

GRADE 3



# WritingWings

Teacher's Manual



Success for All<sup>®</sup>  
F O U N D A T I O N



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# WritingWings

## Teacher's Manual

**Produced by the  
Writing Development Team**

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

**Success for All<sup>®</sup>**  
F O U N D A T I O N

**Writing Wings Teacher's Manual, Grade 3**

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# Table of Contents

<b>Introduction</b> .....	i
<b>Unit 1 Descriptive Writing</b> .....	1
Describing Yourself.....	4
Sharing Experiences .....	7
Craft Lesson: Mind Movies .....	8
Events in Time.....	25
Craft Lesson: Slowing Down the Important Part .....	27
Experience as Story .....	43
Craft Lesson: Sensory Details .....	45
<b>Unit 2 Narrative Writing</b> .....	61
Creative Stories .....	63
Craft Lesson: Point of View .....	65
Fables .....	86
Craft Lesson: Personification .....	88
Fairy Tales .....	103
Craft Lesson: Character Description .....	104
<b>Unit 3 Informative Writing</b> .....	117
All-About...Books .....	119
Craft Lesson: Main Idea and Supporting Details.....	121
Letters to Pen Pals .....	134
Craft Lesson: Audience and Tone .....	136
How-to Instructions.....	151
Craft Lesson: Sequencing Directions .....	153
<b>Unit 4 Personal Writing</b> .....	169
Personal Journals.....	172
Craft Lesson: Free Writing.....	174
Response Journals .....	192
Craft Lesson: Responding to Literature .....	194
Personal Stories.....	215
Craft Lesson: Dialogue.....	217
<b>Unit 5 Persuasive Writing</b> .....	233
Letter to a Family Member .....	235
Craft Lesson: Persuasive Words .....	237
Book Reviews .....	251
Craft Lesson: Writing Summaries .....	253
Travel Brochures.....	273
Craft Lesson: Organizing Information .....	275

Table of Contents

<b>Unit 6 Poetic Writing</b> .....	293
Acrostic Poems.....	295
Craft Lesson: Description.....	297
Color Poems .....	311
Craft Lesson: Repetition.....	313
If I...Poems .....	327
Craft Lesson: Rhyme.....	329
<b>Unit 7 Research Writing</b> .....	345
Researching Information .....	347
Craft Lesson: Taking Notes .....	352
Research Reports.....	366
Craft Lesson: Introductory Paragraphs .....	367
<b>Appendix A: Team Score Sheet and Certificates</b> .....	387
<b>Appendix B: Writing Process Goals Chart and Record of Unit Scores</b> ....	395
<b>Appendix C: How to Publish Student Books</b> .....	403
<b>Appendix D: Publishers</b> .....	407
<b>Appendix E: Read-Aloud Titles</b> .....	411



# Introduction to Writing Wings

Writing Wings is an instructional writing program for elementary grades three, four, and five. Knowing how to write well is important in all areas of life. Also, increasingly, students are held accountable for demonstrating writing skills on high-stakes assessments. The goal of Writing Wings is to help students become better writers. This program can assist teachers in providing the kind of instruction that students need to become successful writers.

One of the strengths of Writing Wings is the use of heterogeneously grouped students working in teams. The students spend a great deal of time discussing their ideas, supporting each others' plans, providing feedback, and helping each other edit their writing. The effectiveness of Writing Wings depends on the balanced organization of the teams and the use of cooperative instructional strategies.

Writing Wings emphasizes writing as a process. It identifies expectations for writing and takes the students through the steps of the writing process. The students monitor their progress using activity-specific scoring guides and celebrate their completed work.

This introduction is provided to help teachers get started with the program and is to be used as a resource throughout the year. The sections of the introduction address the following elements of the program:

- Program Materials
- Skills, Units, and Activities
- Implementing Instruction
- Assessment and Monitoring Progress
- Getting Started: Establishing Teams, Writing Folders, and Goals

## Program Materials

The following is the list of materials for the Writing Wings program: *Writing Wings Teacher's Manual*, a trade book, and the *Language Mechanics: Grammar, Mechanics, and Composition Lessons* manual.

The Writing Wings program consists of three teachers' manuals, one each for grades three, four, and five. Each manual supplies a teacher with one year of instructional materials. The trade book is used to model good writing techniques.

