copies of their news stories and publish their newspapers. As the students work, monitor their progress and assist when needed.



Reflection

Timing Goal: 5 minutes

- Remind the students to check off publishing on their team score sheets.
- Celebrate by having volunteers share their newspaper articles with the class.
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how their teammates helped and encouraged them during publishing.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.
- Dedicate a space in your classroom to represent a newsstand to display team newspapers. Make sure all the students have an opportunity to read all the newspapers. Once the papers have been shared in class, place them in the library for others to enjoy.

Unit 6

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, sometimes ideas come easily and sometimes we have to think hard about what to write. But once we get started, telling our ideas in an interesting way is what makes writing fun. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. What is your favorite place? Explain what it is like and why it is your favorite place.
2. Make up a story about a magic wand and what it can do.
3. What if you could make a rule at school. What would it be? Why do you think this would be a good rule?
4. Pretend it is your birthday. What is the best birthday gift you can imagine?

- Explain that the students may write about one of these topics or another of their choosing.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.



to write about, you will want to make some notes about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of them individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals and reward the students who meet them with Inkwell tokens. After the writing challenge when the class is setting goals, the Inkwell tokens will be counted to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you brainstorm and plan before writing or did you just plunge in?

Was it easy to write about your ideas?

Did writing about your ideas help you think of more ideas?

- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings.
- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build their confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Share two or three of the most frequent mechanics issues you find in your student's work with your colleagues at the next meeting. You may wish to preview the video segment and *Teacher Learning Community Guide* for meeting 7 and note your comments and questions.


 Unit 6

Blackline Masters

(also found on CD accompanying volume 1)

Tell the Facts

Write a News Story

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News Story 1

Puppet Club Meeting

The Puppet Club will hold its first meeting in the library after school on Friday, February 4. The meeting is open to anyone interested in joining the club. Club members will make puppets and perform puppet plays for kindergarten and first grade classes.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

News Story 2

A Win for the Blazers

The Blazer basketball team won its second game of the season. The Blazer fans cheered as the team scored 22 points to beat the Royals. Fans hope that this year the team will have an undefeated season.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Team Practice

Student Chefs Get Tasty Rewards

Mr. Parker is offering a cooking class for student chefs. The students meet in the school cafeteria kitchen. They learn to make dishes such as tomato and cheese roll ups and fruit kabobs. The student chefs say learning to make these dishes is fun, and eating them is a tasty reward.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Team Mastery

Super Star Visits

Super star Fred Huber will be visiting to sign autographs. Huber plays center field for the Cardinals and has played in the all-star game three years in a row.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Team Practice 2

Treasure Island

Ms. Reno's class is putting on a play about pirates and hidden treasure. The name of the play is Treasure Island. Tickets to the play are on sale in the school office.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Team Mastery 2

Read-a-Thon Is a Success

On January 10 the third graders had a Read-a-Thon. Everyone was invited to come with their favorite books and read to each other. Posters made by the third graders about their favorite books were displayed on the walls.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Quick Check

Welcome Party

A welcome party was held on Saturday. The weather was warm and beautiful. There was an air of excitement. The crowd cheered when he arrived.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Quick Check 2

School Art Show

The school art show began on October 5. Paintings, drawings, and sculptures were on view. Student artists were on hand to answer questions about their work. Mr. Raymond's class served snacks and drinks like pretzels and lemonade.

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

5 Ws Chart

5 Ws Information Reader Needs to Know

What: _____

When: _____

Where: _____

Who: _____

Why: _____

Writing Prompt

You are a reporter for a school newspaper. Think of a real event that happened at school or an event that will happen. Write a newspaper article about this event. Include the 5 Ws information that your readers need to know. Include details that will make your article interesting to your classmates. Remember to stick to the facts.

Unit 6 | Teamwork 1

Using Verbs to Show Time

Team Practice

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Joe will talk about his pet.	Past Now Future	1. _____ _____ _____
2. School closed because of snow.	Past Now Future	2. _____ _____ _____
3. He ends the show with a song.	Past Now Future	3. _____ _____ _____

Unit 6 | Teamwork 1

Using Verbs to Show Time

Team Mastery

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Tess will raise money for the trip.	Past Now Future	1. _____ _____ _____
2. He shows the class maps and pictures.	Past Now Future	2. _____ _____ _____
3. Nadia kicked the ball into the goal.	Past Now Future	3. _____ _____ _____

Unit 6 | Teamwork 2

Using Verbs to Show Time

Team Practice 2

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. She will paint my bedroom.	Past Now Future	1. _____ _____ _____
2. Jay joins them at the pool	Past Now Future	2. _____ _____ _____
3. The class cleaned the mud off the slide.	Past Now Future	3. _____ _____ _____

Unit 6 | Teamwork 2

Using Verbs to Show Time

Team Mastery 2

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Hal looked under the bed.	Past Now Future	1. _____ _____ _____
2. Peni watches the basketball game.	Past Now Future	2. _____ _____ _____
3. The team will cook the meal.	Past Now Future	3. _____ _____ _____

Quick Check

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Steve mows his lawn.	Past Now Future	1. _____ _____ _____
2. Mr. Yates will return from his trip to New York.	Past Now Future	2. _____ _____ _____
3. The class learned to juggle.	Past Now Future	3. _____ _____ _____
4. Brad walked his dog by the river.	Past Now Future	4. _____ _____ _____
5. Jen plays music on a piano.	Past Now Future	5. _____ _____ _____

Quick Check 2

Underline the verb.	Underline the tense.	Rewrite the sentence in a different tense.
1. Brandi fixes her hair.	Past Now Future	1. _____ _____ _____
2. The class learned French words.	Past Now Future	2. _____ _____ _____
3. Our team hikes up the hill.	Past Now Future	3. _____ _____ _____
4. The game starts on time.	Past Now Future	4. _____ _____ _____
5. The team will cook the meal.	Past Now Future	5. _____ _____ _____

Name: _____ Date: _____
 Partner: _____ Unit: 6

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the article about a real event?				
Does it include information about the 5 Ws?				
Does it include interesting details?				

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?				
Is the important information first followed by the details?				

Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the article stick to the facts?				

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my article have correct capitalization?				
Does my article have correct punctuation?				
Does my article have correct spelling?				
Does my article have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score	
----------------------------	--

Unit 6 | Teamwork 1

Irregular Verbs

Team Practice

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. The show begins at 10.	Add -ed Change spelling	1. _____
2. The horse runs away.	Add -ed Change spelling	2. _____
3. He works after school.	Add -ed Change spelling	3. _____

Team Mastery

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. My dog licks his paws.	Add -ed Change spelling	1. _____
2. Lia swims at the pool.	Add -ed Change spelling	2. _____
3. Mika tells them her name.	Add -ed Change spelling	3. _____

Unit 6 | Teamwork 2

Irregular Verbs

Team Practice 2

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. Brian washes the dishes	Add -ed Change spelling	1. _____
2. The class runs around the playground.	Add -ed Change spelling	2. _____
3. Jen calls her friend on the phone.	Add -ed Change spelling	3. _____

Team Mastery 2

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. George goes to the kitchen.	Add -ed Change spelling	1. _____
2. The phone rings loudly.	Add -ed Change spelling	2. _____
3. Wanda gives her sister a present.	Add -ed Change spelling	3. _____

Unit 6 | Quick Check

Irregular Verbs

Quick Check

Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. The jets fly past my house.	Add -ed Change spelling	1. _____
2. Charlie sees the space center.	Add -ed Change spelling	2. _____
3. Shawna invites them to her party.	Add -ed Change spelling	3. _____
4. Ray talks to his team about the score.	Add -ed Change spelling	4. _____
5. Ben makes a batch of cupcakes.	Add -ed Change spelling	5. _____

Unit 6 | Quick Check 2

Irregular Verbs

Quick Check 2

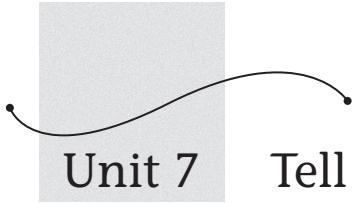
Underline the verb.	Add -ed (regular) Change Spelling (irregular)	Rewrite the verb in the past tense.
1. Haley brushes her teeth.	Add -ed Change spelling	1. _____
2. Theo takes a jump shot.	Add -ed Change spelling	2. _____
3. The team wins every game.	Add -ed Change spelling	3. _____
4. Darian hands the book to his brother.	Add -ed Change spelling	4. _____
5. The man meets the class at the bus.	Add -ed Change spelling	5. _____

Publishing a Newspaper

1. Decide what to name the newspaper. You might want to include your team name in your newspaper name.

(Here are some examples of real newspaper names: the *Washington Post*, the *Chicago Tribune*, the *Boston Globe*, and the *New York Times*.)

2. Use the black marker, and write the name of the team newspaper in large letters at the top of the page. Write the date. Draw a line to separate the name and date from the rest of the newspaper.
3. Each team member folds a piece of notebook paper in half lengthwise to make columns. Copy your articles on the columns. Remember to write your name under the title of your article.
4. Use scissors to cut any extra space from around your articles. Arrange the articles in columns on the team newspaper sheet, and then glue them.
5. Use another large piece of paper if your newspaper needs a second page. Number the pages of your newspaper.



Unit 7

Tell Main Ideas Supported by Facts

Writing Project:

Write an Informative Essay About a Favorite Animal

Overview

The Author's Opportunity

The students will write an informative essay about a favorite animal. Each paragraph will include a topic sentence, followed by supporting sentences with details. The students will publish their essays in a class book, *Our Favorite Animals*.

Unit Summary

In this unit, the students write a multiparagraph informative essay about a topic with which they are familiar. Instruction in the craft lesson focuses on the distinction between a main idea sentence (topic sentence) in a paragraph and the sentences with details that support the main idea. The students practice identifying topic sentences and supporting sentences. Then they add supporting sentences to build paragraphs. In the writing lesson, the students plan their writing using a web. In the first video, Ms. Inkwel demonstrates how to create a web with topic, subtopics, and details. The student characters show how partners can give helpful feedback while planning their essays. In the second video, the characters draft their essays using the webs that they have created. Flash has a case of writer's block ("I can't think what to write! My brain is frozen!"), but with the help of his partner, Mona, he remembers to start with the topic and use his web.

The students draft their essays and use the revision guide to rate their partners' drafts for ideas, organization, and style. After revising, the students edit their essays and their partners' essays using the Mechanics section of the revision guide. The students complete the activity by publishing their essays in an *Our Favorite Animals* book.

Language Mechanics

The first language-mechanics lesson in this unit offers instruction and practice in rewriting passages with run-on sentences. The students improve a passage and make it less confusing by breaking up long sentences and adding clarifying details where they are necessary.

In the second language-mechanics lesson, the students learn to recognize choppy sentences and to add connecting words such as *because, after, if, or before* to combine ideas in a single sentence.

Cooperative Learning

Explain your ideas/tell why is the team cooperation goal in this unit. The students work on sharing their ideas with their teams and giving reasons for their thinking. By communicating their ideas clearly and explaining them, the students prepare every team member to present the content of team discussion or a team response to the class.

Writing Process Objectives

- The students will brainstorm ideas for their writing with their partners.
- The students will plan their informative essays using a web to record topics, subtopics, and details.
- The students will use their plans to draft clear and organized essays with paragraphs that begin with topic sentences followed by supporting details.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their compositions.
- The students will publish their compositions in a class book, *Our Favorite Animals*.

Unit 7 Sequence

Day 1: **Craft Lesson** | Topic Sentences and Supporting Details

Day 2: **Brainstorm** | Informative Essay

Day 3: **Plan** | Informative Essay

Video Support: "Using a Web to Plan"

Day 4: **Draft** | Informative Essay

Video Support: "Drafting from a Web"

Day 5: **Language-Mechanics Lesson** | Fixing Run-On Sentences

Video Support: "Fixing Run-On Sentences"

Day 6: **Share and Respond** | Informative Essay

Day 7: **Revise** | Informative Essay

Day 8: **Language-Mechanics Lesson** | Connecting Ideas

Video Support: "Connecting Ideas"

Day 9: **Edit** | Informative Essay

Day 10: **Publish** | Informative Essay

Day 11: **Writing Journal**

Unit Preparation

Select a book-publishing option from the list in the appendix, and assemble materials.

You will need the following materials:

For the teacher:

- Chart paper
- Topic Sentences transparency (See Day 1.)
- Hummingbird Essay transparency (See Day 2.)
- Ms. Inkwell’s Web transparency
- Flash’s Web transparency

For each student:

- Team Practice and Team Mastery handouts (See blackline masters at the end of this unit.)
- Quick Checks (See blackline masters at the end of this unit.)
- Informative Essay Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

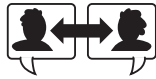
For each team:

- Writing Wings Team Score Sheet
- Continue to display the team cooperation goals: Practice active listening; everyone participates; help and encourage others; complete tasks; explain your ideas/tell why.
- Display a copy of the Editing Marks chart.
- Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.
- Have a number of informative books or magazines about various animals available for students to get ideas and information.
- Have a television and a DVD player available to show the following video segments in this lesson:
 - “Using a Web to Plan” (running time 6:18) on Day 3
 - “Drafting from a Web ” (running time 7:12) on Day 4
 - “Fixing Run-On Sentences” (running time 5:08) on Day 5
 - “Connecting Ideas” (running time 4:36) on Day 8

Unit 7

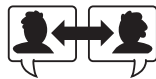
Day 1 Craft Lesson

OBJECTIVE: The students will identify topic sentences and supporting sentences. Then they will add supporting sentences to build paragraphs.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

When we say “explain an idea,” what does that mean?

[(Accept reasonable responses.) For example, explain an idea means tell your reasons, tell why you think that.]

How might explaining your idea help your partner or team? *[Explaining helps your partner or teammates understand your idea better.]*

- Point out that good writers explain their ideas. They tell why so others can understand their thinking. Explaining ideas also helps everyone on a writing team to understand one another.
- Model explaining an idea. For example, tell the students that you think a particular book is the best book you have ever read. To explain your idea you tell why you think it is the best book.
- Tell the students that you will award team cooperation points to teams whose members explain their ideas and tell why. Tell them that you will ask teams to give an example of something that their team members explained during team discussion.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it, as well as the team cooperation goal: **Explain your ideas/tell why**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day’s agenda.

TODAY’S FOCUS: Ideas

TODAY’S GOAL:

We will identify the topic sentence and add details to support it.

- Point out today’s focus. Remind the students that a writer wants a reader to be able to picture the scene. Details that tell about the sights, sounds, smells, and mood of a real event will help readers make a mind movie of the event. Read the focus and goal for the day aloud.

Instruction

- Write the following sentence on the board, and read it aloud to the students.

There are fun things to do at school.

- Use **Think-Pair-Share** to ask:

What do you like to do at school?

- Write some of their ideas in sentences under the first sentence on the board.

There are fun things to do at school.

Our class plays on the playground at recess.

We paint posters in art class.

Sometimes we play basketball in the gym.

- Point out that the first sentence is a main idea or topic sentence. The sentences below it give examples of some of the fun things to do at school. These sentences support or give details about the main idea. Remind the students that when we write paragraphs, we start with a topic sentence that tells the reader the main idea. Then we add sentences that tell about the details.
- Display the Topic Sentences transparency, revealing only Sample 1. Read the sentences aloud.

Sample 1

Some animals have armor to protect them.

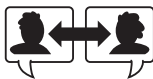
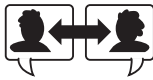
Armadillos have hard plates that cover their bodies.

A turtle has a hard shell.

- Use **Think-Pair-Share** to ask:

How can you tell that the first sentence is the topic sentence? [*The first sentence tells the main idea, so it is the topic sentence.*]

Why wouldn’t “A turtle has a hard shell” be the topic sentence? [*The sentence isn’t the topic sentence because it just gives an example of an animal with armor.*]





Can you think of another example of an animal with armor? [(Accept reasonable responses.) For example, a crab has a shell to protect it.]

- Use the students' examples, and add a sentence or two to Sample 1. Point out that each of the sentences supports the topic sentence with more details. Explain that by adding more sentences to support the topic sentence, the students have been building a paragraph.

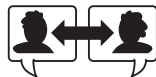
- Tell the students that you want to give this paragraph a title. Explain that you can get an idea for a title by looking at the topic sentence. Underline the words *animals* and *armor* in the topic sentence. Write the title "Animals with Armor" on the sample. Use **Think-Pair-Share** to ask:

Do you think this is a good title? Does it tell you what the paragraph is about? [The students will probably agree that it does.]

- Reveal Sample 2, and read it aloud.

Sample 2

There are many ways to eat apples. One way is to cut them up in wedges. Some people like to eat apple sauce. Apple pie is another tasty way to eat apples.

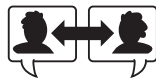


- Use **Think-Pair-Share** to ask:

Which sentence in the paragraph is the topic sentence? [The first sentence is the topic sentence because it tells the main idea.]

- Point out that the other sentences give examples or details about the main idea in the topic sentence.

What title would you give this paragraph? What are all the sentences talking about? [(Accept reasonable responses.) For example, the title might be "Ways to Eat Apples."]



- Write the suggested title on Sample 2. Use **Think-Pair-Share** to ask:

Can you think of other examples of ways to eat apples? [(Accept reasonable responses.) For example, candy apples, apples on cereal, or apple cake.]

- Use the students' examples, and add a sentence or two to Sample 2. Point out again that each of the sentences supports the topic sentence with more details to build a paragraph.

- Display the Topic Sentences transparency, revealing only Sample 3, and read it aloud. Tell the students that Sample 3 is mixed-up. The sentences are not in order, so the students will have to work to find the topic sentence.

Sample 3

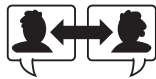
The katydid is an insect that is shaped like a leaf.

It blends in with the leaves on a bush.

The color and shape of insects can help them hide in the grass or bushes.

There is also a bug called a walking stick.

It looks like a twig on a tree.



- Use **Think-Pair-Share** to ask:

Which sentence is the topic sentence? Which sentence tells the main idea of the paragraph? [*The third sentence is the topic sentence: The color and shape of insects can help them hide in the grass or bushes.*]

- Reveal the “How Insects Hide” paragraph. Use **Think-Pair-Share** to ask:

Do the other sentences give examples or details to support this topic sentence? [*Yes. The katydid and the walking stick are examples.*]

The author decided to title the paragraph “How Insects Hide.” Looking at the topic sentence, what other titles would you give this paragraph? [*Accept reasonable responses.*] For example, “Bugs that Hide” or “Insect Shapes.”]

- Have the students work in their teams to think of other sentences they could add to the paragraph. Remind them that these are details or examples that support the topic sentence. Do they know other examples of insects that use their color or shape to hide?
- Use **Random Reporter** to listen to team responses. Write two or three of their sentences on the transparency. Reread the paragraph adding the students’ sentences. Point out that the students have built a paragraph. It has a topic sentence, supporting sentences, and a title that tells what it is about.



Random Reporter

How Insects Hide

Some insects have colors and shapes that help them hide in the grass or bushes. The katydid is an insect that is shaped like a leaf. It blends in with the leaves on a bush. There is also a bug called a walking stick. It looks like a twig on a tree.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that during Teamwork they will continue to work on identifying the topic sentence and adding supporting sentences to build a paragraph.
- Distribute the **Teamwork 1: Topic Sentences and Supporting Details** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud. Explain that the students will work in teams to:
 - identify and underline the topic sentence
 - add two more supporting sentences (sentences with details) to build a paragraph, and
 - write a title for the paragraph.
- Point out that teammates may write different supporting sentences as long as their team agrees that they still support the topic sentence.
- Remind teams of the team cooperation goal that they are working on: **Explain your ideas/tell why.**

Team Practice

Some insects and spiders can bite or sting.

A black widow spider has a poison bite.

Scorpions have stingers on their tails.



For Team Practice, the students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.

- Allow time for the students to complete Team Practice. Use **Random Reporter** to review the students' work. (See box below for possible responses.) Ask:

What is the topic sentence? [*Some insects and spiders can bite or sting.*]

What title did you give the paragraph?

What are some supporting sentences you added to build the paragraph?

Sample Responses

Insects that Bite or Sting

Some insects and spiders can bite or sting. A black widow spider has a poison bite. Scorpions have stingers on their tails. (added sentences) Other insects with stingers are bees and wasps. Mosquitoes bite to get blood.

Team Mastery

- Refer the students to the **Teamwork 1: Topic Sentences and Supporting Details** page and the **Team Mastery** section.
- Explain that they will follow the same directions that they did for Team Practice, but they will work individually and then share their responses with their teammates. Read the sentences aloud. Remind the students that they will underline the topic sentence, add two or more supporting sentences to build a paragraph, and give the paragraph a title.

Team Mastery

The pizza shop serves pizza with different toppings.
Some people like onions and green peppers.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates. Circulate through the teams as the students work. Remind the teams that they are explaining their ideas and telling why.
- Use **Random Reporter** to have teams share their responses.

Which is the topic sentence? [*The first sentence.*]

What supporting sentences did you add? [*(Responses will vary.)*]

Did teammates explain why the details they added supported the topic sentence?

Did you think of more than one title for the paragraph? [*(Responses will vary.)*]

Sample Responses

Pizza Toppings

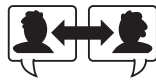
The pizza shop serves pizza with different toppings.
Some people like onions and green peppers. (added sentences) Ground beef is a popular topping. Another spicy topping is pepperoni.

Quick Check

- Distribute the **Quick Check: Topic Sentences and Supporting Details**.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.



For Quick Check, the students work individually for a teacher score. If 25% of the students score below 80, review the skill, and then have them try again with the Quick Check 2 passage.



- Explain to, or remind, the students that if their scores are 80 or more, they are ready to go on to the writing lesson. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check. Read the Quick Check selection list of events aloud as the students follow along.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Remind the students that they have been identifying a topic sentence and then adding sentences that support the topic sentence. Use **Think-Pair-Share** to ask the following questions:
 - Was it hard to think of supporting sentences?** *[(Answers will vary.)]*
 - How did the topic sentence help you figure out a title for the paragraph?** *[(Answers will vary.)]*
 - When you reread the paragraphs, did they make sense?** *[(Answers will vary.)]*
- Praise the students for team cooperation and explaining their ideas. Using **Random Reporter**, award an additional point to teams whose members can tell why explaining ideas is important for a team or give an example of something their teammates explained during teamwork.