Writing Wings incorporates lessons from the Language Mechanics manual. These lessons provide instruction and practice in language usage, mechanics, and composition. Teachers select lessons on the basis of their students' needs.

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## Skills, Units, and Activities

Writing Wings provides instruction in three kinds of skills:

- writing for different purposes
- using the writing process
- organization and mechanics

Each manual contains seven units that address the following types of writing: descriptive, narrative, informative, personal, persuasive, poetic, and research. The activities vary across the grades. In this way the curriculum spirals, providing continual practice in these seven types of writing, but with increasing variety in the expectations for performance from grade three to grade five.

Each activity begins with a summary and a list of preparations for instruction. Materials needed for the Craft Lesson are marked **CL**. Following that information is a predictable process of instruction. The first unit scaffolds this process for students and teachers, gradually introducing the steps across a series of activities. The instructional process is as follows:

### **Teacher Presentation:**

- Set the Stage
- Craft Lesson
- Writing Instruction

### **Prewriting**

### **Drafting**

### **Sharing, Responding, and Revising:**

- Modeling Partner Feedback
- Partner Feedback
- Revising
- Team Response

### **Editing**

### **Publishing**

**Teacher Presentation** in each activity begins with the teacher setting the stage for the type of writing the students will produce in the activity. For example, in the Fables lesson, the teacher questions the students about fables they have read and discusses the general purpose and audience for fables. Set the Stage then focuses on the fables the students will write. Publishing activities are discussed early in each activity to motivate the students and to reinforce a sense of audience.

An important part of Teacher Presentation is the **Craft Lesson**. Craft Lessons provide separate instruction and practice in an element or skill that the students will use in their writing. Craft Lessons follow a specific cycle of instruction: Teacher Presentation, Team Practice, Team Mastery, and Quick Check. Quick Check is used to assess the students' readiness to apply the skill to their own writing.

During **Writing Instruction** the students see a sample of the form in which they are expected to write. The students identify the important elements of that form, one of which is included in the Craft Lesson. They are expected to reproduce these elements in their writing. These elements are listed in the Content Checklist, which is part of the scoring guide for each activity. Following Teacher Presentation, the students develop their writing collaboratively, with teacher support, using the writing process.

**Prewriting** is the planning that occurs before writing. In Writing Wings the students review the Content Checklist to consider its requirements, think about and discuss ideas with partners, and record thoughts in appropriate organizers, such as webs or story maps. Prewriting also includes considering the topic, audience, purpose, and form (TAP-F) and the effects these have on the writing.

**Drafting** is supported by the organizer and consideration of the elements of TAP-F. The students skip lines when they write a first draft to make room for notes and comments from partners giving feedback.

**Sharing, Responding, and Revising** is a critical step in the writing process. Writers need feedback from readers to better understand how their writing comes across to others. They need structured responses to understand what they have done well and what they need to improve.

In Writing Wings, teachers begin this step by *modeling partner feedback* with a student. Then the partners *share* their writing with each other, give feedback, and make *revisions* accordingly. Finally the students read their revised drafts to their teams, and teammates *respond* to the strengths of the writing.

**Editing** follows revision of content. The students use the Editing Checklist on the scoring guide to monitor their capitalization, punctuation, and spelling. Teachers may include additional editing skills on the checklist based on the students' needs and the skills covered in the language mechanics lessons.

Language mechanics lessons are separate lessons that use the following cycle of instruction: Instruction, Team Consensus, Team Mastery, and Test. These lessons are taught before editing.

**Publishing** provides the students with the opportunity to share their writing in real ways with real audiences. Publishing takes many forms, including making books, staging plays, producing commercials, and submitting their writing to print and online magazines. Publishing ensures that students celebrate their writing.

## Implementing Instruction

The Writing Wings schedule is based on estimated times needed to carry out instruction in the various stages of the writing lessons. Since the time allotted for writing varies between schools, teachers will determine how to divide the elements of the writing lessons to best suit their needs and the needs of their students. On the basis of a forty-minute time block, lessons might be divided into daily segments as follows:

- Day 1:** Teacher Presentation: Set the Stage and the Craft Lesson
- Day 2:** Teacher Presentation: Writing Instruction
- Day 3:** Prewriting
- Day 4:** Drafting
- Day 5:** Sharing and Responding
- Day 6:** Revising
- Day 7:** Language Mechanics Lesson
- Day 8:** Editing
- Day 9/10:** Publishing

Each lesson guides teachers and students through these steps. The lessons contain summaries in which the goals are stated and contain direct, scaffolded instruction. The instruction includes teacher modeling, student participation, and cooperative learning. As the students move through the different parts of the lesson, teachers provide further support with individual and team conferences.



## Assessment and Monitoring Progress

Assessments are built into the Writing Wings materials with scoring guides and Team Score Sheets. Used together, these tools keep teachers and students aware of the goals, expectations, and progress in each activity.

**Scoring guides** include three sections of checklists for monitoring and/or scoring on different skills and strategies.

- **The Writing Process:** This checklist is used by student authors to monitor their progress through the steps of this process throughout a lesson.
- **Content Checklist:** This checklist notes the criteria for the writing content. It is used by authors for self-checking, by partners for giving feedback, and by teachers as a guide for giving final scores.
- **Editing Checklist:** This checklist notes the criteria for the language and mechanics of the writing. It is also used by authors, partners, and teachers for the purposes of self-checking, giving feedback, and giving final scores.

The **Team Score Sheet** provides a means of recording assessment information and a team's progress throughout an activity. The Team Score Sheet, found in the appendix, includes a place to allot points for the following:

- **Writing Process:** 20 points for completing each step of the writing process (100 points total)
- **Teacher's Score:** 80 points for content, 20 points for editing
- **Craft Lesson:** 100 points
- **Language Mechanics Lesson:** 100 points
- **Teamwork:** 100 points

Team cooperation points may be awarded to teams any time throughout an activity to reinforce the Cooperative Learning Standards. As a part of planning, teachers should consider how they would like to allot team cooperation points over the course of the lesson. For example, 70 points for the writing process and 15 points each for the Craft Lesson and the language mechanics lesson would equal 100 points allotted for team cooperation for a lesson.

Each student contributes to the final team score for each lesson. The final team scores are compared with the standards to be met to receive the following awards:

90–100	Super Team
80–89	Great Team
70–79	Good Team

When a team achieves an award, each member of the team gets a certificate or reward. The teacher should stress that all teams can earn awards and that teams are not in competition with one another.

It is important to remember that monitoring progress is more than just using the scoring guide and the Team Score Sheet with each activity. Teachers must monitor students' abilities to plan effectively, provide helpful feedback to teammates, make substantive revisions, and become increasingly more skilled at editing. To do this, teachers must observe, set goals, and confer with individual students.

The **Writing Process Goals and Progress Chart**, found in Appendix B, provides a place for teachers to record their observations of students' writing process skills. The **Record of Unit Scores** form, also found in Appendix B, helps teachers see their students' scores and progress across a unit. Both of these forms are designed to support monitoring progress and setting goals.

## Getting Started: Establishing Teams, Writing Folders, and Goals

Getting started in Writing Wings involves more than becoming familiar with the materials and deciding how to divide activities into daily segments of instruction. Teachers also need to establish writing teams, develop a system of record keeping for students' works-in-progress and for their own records, and review their goals for instruction.

Teachers should assign students to heterogeneous teams of four or five members. These teams should be monitored, and possibly changed, every six to eight weeks to maintain the mix of abilities and cooperative relationships. The teams should be adjusted to split students who will not get along and to balance teams so they have similar numbers of boys and girls and a mix of the ethnicities represented in the class.

The students will need folders to store their works-in-progress (scoring guides, organizers, and drafts). The students also will need folders for completed work and accompanying scoring guides. These records are useful for setting goals and discussing progress with individuals. Teams also will need folders or some other designated place to store their Team Score Sheets.

Teachers will need folders in which to create student-writing portfolios. Possible contents of the portfolios include copies of completed scoring guides, samples or copies of their work, and informal, observational notes of progress. These portfolios can progress with the students from year to year.

Writing Wings includes goals for instruction, both in the manuals of activities for each grade and in the language mechanics lessons. After looking at your district and state goals, you may need to adjust instruction to meet those goals.

Writing Wings is an instructional program that supports writing development. It combines instructional goals, teacher modeling, the writing process, and cooperative learning. When used effectively, Writing Wings will help students become successful and confident writers.