Answer Keys

Team Practice

Insects that Bite or Sting

Some insects and spiders can bite or sting. A black widow spider has a poison bite. Scorpions have stingers on their tails.

(examples of added sentences) Other insects with stingers are bees and wasps. Mosquitoes bite to get blood.

Team Mastery

Pizza Toppings

The pizza shop serves pizza with different toppings. Some people like onions and green peppers.

(examples of added sentences) Ground beef is a popular topping. Another spicy topping is pepperoni.

Team Practice 2

Telling the Truth

There are times when telling the truth is hard. For example, when you have made a mistake, it is hard to admit it.

(examples of added sentences) It is also hard to tell the truth when you think it will get you in trouble. Sometimes telling a lie can get you into trouble too.

Team Mastery 2

Making an Ice Cream Sundae

To build an ice cream sundae, you need several ingredients. First, you need scoops of ice cream.

(examples of added sentences) You also need hot fudge to pour over the ice cream. Another ingredient is nuts to sprinkle on top.

Quick Check

Pet Books at the Library

The library has books about different types of pets. Some books have information about dogs and how to train them.

(examples of added sentences) Other books have facts about cats and how to take care of them. There are also books in the library about pet birds like parakeets and canaries.

Quick Check 2

Things to Do Indoors

Even though it is raining, there are things you can do indoors. You can listen to your favorite music.

(examples of added sentences) You can play games with your friends or talk on the phone. You can also read a favorite book.

Craft Lesson Scoring Guide

100 Points	The student has correctly identified the topic sentence and added two supporting sentences and an appropriate title.
90 Points	The student has correctly identified the topic sentence and added one supporting sentence.
80 Points	The student has correctly identified the topic sentence.

If the student does not show an understanding of topic sentence and supporting sentences, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 7

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their informative essays.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

the house wasnt near dr dillon's office.

- Remind the students that a sentence begins with a capital letter. The title and name of a person is also capitalized. Also remind the students that the word *wasnt* is a contraction and needs to have an apostrophe to show that letters were taken out when the two words *was* and *not* were combined. Use the appropriate editing marks to correct the sentence.

Author's Chair

- Have a few students take turns reading their news stories from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

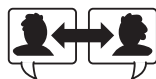
Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that teammates are working on explaining their ideas and telling why. Point out that by explaining your ideas clearly and giving reasons why means that teammates will understand your ideas. If everyone on the team understands your ideas, then all team members are prepared to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their thinking. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm topics for an informative essay.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. Tell the students that today they will brainstorm with their partners and choose a favorite animal they would like to write about. Read the focus and goal for the day aloud.

Instruction

- Show the students a number of informational books about animals. Show pictures and read some headings aloud. Use **Think-Pair-Share** to ask:

What would be a person's reason for reading any of these books? [(Accept reasonable responses.) For example, a person would read them to learn about an animal, or to get information.]

What kind of information would you expect to learn from these books? [(Accept reasonable responses.) For example, I'd expect to learn things about where an animal lives, what it eats, what it looks like, and how it acts.]

- Point out to the students that they probably have a favorite animal—dog, cat, frog, bird, hamster, kangaroo, or dolphin—an animal that they are interested in and have learned something about through reading, watching TV shows, or maybe by having one as a pet. Tell the students that this week they will be writing informative essays about their favorite animals. Then they will publish their essays in a book, *Our Favorite Animals*. The book will be added to the school library so the students throughout the school can learn information about different animals.
- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Think of your favorite animal. What interesting facts do you know about this animal? Write an essay that tells information about your favorite animal. Write at least three paragraphs. For each paragraph, include a topic sentence followed by supporting sentences with details. Try to make your ideas flow. Be sure to end your essay with a wrap-up sentence, and include the title of your essay.



- Use **Think-Pair-Share** to review what should be included in the essay. Underline the elements in the prompt.

What does your essay need? *[It should tell facts, it should have at least three paragraphs, each paragraph needs a topic sentence followed by supporting sentences with details, and it needs to include a title.]*

What do we mean when we say topic sentence? *[(Accept reasonable responses.) For example, it means a sentence that tells the main idea.]*

What are supporting sentences? *[Supporting sentences tell details about the main idea.]*

- Display the Hummingbirds essay transparency. Remind the students that in the previous lessons they looked at the parts of a paragraph and how it is organized. It begins with a topic sentence telling the main idea, followed by supporting sentences. Tell the students that you would like them to take a look at this sample essay to see how it is organized. Read the first paragraph aloud.

Hummingbirds

Hummingbirds are very small, unusual birds. They are only 3 inches long. They have long, thin beaks and tiny wings. Some hummingbirds have feathers that look like jewels because they sparkle.

It is hard to find a hummingbird's nest because it is so small. A hummingbird's nest is the size of a quarter. It is made of tiny pieces of moss that blend in with the tree branch.

The hummingbird gets its name from the sound it makes. When a hummingbird is flying close to you, its wings make a humming sound like a bee. Their tiny wings move so fast they look like a blur.

In summer, you can spot hummingbirds throughout the United States, including Alaska.

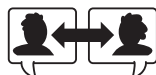


- Use **Think-Pair-Share** to ask:

What is the topic sentence in this first paragraph?

How do you know? *[The first sentence is the topic sentence because it tells what the rest of the paragraph is about. It says that hummingbirds are small and unusual birds. The rest of the sentences support that idea.]*

- Point out that this very first sentence tells the topic of the essay. It tells what animal the essay is about. Each of the supporting sentences in the paragraph talks about the hummingbird's size and appearance.



- Have partners read the second paragraph aloud, identify the topic sentence, and decide if the other sentences support it. Use **Random Reporter** to share responses. Point out that the topic sentence of the second paragraph makes a statement: It is hard to find a hummingbird's nest. The rest of the sentences in the paragraph explain the reasons why it is hard to find a hummingbird's nest.
- Read the third paragraph aloud. Have partners discuss the topic sentence and whether they think the other sentences support it. Use **Random Reporter** to share responses.
- Use **Think-Pair-Share** to ask:

Does this essay have all the elements from the writing prompt? *[Yes, it gives information about an animal. It has three paragraphs that start with topic sentences that are followed by supporting sentences. It ends with a wrap-up sentence. It has a title.]*

- Tell the students that when choosing a topic for their essays, they should try to think of which animal they know the most about.
- Model thinking about topics and brainstorming with a student partner. Record and discuss possible topics with the student. Ask questions such as:

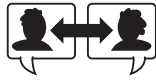
What is your favorite animal? Do you know interesting facts about it?

Do you have enough information to write about this animal? What would you need to find out?

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible topics about which they can write. If you think the students may need some idea starters, have them peruse the animal books you showed them previously.
- Circulate through the classroom and listen to discussions. Praise partners who actively listen and ask follow-up questions.
- Tell the students to review their lists and choose a topic for their writing.



Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions:

Was it hard to think of an animal you could write about?

What did your partner do to help you brainstorm?

If you wanted to find out more information about the animal you chose, where could you look?

- Encourage the students to find out more information about their chosen animals by consulting books, magazines, online sources, or videos.
- Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Using **Random Reporter**, award an additional point to teams whose members tell why explaining ideas is important for a team or give an example of something their partner explained during teamwork.

Unit 7

Day 3 Plan

OBJECTIVE: The students will use a web to plan their compositions.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

“Theyre going too fast!” she said.

- Point out that the word *they’re* is a contraction and needs an apostrophe. Point out that the sentence might be improved by replacing the word *said* with a more vivid verb. Have teams discuss what vivid verb they would use to replace *said*.
- Use **Random Reporter** to share responses. An example of an improved sentence follows:

“They’re going too fast!” she screamed.



Author’s Chair

- Have a few students take turns reading their news stories from the Author’s Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day’s writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas and tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that teams can earn an additional team cooperation point if they can tell why this goal is important for a team.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our essays using a web.
2. We will share our plans with our partners and get feedback.

- Point out today's focus. Remind the students that writers organize their ideas before they write. For example, they can use a web. Tell the students that today they will plan their animal essays. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

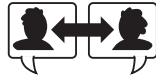
Writing Prompt

Think of your favorite animal. What interesting facts do you know about this animal? Write an essay that tells information about your favorite animal. Write at least three paragraphs. For each paragraph, include a topic sentence followed by supporting sentences with details. Try to make your ideas flow. Be sure to end your essay with a wrap-up sentence and include the title of your essay.

- Point out that the students brainstormed a list of possible topics and chose one animal to write about.
- Introduce the video. Tell the students that the students in Ms. Inkwell's class are planning essays on different topics.
- Show "Using a Web to Plan" (running time 6:18).



Show DVD segment



- Facilitate a discussion about the video. Help the students discern the meanings of topic, subtopic, and details. Use **Think-Pair-Share** to ask all questions.

What did Ms. Inkwell and Flash do to plan their essays? *[They made webs.]*

- Display the “Ms. Inkwell’s Web” transparency.

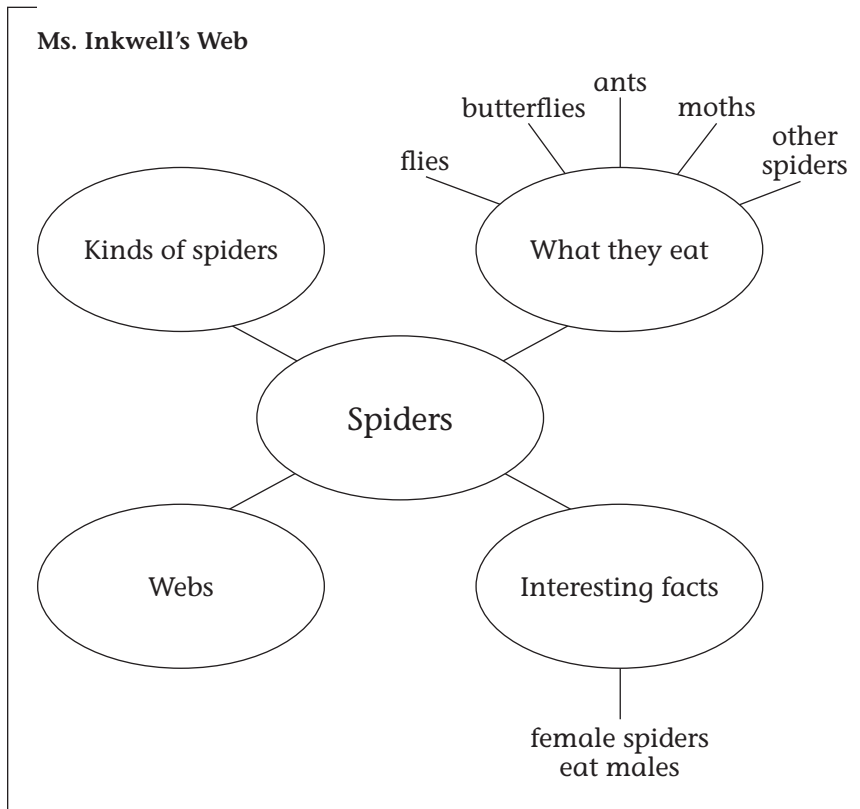
How did Ms. Inkwell begin her web? What did she decide first? *[She decided the topic—spiders—and wrote it in the middle.]*

What was the next thing she added to the web? *[She added subtopics like what spiders eat, what kinds of spiders there are, and spiders’ webs.]*

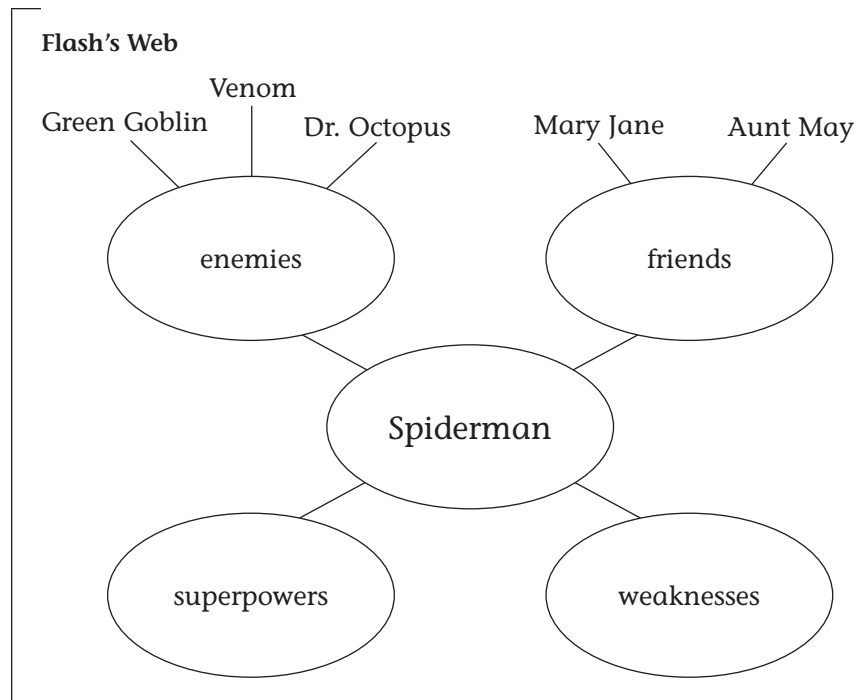
What did she add to the web then? *[She added details to the subtopics, like that spiders eat flies, butterflies, ants, etc.]*

How did Mona help Flash make his web? *[She listened and asked questions. She helped him think of subtopics and what details to add.]*

Did Flash choose a topic he knew a lot about? *[Yes, he knows a lot about Spiderman.]*



- Display the Flash's Web transparency. Have partners identify the topic, subtopics, and details.



- Remind the students that like Ms. Inkwel, they will be writing essays about animals.
- Using a student volunteer's chosen topic, have the volunteer help you create a web on chart paper. Record the student's topic in the center of the web.
- Ask the student volunteer questions to solicit subtopics.
For example:

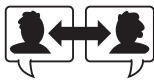
What kinds of information about this animal do you think people would want to know?

What interesting facts have you found out about this animal?

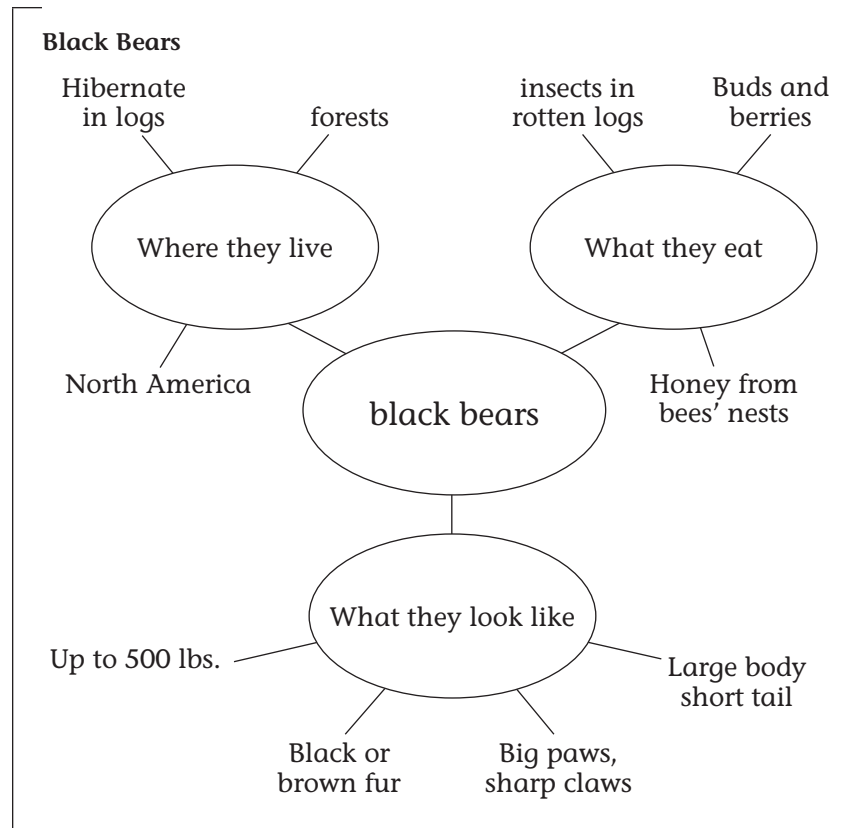
Would you say that those are details under the subtopic: What it eats?

- Use the student's responses to add to the web. Ask questions to solicit details. Point out that sometimes thinking of a detail leads to a subtopic.
- Have teams compare the web to the writing prompt. Use **Think-Pair-Share** to ask:

Does this plan for writing include the elements in the writing prompt? *[The plan includes a topic, three subtopics, and details for each subtopic.]*

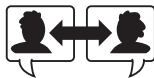


- Point out that each subtopic could be a paragraph in the student's essay.
- If you think your students need additional modeling, choose a topic and write it in the middle of a web. Select another volunteer to help you make a web on the board. Have the student ask questions about the topic, subtopics, and details as you record the information on the web.
- The following is an example of a web about black bears.



Teamwork

Timing Goal: 10 minutes



- Tell the students that with the help of their partners, they will discuss their topics and plan their essays by creating webs. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why.** Use **Think-Pair-Share** to ask:

How can your partner help you plan your essay? [*My partner can listen carefully to my ideas, ask good questions to help me think of subtopics, ask me to explain my ideas, and ask questions to help me think of interesting details to write on my web.*]

- Have the students create their webs with a topic, three subtopics, and details for each subtopic. Hold conferences with the students to provide support as needed.
- Have partners share their written plans. Display the transparency of the revision guide for this unit. Tell partners to refer to the revision guide to help them give each other feedback and make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for working toward the team cooperation goal. Use **Random Reporter**, and award an additional point to teams whose members can tell why explaining ideas is important to a team or can give an example of an idea their partner explained.



Unit 7

Day 4 Draft

OBJECTIVE: The students will draft their essays using their plans.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentence. Use **Random Reporter** to share responses.

“Why werent you afraid of that monster?” jim said.

- Remind the students that *weren't* is a contraction of *were* and *not*. It needs an apostrophe to show where the letter *o* used to be in *not*. *Jim* is a name and should begin with a capital letter. Point out that *said* might be replaced with a more vivid verb.
- Demonstrate the use of the appropriate editing marks to edit the sentence. An example of an improved sentence follows:

“Why weren’t you afraid of that monster?” Jim cried.



Author's Chair

- Have a few students take turns reading their news stories from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas and tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Point out to the students that explaining their ideas clearly, and giving reasons, means teammates will understand their ideas. If everyone on the team understands their ideas, then all team members are prepared to share them with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOALS:

1. We will use our webs to help us draft our animal essays.
2. We will give our partners feedback on their topic sentences.

- Point out today's focus. Remind the students that an informative essay gives information about a topic. They have organized information about a topic into subtopics and details on a web. Tell the students that today they will use the web to begin writing an informative essay. They will also give their partners helpful feedback about their topic sentences. Read the focus and goals for the day aloud.

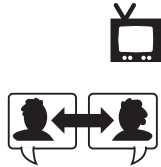
Instruction

- Review the writing prompt with the class.

Writing Prompt

Think of your favorite animal. What interesting facts do you know about this animal? Write an essay that tells information about your favorite animal. Write at least three paragraphs. For each paragraph, include a topic sentence followed by supporting sentences with details. Try to make your ideas flow. Be sure to end your essay with a wrap-up sentence, and include the title of your essay.

- Have the students individually review the webs that they created for their essays.
- Remind the students that they will publish their essays in a *Our Favorite Animals* book that their classmates will read. The book will then be put in the library for all the students in the school to read. They will want to include the kind of information their readers will want to know about their favorite animals, plus interesting details about them.



- Introduce the video segment. Tell the students that before they draft, they will watch Flash and Mona draft their essays. Tell them to pay attention to how Mona helps Flash focus on his web while drafting his essay.
- Show “Drafting from a Web” (running time 7:12).
- Use **Think-Pair-Share** to ask the following questions and debrief the video.

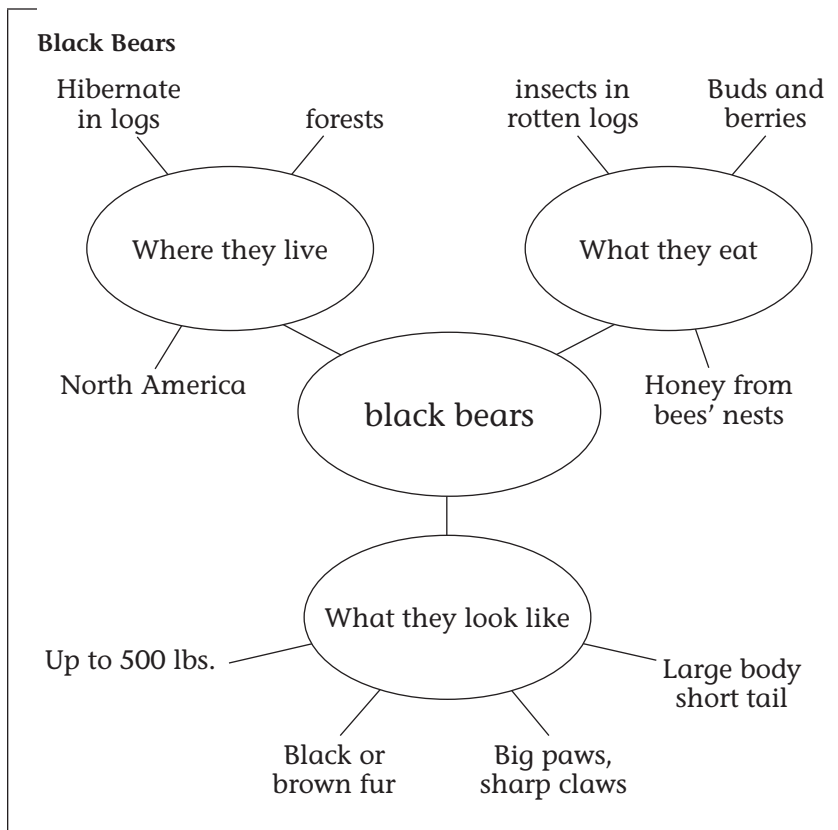
How did Flash begin drafting his essay? What did he need first? *[He needed the first sentence. He began by telling the topic, what his essay was going to be about.]*

What did Mona do to help her partner during drafting? *[She told him to look at his web for ideas. She told him to write down his ideas and not worry about making the draft perfect.]*

How did Flash use his web during drafting? *[He looked at the web and at one subtopic at a time. He wrote about that subtopic and explained in sentences the details from the web.]*

Why would it be smart for Flash to skip lines on his draft? *[If he skips lines, he has room to add things to the draft.]*

- Display the web about black bears from the previous lesson. Model drafting an essay using the web.