## Unit One

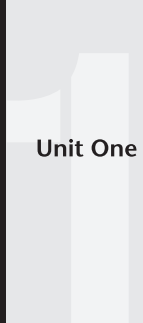
# Descriptive Writing



### Background

Descriptive writing is the foundation for many other types of writing, especially narrative, personal, and poetic. Learning how to write descriptively builds audience awareness as the students learn how much and what kinds of information to put in writing so that readers “see” what the author sees. Descriptive writing involves making decisions about the use of information, details, and word choice. It also involves knowing when and what to describe.

## Activities and Craft Lessons



Unit One

- **Describing Yourself**
- **Sharing Experiences**  
Craft Lesson: Mind Movies
- **Events in Time**  
Craft Lesson: Slowing Down the Important Part
- **Experience as Story**  
Craft Lesson: Sensory Details

## Notes about Instruction

In the first activity, Describing Yourself, the students will write paragraphs in which they share something about themselves that other people might not know. In the Sharing Experiences activity, the students describe events in their lives, focusing on helping the reader create mind movies by adding information and details. The students continue to write about themselves and their experiences in the Events in Time activity, as they learn techniques to draw the readers' attention to particular parts of the experience. The students refine and expand these techniques in the Experience as Story activity, where they describe their experiences using the story format with characters and setting. To illustrate descriptive writing, this unit uses examples from *Sable* by Karen Hesse.

This unit also teaches the students about the writing process, adding steps of the process with each activity. All steps—prewriting; drafting; sharing, responding, and revising; editing; and publishing—are practiced in the last activity. Across the activities, the students use different kinds of organizers and learn to consider topic, audience, purpose, and form (TAP-F) with each piece of writing. Sharing their writing is emphasized in each activity as the students read their work aloud from the Author's Chair.

## How to Introduce the Unit

- Select an object to describe using sensory details. Tell the students that you are going to describe the object without naming it and you want them to guess what you are describing. After describing the object, ask the students to identify it. Repeat the process two or three more times.
- Have partners do the same thing, taking turns describing objects for each other to identify. Use Think-Pair-Share to ask the students how they helped their partners know what they were thinking about.
- Explain that the students described the objects by giving information and details about them until their partners could identify the objects.
- Point out that good writers use descriptions in their writing. Explain that the goal of descriptive writing is to have the reader “see” things the same way that the author “sees” them.
- Tell the students about the writing activities in which they will participate in this unit.



## Describing Yourself

### Summary

The students will write to describe something interesting about themselves that others in the class may not know.

### Preparation

Designate an Author's Chair from which the students will read their writing aloud to the class at the end of the activity.

### Teacher Presentation: Set the Stage

- Explain that everyone in the class knows something interesting about himself or herself that others in the class may not know. Give an example about yourself, and use Think-Pair-Share to have the students share something about themselves.
- Tell the students that they are going to describe something interesting about themselves to their classmates. Explain that they are going to write their descriptions and then share them by reading their papers aloud to the class.
- Explain that each of the students will have a turn sitting in a special chair, the Author's Chair, when they read their writing aloud.

### Writing Instruction

- Point out that what the students think is interesting about themselves will vary: they may do interesting things, have special interests, or have interesting family customs. List some possible ideas on the board, and accept contributions from the class. A sample list follows:

reading	collecting
playing a musical instrument	cooking
drawing	belonging to a club or other group
playing a sport	making something

- Explain that when the students write their descriptions, they will need to share lots of information and details. This will allow the reader or listener to picture the interesting information the same way that the writer sees it.



## Prewriting

- Remind the students of the interesting thing about yourself (the example you gave at the beginning of the activity). Explain that this is the topic of your writing.
- Use Think-Pair-Share to have the students decide on their own topics (what is interesting about them), using the list of examples from the board or additional ideas. Remind them to think of something that others in the class may not know.
- Tell the students that partners will talk about their topics and ask each other questions to gain more information and details before they write. Explain that this will help them think about what they want to say and how to say it before they try to put their ideas on paper.
- Model this with a student partner. Ask your partner what his or her topic is and to tell you about it. Follow up by asking specific questions for more information and details. An example follows.