- Use a **Think Aloud** to allow your students to hear what is going on in your mind as you draft.

OK, the first thing I need is a beginning sentence. This is the sentence that will tell the reader what my essay is about. I know the topic is black bears. I don't want to just say, "Here is an essay about black bears." How can I make my first sentence more interesting? Hmm. I know. I'll say, "Black bears are really big forest animals." I can always add more to that sentence later.

- Write this sentence on chart paper, skipping lines.

That sentence leads me right to the first subtopic on my web: What they look like. I'll write sentences that explain the details around that subtopic.

- Write "A black bear can weigh up to 500 lbs. They have large bodies and short tails. A black bear's fur is brown or black. They have big paws and long, sharp claws."

I'll reread this and see if I have a topic sentence and supporting sentences following it.

- Read the beginning of the draft aloud, and confirm that you have built a paragraph beginning with a topic sentence that is followed by sentences that support it with details. Point out that you referred to the information on the web to help you as you drafted.
- Continue thinking aloud and drafting the other two paragraphs. Model your thinking as you write topic sentences for each subtopic, and use the details from the web for supporting sentences. Following is a sample draft for the black bears essay:

Black Bears

Black bears are really big forest animals. A black bear can weigh up to 500 lbs. They have large bodies and short tails. A black bear's fur is brown or black. They have big paws and long, sharp claws.

Black bears eat different kinds of food such as plants, berries, and insects. With their sharp claws, they climb trees and eat buds from branches. They also use their strong paws and claws to tear open rotten logs and find insects to eat. Black bears like honey and take it from bees' nests.

Black bears can be found throughout North America in forest habitats. During the winter months, black bears hibernate in hollow logs. In spring, they wake up hungry and look for food in the forest.

When drafting, include a few spelling, punctuation, and grammar errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer the students to the webs that they created. Have the students write a first draft, skipping lines to leave room for additions and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.
- Have the students read the topic sentences of their drafts to their partners for feedback. Remind them that each topic sentence tells readers what subtopic they will read about in that paragraph.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for explaining their ideas. Using **Random Reporter**, award an additional point to teams whose members can give an example of something a team member explained during teamwork.



Unit 7

Day 5 Language-Mechanics Lesson**OBJECTIVE:** The students will break up run-on sentences.**Preparation**

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - Transparencies: **On the Lake, On the Lake (revised), Going to the Movies**
 - **Teamwork 1: Fixing Run-on Sentences** (1 per student)
 - **Teamwork 2: Fixing Run-on Sentences** (as needed)
 - **Quick Check: Fixing Run-on Sentences** (1 per student)
 - **Quick Check 2: Fixing Run-on Sentences** (as needed)
- Have a television and a DVD player available for the following video segment in this lesson:
 - **“Fixing Run-on Sentences”** (running time 5:08)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

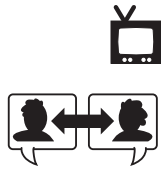
- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that when they explain their ideas clearly, they prepare everyone on the team to share them with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics**TODAY’S GOAL:**

We will improve long, boring sentences by breaking them up into shorter, more interesting sentences.

- Remind the students that the sentences in their essays can be improved. Read the focus and goal for the day aloud.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Instruction

- Introduce the video segment. Explain that today the Language Mechanics are going to help a writer repair a sentence.
- Show “Fixing Run-On Sentences” (running time 5:08).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What was wrong with the sentence that the writer brought to the Language Mechanics? *[It was a run-on sentence; it went on and on.]*

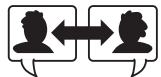
How can you fix a run-on sentence? *[You can break it into shorter sentences, add details to make it more clear, and add transition words to make it read more smoothly.]*

What transition words did the mechanics add to improve the writing? *[Then and later.]*

- Remind the students that they can improve their writing by eliminating run-on sentences.
- Display the On the Lake transparency, and read it aloud.

On the Lake

Last year we went to a lake. I found my first shell and I started running up to my mother and I fell flat on my face in the water three times as I ran. Then we got into a paddleboat and saw snakes in the rocks and some funny kind of water grass. The paddleboat took us out to where swimmers can't go. Then we went back to shore and had supper and went to bed.



- Use **Think-Pair-Share** to ask the students if they can identify what is wrong with the passage. *[There are too many ands; there are a lot of run-on sentences.]*
- Remind the students of the different ways they can fix the passage.

Remember that the video taught us some different ways we can fix run-on sentences.

We can break up longer sentences into multiple shorter ones.

We can add details to make the writing easier to understand.

We can add transition words, such as *later*, to make it flow better.

- Use a **Think Aloud** to rewrite one sentence into two and to add details to a sentence. Rewrite the passage as you make the changes.

“I found my first shell and I started running up to my mother and I fell flat on my face in the water three times as I ran” is a very long sentence.



I want to make it into two sentences.

I can change it to, "When I found my first shell, I started running up to my mother. I fell flat on my face in the water three times as I ran."

I need to add some details to the part of the passage where it talks about grass growing around the rocks to make it clearer.

I will change it to, "There was a funny kind of grass growing in the water around the rocks."

- Prompt the students to help you make other changes to the passage, including adding transition words. Continue to rewrite the passage as the students suggest changes.
- Display the new story, and reread it to the students. A sample of a rewritten passage is below.

On the Lake (revised)

Last year we went to a lake. When I found my first shell, I started running up to my mother. I fell flat on my face in the water three times as I ran. Then we got into a paddleboat and went where swimmers can't go. We saw some snakes in the rocks. There was a funny kind of grass growing in the water around the rocks. Then we went back to the shore and had supper. Finally, we went home and went to bed.

- Remind the students that a long, boring sentence with lots of *ands* can often be split into separate, more interesting sentences.
- Display the following passage, and read it aloud.

Going to the Movies

1. Mary and her brother, Joe, went to see the movie "Superman" and Sam also went to see the movie.
2. They arrived about ten minutes before the movie started so Mary bought popcorn and three sodas and the three children sat in the lobby and ate their snacks.
3. They talked about the movie before it was time to go inside the theater and Joe said that "Superman" was really exciting because his brother told him so and his brother had already seen it.
4. They really enjoyed the movie and all the way home they described what they had liked best and they told their mother all about the movie when she opened the door to let them inside.



- Assign a run-on sentence from “Going to the Movies” to each team and have the students revise the sentence. Explain that only one person needs to write down their new sentences, but all teammates must be active participants in the revision process.
- Use **Random Reporter** to listen to the teams’ new sentences.
- Tell the students that they will continue to revise run-on sentences in teamwork.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Fixing Run-On Sentences** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will fix a run-on sentence in the passage. Tell them that after reading the sentence, the team will decide how to rewrite the run-on sentence to make it easier and more interesting to read.
- Assign a run-on sentence from the passage to each team.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams’ responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

Team Mastery

- Refer the students to the **Teamwork 1: Fixing Run-On Sentences** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will fix a run-on sentence by rewriting it as separate sentences, and then they will share their answers with their teammates. Assign a run-on sentence to each team.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams’ responses.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.



Quick Check

- Distribute the **Quick Check: Fixing Run-On Sentences** page. Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentence.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

What are run-on sentences?

What are some different ways you can fix a run-on sentence?

- Have the students read over the drafts of their animal essays to fix any run-on sentences.
- Praise the students for team cooperation and explaining their ideas. Using **Random Reporter**, award an additional point to teams whose members give an example of something a team member explained during teamwork.

Answer Keys: Fixing Run-on Sentences (possible answers)

Team Practice

1. I wanted a puppy and my father drove me to a pet store on Green Street and I had a choice of twelve different puppies.
I wanted a puppy so my father drove me to a pet store on Green Street. I had a choice of twelve different puppies.
2. It took a long time to decide because I had to look carefully at each puppy and they were all so cute I couldn't make up my mind.
It took a long time to decide because I had to look carefully at each puppy. They were all so cute that I couldn't make up my mind which to take home.
3. Then my father told me to look at the little black-and-white puppy in the cage farthest from the window because my father said the puppy had a lot of energy and was playing in his cage.
Then my father told me to look at the little black-and-white puppy farthest from the window. He said the puppy had a lot of energy and was playing in his cage.
4. I looked at this puppy and I knew right away this was the one for me and so we bought the puppy and put him in the car and drove home.
I looked at this puppy and knew right away that this was the one for me. We took the puppy to the car and drove home.

Team Mastery

1. Sam does the same thing every Saturday morning and makes his bed as soon as he wakes up and then he gets dressed and has breakfast.
Sam does the same thing every Saturday morning. He makes his bed as soon as he wakes up. Then he gets dressed and has breakfast.
2. He always eats Purple Pops because he likes how his milk turns purple but his mother tries to make him eat Healthy Oats because they are good for him.
Sam always eats Purple Pops because he likes how they make his milk turn purple. His mother tries to make him eat Healthy Oats because she knows they are good for him.
3. He tries to wake up before his mother and fix his own breakfast and eat what he likes and then he brushes his teeth.
He tries to wake up before his mother so he can fix his own breakfast. He eats what he likes and then brushes his teeth.
4. Sam likes to watch cartoons before he feeds his cat, Sparky, and finally gets on his coat and goes out to play.
Sam likes to watch cartoons. Then he feeds his cat, Sparky. Finally, he gets on his coat and goes out to play.

Team Practice 2

1. Ted and Richie had accidentally broken a school window during baseball practice and they were told by the coach that they had to see the principal so they went to his office.
Ted and Richie had accidentally broken a school window during baseball practice. The coach told them that they had to see the principal. They went to the principal's office.
2. While they waited they started to read the directions on the fire alarm box on the office wall but Richie leaned forward to see the small letters and by mistake he touched a lever.
While they waited, they started to read the directions on the fire alarm box. Richie leaned forward to see the small letters and touched the lever by mistake.
3. The alarm started to go off and the two boys jumped to their feet and were ready to run from the office they were so scared.
The alarm started to go off. The two boys jumped to their feet and were ready to run from the office. They were so scared.
4. They knew they would be in trouble and right then the principal called them into his office and asked them about the loud noise.
They knew they would be in trouble. Right then, the principal called them into his office. He asked them about the loud noise.

Team Mastery 2

1. Jan dug up the part of the backyard that was in the sun to make a garden and then she marked rows for the seeds before she carefully planted the rows for lettuce, carrots, peas, and beans.
Jan dug up the part of the backyard that was in the sun to make a garden. She marked rows for the seeds. Then she carefully planted the rows for lettuce, carrots, peas, and beans.
2. She planted each row and labeled the rows so she would know what she had planted and then she used a watering can to water her new garden.
She planted each row and labeled it so she would know what she had planted. Then she used a watering can to water her new garden.
3. Jan wondered how long it would take for her vegetables to grow and she hoped she would have enough to make a delicious salad and more to share with her family and friends.
Jan wondered how long it would take for her vegetables to grow. She hoped she would have enough to make a delicious salad and to share with her family and friends.
4. Finally, the vegetables were ready to pick and Jan took a basket and filled it with peas and beans and lettuce and then she pulled up carrots.
Finally, the vegetables were ready to pick. Jan took a basket and filled it with peas, beans, and lettuce. Then she pulled up carrots.

Quick Check

Goldfish are fun to watch when they swim around and wave their tails and sometimes they come to the top of the bowl to nibble fish food.

Goldfish are fun to watch. They swim around and wave their tails. Sometimes they come to the top of the bowl to nibble fish food.

Quick Check 2

Fish are not like cats or dogs because they make no noise and they take up very little room and they are perfect for people who live in small apartments.

Fish are not like cats or dogs. They make no noise and take up very little room. They are perfect for people who live in small apartments.

Unit 7

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will give feedback using the revision guide.

This Two-Minute Edit introduces Ace Writer, another character who will be leaving sentences on the board. Instead of looking for errors, the students will discuss what they appreciate about the sentence.



Two-Minute Edit

- Point out to the students that sometimes we read a sentence in a book, magazine, or in a partner's writing that we really like. Present a sentence that someone named Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

As the boy rode his rattletrap dirt bike up the dusty drive to the empty house, he felt a ripple of fear.

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie.

Author's Chair

- Have a few students take turns reading their news stories from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students about the team cooperation goal. Point out that explaining their ideas clearly and giving their reasons means team members will understand their ideas. If everyone on the team understands their ideas, then all team members are prepared to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas and tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today’s focus. Remind the students that they have brainstormed ideas with their partners, have used a web to organize their ideas, and have used their plans to write first drafts of their animal essays. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

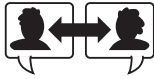
- Refer the students to the revision guide in their student editions. Review the Ideas and Organization sections.

REVISION GUIDE

Informative Essay

Name: _____ Date: _____
 Partner: _____ Unit: 7

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay have a topic?				
Does it have subtopics?				
Does it have details?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does each paragraph begin with a topic sentence?				
Do supporting details follow the topic sentence?				
Does the essay end with a wrap-up sentence?				
Does the essay have a title?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the ideas flow?				



- Refer the students to the Style section of the revision guide. Use **Think-Pair-Share** to ask:

What do we mean when we say, “Do the ideas flow”?
[(Accept reasonable responses.) For example, it means that one idea leads smoothly to another.]

- Point out that when ideas flow, the reader doesn’t have to guess where the writer is going with an idea. An idea is stated and explained. When ideas flow, they are easy for the reader to understand. Present the following two examples. Read them aloud, and have partners decide which one they prefer.

Example 1:

Hummingbirds are small. Hummingbirds have tiny wings. They can move fast. They are the smallest birds.

Example 2:

Hummingbirds are the smallest birds. Although their wings are tiny, they can move fast.

- Point out that when writers revise their drafts, they work on making their ideas flow.

Sometimes it takes rearranging the ideas so they make more sense. Sometimes combining ideas in a sentence helps the reader understand how they are connected. Your partners will offer helpful feedback to let you know if your ideas flow.

- Display your draft, and model using the guide to check that you included all necessary elements. If you are using the “Black Bears” draft, the students will probably point out that you need a wrap-up sentence. Tell them you will note this on your revision guide.
- When you get to the Style section, point out that after reading your draft aloud, you noticed a place in your essay where the ideas do not flow smoothly. If you are using the “Black Bears” draft, this would be in the second paragraph. Model noting this under Style in your revision guide.
- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the essay and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.

- Model giving constructive responses based on the revision guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.
- Explain that published authors ask others for feedback about their writing. Point out that this helps them understand how their writing will come across to an audience and how they might make it better.

Teamwork

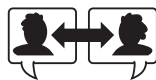
Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback on and ratings of the items in the Ideas, Organization, and Style sections of the revision guide.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas/tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Praise the students for giving helpful feedback to their partners.
- Use **Think-Pair-Share** to ask the following questions:
 - Do you think you are getting better at giving feedback?**
 - What did your partner do to help you improve your essay?**
- Using **Random Reporter**, award an additional point to teams whose members can tell why explaining ideas is important when giving feedback or can give an example of an idea their partner explained.



Unit 7

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their essays. They will give feedback on the revised drafts using the revision guide.



Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

A damp, moldy smell stung his nose as he slowly opened the old suitcase.

- Use **Random Reporter** to share responses. The students may say that the sentence includes sensory details such as a smell. Have the students identify which words in the sentence help them make a mind movie.
- Challenge the students to write the sentence that follows this one in a story and include sensory details.



Author's Chair

- Have a few students take turns reading their news stories from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that when they explain their ideas clearly, they prepare everyone on the team to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will use the notes we made and revise our drafts.
2. We will listen to our teammates’ revised drafts and use the questions on the revision guide to give feedback.

- Point out today’s focus. Remind the students that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the draft of your animal essay. Tell the students that you will use the notes you made on your revision guide to help you improve your essay. Model referring to the revision guide to revise your work. For example, if you are using the “Black Bears” draft, point out the note under Style: Ideas don’t flow in paragraph 2.

Black Bears

Black bears are really big forest animals. A black bear can weigh up to 500 lbs. They have large bodies and a short tail. A black bear’s fur is brown or black. They have big paws and long, sharp claws.

Black bears eat different kinds of food like plants, berries, and insects. With their sharp claws they climb trees and eat buds from branches. They also use their strong paws and claws to tear open rotten logs and find insects to eat. Black bears like honey and take it from bees’ nests.

Black bears can be found throughout North America in forest habitats. During the winter months, black bears hibernate in hollow logs. In spring, they wake up hungry and look for food in the forest.

- Model making a revision so your ideas flow. Make an arrow to rearrange the last two paragraphs. Reread these two paragraphs, and have partners discuss your revision to decide whether it makes the ideas flow and if it is an improvement. Solicit suggestions for other ways to make the ideas flow.
- Refer to the note on your revision guide about including a wrap-up sentence.

I have three paragraphs, but I need a wrap-up sentence for my essay. A wrap-up sentence will summarize what I have been talking about in my essay. Hmm. I’ve been talking about what black bears look like, where they

live, and what they eat. But what do all these facts tell me about bears? I think they tell me that bears are built for life in the forest. That's a good wrap-up sentence: "Black bears are built for life in the forest."

- Model making this addition to your draft.
- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate's composition?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss with your teams what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Praise the students for explaining their feedback to their teammates. Using **Random Reporter**, award an additional point to teams whose members can share an example of a change they made to their drafts and explain why they made it.
- Ask the students to check revising on their team score sheets. Celebrate completing this step.



Unit 7

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will combine two sentences that include related ideas by using connecting words.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Connecting Ideas** transparency
 - **Teamwork 1: Connecting Ideas** (1 per student)
 - **Teamwork 2: Connecting Ideas** (as needed)
 - **Quick Check: Connecting Ideas** (1 per student)
 - **Quick Check 2: Connecting Ideas** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - “**Connecting Ideas**” (running time 4:36)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that when teammates explain their ideas clearly, every team member is prepared to share the ideas with the class.
- Post and present the day’s agenda.

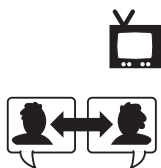
TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

Combine sentences that share similar ideas.

- Read the focus and goal for the day aloud. Point out that sometimes sentences are run-on sentences. They are too long and boring and need to be made into separate sentences. Other times, sentences with similar ideas can be combined so they make the meaning clearer.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Instruction

- Show “Connecting Ideas” video segment (running time 4:36).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

Why did Nounghelo have trouble combining the sentences about Sam? [*He had trouble because the sentences were about ideas that were not related. You can only combine sentences if the ideas are related.*]

What were some of the connecting words that Maude and Verbena used to combine sentences? [*Because, after, so, but, if, and before.*]

- Make a list of connecting words on chart paper.
- Display the Connecting Ideas transparency. Tell the students that the sentences in the left column have a related sentence in the right column.

Connecting Ideas

Mark had a stomachache.

The bird couldn't fly.

We couldn't go outside for recess.

My pen ran out of ink.

The bird's wing was broken.

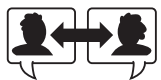
I got a trophy.

I couldn't finish my homework.

Mark ate five donuts.

I won the class Spelling Bee.

It was raining.



- Use **Think-Pair-Share** to have the students match the sentences. Remind the students that the sentences have to have ideas that are related.
- Ask volunteers to draw lines to connect the sentences that are related. [Mark had a stomachache. Mark ate five donuts. / We couldn't go outside for recess. It was raining. / The bird's wing was broken. The bird couldn't fly. / I couldn't finish my homework. My pen ran out of ink. / I won the class Spelling Bee. I got a trophy.]
- Explain to the students that each pair of sentences can be combined to make one new sentence.
- Tell the students that they may need to add a word to connect the two sentences. Refer to the list of connecting words.



- Use a **Think Aloud** to model joining the first pair of sentences: “Mark had a stomachache. Mark ate five donuts.” Write the new sentence on the board.

I want to combine the sentences “Mark had a stomachache.” and “Mark ate five donuts.”

I will use the connecting word *because* to join the sentences. Mark probably has a stomachache because he ate all of those donuts.

The new sentence will be, “Mark had a stomachache because he ate five donuts.”

- Point out that you have combined the two sentences using a connecting word.
- Have the students work in teams to combine the next pair of sentences. Use **Random Reporter** to listen to the teams’ responses. Point out that the sentences can be combined in different ways.
- Tell the students that in teamwork they will continue to combine sentences using connecting words.



Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Connecting Ideas** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to combine each pair of sentences. Explain that one teammate should read the sentences, and then the teams will decide how to rewrite the sentences into one sentence.
- Remind the students to use a connecting word in the sentences and tell them they can refer to the words on the board if necessary.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams’ responses.



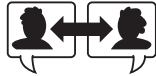
If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

Team Mastery

- Refer the students to the **Teamwork 1: Connecting Ideas** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will combine the sentence pairs and then share their answers with their teammates.



If the students do not score at least 40 on the Quick Check, follow up with additional instruction and use Team Practice 2 and Quick Check 2.



- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute a **Quick Check: Connecting Ideas** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions.
 - Why would you connect two similar sentences in your writing?**
 - What are some words that you can use when connecting sentences together?**
 - Could knowing how to connect ideas and combine sentences help you improve your animal essay?**
- Allow the students some time to review their essays and combine sentences with connecting words where appropriate.
 - Look at your essay. Are there sentences with similar ideas that you could combine?**
 - What connecting words could you use to combine them?**
 - When you reread the combined sentence, does it sound better?**
- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can give an example of an idea that a teammate explained during teamwork.

Answer Keys: Connecting Ideas (possible answers)

Team Practice

1. I know it will rain because the clouds are dark.
2. The glass will break if you are not careful.
3. The bus was late, so I was late for school.
4. If you come to visit me, we can go to the beach.
5. I am smiling because you have a present for me.

Team Mastery

1. I have a yellow sticker, but you have a blue one.
2. After she tossed the ring, she won the prize.
3. Bears eat berries but they like honey best.
4. After I open the curtains, my bird sings.
5. Black snakes eat rats so farmers like them.