**You said that what is interesting about you that others may not know is that you have a large shell collection. Tell me more about why this is interesting.** Allow time for a response. **What is your favorite shell? Where did you get the shells? How many shells do you have?**

- Switch roles with your student partner so he or she can ask you questions about your topic. Ask the class if they can think of additional questions to ask.
- Have the students work with their partners to describe their topics and ask each other questions for more information and details. Listen to as many conversations as possible, and model your own questions if necessary.

## Drafting

- Tell the students to include the information and details they just shared with their partners when they write. Point out that when they read aloud from the Author's Chair, this information will keep their classmates' attention.
- Tell the students to begin writing. Provide support for those who are struggling by asking them specific questions about their topics and encouraging them to write about their answers. If necessary, point out that since they will be reading their papers aloud, they do not need to worry about spelling.

## Sharing, Responding, and Revising

- Tell the students they are going to read their papers aloud to their partners to see if the writing makes sense and if they have written what they described earlier. Explain that partners should retell what they heard after listening.

- Explain that when the students read to their partners, they should do so fluently (smoothly and with expression). Point out that this will help their partners hear how the writing is supposed to sound and that it is also good practice for reading aloud to the class. Model reading your own work fluently.
- Have the partners read, listen, and retell. Tell the students that if the listening partner could not completely retell what he or she heard because parts of the writing were confusing, the writing partner should try to clarify these parts. Explain that if the writer did not include some of the information or details told earlier, he or she should add these to the writing.
- Allow time for the students to make changes to their writing. Assist those who need help clarifying or adding to their writing.

## Publishing

- Celebrate the students' writing. Tell them that they are now authors and will take turns sitting in the Author's Chair to share their writing with the class.
- Explain that, as authors, the students considered the four elements common to all writing: topic, audience, purpose, and form. Use Think-Pair-Share to have the students identify each of these elements in this assignment, and write them on the board. Responses are shown below the script.

**As authors, you considered the four things that all authors think about each time they write: topic, audience, purpose, and form. What were your topics? Who was your audience? Was your purpose to name what is interesting about you or to describe it? The form is the actual product that you make when you write. Sentences, paragraphs, lists of words or ideas, and letters are all examples of writing forms. What is the form of this writing?**

---

**Topic:** fractured fairy tale

**Audience:** other students in the school

**Purpose:** to entertain

**Form:** story

---

- Have each student take a turn sharing his or her writing with the class from the Author's Chair. If necessary, spread the readings across several days, having a few read at the end of the writing period each day, as you move ahead with other activities.
- After a student reads, make specific, positive comments. Mention what you liked about the writing, for example, what was especially interesting, or what the author explained particularly well. Invite the other students to make additional positive comments.



## Sharing Experiences

### Summary

The students will write to share personal experiences with an audience. In the Craft Lesson, they will learn how authors add information and details to their writing to help readers make mind movies.

### Preparation

- Make transparencies and copies of materials found at the end of the activity. You will need a transparency and student copies of the scoring guide.
- Have *Sable* by Karen Hesse available to read aloud.
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. **CL**

### Teacher Presentation: Set the Stage

- Read chapter 1 of *Sable* aloud. Use Think-Pair-Share to have the students consider why someone might want to continue reading this story. Prompt their thoughts with questions if necessary: Would someone want to find out if Mam will let Tate keep Sable?
- Tell the students that the characters' experiences help make a story interesting. Explain that we often find our own experiences, and those of our friends, interesting as well, which is why we frequently talk with family and friends about our experiences.
- Ask the students questions about recent conversations they have had with friends.  
**Think about a conversation you recently had with a good friend. Do you remember what you talked about? Did you tell your friend about something that happened to you or something you did? Did your friend tell you about something that happened to him or her?**
- Tell the students that they are going to write about their own experiences, the kinds of things they might share with friends in the halls at school, online, or over the telephone.
- Explain that after they write about their experiences, they will take turns reading their work to the class from the Author's Chair. Point out that authors write because they want to communicate their thoughts and experiences to others.
- Tell the students that before they write, they are going to learn how sharing experiences through writing is different from sharing them in conversation. Explain that they will also learn some techniques that authors use to share experiences through writing.



## Mind Movies

### Craft Lesson

#### Teacher Presentation

- Display the A New Bike transparency below. Explain that it is a written conversation. Ask for two volunteers to read the parts of Irvin and Sharae.