Quick Check

1. You didn't call so I left without you.
2. The fish jumped out of the water because a dolphin was chasing it.
3. Jed revised his essay before he read it to the class.
4. Lonnie knows how to juggle, but Paul does not.
5. After tadpoles change into frogs, they can jump out of the pond.

Team Practice 2

1. Spiders have eight legs, but insects have six legs.
2. We watched our favorite show before we went to bed.
3. She spotted a beautiful bird so she took a photo of it.
4. I could not go to the game because I had to do my homework.
5. Whales are mammals so they breathe air.

Team Mastery 2

1. Henry ate dinner before he ate desert.
2. Bring the towels inside if it is raining.
3. My dog wagged its tail because it was happy to see me.
4. The team won the game so the coach bought pizza for everyone.
5. If you turn on the flashlight, you will find the tent.

Quick Check 2

1. Marie loves shoes so she likes to shop for them.
2. The bus pulled to the side of the road because it had a flat tire.
3. Hal built a snow fort after he shoveled the snow.
4. I forgot to water the plants, but Lisa remembered.
5. If you run in the hallway, you will slip and fall.

Unit 7

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their essays and make corrections.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams whose members contribute an Ace Writer sentence.



Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or on chart paper).
- Read the sentence aloud. Ask:

What do you like about this sentence?
- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below, one of your own, or a sentence from one of the student's compositions.

The surging waves can sweep it away, so a seahorse wraps its tail around an underwater plant and holds tightly.

- Use **Random Reporter** to share responses. The students may say that the sentence includes details. It connects ideas and combines two sentences using the word *so*. Have the students identify vivid verbs in the sentence.

Author's Chair

- Have a few students take turns reading their news stories from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that when teammates explain their ideas clearly every team member is prepared to share the ideas with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our animal essays using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their essays. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

- Review what the students will be looking for when they edit. Give some examples of errors in capitalization, punctuation, spelling, and grammar in some sample sentences like the following:

An ant is an insect and it has six legs and it lives in an ant hill with lots of ants.



- Use **Think-Pair-Share** to ask:

What errors do you see in this sentence? What would you do to make this sentence correct? *[It is a run-on sentence. It can be split into separate sentences: An ant is an insect with six legs. It lives in an ant hill with lots of ants.]*

- Mark the errors with editing marks.
- Display the revised draft of your essay. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your essay to publish it.



- Remind the students that you will read the essay through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time that I read my essay? *[You will check to see that the first word of each sentence is capitalized, and that all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the essay? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your essay and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.



What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my essay that don't sound right? Have I made any grammatical errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their essays four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their essays, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Rating column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the Editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members identify an item their partner edited on their work, explain why it is an error, and what editing mark the partner used to mark it.



Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the essays that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work and return their papers.

Unit 7

Day 10 Publish

OBJECTIVE: The students will publish their animal essays in a class book.



Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below, one of your own, or a sentence from one of the student's compositions.

Many insects were ambushed and eaten by spiders that lurked in the blossoms.

- Use **Random Reporter** to share responses. The students may say that the sentence includes details. Have the students identify vivid verbs in the sentence.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

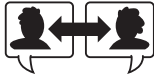
- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that when they explain their ideas clearly, it means that all team members are prepared to share their work with the class. Their super teamwork will show through in the quality of their team's writing.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our animal essays in a class book.

- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.



Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? [*We brainstormed ideas for topics.*]

What did you do next? [*We chose topics for our essays and made webs with the topic, subtopics and details.*]

What task did you complete next? [*We wrote a draft using the subtopics and details on our webs. We drafted essays with at least three paragraphs and a wrap-up sentence.*]

After drafting, what did you do? [*We shared our drafts with our partners and got feedback.*]

What task did you complete after that? [*We revised our writing.*]

What was the next task? [*We edited our writing and then our partners edited it.*]

- Tell the students that they are now ready to publish their essays in a class book. Explain that their essays will be compiled and published in the book *Our Favorite Animals*, which will be displayed in the classroom so everyone will have a chance to read it. Explain that after they have read their classmates' essays, they will put their class book in the library so other students can read their animal essays as well.

Teamwork

Timing Goal: 15 minutes

- Depending on the book publishing option that you have chosen from the list in the appendix, distribute the necessary materials to teams and give directions. As the students rewrite their work, have them include their edits and any revisions that you have suggested.
- Allow the students time to publish their essays. As the students work, monitor their progress, and assist when needed. If time allows, let the students illustrate their essays.
- Remind the students to check off publishing on their team score sheets.



Reflection

Timing Goal: 5 minutes

- Celebrate by having volunteers share their animal essays with the class.
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how explaining their ideas helped the team to improve their writing.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.
- Dedicate a space in your classroom to display the class book. Make sure all the students have an opportunity to read it, and then place the book in the library for others to enjoy.

Unit 7 | Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization.

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our ideas. We want the reader to be able to understand them. That is why it is important to get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

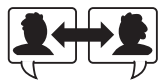
**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. Which holiday do you like the most? Why?
2. Tell about a time when you felt very proud of yourself.
3. If you were a grown-up right now, what job would you want to have?
4. Imagine that you were the ruler of a kingdom. What would your kingdom be like? What laws would you want your people to obey? Why?



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.



- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of them individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals and reward the students who meet them with Inkwell tokens. After the writing challenge, when the class is setting goals, the Inkwell tokens will be counted to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you choose a topic quickly? If so, what made it easy to choose?

Did you find yourself adding sensory details as you wrote?

Are you finding it easier to write about your ideas?

- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings. Suggest that the students jot down any questions or topics they thought of that they might explore during the next journal writing day.



- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.
- Write a short response to the students' journal entries and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect at least two examples of your students' compositions, which you have evaluated for ideas, to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 8 and note your comments and questions.


 Unit 7

Blackline Masters

(also found on CD accompanying volume 1)

Tell Main Ideas Supported by Facts

Write an Informative Essay About a Favorite Animal

Day 1	Transparency Topic Sentences 215 Student Handouts Teamwork 1: Topic Sentences and Supporting Details 216 Teamwork 2: Topic Sentences and Supporting Details 217 Quick Check: Topic Sentences and Supporting Details..... 218
Day 2	Transparencies Writing Prompt 219 Hummingbirds Essay 219
Day 3	Transparencies Writing Prompt 219 Ms. Inkwell’s Web..... 220 Flash’s Web..... 221 Black Bears Web..... 222
Day 4	Transparencies Writing Prompt 219 Black Bears Web..... 222
Day 5	Transparencies On the Lake..... 223 Going to the Movies..... 224 Student Handouts Teamwork 1: Fixing Run-On Sentences, Team Practice 225 Teamwork 1: Fixing Run-On Sentences, Team Mastery 226 Teamwork 2: Fixing Run-On Sentences, Team Practice 2 227 Teamwork 2: Fixing Run-On Sentences, Team Mastery 2 228 Quick Check: Fixing Run-On Sentences 229
Day 6	Transparency Informative Essay Revision Guide 230
Day 7	(No blackline masters)
Day 8	Transparencies Connecting Words..... 231 Connecting Ideas 231 Student Handouts Teamwork 1: Connecting Ideas, Team Practice..... 232 Teamwork 1: Connecting Ideas, Team Mastery 233 Teamwork 2: Connecting Ideas, Team Practice 2..... 234 Teamwork 2: Connecting Ideas, Team Mastery 2 235 Quick Check: Connecting Ideas..... 236 Quick Check 2: Connecting Ideas..... 237
Day 9	(No blackline masters)
Day 10	(No blackline masters)
Day 11	(No blackline masters)

Topic Sentences

Sample 1

Some animals have armor to protect them.

Armadillos have hard plates that cover their bodies.

A turtle has a hard shell.

Sample 2

There are many ways to eat apples.

One way is to cut them up in wedges.

Some people like to eat apple sauce.

Apple pie is another tasty way to eat apples.

Sample 3

The katydid is an insect that is shaped like a leaf.

It blends in with the leaves on a bush.

The color and shape of insects can help them hide in the grass or bushes.

There is also a bug called a walking stick.

It looks like a twig on a tree.

Unit 7 | Teamwork 1

Topic Sentences and Supporting Details

Team Practice

Title: _____

Some insects and spiders can bite or sting.
A black widow spider has a poison bite.
Scorpions have stingers on their tails.

Team Mastery

Title: _____

The pizza shop serves pizza with different toppings.
Some people like onions and green peppers.

Unit 7 | Teamwork 2

Topic Sentences and Supporting Details

Team Practice 2

Title: _____

There are times when telling the truth is hard.

For example, when you have made a mistake, it is hard to admit it.

Team Mastery 2

Title: _____

To build an ice cream sundae, you need several ingredients.

First, you need scoops of ice cream.

Unit 7 | Quick Check

Topic Sentences and Supporting Details

Quick Check

Title: _____

The library has books about different types of pets.

Some books have information about dogs and how to train them.

Quick Check 2

Title: _____

Even though it is raining, there are things you can do indoors.

You can listen to your favorite music.

Writing Prompt

Think of your favorite animal. What interesting facts do you know about this animal? Write an essay that tells information about your favorite animal. Write at least three paragraphs. For each paragraph, include a topic sentence followed by supporting sentences with details. Try to make your ideas flow. Be sure to end your essay with a wrap-up sentence and include the title of your essay.

Sample Essay

Hummingbirds

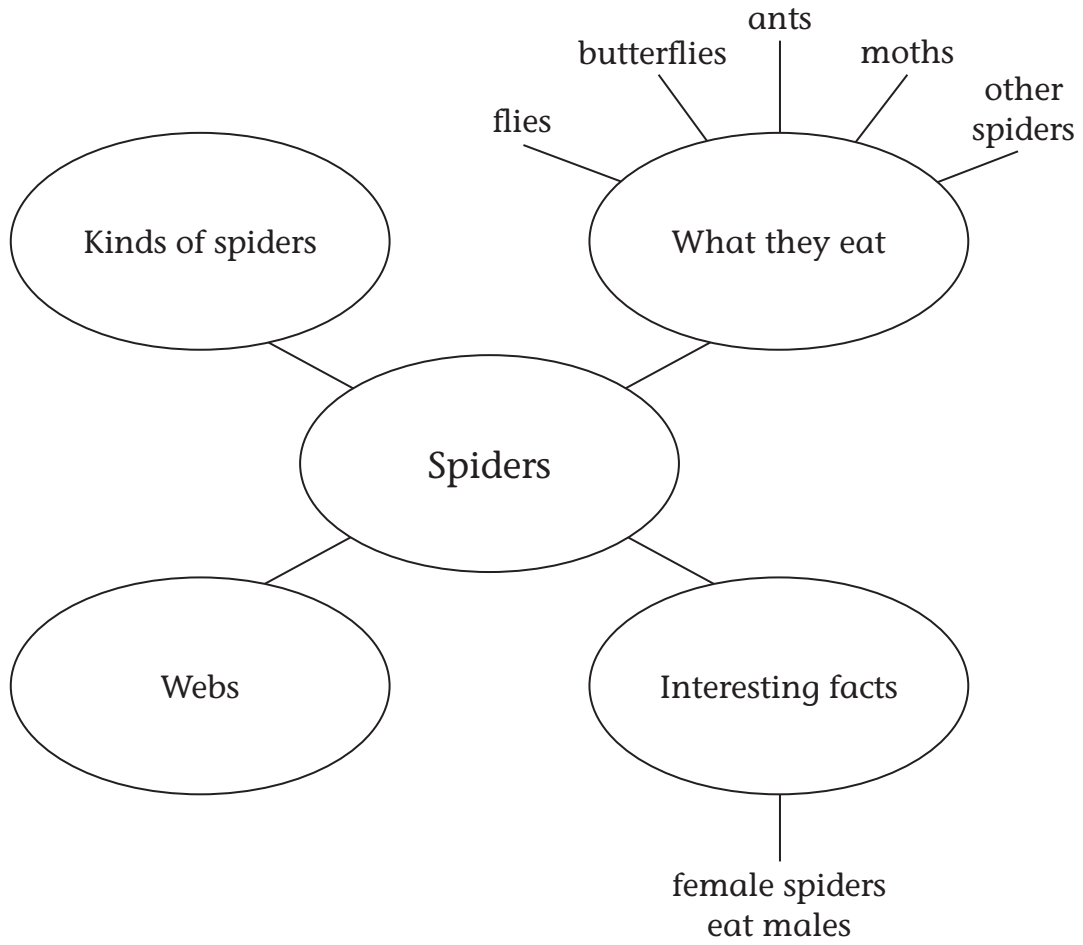
Hummingbirds are very small, unusual birds. They are only 3 inches long. They have long, thin beaks and tiny wings. Some hummingbirds have feathers that look like jewels because they sparkle.

It is hard to find a hummingbird's nest because it is so small. A hummingbird's nest is the size of a quarter. It is made of tiny pieces of moss that blend in with the tree branch.

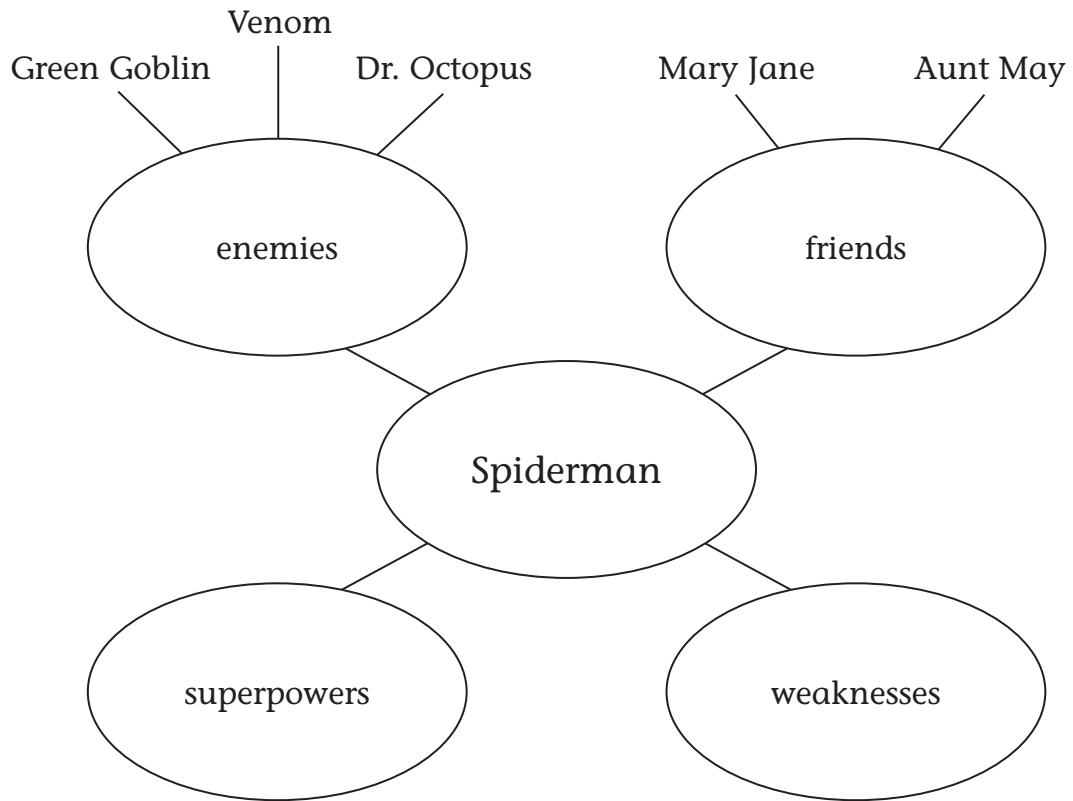
The hummingbird gets its name from the sound it makes. When a hummingbird is flying close to you, its wings make a humming sound like a bee. Their tiny wings move so fast they look like a blur.

In summer, you can spot hummingbirds throughout the United States, including Alaska.

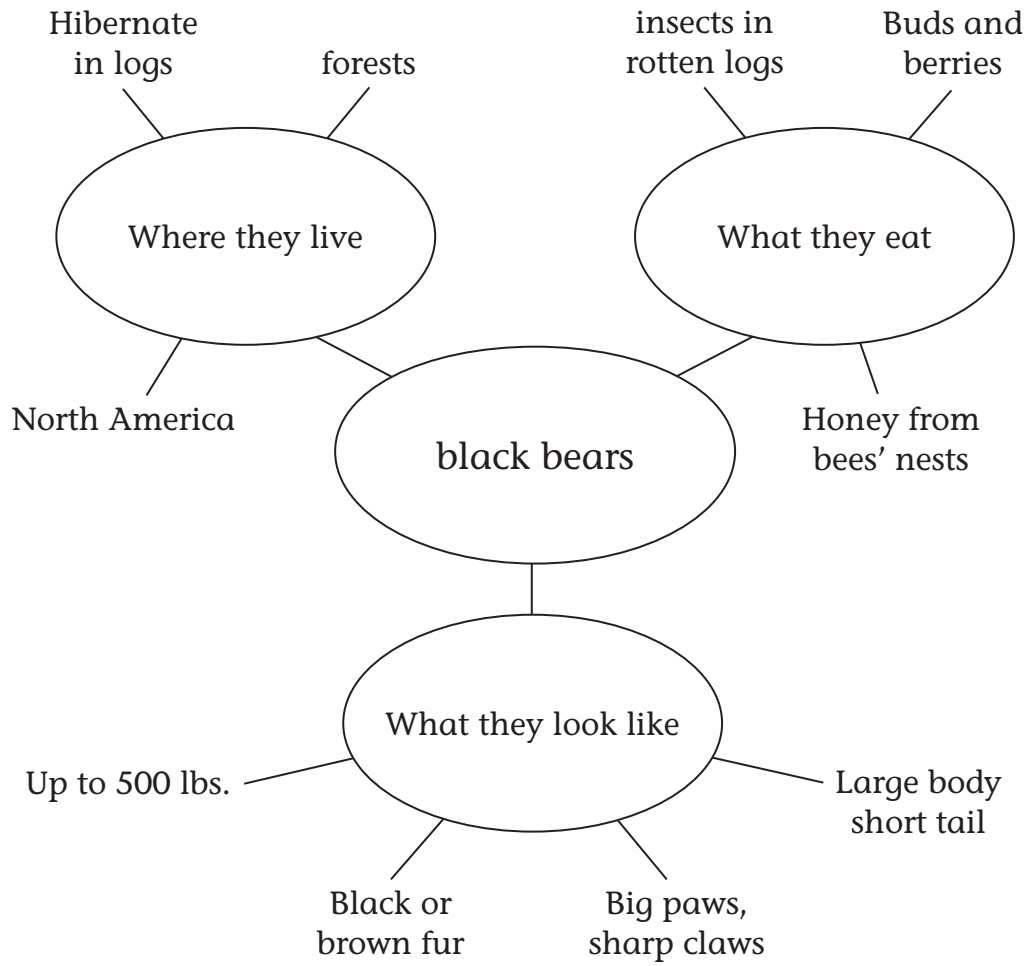
Ms. Inkwell's Web



Flash's Web



Black Bears



On the Lake

Last year we went to a lake. I found my first shell and I started running up to my mother and I fell flat on my face in the water three times as I ran. Then we got into a paddleboat and saw snakes in the rocks and some funny kind of water grass. The paddleboat took us out to where swimmers can't go. Then we went back to shore and had supper and went to bed.

On the Lake (revised)

Last year we went to a lake. When I found my first shell, I started running up to my mother. I fell flat on my face in the water three times as I ran. Then we got into a paddleboat and went where swimmers can't go. We saw some snakes in the rocks. There was a funny kind of grass growing in the water around the rocks. Then we went back to the shore and had supper. Finally, we went home and went to bed.

Going to the Movies

1. Mary and her brother, Joe, went to see the movie "Superman" and Sam also went to see the movie.
2. They arrived about ten minutes before the movie started so Mary bought popcorn and three sodas and the three children sat in the lobby and ate their snacks.
3. They talked about the movie before it was time to go inside the theater and Joe said that "Superman" was really exciting because his brother told him so and his brother had already seen it.
4. They really enjoyed the movie and all the way home they described what they had liked best and they told their mother all about the movie when she opened the door to let them inside.

Team Practice

1. I wanted a puppy and my father drove me to a pet store on Green Street and I had a choice of twelve different puppies.

2. It took a long time to decide because I had to look carefully at each puppy and they were all so cute I couldn't make up my mind.

3. Then my father told me to look at the little black-and-white puppy in the cage farthest from the window because my father said the puppy had a lot of energy and was playing in his cage.

4. I looked at this puppy and I knew right away this was the one for me and so we bought the puppy and put him in the car and drove home.

Team Mastery

1. Sam does the same thing every Saturday morning and makes his bed as soon as he wakes up and then he gets dressed and has breakfast.

2. He always eats Purple Pops because he likes how his milk turns purple but his mother tries to make him eat Healthy Oats because they are good for him.

3. He tries to wake up before his mother and fix his own breakfast and eat what he likes and then he brushes his teeth.

4. Sam likes to watch cartoons before he feeds his cat, Sparky, and finally gets on his coat and goes out to play.

Team Practice 2

1. Ted and Richie had accidentally broken a school window during baseball practice and they were told by the coach that they had to see the principal so they went to his office.

2. While they waited they started to read the directions on the fire alarm box on the office wall but Richie leaned forward to see the small letters and by mistake he touched a lever.

3. The alarm started to go off and the two boys jumped to their feet and were ready to run from the office they were so scared.

4. They knew they would be in trouble and right then the principal called them into his office and asked them about the loud noise.

Team Mastery 2

1. Jan dug up the part of the backyard that was in the sun to make a garden and then she marked rows for the seeds before she carefully planted the rows for lettuce, carrots, peas, and beans.

2. She planted each row and labeled the rows so she would know what she had planted and then she used a watering can to water her new garden.

3. Jan wondered how long it would take for her vegetables to grow and she hoped she would have enough to make a delicious salad and more to share with her family and friends.

4. Finally, the vegetables were ready to pick and Jan took a basket and filled it with peas and beans and lettuce and then she pulled up carrots.

Quick Check

Goldfish are fun to watch when they swim around and wave their tails and sometimes they come to the top of the bowl to nibble fish food.

Quick Check 2

Fish are not like cats or dogs because they make no noise and they take up very little room and they are perfect for people who live in small apartments.