#### A New Bike

**IRVIN:** I've got great news. The best thing happened to me yesterday!

**SHARAE:** Yeah? What was it?

**IRVIN:** When I got home from school, Jackson was there waiting for me just inside the door.

**SHARAE:** Wait. Who's Jackson?

**IRVIN:** You know, Jackson, my older brother.

**SHARAE:** Oh, right. So what happened?

**IRVIN:** Jackson was jumping up and down and yelling that he had won a raffle.

**SHARAE:** What did he win?

**IRVIN:** He won a new bike. He pulled me out to the garage to see it.

**SHARAE:** Cool. What does it look like?

**IRVIN:** It's a red and silver mountain bike with a black seat and black grips. It's got ten speeds.

**SHARAE:** Sounds great! But you said the best thing happened to you. Why was Jackson getting a bike a good thing for you?

**IRVIN:** I'm getting to that! After we looked at his new bike, Jackson told me to turn around. When I did, I saw his other bike sitting there with my name taped on it. Jackson is giving me his other bike. The one he got last year. The bike that is black with yellow flames on it.

**SHARAE:** That is great news! You always said you wanted a bike like his!

- Use Think-Pair-Share to have the students discuss this conversation.

**What is this conversation about?** *[Irvin's brother, Jackson, winning a new bike. Irvin getting Jackson's old bike. Jackson winning a raffle and getting a bike.]*

**How many questions does Sharae ask?** *[Seven.]*

**How many turns does Irvin take in the conversation?** *[Seven.]*

**How many turns does Sharae take?** *[Seven.]*

- Explain that it took seven questions from Sharae and fourteen turns in the conversation for Sharae, and us, to get all of the information about Irvin's great news.
- Compare sharing information in conversation to sharing information in writing, where there are no turns or questions. Introduce the concept of writing that helps the reader make a vivid mind movie.

**In conversation, we take turns and ask questions as we talk to get more information. In writing, there are no turns or questions to push us for more information and details. It is completely up to the writer to provide *all* the information the reader needs to make a mind movie, a moving mental picture of what happened. Good authors want**

**their readers to be able to see in their minds what happened without having to ask questions to get that picture.**

- Ask the students to work in teams to identify the information and details that Irvin told Sharae as part of his great news. Use Numbered Heads to review the students' responses, and underline them in the conversation.
- Explain that if Irvin were writing about his experience, he would need to put all this information into sentences, organized in a way that made sense, before Sharae could read about it and make a mind movie about his great news.
- Display the Building a Mind Movie transparency for the students. Ask volunteers to read it aloud.

#### **Building a Mind Movie**

1. I've got great news! My brother won a new bike. He is going to give me his old bike.
2. I've got great news! When I got home yesterday, my brother told me he had won a new red and silver bike in a raffle. He's giving me his other bike, the black one.
3. I've got great news! The best thing happened to me. Yesterday, when I got home, Jackson, my older brother, was waiting for me inside the door. He was jumping up and down, yelling about winning a raffle. He told me he had won a new bike and dragged me out to the garage to see it. It was awesome—a new, red and silver bike with black grips and a black seat. It's got ten speeds. Then Jackson told me to turn around. When I did, I saw his other bike with my name taped onto it. Jackson said I could have his other bike! It's the one he got last year. It's black with yellow flames on it. I've always wanted a bike like that!

- Use Think-Pair-Share to have the students discuss which item would help Sharae make the most complete mind movie of Irvin's great news [Number 3.] and how it is different from the other two. [*It includes all the information and details about the experience. Number 1 just tells that something happened, and number 2 includes some of the information, but it is not a complete, detailed account.*]
- Explain that item number 3, with its complete information and additional details, helps Sharae make a *vivid* mind movie of Irvin's great news.
- Point out that this mind movie is a moving picture of Irvin's experience. Explain that mind movies can also be single pictures. Tell the students to consider how Karen Hesse, the author of *Sable*, describes how the dog looks when Tate first sees her. Read the sixth paragraph on page 4 (“Eden was all riled up...”) aloud.
- Use Think-Pair-Share to have the students discuss what information and details Ms. Hesse added to help readers make a mind movie of what Sable looks like. [*Dog just sat, drooping; bones held together by a dark brown coat; the more she sagged, the closer her nose came to touching the floor*].
- Write the following sentence on the board.

Roberto is resting after his soccer game.