Name: _____ Date: _____
 Partner: _____ Unit: 7

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay have a topic?				
Does it have subtopics?				
Does it have details?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does each paragraph begin with a topic sentence?				
Do supporting details follow the topic sentence?				
Does the essay end with a wrap-up sentence?				
Does the essay have a title?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the ideas flow?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score	
----------------------------	--

Connecting Words

because

so

if

after

before

but

Connecting Ideas

Mark had a stomachache.

The bird couldn't fly.

We couldn't go outside for recess.

My pen ran out of ink.

The bird's wing was broken.

I got a trophy.

I couldn't finish my homework.

Mark ate five donuts.

I won the class Spelling Bee.

It was raining.

Team Practice

1. I know it will rain. The clouds are dark.

2. The glass will break. You are not careful.

3. The bus was late. I was late for school.

4. Come to visit me. We can go to the beach.

5. I'm smiling. You have a present for me.

Team Mastery

1. I have a yellow sticker. You have a blue one.

2. She tossed the ring. She won the prize.

3. Bears eat berries. Bears like honey best.

4. I open the curtains. My bird sings.

5. Black snakes eat rats. Farmers like black snakes.

Team Practice 2

1. Spiders have eight legs. Insects have six legs.

2. We watched our favorite show. We went to bed.

3. She spotted a beautiful bird. She took a photo of the bird.

4. I could not go to the game. I had to do my homework.

5. Whales are mammals. Mammals breathe air.

Team Mastery 2

1. Henry ate dinner. Henry ate dessert.

2. Bring the towels inside. It is raining.

3. My dog wagged its tail. My dog was happy to see me.

4. The team won the game. The coach bought pizza for everyone.

5. You turn on the flashlight. You will find the tent.

Quick Check

1. You didn't call. I left without you.

2. The fish jumped out of the water. A dolphin was chasing the fish.

3. Jed revised his essay. Jed read his essay to the class.

4. Lonnie knows how to juggle. Paul doesn't know how to juggle.

5. Tadpoles change into frogs. Frogs can jump out of the pond.

Quick Check 2

1. Marie loves shoes. Marie likes to shop for them.

2. The bus pulled to the side of the road. The bus had a flat tire.

3. Hal built a snow fort. He shoveled the snow.

4. I forgot to water the plants. Lisa remembered to water the plants.

5. You run in the hallway. You will slip and fall.



Unit 8

Telling How Two Things Are Alike and Different

Writing Project:

Write an Informative Essay Comparing and Contrasting Two Animals

Overview

The Author's Opportunity

The students will write an informative essay comparing and contrasting two animals. In their essays the students will identify which animals will be discussed, tell at least three ways that the two animals are alike and three ways that they are different, and then end with a concluding sentence that sums up the information. The students will publish their essays in a class book, *Just the Facts*.

Unit Summary

In this unit, the students write a four-paragraph essay comparing and contrasting two animals. The craft lesson focuses on identifying differences and similarities between two subjects and using a Venn diagram to record ideas. On Days 2 and 3, the students brainstorm ideas and plan their writing using a Venn diagram. They also practice identifying compare-and-contrast words such as *similar*, *different*, *both*, *same as*, and *unlike* that they will use in their essays. Before they begin drafting, the students watch the first video in which the students in Ms. Inkwel's class demonstrate how to use the information on their Venn diagrams to draft their compare-and-contrast essays. They first start with a statement that grabs the readers' attention and tells them what two subjects are going to be discussed. Then they describe the similarities between these two subjects. Next they tell what is different about the two subjects. Finally, the students end their essays with a summary statement.

The students draft their essays and use the revision guide to rate their partners' drafts for ideas, organization, and style. In the second video, Tasha helps Mona revise her essay by retelling it, checking the revision guide, telling Mona what she liked, and asking good follow-up questions. After revising, the students edit their essays and their partners' essays using the Mechanics section of the revision guide. The students complete the activity by publishing their essays in a *Just the Facts* book.

Language Mechanics

The first language-mechanics lesson in this unit offers instruction and practice in checking subject-verb agreement and making sure plural subjects in a sentence have plural verbs. Characters in the video demonstrate how to correct sentences in which the subjects and verbs do not agree. The second language-mechanics lesson focuses on expanding sentences by adding descriptive words. The students practice making boring sentences more descriptive and interesting by adding adjectives, adverbs, and similes.

Cooperative Learning

Help and encourage others is the team cooperation goal in this unit. By giving and getting helpful feedback from their teams, the students will begin to understand the benefits of helping and encouraging one another to improve their writing. At the end of each day during Reflection, the students share examples of how their partners and teammates have helped and encouraged them as they brainstormed ideas, planned, drafted, revised, and edited their compare-and-contrast essays.

Writing Process Objectives

- The students will brainstorm ideas for their writing with their partners.
- The students will plan their compare-and-contrast essays using a Venn diagram to record similarities and differences between two animals.
- The students will use their plans to draft clear and organized essays that include an opening statement telling what two subjects will be compared and contrasted, a paragraph that tells about similarities, a paragraph that tells about differences, and a sentence that sums up.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their essays.
- The students will publish their compositions in a class book, *Just the Facts*.

Unit 8 Sequence

Day 1: **Craft Lesson** | Venn Diagrams

Day 2: **Brainstorm** | Compare-and-Contrast Essay

Day 3: **Plan** | Compare-and-Contrast Essay

Day 4: **Draft** | Compare-and-Contrast Essay

Video Support: "Compare and Contrast: Drafting from a Venn Diagram"

Day 5: **Language-Mechanics Lesson** | Subject-Verb Agreement I

Video Support: “Subject-Verb Agreement I”

Day 6: **Share and Respond** | Compare-and-Contrast Essay

Video Support: “Compare and Contrast: Share, Respond, Revise”

Day 7: **Revise** | Compare-and-Contrast Essay

Day 8: **Language-Mechanics Lesson** | Expanding Sentences

Video Support: “Expanding Sentences”

Day 9: **Edit** | Compare-and-Contrast Essay

Day 10: **Publish** | Compare-and-Contrast Essay

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Compare-and-Contrast Words transparency
- Black Bears, Polar Bears essay transparency
- “Mona’s Venn diagram” transparency
- Compare-and-Contrast Essay Revision Guide transparency
- Chart paper

For each student:

- Team Practice and Team Mastery handouts (See the blackline masters at the end of this unit.)
- Quick Checks (See the blackline masters at the end of this unit.)
- Compare-and-Contrast Essay Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

For each team:

- Writing Wings Team Score Sheet
- Notebook paper
- Select a book-publishing option from the list in the appendix, and assemble materials.
- Continue to display the team cooperation goals.
- Copy the writing prompt on the board or on chart paper.
NOTE: Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.
- Have a number of informative books or magazines about various animals available for students to get ideas and information.

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- Have a television and a DVD player available to show the following video segments in this lesson:
 - “Compare and Contrast: Drafting from a Venn Diagram” (running time 6:55) on Day 4
 - “Subject-Verb Agreement I (running time 2:38) on Day 5
 - “Compare-and-Contrast: Share, Respond, Revise” (running time 4:29) on Day 6
 - “Expanding Sentences (running time 3:20) on Day 8

Unit 8

Day 1 Craft Lesson

OBJECTIVE: The students will identify differences and similarities between two subjects and use a Venn diagram to record ideas.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Think-Pair-Share

Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Tell the students that you will award team cooperation points to teams whose members help and encourage one another. Tell them that you will ask teams to give an example of something that their team members did to help and encourage one another during teamwork.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Help and encourage others**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day's agenda.

TODAY'S FOCUS: Ideas

TODAY'S GOALS:

1. Compare and contrast some people, places, and things.
 2. Record our ideas on Venn diagrams.
- Point out today's focus. Remind the students that a writer wants a reader to be able to picture the scene. Details that tell about the sights, sounds, smells, and mood of a real event will help readers make a mind movie of the event. Read the focus and goals for the day aloud.



Instruction

- Write *fish* and *frogs* on the board. Tell the students that one way to describe something is to tell how it is like something else. When they tell how two things are alike, they are comparing. Use **Think-Pair-Share** to ask:

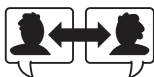
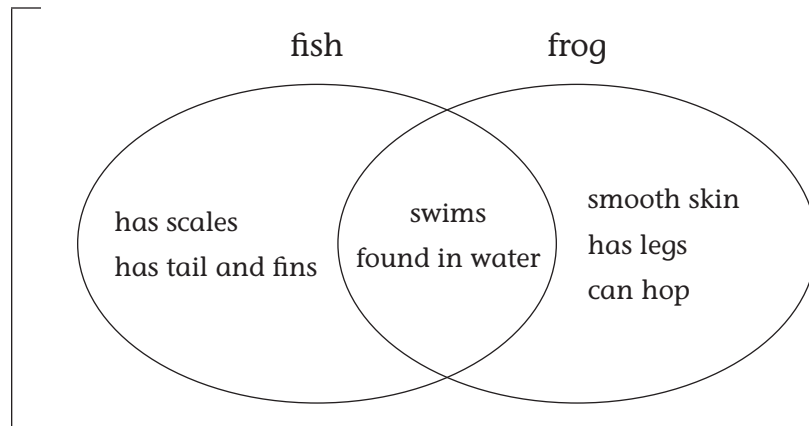
Compare frogs and fish. What are some ways that frogs and fish are alike? *[(Record the students' responses on the board.) For example, both frogs and fish can be found in water. Both frogs and fish swim.]*



- Tell the students that another way to describe something is to tell how it is different from something else. When they tell how two things are different they are contrasting. Use **Think-Pair-Share** to ask:

Contrast frogs and fish. What are some ways that frogs and fish are different? *[(Record the students' responses on the board.) For example, frogs have legs and fish have fins and a tail. A frog's skin is smooth. A fish has scales. Frogs can hop and fish wiggle their tails.]*

- Draw a Venn diagram on the board, and demonstrate writing compare-and-contrast information on it. Label one circle "fish" and the other circle "frog." Using the student responses, record differences in the circles and similarities in the overlapping area.
- Tell the students that a diagram like this one can show information about how things are alike and how they are different.

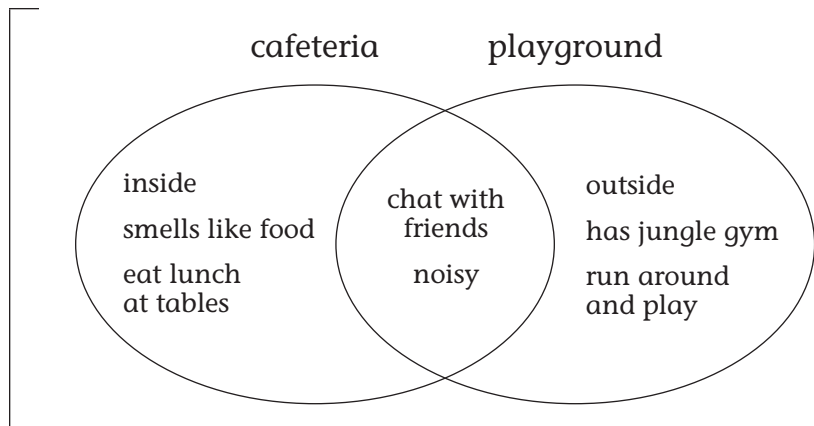


- Use **Think-Pair-Share** to ask:

Where did I write the information about similarities?
[You wrote the similarities in the middle where the circles overlap.]

How did I show the differences between frogs and fish? *[You wrote the differences for frogs and fish in a separate circle.]*

- Point out that we compare and contrast things in our lives every day. For example, we might compare and contrast foods to describe how they are alike and how they are different. We might also compare and contrast movies, books, people, or games. Explain that by finding the similarities and differences between things, we learn more about those things. A diagram like the Venn diagram shows this compare-and-contrast information.
- Model comparing and contrasting two places with which the students are familiar, for example, the cafeteria and the playground. Draw a Venn diagram on the board, and think aloud as you identify similarities and record them in the middle of the diagram. Then challenge the students to identify differences and record this information in the circles labeled “cafeteria” and “playground.” Differences might include physical features—the sights, sounds, and smells of each place—and what the students do in each place. Point out to the students that the Venn diagram organizes compare-and-contrast information.



- If you feel your students need additional modeling, you can identify similarities and differences between two occupations with which the students are familiar, such as teacher and football coach. Draw a Venn diagram on the board, and think aloud as you identify differences and record them in the two circles. Then, challenge the students to identify similarities, and record this information in the middle of the diagram. For example, both teachers and coaches help their students learn.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that for Teamwork they will continue to work on identifying similarities and differences and recording them on Venn diagrams.

If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 sentences.

- Distribute the **Teamwork 1: Venn Diagrams** page. Ask the students to look at the **Team Practice** section.
- Explain that the students will each draw a Venn diagram and label the two circles with the names of the two foods that they are comparing and contrasting. They will discuss with their teams how the two foods are similar and how they are different. Then they will write the compare-and-contrast information on their Venn diagrams.
- Point out that teammates may include different information in the Venn diagrams based on the team's discussion.
- Remind the students that the ideas they list in the diagram should give factual information about the foods. Tell them to list at least three similarities and three differences.

Team Practice

Compare and contrast bananas and lemons.

- Allow time for the students to complete Team Practice. When the students are finished, have a member from each team share the team's Venn diagrams. Give feedback to reinforce appropriate comparisons and contrasts and to correct inappropriate ones. Refer to the team cooperation goal and praise teammates for helping and encouraging one another.

Team Mastery

- Refer the students to the **Teamwork 1: Venn Diagrams** page and the **Team Mastery** section.
- Explain that they will follow the same directions that they did for Team Practice, but they will work individually and then share their Venn diagrams with their teammates.

Team Mastery

Compare and contrast bikes and skateboards.

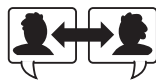
- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Have the students share their responses using **Random Reporter**. Ask:

What similarities between bikes and skateboards did you write on your Venn diagram? *[(Responses will vary.) The students may have listed that both bikes and skateboards have wheels, can be ridden, are machines, and you can do tricks on them.]*



Random Reporter

If 25% or more of the students score below 80, review the skill, and then allow them to try again using the Quick Check sentences.



What differences did you write on your Venn diagram?

[(Responses will vary.) The students may have listed that bikes have two wheels and skateboards have four wheels; a bike has pedals and handlebars and a skateboard doesn't; and skateboards are easy to pick up, bikes are bigger and harder to pick up.]

Were you surprised by any of the similarities and differences that your teammates included in their diagrams? Which ones? *[(Responses will vary.)]*

Quick Check

- Distribute the **Quick Check: Venn Diagrams**.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to go on to the writing lesson. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes

- Remind the students that they have been comparing and contrasting people, places, and things. Use **Think-Pair-Share** to ask the following questions:

Which was easier: to think of similarities or differences? *[(Answers will vary.)]*

Did discussing with your teams help you compare and contrast? How? *[(Answers will vary.)]*

- Praise the students for helping their teammates complete teamwork. Using **Random Reporter**, award an additional point to teams whose members can give an example of how the members of their team helped and encouraged one another during teamwork.

Answer Keys (possible answers)

Team Practice

Compare and contrast bananas and lemons.

Alike: are foods; are fruits; are yellow; have peels.

Different: are different shapes; have different flavors—one sweet, one sour; put bananas on cereal, use lemons for lemonade.

Team Mastery

Compare and contrast bikes and skateboards.

Alike: have wheels; carry a person; need skill to ride; both are machines; you can do tricks on both.

Different: bikes have two wheels, while skateboards have four; bikes have handlebars and pedals, and skateboards don't; skateboards are easy to pick up, and bikes are heavier.

Team Practice 2

Compare and contrast kindergarten and third grade.

Alike: are both in school; have students and teachers; have classrooms; have recess.

Different: in kindergarten, children are younger and play more games; shorter school day; no gym class.

Team Mastery 2

Compare and contrast math class and reading class.

Alike: are both in school; have same teacher; have every day.

Different: math is working with numbers, and reading is working with words; use different books; use calculators for math.

Quick Check

Compare and contrast cats and lions.

Alike: are members of the cat family; have sharp claws; purr.

Different: lions are bigger and are wild animals; lions live in Africa or zoos, and cats live in homes; lions hunt prey, while most cats eat cat food from a bowl; cats meow, and lions roar.

Quick Check 2

Compare and contrast baseball and basketball.

Alike: are games; use a ball; have teams.

Different: basketball is played with a large ball, while baseball is played with a small ball; a player throws or bats the ball in baseball, but bounces and makes baskets in basketball; umpires are used in baseball, while referees are used in basketball.

Craft Lesson Scoring Guide

100 Points	The student demonstrates a strong understanding of comparing and contrasting. The student lists at least three similarities and three differences for each item in the appropriate place on a Venn diagram. The information is factual.
90 Points	The student demonstrates a good understanding of comparing and contrasting. The student lists at least two similarities and two differences for each item in the appropriate place on a Venn diagram. The information is factual.
80 Points	The student demonstrates an understanding of comparing and contrasting. The student lists at least one similarity and one difference for each item in the appropriate place on a Venn diagram. The information is factual.

If the student does not show an understanding of comparing and contrasting, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 8

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm ideas for their informative essays.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

anita looks in the basket and counted the eggs.

- Remind the students that a sentence begins with a capital letter. The name of a person is also capitalized, so *Anita* should begin with a capital A. Point out that one of the verbs in this sentence, *looks*, is in the present tense, but the other verb, *counted*, is in the past tense. To make this sentence correct, both verbs should be in either present, *looks*, *counts*, or past, *looked*, *counted*, tense. Use the appropriate editing marks to correct the sentence.

Author's Chair

- Have a few students take turns reading their informative essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that teammates are working on helping and encouraging one another. Remind the students that one of the most important aspects of working as a team is making sure that all team members assist and encourage one another to do the best work they possibly can. During the unit, award team cooperation points to teams whose members help and encourage one another. Ask teams:

How are you helping your teammates?

How are they helping you?

- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm topics for a compare-and-contrast essay.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas for their writing. Tell the students that today they will brainstorm with their partners and choose the topics for their essays. Read the focus and goal for the day aloud.

Instruction

- Write the following sentence on the board, and read it aloud.

Frogs and fish are _____ because they are both found in water.

- Point out that writers use certain words when they are comparing two people, places, or things. Have partners discuss what comparing words might be used in the blank. List student responses on the board. These could include *alike*, *similar*, and *the same*. Point out to the students that when they are writing or talking, they use these comparing words to tell how things are alike. Note that the word *both* in the sentence also shows that two things are being compared.
- Write the following sentence on the board, and read it aloud.

A frog and a fish are _____ because a frog has smooth skin and a fish has scaly skin.

- Point out that the writer is contrasting two things in this sentence. Have partners discuss what contrast words might be used in the blank. List these contrast words on the board. These could include *different* or *unlike*.
- Display the Compare-and-Contrast Words chart. Challenge the students to use these words in discussion with their partners as they compare and contrast snakes and lizards. Allow a few minutes for partner discussion.

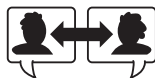
Compare Words	Contrast Words
alike	unlike
similar, similarities	different, differences
both	differ
same as	in contrast



- Use **Random Reporter** to share discussions and the use of compare-and-contrast words. Point out that the students will be using these words as they write compositions comparing and contrasting two animals.
- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Write an essay that compares and contrasts two animals. Write four paragraphs. Begin by telling which two animals you will be writing about. Next, tell how these animals are similar. Then explain how they are different. At the end of your essay, write a sentence that sums up. Use compare-and-contrast words to connect your ideas. Be sure to begin your essay with an opening sentence that tells what the essay is about and grabs a reader's attention.



- Use **Think-Pair-Share** to review what should be included in the essay. Underline the elements in the prompt.

What does your essay need? *[It should tell how two animals are alike and how they are different, it should have four paragraphs, it should open with a topic sentence that grabs the reader's attention, and it should end with a sentence that sums up. It should use compare-and-contrast words.]*

When you are comparing and contrasting animals, what kinds of facts could you discuss? *[(Accept reasonable responses.) For example, you could discuss where they live, what they eat, how they move, or what they look like.]*

- Display the Black Bears and Polar Bears essay transparency. Tell the students that you would like them to take a look at this sample essay to see how it is organized. Read the first paragraph aloud.

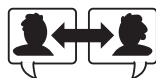
Black Bears and Polar Bears

Black bears and polar bears both belong to the bear family. But there are important differences between these two animals.

Like all bears, both the black bear and the polar bear are mammals and have large, fur-covered bodies. Their paws are large with sharp claws. These bears are also similar in that they have a very keen sense of smell. Both the polar bear and the black bear sleep in dens during the coldest months.

The polar bear and black bear live in different habitats. The polar bear lives in the Arctic. In contrast, the black bear lives in forests throughout North America. They also differ in what they eat. Polar bears eat mostly seals that they catch. Black bears eat fish, berries, twigs, and leaves. The bears are also different colors. Black bears are black or dark brown. Polar bears have black skin, but their fur is clear. Each hair reflects the light, so polar bears look like they have white coats.

From where they live to what they eat, these two members of the bear family are very different.



- Use **Think-Pair-Share** to ask:

Does this first paragraph tell you what two animals you will be reading about? Does it grab your attention? *[This paragraph says that we will be reading about black bears and polar bears. (Student opinion may differ about whether it grabs their attention.) If the students feel that the first paragraph could be improved, suggest that partners work on a better first paragraph after reading the whole essay.]*



According to the writing prompt, what should the second paragraph tell about? *[This paragraph should tell how the two animals are similar.]*

- Read the second paragraph aloud. Use **Think-Pair-Share** to ask:

What comparison words do you notice in this paragraph? *[This paragraph includes the comparing words like, similar, and both.]*

If you were writing similarities between black bears and polar bears on a Venn diagram, what would you write in the middle where the circles overlap? *[(Accept reasonable responses.) For example, I would write “large fur-covered body,” “big paws and sharp claws,” “keen sense of smell,” and “sleep in dens in coldest months.”]*

Does the writer tell about at least three ways black bears and polar bears are alike? *[Yes, the writer tells about more than three similarities.]*

Look again at the writing prompt. What should the third paragraph in the essay tell about? *[The third paragraph should tell how the two bears are different.]*

- Read the third paragraph aloud. Use **Think-Pair-Share** to ask:

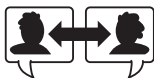
Did you notice any contrast words in the paragraph? What are they? *[The contrast words are different, in contrast, and differ.]*

Did the writer talk about at least three differences between the two bears? *[Yes, the writer tells about at least three differences.]*

- Read the last sentence aloud. Point out that this sentence should sum up the essay.
- Use **Think-Pair-Share** to ask:

Does this essay include all the elements in the writing prompt? *[Yes. First the writer tells which two animals the essay will be about, the next paragraph tells about similarities, the third paragraph tells about differences, and the essay ends with a sentence that sums up the information. The essay also uses compare-and-contrast words.]*

- Tell the students that when brainstorming the topics for their essays, they should first try to think of two animals that have at least three similarities. Model choosing a possible topic such as comparing and contrasting a squirrel and a rabbit, a parakeet and an eagle, or a fish and a whale, and thinking through possible similarities. Ask yourself questions.



Do I know interesting facts about these animals, for example, where they live, what they look like, what they eat?

Do I have enough information? What would I need to find out?

Can I think of at least three ways these animals are alike?

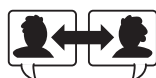
Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible topics about which they can write. If you think the students may need some idea starters, have them peruse the animal books you showed them previously. Remind them that they have learned information about various animals from their classmates' informative essays.
- Circulate through the classroom and listen to discussions. Praise partners who help and encourage each other by asking good follow-up questions.
- Tell the students to review their lists and choose a topic for their writing. Have them begin making a Venn diagram to record information.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask the following questions:
 - Was it hard to think of two animals to compare and contrast?
 - What did your partner do to help you brainstorm?
 - If you wanted to find out more information about the animals you chose, where could you look?
- Encourage the students to find out more information about their chosen animals by consulting books, magazines, online sources, and/or videos.
- Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners helped each other brainstorm topics today.



Unit 8

Day 3 Plan

OBJECTIVE: The students will use a Venn diagram to plan their compositions.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The ball bounced down the stairs and rolls into the hall

- Point out that the verbs in the sentence are *bounced* and *rolls*. To make the sentence correct, the verbs should be *bounced* and *rolled*, or if in the present, *bounces* and *rolls*. The sentence also needs a period at the end. The students may also suggest that some adjectives or adverbs might improve the sentence, such as adding *the red ball*, or *the beach ball* and *bounced noisily* or *rolled quickly*.



Author's Chair

- Have a few students take turns reading their informative essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that teams can earn an additional team cooperation point if they can give an example of how their teammates helped and encouraged one another during teamwork.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our essays using a Venn diagram.
2. We will share our plans with our partners and get feedback.

- Point out today's focus. Remind the students that writers organize their ideas before they write. For example, they may use a Venn diagram to organize their ideas during planning. Tell the students that today they will plan their compare-and-contrast essays using Venn diagrams to show what is alike and what is different. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

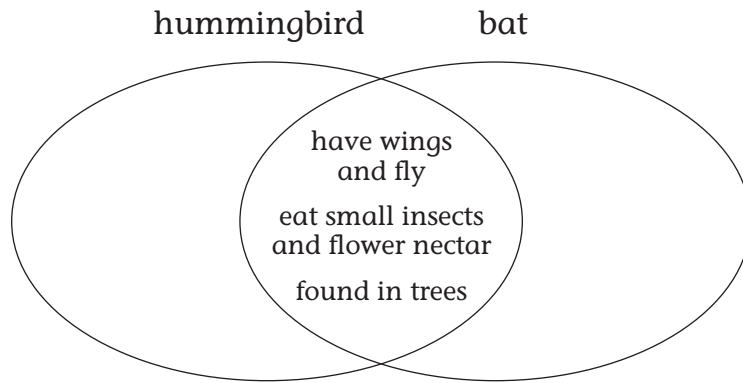
Writing Prompt

Write an essay that compares and contrasts two animals. Write four paragraphs. Begin by telling which two animals you will be writing about. Next, tell how these animals are similar. Then, explain how they are different. At the end of your essay write a sentence that sums up. Use compare-and-contrast words to connect your ideas. Be sure to begin your essay with an opening sentence that tells what the essay is about and grabs a reader's attention.

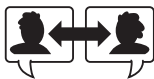
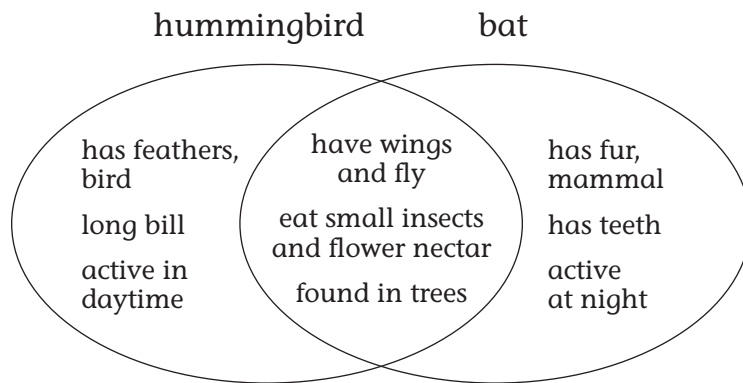
- Point out that the students brainstormed a list of possible topics and chose two animals about which to write. Tell the students that you have chosen to write about hummingbirds and bats. Create a Venn diagram on chart paper, and model recording information on it. (This Venn diagram will also be displayed in the next lesson.)

I know some interesting facts about hummingbirds, and I just read an article about bats. I'm going to try comparing and contrasting these two creatures. I want to compare and contrast what they look like, where they live, what they eat, and how they behave.

First, I will write some ways that they are similar in the middle of the Venn diagram. One similarity is that they both have wings and fly. Another way they are alike is that they both eat tiny insects and flower nectar. Hmm. Do they live in similar places? Well, they can both be found in trees, so I'll write that in the middle of the diagram also.



Now how are these two animals different? One thing is that unlike the hummingbird, which has feathers, the bat has fur. That is because a bat is not a bird, but a mammal. Another difference is that a hummingbird has a long bill, while a bat has teeth. Bats are animals that are active at night. In contrast, hummingbirds are active in the daytime.

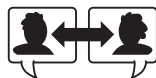


- Use **Think-Pair-Share** to ask:

Do you know any other interesting facts about these two animals that I could include on my Venn diagram? [(Accept reasonable responses.) Have the students specify where on the Venn diagram this fact should be recorded.]

- Have teams compare the Venn diagram to the writing prompt. Use **Think-Pair-Share** to ask:

Do you think the Venn diagram will help me when I begin to draft my essay? How? [The Venn diagram includes three similarities and three differences between the two animals. It has the information for the second and third paragraphs of the essay.]



Teamwork

Timing Goal: 10 minutes

- Tell the students that with the help of their partners, they will discuss their topics and plan their essays by creating Venn diagrams. Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Use **Think-Pair-Share** to ask:

How can you help your partner during planning today? *[(Accept reasonable responses.) For example, I could ask good questions to help him or her think of similarities and differences. I could remind my partner to write facts on a Venn diagram. I could give my partner feedback about his or her Venn diagram.]*

- Have partners share their Venn diagrams for feedback. Remind the students that partners will ask: Are there at least three ways that the two animals are alike? Are there at least three ways that they are different? Remind the students that they can make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for working toward the team cooperation goal. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how partners helped and encouraged each other during planning.



Unit 8

Day 4 Draft

OBJECTIVE: The students will draft their essays using their Venn diagrams.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentence. Use **Random Reporter** to share responses.

They run into the alley and yelled loudly

- Remind the students that a sentence needs punctuation at the end. This sentence needs a period. Underline the two verbs, *run* and *yelled*. Remind the students that the verbs should both be in the past tense or both be in the present tense. Past: *They ran into the alley and yelled loudly.* or Present: *They run into the alley and yell loudly.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their informative essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others**. Remind the students that helping and encouraging means sharing their own thinking, asking questions, giving hints or suggestions, and telling their teammates what they like about their writing. Point out that if teammates help and encourage one another, then all members of the team can write super compare-and-contrast essays.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOAL:

We will use our Venn diagrams to help us draft our compare-and-contrast essays.

- Point out today's focus. Remind the students that an informative essay gives information about a topic. They have organized information about how two animals are alike and how they are different. Tell the students that today they will use the information on their Venn diagrams to begin writing a compare-and-contrast essay. They will also give their partners helpful feedback about their topic sentences. Read the focus and goal for the day aloud.

Instruction

- Review the writing prompt with the class.

Writing Prompt

Write an essay that compares and contrasts two animals. Write four paragraphs. Begin by telling which two animals you will be writing about. Next, tell how these animals are similar. Then, explain how they are different. At the end of your essay, write a sentence that sums up. Use compare-and-contrast words to connect your ideas. Be sure to begin your essay with an opening sentence that tells what the essay is about and grabs a reader's attention.

- Have the students individually review the Venn diagrams that they created for their essays.
- Remind the students that they will publish their essays in a *Just the Facts* book that their classmates will read. The book will then be put in the library for all the students in the school to read. They will want to include the kind of information their readers will want to know about the animals they are comparing and contrasting.



Show DVD segment



Think Aloud

When drafting, include a few spelling, punctuation, and grammatical errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

- Tell the students that before they draft, they will watch Tasha and Mona draft their essays. Tell them to focus on how Tasha helps Mona while drafting her essay.
- Show “Compare-and-Contrast: Drafting from a Venn Diagram” (running time 6:55).
- Use **Think-Pair-Share** to ask the following questions and debrief the video.

What did Mona have trouble with at first? [*Mona had trouble thinking of a good beginning sentence that grabbed the reader’s attention.*]

What did Tasha do to help her partner during drafting? [*Tasha told Mona what surprised her about the animals she was comparing and contrasting. It gave Mona an idea for the first sentence.*]

- Display the transparency of Mona’s Venn diagram and her draft.

How did Mona use her Venn diagram during drafting? [*Mona used the information on the Venn diagram about similarities to write her second paragraph. She used the information about differences to write the next paragraph.*]

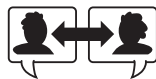
What did you think about what Mona wrote at the end? Do you think it is a good wrap-up for her essay? [*The students will probably agree that it is a good ending that summed up the essay.*]

- Display the Venn diagram about hummingbirds and bats from the previous lesson. Model drafting an essay using the Venn diagram. Use a **Think Aloud** to allow your students to hear what is going on in your mind as you draft.

Okay, the first thing I need is a beginning sentence, one that will tell what my essay is about and will grab the reader’s attention. I don’t want to just say, “Hummingbirds and bats are alike and different.” That would be boring. Hmm. I know. I’ll say, “Two flying animals are the hummingbird and the bat. They may share the air, but they are different in important ways.” I can always change that beginning if I get a better idea later.

- Write these opening sentences on chart paper, skipping lines.

The next paragraph should tell about how these two animals are alike. I’ll check the middle of my Venn diagram for similarities. I’m going to be sure to use comparing words in this paragraph.



- Write, “Hummingbirds and bats are alike because they have wings and can fly and dart around quickly. They both eat small insects and nectar from flowers. Another thing these animals have in common is that they are found in trees.”

Now I’ll use the information in the two circles to tell how these animals are different. I’ll want to use contrast words like *differ* and *unlike*.

- Refer to your Venn diagram as you write, “Unlike the hummingbird that has feathers, the bat is a mammal and has fur. The hummingbird sucks insects and nectar through its long bill. In contrast, the bat has a jaw full of teeth. These animals are also active at different times. You can see hummingbirds flying in the day, but bats fly at night.”
- Read the beginning of the draft aloud and confirm that you have an opening, a paragraph on similarities, and a paragraph on differences. Use **Think-Pair-Share** to ask:

What did I do as I drafted the essay? [*You looked at the Venn diagram and made the facts into sentences using compare-and-contrast words.*]

What compare-and-contrast words did I use? [*You used the words alike, both, unlike, in contrast, and different.*]

Hummingbirds and Bats

Two flying animals are the hummingbird and the bat. They may share the air, but they are different in important ways.

Hummingbirds and bats are alike because they have wings and can fly and dart around quickly. They both eat small insects and nectar from flowers. Another thing these animals have in common is that they are found in trees.

Unlike the hummingbird that has feathers, the bat is a mammal and has fur. The hummingbird sucks insects and nectar through its long bill. In contrast, the bat has a jaw full of teeth. These animals are also active at different times. You can see hummingbirds flying in the day, but bats fly at night.

Teamwork

Timing Goal: 10 minutes

- Refer the students to the Venn diagrams that they created. Have the students write a first draft, skipping lines to leave room for additions and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.

- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts, if necessary.
- Have the students read their opening (topic) sentences to their partners for feedback. Remind them that the opening sentence tells readers what they will be reading about in the essay.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members can give an example of how a team member helped and encouraged them during drafting.



Unit 8

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will identify the subjects and verbs in sentences. The students will identify if the subjects in sentences are singular or plural. The students will correct sentences so the verb agrees with the subject.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Subject-Verb Agreement I** (1 per student)
 - **Teamwork 2: Subject-Verb Agreement I** (as needed)
 - **Quick Check: Subject-Verb Agreement I** (1 per student)
 - **Quick Check 2: Subject-Verb Agreement I** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - **“Subject-Verb Agreement I”** (running time 2:38)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that helping and encouraging means sharing their own thinking, asking questions, and giving hints or suggestions. Point out that if teammates help and encourage one another, then all members of the team are prepared to share with the class.
- Post and present the day’s agenda.

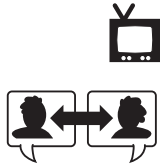
TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will figure out if the subject and the verb in sentences are singular or plural.

- Remind the students that *singular* means one and *plural* means more than one. Read the focus and goal for the day aloud.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Instruction

- Tell the students that when they write it is important that subject and verb work together.
- Explain that the students will meet a new Language Mechanic named Milo in the video that they will watch. Tell the students that Nounghelo, Verbena, and Milo will discuss how to make a subject and verb agree with each other.
- Show “Subject-Verb Agreement I” (running time 2:38).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

What happened to the verb when the subject changed from *boy* to *boys*? [*The verb changed from stands to stand.*]

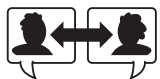
What happens to the verb when you have a plural subject, or are talking about more than one person or thing? [*The s is taken off the verb.*]

What happens to the verb when you have a singular subject or are talking about one person or thing? [*There is an s on the end of the verb.*]

How come the word *we* still gets a plural verb? [*We is a plural subject.*]

- Remind the students that when they write, they have to make sure their subjects and verbs match.
- Write the following sentence on the board, and ask a student to read it aloud.

Jill claps at the end of the play.



- Use **Think-Pair-Share** to ask:

Who is the subject of this sentence? [*Jill.*]

Is the subject singular or plural? How do you know? [*Singular because there is only one person, Jill.*]

- Mark the sentence with an S for singular subject.

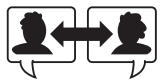
What is the verb in this sentence? [*Claps.*]

Does the verb match the singular subject? How do you know? [*Yes, it matches the singular subject because it has an s on the end.*]

- Change the sentence to say “Jill and Carlos,” but do not change the verb. Use **Think-Pair-Share** to ask:

Who are the subjects of this sentence? [*Jill and Carlos.*]

Is the subject singular or plural? How do you know? [*The subject is plural because there is more than one person, Jill and Carlos.*]



- Change the S to a P for plural subject.

Does the verb agree with the plural subject? How do you know? [*No, it doesn't agree. It needs the s removed.*]

- Cross out the *s* from *claps* and read the sentence. Point out that the students have corrected the sentence so the subject and verb now agree.
- Write the following sentences on the board, and ask a volunteer to read the first one aloud.

The boys waits for their friends.
Sam eats pizza for lunch.

- Have the students work in teams to identify the subject and decide if it is singular or plural. Then have the teams identify the verb and decide if it agrees with the subject. Tell the students that if they do not agree, the teammates should decide how the verb needs to change so the subject and verb agree.
- Use **Random Reporter** to share responses.
- Ask a student to read the second sentence aloud and follow the same procedure. When the students respond that the subject and verb in the sentence do agree, mark the sentence with a check.
- Tell the students that they will continue to read sentences during Teamwork to decide if the subject and verb agree with each other.



Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Subject-Verb Agreement I** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice the students will work together in their teams to read the sentences, identify the subjects, and decide if the subject is singular or plural. They will mark a P or an S next to the sentence. Then they will check that the verb agrees with the subject. Tell the students that they will change the verbs in the sentences where subject and verb do not agree to make them correct. If the subject and verb do agree, they will mark the sentence with a check.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 sentences.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.

Team Mastery

- Refer the students to the **Teamwork 1: Subject-Verb Agreement I** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will check for subject-verb agreement, fix the verbs that don't agree with their subjects, and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute the **Quick Check: Subject-Verb Agreement I** page. Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentence.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

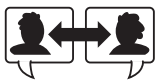
Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following:

How does a verb change when you have one subject, such as *kite*, versus more than one, such as *kites*? [There is an *s* on the verb when the subject is singular; the *s* comes off the verb when the subject is plural.]

- Have the students read over their compare-and-contrast essay drafts to fix sentences where the subject and verb do not agree.
- Praise the students for team cooperation and helping and encouraging one another. Using **Random Reporter**, award an additional point to teams whose members give an example of how a team member helped and encouraged them during teamwork.



Answer Keys:
Subject-Verb Agreement I**Team Practice**

leaves

1. Teresa ~~leave~~ her coat at home. S

wash

2. They ~~washes~~ the car. P

slice

3. The machines ~~slices~~ the bread. P

4. The plants in the garden grow tall this summer. P ✓

look

5. The boys ~~looks~~ up to see the monkey in the tree. P**Team Mastery**

likes

1. Carl ~~like~~ chocolate cake more than vanilla. S

writes

2. Mel ~~write~~ stories about monsters. S

3. The giant trees sway in the wind. P ✓

4. The squirrel runs across the branch. S ✓

take

5. Lissa and her mother ~~take~~ the subway downtown. P**Team Practice 2**

1. The water in the jar splashes when I walk. S ✓

crawls

2. Mario ~~crawl~~ under the table to get his pencil. S

paint

3. The painters ~~paints~~ the house a bright blue color. P

plays

4. The cat ~~play~~ with the yarn. S

hope

5. We ~~hopes~~ to find a treasure in the box. P

Team Mastery 2

1. The police officer drives his car to the station. S ✓

swarm

2. The bees ~~swarms~~ around the hive. P

teach

3. Thad and Jake ~~teach~~ their dog to sit. P

4. The kids in the class go to recess. P ✓

takes

5. man ~~take~~ photos of the game. S

Quick Check

picks

1. Mrs. Fletcher ~~pick~~ up her books at the library. S

nibble

2. The cows ~~nibbles~~ grass by the road. P

3. The cook adds a pinch of salt to the sauce. S ✓

talks

4. Vonnie ~~talk~~ to her sister on the phone. S

hear

5. We ~~hears~~ the loud thunder. P

Quick Check 2

1. Yolanda squeezes the lemons for lemonade. S ✓

wake

2. They ~~wakes~~ up early in the morning. P

plays

3. Nadia ~~play~~ shortstop on the baseball team. S

4. The frogs jump into the pond and swim away. P ✓

explore

5. Paul and Brian ~~explores~~ the cave with a flashlight. P

Unit 8

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will give feedback using the revision guide.

This Two-Minute Edit features Ace Writer, a character who leaves sentences on the board. Instead of looking for errors, the students will discuss what they appreciate about the sentence.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams who contribute an Ace Writer sentence.



Two-Minute Edit

- Point out to the students that sometimes we read a sentence in a book, magazine, or in a partner's writing that we really like. Present a sentence that Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below, one of your own, or a sentence from one of the student's compositions.

She glanced up and was astonished to see a magnificent white bird with a sharp, curved beak and vivid blue eyes perched on the topmost branch of the dead tree.

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie.

Author's Chair

- Have a few students take turns reading their informative essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students about the team cooperation goal. Remind them that helping and encouraging means sharing their own thinking, asking questions, giving hints or suggestions, and telling their teammates what they like about their writing. Point out that if teammates help and encourage one another, then all members of the team can write super compare-and-contrast essays.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today’s focus. Remind the students that they have brainstormed ideas with their partners, used a Venn diagram to organize their ideas, and used their plans to write first drafts of their compare-and-contrast essays. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

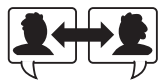
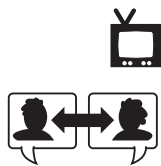
- Tell the students that they will now go on to the next step in the writing process: revising. Refer the students to the revision guide in their student editions. Review the Ideas, Organization, and Style sections.

REVISION GUIDE

Compare-and-Contrast Essay

Name: _____ Date: _____
 Partner: _____ Unit: 8

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay tell about two animals?				
Does it give lots of interesting and important details about how the two animals are alike?				
Does it give lots of interesting and important details about how the two animals are different?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay begin by telling what two animals are being compared?				
Are likenesses described together?				
Are differences described together?				
Does the essay have a concluding sentence that sums up?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the first sentence grab attention?				
Are ideas connected with compare-and-contrast words (e.g., <i>alike, similar, differ, different, both, common</i>)?				



- Introduce the video segment. Tell the students that before they revise, they will watch Tasha and Mona as they begin to revise their essays. Tell them to pay attention to how Tasha helps Mona revise her essay using the revision guide.
- Show “Compare-and-Contrast: Share, Respond, Revise” (running time 4:29).
- Use **Think-Pair-Share** to ask the following questions and debrief the video.

What did Tasha do first after listening to Mona’s essay?
[Tasha told Mona what she liked about the essay.]

Tasha checked to make sure Mona’s essay included everything on the revision guide. Then what did she do to help Mona? *[Tasha asked questions. She asked how many babies elephants have. Tasha also asked about a fact on Mona’s Venn diagram that wasn’t in the essay.]*

- Display the transparency of Mona’s Venn diagram and essay. Use **Think-Pair-Share** to ask:

Why didn’t Mona include all the facts from her Venn diagram in her essay? *[Mona didn’t think one fact about mice being different colors was interesting.]*

Does Mona’s essay include three similarities and three differences? *[Yes.]*

- Point out to the students that as they revise their essays, they can leave out uninteresting facts or facts that don’t seem to fit with the other information, but they should try to include at least three similarities and three differences.
- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the essay and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the revision guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.
- Explain that published authors ask others for feedback about their writing. Point out that this helps them understand how their writing will come across to an audience and how they might make it better.

Teamwork

Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback on and ratings of the items in the Ideas, Organization, and Style sections of the revision guide.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas/tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Praise the students for giving helpful feedback to their partners.



- Use **Think-Pair-Share** to ask the following questions:

Do you think your partner is getting better at giving feedback?

What did your partner do to help you improve your essay?

- Using **Random Reporter**, award an additional point to teams whose members can give an example of helpful feedback that they received from their partners.



Unit 8

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their compare-and-contrast essays. They will give feedback on the revised drafts using the revision guide.



Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below, one of your own, or a sentence from one of the student's compositions.

Wedged in the crack between the dusty floorboards, I found a bright gold coin with strange pictures and curlicue writing on it.

- Use **Random Reporter** to share responses. The students may say that the sentence includes sensory details. Have the students identify which words in the sentence help them make a mind movie.
- Challenge the students to write the sentence that follows this one in a story and include sensory details.



Author's Chair

- Have a few students take turns reading their informative essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students about the team cooperation goal: **Help and encourage others**. Remind them that helping and encouraging others means sharing their own thinking, asking questions, giving hints or suggestions, and telling their teammates what they like about their writing. Point out that teams whose members can give an example of how their teammates helped and encouraged them during revising will earn an extra team cooperation point.
- Post and present the day’s agenda.

TODAY’S FOCUS: Revise using feedback on **ideas, organization, and style**.

TODAY’S GOALS:

1. We will use the notes we made and revise our drafts.
2. We will listen to our teammates’ revised drafts and use the questions on the revision guide to give feedback.

- Point out today’s focus. Remind the students that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the draft of your compare-and-contrast essay “Hummingbirds and Bats” and a revision guide. Tell the students that you made notes on your revision guide to help you improve your essay. Model referring to the revision guide to revise your work.

Hummingbirds and Bats

Two flying animals are the hummingbird and the bat. They may share the air, but they are different in important ways.

Hummingbirds and bats are alike because they have wings and can fly and dart around quickly. They both eat small insects and nectar from flowers. Another thing these animals have in common is that they are found in trees.

Unlike the hummingbird that has feathers, the bat is a mammal and has fur. The hummingbird sucks insects and nectar through its long bill. In contrast, the bat has a jaw full of teeth. These animals are also active at different times. You can see hummingbirds flying in the day, but bats fly at night.

- Explain that you received feedback from your partner about the organization of your essay. Your partner pointed out that your essay needed a wrap-up sentence to sum up the essay. Refer to the note on your revision guide: *Add concluding sentence*.

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay begin by telling what two animals are being compared?	✓			
Are likenesses described together?	✓			
Are differences described together?	✓			
Does the essay have a concluding sentence that sums up?	?			
Add concluding sentence.				

- Model your thinking as you write a sentence to sum up the essay.

I have three paragraphs, but I need a concluding sentence. A concluding sentence will summarize what I have been talking about in my essay. Hmm. I have been talking about similarities and differences between these two animals. Hummingbirds and bats are both flyers and they both eat the same kinds of things, but their bodies look different and the way they act is different. I think I can put that in my concluding sentence. “Hummingbirds and bats are flyers and have similar diets, but their bodies and behavior are quite different.”
- Model making this addition to your draft.
- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.

- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate's composition?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss with your teams what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Help and encourage others**. Praise the students for giving one another helpful feedback. Using **Random Reporter**, award an additional point to teams whose members can share an example of a teammate's helpful feedback.



Unit 8

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will expand sentences by adding words to describe nouns and verbs.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Expanding Sentences** (1 per student)
 - **Teamwork 2: Expanding Sentences** (as needed)
 - **Quick Check: Expanding Sentences** (1 per student)
 - **Quick Check 2: Expanding Sentences** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - “**Expanding Sentences**” (running time 3:20)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Remind the students that helping and encouraging their teammates means that all their team members are prepared to share the team’s responses.
- Post and present the day’s agenda.

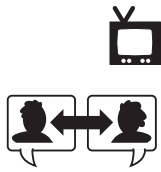
TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

Add words to sentences to make them more interesting to read.

- Read the focus and goal for the day aloud. Point out that sometimes sentences are boring and need details to make them more interesting.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Instruction

- Show “Expanding Sentences” video segment (running time 3:20).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

Why did Nounghelo want to expand sentences? [*The sentences were boring or blah.*]

What did Nounghelo do to expand the sentences?
[*Nounghelo added more information and description. He added interesting details to make better mind movies.*]

- Write the following sentence on the board, and read it aloud.

The girl sings.

- Explain that although the sentence is complete, it is boring because it does not have any descriptive words.

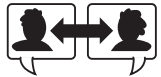
This is a sentence. It has a subject—*girl*—and a verb—*sings*.

This sentence is boring, or blah. There aren’t any words to describe the subject and verb. We don’t know anything about the girl or how, why, or what she is singing.

- Explain that you can make this a more exciting sentence by adding descriptive words, adjectives and adverbs.
- Use **Think-Pair-Share** to ask the students what words you could add to the sentence to make it more interesting. Use some of the students’ suggestions and model adding the descriptive words to the sentence using the ^ editing mark. (*Possible answer: The young girl sings “Twinkle Twinkle Little Star” to her parents.*) Ask a student to read the new sentence aloud.
- Write the following sentence on the board, and ask a student to read it aloud.

The man rode the bus.

- Have the students work in teams to expand the sentence to make it more interesting. Remind the students to use ^ to add descriptive words to the sentence.
- Remind the students that every teammate needs to be able to give a response.
- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams’ responses.



- As the teams share their answers, write the new sentences on the board. Point out how different the sentences are because different words were used.
- Tell the students they will continue to expand boring sentences to make them more interesting to read.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Expanding Sentences** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will expand these boring sentences to make them more interesting. Explain that for each sentence, one teammate will read the sentence, and then the team will decide what descriptive words they could add to the sentence to make it more exciting. Tell the students they will add the descriptive words using ^ to show where they go in the sentence.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 sentences.



Team Mastery

- Refer the students to the **Teamwork 1: Expanding Sentences** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will expand the sentence adding descriptive words and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute **Quick Check: Expanding Sentences** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.

If the students do not score at least 40 on the Quick Check, follow up with additional instruction and use Team Practice 2 and Quick Check 2.



- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

Do you think adding descriptive words improved the sentences? If so, how?

Did you think about sensory details as you rewrote the boring sentences?

- Have the students review their revised drafts to see if there are boring sentences that need descriptive words added.
- Praise the students for their team cooperation. Using **Random Reporter**, award an additional point to teams whose members can share an example of how teammates helped and encouraged one another during teamwork.

Answer Keys: Expanding Sentences (possible answers)

Team Practice

big, gray shaggy

1. Mario fed his ^ dog.

old sailing as the people cheered

2. The ^ ship arrived ^.

Forgetful stack of shark

3. ^ Tina lost the ^ books.

with the spattered overalls

4. The man ^ paints the fence.

daring rubies, emeralds, and other

5. The ^ thief stole the ^ jewels ^.
from the museum

Team Mastery

silly loudly at the joke

1. The ^ prince giggled ^.

silver and blue slowly

2. We watched the ^ fish swim ^ around the tank.

tall with the beard sweetly

3. The ^ man ^ plays the trumpet ^.

pink checked kitchen

4. I washed the ^ shirt in the ^ sink.

hot fudge with whipped cream

5. Sarita made a ^ sundae ^.

Team Practice 2

football with my dad

1. I watched the ^ game ^.

bath icy

2. The ^ water was ^ cold.

baby next to its mother

3. The ^ elephant walked ^.

important hall

4. The ^ paper was on the ^ table.

funny about the mouse in space

5. I liked the ^ book ^.

Team Mastery 2*happily dance*1. He listened [^] to the [^] music.*peanut butter and jelly*2. Jason packed a [^] sandwich for lunch.*quickly favorite running*3. She [^] put on her [^] shoes.*crashing coming from the next room*4. Rhonda heard a [^] sound [^].*soccer every weekend*5. The [^] team practiced [^].**Quick Check***white across the green field*1. The [^] horse galloped [^].*quickly two slices of pepperoni*2. Carlos [^] ate [^] pizza.*little around the yard*3. Dawn chased her [^] brother [^].*Christmas when the cat climbed it*4. The [^] tree fell down [^].*gold and silver behind the sink*5. Brandi found her [^] bracelet [^].**Quick Check 2***third grade bowling*1. The [^] class had a [^] party.*snow behind the garage*2. Ben made a [^] fort [^].*carefully basement and tiptoed downstairs*3. Andy [^] opened the [^] door [^].*curled up yellow-and-blue striped*4. Marcia sat [^] on the [^] couch.*old lemon at the fair*5. The [^] man sold [^] cakes [^].

Unit 8

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their essays and make corrections.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams who contribute an Ace Writer sentence.



Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below, one of your own, or a sentence from one of the students' compositions.

A pale green moth fluttered and danced around the front porch light.

- Use **Random Reporter** to share responses. The students may say that the sentence includes details. Have the students identify vivid verbs in the sentence.

Author's Chair

- Have a few students take turns reading their informative essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Help and encourage others.** Point out that teams whose members can give an example of how their teammates helped and encouraged one another during editing will earn an extra team cooperation point.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our compare-and-contrast essays using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their essays. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process.

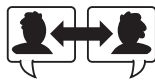
When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				
Do the subjects and verbs agree?				

- Review what the students will be looking for when they edit. Give some examples of errors in capitalization, punctuation, spelling, and grammar in some sample sentences like the following:

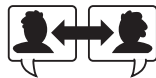
The elephant uses its trunk and grab leaves from the tree.



- Use **Think-Pair-Share** to ask:

What errors do you see in this sentence? What would you do to make this sentence correct? [*The subject and verb do not agree. Elephant is a singular subject so there should be an s on grabs.*]

- Mark the errors with editing marks.



- Display the revised draft of your essay. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your essay to publish it.
- Remind the students that you will be reading the essay through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following question:

What will I check for the first time that I read my essay? *[You will check to see that the first word of each sentence and all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the essay? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your essay and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammatical problem that can be corrected.]*

Have you noticed any places in my essay that don't sound right? Have I made any grammatical errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.



Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their essays four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their essays, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Ratings column of the revision guide.



Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the Editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members give an example of how their teammates helped them during editing.

Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the essays that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 8

Day 10 Publish

OBJECTIVE: The students will publish their compare-and-contrast essays in a class book.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams whose members contribute an Ace Writer sentence.

Throughout the lesson, award team cooperation points to teams whose members help and encourage one another. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or on chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below, one of your own, or a sentence from one of the students' compositions.

The fur of the baby chinchilla is pale gray and as soft as silk.

- Use **Random Reporter** to share responses. The students may say that the sentence includes details. Have the students identify sensory details in the sentence.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

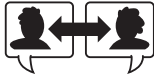
- Refer to the posted team cooperation goal: **Help and encourage others.** Point out that teams whose members can give an example of how their teammates helped and encouraged them during publishing will earn an extra team cooperation point.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our compare-and-contrast essays in a class book.

- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.



Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed ideas for topics. We thought of animals that we could compare and contrast.]*

What did you do next? *[We chose topics for our essays and made Venn diagrams to show similarities and differences.]*

What task did you complete next? *[We wrote a draft using the information on the Venn diagram. We drafted essays with four paragraphs.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete after that? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Tell the students that they are now ready to publish their essays in a class book. Explain that their essays will be compiled and published in a book, *Just the Facts*, which will be displayed in the classroom so everyone will have a chance to read it. Explain that after they have read their classmates' essays, they will put their class book in the library so other students can read their compare-and-contrast essays as well.

Teamwork

Timing Goal: 15 minutes

- Depending on the book-publishing option that you have chosen from the list in the appendix, distribute the necessary materials to teams and give directions. As the students rewrite their work using their best handwriting, have them include their edits and any revisions that you have suggested.
- Allow the students time to publish their essays. As the students work, monitor their progress, and assist when needed. If time allows, suggest that the students illustrate their essays.
- Remind the students to check off publishing on their team score sheets.



Reflection

Timing Goal: 5 minutes

- Celebrate by having volunteers share their compare-and-contrast essays with the class.
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how their teammates helped and encouraged them during publishing.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Team.
- Dedicate a space in your classroom to display the class book. Make sure all the students have an opportunity to read it, and then place the book in the library for others to enjoy.

Unit 8

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our ideas. We want our ideas to flow and make sense. That is why it is important to get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

When you write in your journal, you choose the topic.

Your purpose is to tell about your ideas.

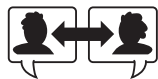
- Present the following idea starters or post some of your own.

1. What is your favorite type of music? How does listening to it make you feel?
2. Tell about a time when you stayed up late. What did you do?
3. Have you ever had dreams about flying? Describe your dream.
4. Imagine that you could live on another planet. Describe what life is like on your planet.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.



You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of the students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals and reward the students who meet them with Inkwell tokens. After the writing challenge when the class is setting goals, the Inkwell tokens will be counted to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Did you choose a topic quickly? If so, what made it easy to choose?

Did you find yourself adding sensory details as you wrote?

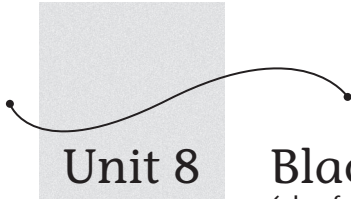
Are you finding it easier to write about your ideas?

- Point out that writers often think of new questions as they write. Writing is a way to explore our thoughts and feelings. Suggest that the students jot down any questions or topics they thought of that they might explore during the next journal writing day.
- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.

- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect two examples of student journal entries and your responses to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 9 and note your comments and questions.


 Unit 8

Blackline Masters

(also found on CD accompanying volume 1)

Telling How Two Things Are Alike and Different

Write an Informative Essay Comparing and Contrasting Two Animals

Day 1	Student Handouts
	Teamwork 1: Venn Diagrams 297
	Teamwork 2: Venn Diagrams 298
	Quick Check: Venn Diagrams 299
Day 2	Transparencies
	Compare/Contrast Words 300
	Writing Prompt 300
	Black Bears and Polar Bears 301
Day 3	Transparency
	Writing Prompt 300
Day 4	Transparencies
	Writing Prompt 300
	Mona's Venn Diagram and Draft 302
Day 5	Student Handouts
	Teamwork 1: Subject-Verb Agreement I 303
	Teamwork 2: Subject-Verb Agreement I 304
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Day 10	(No blackline masters)
Day 11	(No blackline masters)

Unit 8 | Teamwork 1

Venn Diagrams

Team Practice

Compare and contrast bananas and lemons.

Team Mastery

Compare and contrast bikes and skateboards.

Unit 8 | Teamwork 2

Venn Diagrams

Team Practice 2

Compare and contrast kindergarten and third grade.

Team Mastery 2

Compare and contrast math class and reading class.

Unit 8 | **Quick Check**

Venn Diagrams

Quick Check

Compare and contrast cats and lions.

Quick Check 2

Compare and contrast baseball and basketball.

Compare/Contrast Words

Compare Words	Contrast Words
alike	unlike
similar, similarities	different, differences
both	differ
same as	in contrast

Writing Prompt

Write an essay that compares and contrasts two animals. Write four paragraphs. Begin by telling which two animals you will be writing about. Second, tell how these animals are similar. Then explain how they are different. At the end of your essay write a sentence that sums up. Use compare-and-contrast words to connect your ideas. Be sure to begin your essay with an opening sentence that tells what the essay is about and grabs a reader's attention.

Black Bears and Polar Bears

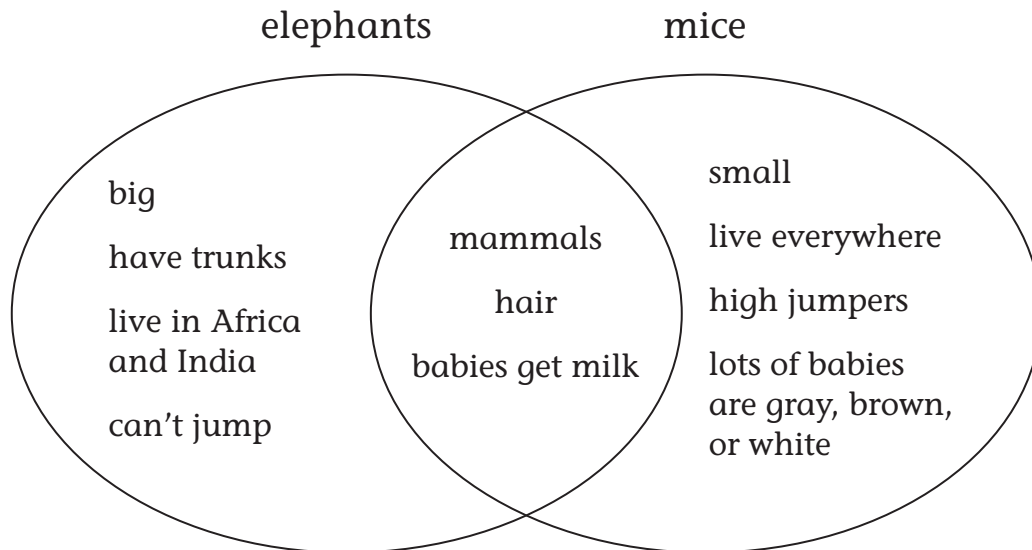
Black bears and polar bears both belong to the bear family. But there are important differences between these two animals.

Like all bears, both the black bear and the polar bear are mammals and have large, fur-covered bodies. Their paws are large with sharp claws. These bears are also similar in that they have a very keen sense of smell. Both the polar bear and the black bear sleep in dens during the coldest months.

The polar bear and black bear live in different habitats. The polar bear lives in the Arctic. In contrast, the black bear lives in forests throughout North America. They also differ in what they eat. Polar bears eat mostly seals they catch. Black bears eat fish, berries, twigs, and leaves. The bears are also different colors. Black bears are black or dark brown. Polar bears have black skin, but their fur is clear. Each hair reflects the light so polar bears look like they have white coats.

From where they live to what they eat, these two members of the bear family are very different.

Mona's Venn Diagram and Draft



Elephants and Mice

You might think elephants and mice are totally different. But you would be amazed to find out how much they are the same.

Did you know that elephants and mice are both mammals? That means they both have hair on their skin, and the moms give their babies milk.

Of course, there are differences, too. Elephants live in hot places like Africa and India, but mice live everywhere. Elephants have trunks, and mice don't. Mice can jump really high for their size. But I bet you didn't know that elephants are the only animal that can't jump. That's a fun fact. Mice also have lots of babies. And you already know that elephants are really big and mice are really small.

Elephants and mice are not as different as they seem. They are both mammals, like people, so they have a lot in common. It proves there are more important things than being big or little.

Team Practice

1. Teresa leave her coat at home.
2. They washes the car.
3. The machines slices the bread.
4. The plants in the garden grow tall this summer.
5. The boys looks up to see the monkey in the tree.

Team Mastery

1. Carl like chocolate cake more than vanilla.
2. Mel write stories about monsters.
3. The giant trees sway in the wind.
4. The squirrel runs across the branch.
5. Lissa and her mother takes the subway downtown.

Team Practice 2

1. The water in the jar splashes when I walk.
2. Mario crawl under the table to get his pencil.
3. The painters paints the house a bright blue color.
4. The cat play with the yarn.
5. We hopes to find a treasure in the box.

Team Mastery 2

1. The police officer drives his car to the station.
2. The bees swarms around the hive.
3. Thad and Jake teaches their dog to sit.
4. The kids in the class go to recess.
5. The man take photos of the game.

Quick Check

1. Mrs. Fletcher pick up her books at the library.
2. The cows nibbles grass by the road.
3. The cook adds a pinch of salt to the sauce.
4. Vonnie talk to her sister on the phone.
5. We hears the loud thunder.

Quick Check 2

1. Yolanda squeezes the lemons for lemonade.
2. They wakes up early in the morning.
3. Nadia play shortstop on the baseball team.
4. The frogs jump into the pond and swim away.
5. Paul and Brian explores the cave with a flashlight.

Compare-and-Contrast Essay

Name: _____ Date: _____
 Partner: _____ Unit: 8

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay tell about two animals?				
Does it give lots of interesting and important details about how the two animals are alike?				
Does it give lots of interesting and important details about how the two animals are different?				

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the essay begin by telling what two animals are being compared?				
Are likenesses described together?				
Are differences described together?				
Does the essay have a concluding sentence that sums up?				

Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the first sentence grab attention?				
Are ideas connected with compare-and-contrast words (e.g., <i>alike, similar, differ, different, both, common</i>)?				

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score	
----------------------------	--

Team Practice

1. Mario fed his dog.
2. The ship arrived.
3. Tina lost the books.
4. The man paints the fence.
5. The thief stole the jewels.

Team Mastery

1. The prince giggled.
2. We watched the fish swim around the tank.
3. The man plays the trumpet.
4. I washed the shirt in the sink.
5. Sarita made a sundae.

Team Practice 2

1. I watched the game.
2. The water was cold.
3. The elephant walked.
4. The paper was on the table.
5. I liked the book.

Team Mastery 2

1. He listened to the music.
2. Jason packed a sandwich for lunch.
3. She put on her shoes.
4. Rhonda heard a sound.
5. The team practiced.

Quick Check

1. The horse galloped.
2. Carlos ate pizza.
3. Dawn chased her brother.
4. The tree fell down.
5. Brandi found her bracelet.

Quick Check 2

1. The class had a party.
2. Ben made a fort.
3. Andy opened the door.
4. Marcia sat on the couch.
5. The man sold cakes.



Writing Challenge

Informative Writing

The writing challenge is an opportunity for your students to get practice in writing a timed response to a prompt, as they do during state assessments. Detailed rubrics for scoring ideas, organization, style, and mechanics for the writing challenge are provided in this manual. The day before a writing challenge, the students use these rubrics to evaluate writing samples. Reviewing the expectations for the assessment prepares the students and gives them the background they need to approach the writing challenge with confidence.

After you have recorded the scores for the writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet, and display them so the students can see how they scored as a class on each aspect of writing. This is an opportunity for the class to celebrate successes and discuss goal setting.

Writing Challenge

Day 1 Writing Preparation

OBJECTIVE: The students will evaluate an informative essay written in response to a prompt.

Active Instruction

Set the Stage

- Tell the students that they will participate in a practice writing activity today.

Instruction

- Remind the students that informative writing tells the reader facts and information. Point out that they have written several pieces of informative writing. They told the facts about a real event. They wrote a news story to inform readers. They wrote an essay that told the facts about an animal and an essay comparing and contrasting two animals. Explain that tomorrow they will complete a writing challenge to see how well they can take a piece of informative writing through each step in the writing process.
- Remind them that completing writing challenges throughout the year will enable them to see how much their writing has improved. Tell them that the class will celebrate these improvements.
- Explain that today they will look at a practice writing challenge. Tell them that although it is similar to what they will do tomorrow, the prompt will be different.
- Display the writing prompt, and read it aloud.

Writing Prompt

Imagine that you have met someone who will be new to your school. What information would that person want to know about the school? Write an informative essay about your school. Begin by clearly stating the topic. Tell three main ideas. Support the main ideas with interesting details. End your essay with a good wrap-up sentence that sums everything up.

- Ask the students to identify the important parts of the prompt. If necessary, ask them to identify what their writing should be about. Make sure they understand that it is an informative essay that tells facts and gives information. Underline the important words in the prompt.

- Review the steps of the writing process, asking the students which step comes first, second, etc. and what should be done during each step. Remind them that they will complete each step of the writing challenge independently.
- Tell the students that you have some writing samples that you would like them to read and evaluate with you. Remind them that *evaluate* means to tell what is good about the writing and what needs improvement.
- Display the Informative Writing transparency, and cover the writing samples. Explain that when you grade the students' writing, you will use a chart that includes the information on the transparency. Tell the students that this section of the chart explains what the ideas of the writing should include.

Informative Writing Scoring Guide

Ideas	
4	The topic of the essay is clear. The essay has at least three main ideas (subtopics) that explain more about the topic. The essay has details that are interesting and support the main ideas.
3	The essay has a clear topic. There are two main ideas (subtopics) that explain more about the topic. The essay has details, but they don't all tell about the main ideas.
2	The topic of the essay is not clear. The main ideas are not clear. Not all the details tell about the topic.
1	The topic of the essay is not clear. The essay wanders and does not have main ideas. Most of the details are not connected to a topic.

- Review the scoring guide. Explain that the highest score an essay can receive is a 4.
- Explain to the students that you want them to help you grade some writing samples using this scoring guide.
- Uncover Writing Sample #1, but continue to keep Writing Sample #2 covered.

Writing Sample #1

Someone who is new to Eastmont Elementary School would want to know what is in the building, what the teachers are like, and what to expect for homework.

Eastmont Elementary is a big building with 15 classrooms. It also has a large cafeteria that is really noisy at lunch time. The school office is near the front of the building, right next to the teachers' meeting room. There is also a gym where students play basketball.

Most of the teachers are nice. They help you if you have trouble understanding something. They also let third graders go to recess twice a day. The gym teacher has a black belt in karate. Sometimes she shows the students karate moves.

There is a lot of homework at Eastmont Elementary. There is math and reading homework everyday. Once a week there is science homework which is usually doing a science investigation at home. Once a month our homework is to write a report about a book we are reading.

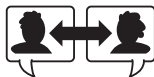
The students and teachers work hard at Eastmont Elementary and they learn a lot.

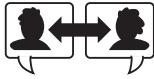
- Explain to the students that there may be some spelling or grammatical errors in the writing, but you do not want them to pay attention to those mistakes right now.
- Remind the students that for a piece of writing to get a high score of 4 on the Ideas section, the topic of the essay must be clear, it should have three main ideas, and interesting details that explain, or support, the main ideas.
- Read Writing Sample #1.
- Use **Think-Pair-Share** to ask:

What is the topic of this essay? Is the topic clear?

Which sentence tells you the topic?

- Remind the students that when they wrote their essays, they made a plan and noted the main ideas and details. Have the students work in teams to identify three main ideas in the sample essay. Use **Random Reporter** to listen to the teams' responses.





- Use **Think-Pair-Share** to ask:
 - Do the main ideas explain more about the topic?**
 - Does the essay have interesting details that tell about each of the main ideas?**
- Have the students choose an interesting detail from the essay and tell their partner which main idea it explains.
- Point out that this essay would receive a score of 4 on the Ideas section of the scoring guide.

Teamwork

- Uncover Writing Sample #2, and read it to the students.

Writing Sample #2

My school is Eastmont Elementary.

Eastmont has a play yard and a gym. In the gym we play basketball and sometimes have relay races. I am good at basketball, but I like baseball better.

I started at Eastmont when I was in first grade. Before that I was in kindergarden at another school. The other school was down the street from my house. Now I take the bus.



- Use **Random Reporter** to ask the students questions about the writing.
 - Does the essay have a clear topic?** *[The topic is not clearly stated.]*
 - Does it have three main ideas that explain the topic?** *[No. It has one main idea that explains about the play yard and gym.]*
 - Do details support the main idea?** *[Some details about the gym do support the main idea, but some tell about liking baseball.]*
 - What score did you give this essay for ideas?**
- Refer the students to the scoring guide, and ask them to work in teams to score this writing on ideas and to explain why they gave that score.



Reflection

- Use **Random Reporter** to listen to the team's responses.
- Use **Think-Pair-Share** to ask:

What advice would you give the author of this writing sample? *[The author could tell more facts about the school and support them with details. Leave out details that aren't about the topic.]*

- Remind the students that they will have the opportunity to write an informative writing piece from start to finish independently tomorrow. Remind them that the writing prompt will be different than the one displayed today.

Writing Challenge

Day 2 Independent Writing

OBJECTIVE: The students will independently respond to an informative writing prompt.

Preparation

- Students will need the following materials:
 - **The Writing Challenge: Informative Writing** handout

Active Instruction

Set the Stage

- Tell the students that they will participate in a timed writing activity today.

Instruction

- Explain that you will score their papers, focusing on the same categories found on the revision guides.

When I score your papers, I'm going to look for how well you express your ideas and organize your writing. I'm also going to look at your writing style and mechanics. These are the same areas we score using the revision guide.

- Distribute the Informative Writing Challenge handout. Read the prompt and the directions aloud. Ask the students if they have any questions.
- Allow the students 60 minutes to work on the activity. At the end of 60 minutes, collect all papers.

Scoring

- Score the papers using the Informative Writing Rubric. Each paper is scored in four categories: ideas, organization, style, and mechanics. Scores in each category range from a 1 (the lowest score) to a 4 (the highest score).
- Use anchor papers as a guide when scoring the students' work. The anchor papers represent examples of responses for each score point and offer explanations for the assignment of scores.
- Record the students' scores on the Record of Unit Scores.

Goal Setting

- After you have recorded the scores for the informative writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet transparency under the Informative Writing column.
- Display the Writing Challenge Score Sheet transparency so the students can see how they compare to the class score on the previous writing challenge. Point out the Informative Writing column.
- Discuss with the students the areas in which the class did well and the areas in which they need to improve. Ask the students to brainstorm ideas on how they can improve the weaker areas.
- Have teams celebrate their successes and discuss goal setting. Have teams discuss the following questions:

For which aspect of writing did the class score the highest?

Compare these scores with the ones for the last challenge. Which scores improved from the last writing challenge?

Looking at the scores, which aspect of writing—ideas, organization, style, or mechanics—do we need to work on as a class?

Do you think working toward team cooperation goals will help us improve that score? How?



When you meet with your teacher team, bring the Writing Challenge Score Sheet. Discuss the areas your students need to improve, and ask for ideas on how to help your students improve their scores.

- Use **Random Reporter** to share team responses. Record the class goal(s) on the transparency.
- Collect and count the Inkwell tokens. On a class thermometer or other scale, record the count, and celebrate the students' successes in reaching their goals.
- Return the papers to the students. Hold individual conferences to discuss the scores.
- Place the papers in the students' portfolios.



Writing Challenge

Blackline Masters

(also found on CD accompanying volume 1)

Informative Writing

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Writing Prompt

Imagine that you have met someone who will be new to your school. What information would that person want to know about the school? Write an informative essay about your school. Begin by clearly stating the topic. Tell three main ideas. Support the main ideas with interesting details. End your essay with a good wrap-up sentence that sums everything up.

Informative Writing Scoring Guide

Ideas	
4	<p>The topic of the essay is clear.</p> <p>The essay has at least three main ideas (subtopics) that explain more about the topic.</p> <p>The essay has details that are interesting and support the main ideas.</p>
3	<p>The essay has a clear topic.</p> <p>There are two main ideas (subtopics) that explain more about the topic.</p> <p>The essay has details, but they don't all tell about the main ideas.</p>
2	<p>The topic of the essay is not clear.</p> <p>The main ideas are not clear.</p> <p>Not all the details tell about the topic.</p>
1	<p>The topic of the essay is not clear.</p> <p>The essay wanders and does not have main ideas.</p> <p>Most of the details are not connected to a topic.</p>

Writing Sample #1

Someone who is new to Eastmont Elementary School would want to know what is in the building, what the teachers are like, and what to expect for homework.

Eastmont Elementary is a big building with 15 classrooms. It also has a large cafeteria that is really noisy at lunch time. The school office is near the front of the building, right next to the teachers' meeting room. There is also a gym where students play basketball.

Most of the teachers are nice. They help you if you have trouble understanding something. They also let third graders go to recess twice a day. The gym teacher has a black belt in karate. Sometimes she shows the students karate moves.

There is a lot of homework at Eastmont Elementary. There is math and reading homework everyday. Once a week there is science homework which is usually doing a science investigation at home. Once a month our homework is to write a report about a book we are reading.

The students and teachers work hard at Eastmont Elementary and they learn a lot.

Writing Sample #2

My school is Eastmont Elementary.

Eastmont has a play yard and a gym. In the gym we play basketball and sometimes have relay races. I am good at basketball, but I like baseball better.

I started at Eastmont when I was in first grade. Before that I was in kindergarden at another school. The other school was down the street from my house. Now I take the bus.

Writing Challenge

Informative Writing

You will have **sixty** minutes to **plan, draft, revise, and edit** your response to this writing prompt.

Writing Prompt

People have all sorts of pets. For example, people have cats, dogs, birds, fish, snakes, and hamsters. Think about your favorite pet. What interesting facts do you know about this animal? Write an essay that tells a reader about this pet. State your topic clearly. Include at least three main ideas with supporting details. Try to make your ideas flow.

Before you write, **plan**.

- Read the prompt carefully. Make sure you understand exactly what you are asked to do.
- Decide what topic you want to write about.
- Choose the best graphic organizer to plan your ideas (web, Venn diagram, etc).
- Use the back of this paper to draw your organizer and plan your response.

As you write, **draft**.

- Use your organizer, and stay on topic.
- Be sure to include details to support the main ideas.
- Make sure your ideas flow.

After you write, **revise and edit**.

- Reread your essay to be sure that it makes sense.
- Check capitalization, punctuation, spelling, and grammar.

Ideas	
4	The topic of the essay is clear. The essay has at least three main ideas (subtopics) that explain more about the topic. The essay has details that are interesting and support the main ideas.
3	The essay has a clear topic. There are two main ideas (subtopics) that explain more about the topic. The essay has details, but they don't all tell about the main ideas.
2	The topic of the essay is not clear. The main ideas are not clear. Not all the details tell about the topic.
1	The topic of the essay is not clear. The essay wanders and does not have main ideas. Most of the details are not connected to a topic.

Organization	
4	Each paragraph begins with a clearly stated topic sentence and is followed by details that directly support it.
3	Each paragraph begins with a topic sentence and is followed by details that are related to the topic.
2	Some paragraphs begin with a topic sentence, but are followed by few relevant details.
1	Shows little or no organization; a collection of unrelated sentences.

Style	
4	Includes varied sentences that help to engage the reader and make the essay flow. Demonstrates consistent rich word choice.
3	Includes some varied sentences. Demonstrates occasional rich word choice.
2	Attempts to vary sentences. Chooses correct, but uninteresting, words.
1	Lacks varied sentences. Demonstrates limited and simple word choice.

Mechanics	
4	Has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.
3	Has some errors in punctuation, capitalization, spelling, grammar, and word usage.
2	Has several errors in punctuation, capitalization, spelling, grammar, and word usage.
1	Most sentences have errors in punctuation, capitalization, spelling, grammar, and word usage.

NSR	Off task	Illegible	No response
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NSR = Nonscorable Response

Ideas

Score Point: 4

Some people are afraid of snakes, but my pet snake, Wiggle, is my favorite pet.

Wiggle looks like a lot of snakes you probably have seen before. Wiggle is black. He has white stripes going down his body. He also has a few red spots on his back.

Wiggle likes to eat other animals. Wiggle eats worms. He isn't so fast, so a worm is easy for Wiggle to catch.

Wiggle sheds his skin. About once a month, Wiggle grows out of his skin and gets rid of it. He has a new skin underneath it. The new skin looks like Wiggle's old skin.

EXPLANATION: The topic of the essay is clearly stated. The author provided details to support the main ideas.

Score Point: 3

I have a pet dog. Her name is Molly. Molly is a golden retriever.

Golden retrievers are named that because of the color of their fur. They have orange colored fur.

Golden retrievers are good at fetch. If you throw a ball to Molly, she will run after it and bring it back to you. It is a fun game for me and her.

Molly is soft.

I like Golden retrievers more than other dogs.

EXPLANATION: The topic is clearly stated. The details could be developed more to relate better to the topic sentences.

Score Point: 2

I like Herman. He is a gerbil. A gerbil is furry. Herman is furry. Sometimes I hold Herman. Sometimes Herman runs away from me. I have to say come back come back.

Herman lives in a cage. It is made of glass. Some day you could see my glass cage for Herman.

Do you want to pet Herman when you come to my house?

EXPLANATION: The topic is stated, but some of the ideas are irrelevant to the topic.

continued on next page

Ideas—continued



Score Point: 1

I dont hav a pet but I like bears. I like bears. Do you? I wouldn't want to have a pet bear. What if I slept in a bears bed. I wonder if bears eat poridg. I think no. Them don't have stoves.

EXPLANATION: The topic is difficult to identify. The author got off track in writing about a favorite pet.

Organization

Score Point: 4

My favorite pet is my cat, Whiskers.

Whiskers likes to sleep. Whiskers sleeps on my bed. Whiskers sleeps in the sunshine. Whiskers can even sleep when my brother plays his drums.

Whiskers like to be pet. She has soft fur. She purrs when I pet her. When she sleeps with me, we both fall asleep with me petting her.

Whisker is a good mommy. She had some kittens before. She fed them and watched them and wouldn't let any strangers touch them.

I feel lucky to have a great cat like Whiskers.

EXPLANATION: The essay is well organized. Each paragraph begins with a topic sentence. The other sentences in each paragraph support the main ideas.

Score Point: 3

I like dogs. They are my favorite pet.

Dogs eat food. They eat dog food and dog biscuits. Some dogs eat people food.

Dogs go on walks when their master takes them on walks. I don't like walks.

Dogs like to swim. Some dogs like to swim in the ocean. Some like to swim in ponds.

Do you like dogs?

EXPLANATION: The essay shows organization. Each paragraph starts with a topic sentence. Some of the supporting sentences are off-topic.

Score Point: 2

I like dogs. They are my favorite pet.

Dogs eat food. They eat dog food and dog biscuits. I like to eat pizza and carrots.

Dogs wear collars. My dog's collar is purple and he has a blue leash. He has a bone-shaped tag that says his name too.

EXPLANATION: The essay has some topic sentences, but the other sentences in the paragraphs do not support them.

continued on next page

Organization—continued

Score Point: 1

I like gerbls. I like dogs. I like cats.

I saw a rabit in my front yard. It wuz fury. I like rabits.

I want a pet but my dad says I cant have one cus hes alrgic.

EXPLANATION: This essay shows little organization. The author does not identify a topic and support it.

Style

Score Point: 4

My favorite pet would be a tropical fish.

Tropical fish come in a rainbow of colors. Some are bright yellow. Other fish are blue and orange. When you see the fish swimming together, it is a beautiful sight.

Fish are easy to take care of. You have to feed them and clean their tank, but it's much easier than taking care of other pets. Obviously you do not have to walk your fish in dreadful weather.

Tropical fish swim in salt water. You have to have a special tank. Also, the water has to stay at the same temperature all the time. The fish will die if it gets too cold or too hot.

EXPLANATION: The essay shows varied sentences. It flows well. There is rich vocabulary and descriptive language.

Score Point: 3

Once I had a cat named Henry. He was my favorite pet. I will tell you about cats.

Cats have claws. The cat can make the claws pop out when it is scared. The claws can really hurt. Be careful.

Cats have fur. It is like hair. You have to brush it, but not every day. You have to wash it, too. Cats don't like baths, so you need to get some help.

You should get a cat. They are good company.

EXPLANATION: The essay has some variety in the sentences, but there are some simple sentences, too. The author chose good words.

Score Point: 2

I don't have a pet but if I did I would want a lizard.

A lizard lives in a tank. It is like a fish tank. There is no water to swim in.

A lizard is green. It is a reptile. It eats crickets or other bugs.

EXPLANATION: The essay has very simple sentences, with few variations. The words are simple and choppy.

continued on next page

Style—continued



Score Point: 1

I like dogs. Dogs are soft. Dogs run fast. Dogs ete food. Dogs chas cats.
Cats dont like dogs. I like dogs. I want a dog.

EXPLANATION: The essay lacks any variance in sentence structure. The words are simple, and the sentences follow a simple pattern.

Mechanics

Score Point: 4

My favorite pet is Peter. He is a parrot.

Parrots are colorful. Peter is blue and yellow. Some other parrots may have red and green feathers, too.

Parrots can talk. They repeat words that they hear. Peter likes to say, "Have a nice day!" He says it over and over. Not all parrots talk though.

Parrots can live in the wild, but as pets they live in cages. They have to be in a cage so they do not fly away. Peter tried to fly away one time, but he couldn't find the dor.

You can see parrots at pet stores or the zoo.

EXPLANATION: The essay has few or no errors in punctuation, capitalization, spelling, and grammar.

Score Point: 3

If I could have a pet, it would be a gerbul.

A gerbul is small and fury. It likes to dig wholes and sleep in them.

A gerbul lieks to have a soft place to live so it can feel safe. A gerbul has a water bottle and eats gerbul food that you bye at a pet store.

A gerbul is easy to take care of because its not so big. I hope you like gerbuls to.

EXPLANATION: The essay has some errors in punctuation, capitalization, spelling, and grammar.

Score Point: 2

I have a pet frog. He is grene and can jump real good. onse he jumps from the flor to my bed and I laf real good.

Some frogs live in pons and some frogs live in feelds and my frog lives in a tank with a covr with holls.

Frogs say ribit. My frog says ribit and it all ways scars me when it says ribit.

I like my frog best

EXPLANATION: The essay has several errors in punctuation, capitalization, spelling, and grammar.

continued on next page

Mechanics—continued

Score Point: 1

I hav a pet. It is a pupy. Him is real soft. Him has biggest paws of all pupys. his nam is buster

My pup like to run. he runs so fast I cant cach up to him.

My pup also like to dig. He digs holes all in are yrd.

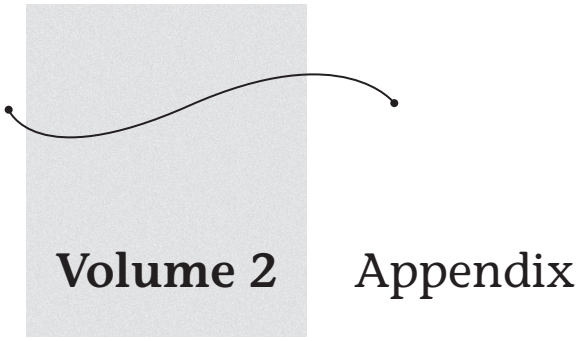
EXPLANATION: Most sentences in the essay have errors in punctuation, capitalization, spelling, and grammar.

Writing Challenge

Writing Wings
with *Mezela*

S C O R E S H E E T

	Descriptive Writing	Informative Writing	Persuasive Writing	Narrative Writing
Ideas				
Organization				
Style				
Mechanics				
Total Score				



The procedures below present several options for publishing books with your students. Ranging from very simple to more complex, these procedures can be used when publishing individual books or class anthologies.

Folder Book (or Three-Ring Binder Book)

Materials

- Folder with brads or a three-ring binder
- Three-hole punch
- White paper (optional)
- Crayons and markers

Procedures

- After the students have written the final copies of their work, punch holes in the left side, using a three-hole punch if necessary.
- Place the pages into a folder with brads or a three-ring binder.
- Design the front cover of the folder or binder, or make a cover using white paper, and glue it on the front of the book. Include the title and author(s).

Binding Tape Book

Materials

- Binding tape
- Lined paper
- Construction paper
- Scissors
- Stapler
- Crayons and markers

Procedures

- Cut the lined writing paper in half, and pass out sheets for the students to write and illustrate the final copies of their work.

- Fold a piece of construction paper for the cover. Place the lined pages between the cover, lining the pages up along the left-hand margin and the folded edge.
- Staple the books at three points: near the top, in the middle, and near the bottom on the left-hand margin.
- Cover the staples with binding tape.
- Design the front cover of the book, including the title and author(s).

Basic Book

Materials

(All measurements may be changed to make books smaller or larger.)

- two pieces of cardboard: $10\frac{1}{2}'' \times 8\frac{1}{2}''$ (same size as standard lined paper)
- $8\frac{1}{2}'' \times 11''$ pieces of paper for pages (The number of pages depends on the length of your students' written products. Make sure there are enough pages for the students to include their entire stories.)
- Cover material $10\frac{1}{2}'' \times 14''$ (wallpaper, construction paper, wrapping paper, fabric, etc.)
- Glue
- Scissors
- Stapler (saddle staplers or swing staplers work well) or a thread and needle

Procedures

- Fold the pages in half. Put a blank page on the outside to glue onto the cardboard. Staple or stitch up the center. Set the pages aside.
- Place the cover material on a flat surface facedown. Put the two cardboard pieces on top of it. Leave a small space (about $\frac{1}{2}''$) between the cardboard pieces for the pages. Glue the cardboard in place.
- Fold and glue the corners of the cover material over the corners of the cardboard.
- Fold and glue the four sides down.
- Position the book pages in the space between the cardboard. Glue the blank pages to the front and back of the book (onto the cardboard).
- Have the students write the final copies of their work on the blank pages of the book.
- Design the front cover of the book, including the title and author(s).