- Explain that you are going to add information and details about Roberto resting after his soccer game to help readers make a vivid mind movie of him resting. Share the information and details you will include in your description.

**I want to help readers make a vivid mind movie of Roberto resting after his soccer game. I will include how old he is, what he looks like, what he's wearing, what he's doing right now, how he feels, and how he shows it.**

- Write your description on the board.

Roberto, who is nine years old, is resting on the ground after his soccer game. His dark hair falls on his forehead and into his brown eyes. His red uniform and socks are streaked with dirt and grass stains. His black cleats are covered in dust. Roberto is leaning back on his arms and breathing hard. His shirt sticks to his hot back and sweat drips down his arms.

- Use Think-Pair-Share to have the students identify the information and details that you added to describe Roberto. Point out that the information doesn't tell us what Roberto did before or after he rested; it simply helps us picture him more vividly in our minds.
- Write the following sentence on the board.

A bird is sitting in its nest.

- Ask the students to work in teams to add information and details about the bird in the nest. Remind them to describe the bird as it sits in the nest, not what it does before or after sitting in the nest. Prompt their thoughts with questions.

**Think about how you would describe the bird to help people picture it in their minds. What does it look like? Think of its size, shape, and the color of its feathers. What does its nest look like? Is the bird nervous or relaxed? How do we know from looking at it?**

- Tell the students to write their descriptions in sentences. Explain that their descriptions may vary.
- Use Numbered Heads to have the students read their descriptions aloud. Model your own if necessary.
- Remind the students that writing is different from conversation, during which we take turns and ask questions. Explain that good writers add information and details that will help readers make vivid mind movies.

#### Team Practice

- Tell the students that they are going to practice adding information and details to sentences to help readers make vivid mind movies.
- Distribute the Teamwork handout. Have the students look at the Team Practice section.

#### Team Practice

1. Lee is bouncing a basketball.
2. Jehan is playing the piano.
3. Miss Fagan runs down the hallway.
4. Katrice is stirring the cookie dough.

- Explain that during Team Practice, the students will discuss with their teammates what information and details they could add to these sentences to help the readers make vivid mind movies. Then they will individually rewrite each of the sentences. Explain that they may have different ideas and rewrite the sentences in different ways.
- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce information and details that will help readers create vivid mind movies.



### Team Mastery

- Ask the students to look at the Team Mastery section of the handout. Explain that the students will work individually to add information and details to these sentences before discussing their work with their teammates.

#### Team Mastery

1. Brigitta is reading a book.
2. Barton hides under the porch.
3. Mallory is playing hopscotch.
4. Jay feeds the dogs.

- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their sentences with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

### Quick Check

- Distribute the Quick Check to the students. Explain that they will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but without help this time, for a teacher score.
- Explain to the students that if their scores are 80 or more, they are ready to help readers make vivid mind movies with their own 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.



## Craft Lesson Scoring Guide

**100 points:** The student provides additional information and details to help readers make vivid mind movies in all four items.

**90 points:** The student provides additional information and details to help readers make vivid mind movies in three items.

**80 points:** The student provides additional information and details to help readers make vivid mind movies in two items.

If the student provides little or no additional information and details to help the reader make a vivid mind movie, 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.



## Sharing Experiences

### Teacher Presentation: Writing Instruction

- Explain to the students that they are now ready to write about their own experiences, describing them with information and details that will help their audience make vivid mind movies.
- Display item number 3 from the Building a Mind Movie transparency again. Remind the students that this is a description of an experience Irvin had that includes information and details to help us make vivid mind movies.
- Remind the students that in chapter 1 of *Sable*, Tate Marshall sees a stray dog outside her home and the dog is Tate's perfect dog. Use Think-Pair-Share to have the students discuss how Tate probably felt when she saw the dog. [*Tate felt happy, excited, worried that her mother wouldn't let her keep the dog.*]
- Explain that feelings are a part of our experiences. Tell the students that feelings are something we all have in common with the characters we read about, even when we don't share the characters' experiences. Point out that, although we don't share Tate's experience, we've all felt excited and/or worried.
- Display the Experiences transparency. Explain that this is a list of feelings that everyone has experienced at one time or another. Read the list aloud to the students.

#### **Experiences**

I was angry when...

I was happy when...

I had the best time when...

I was really frightened when...

I couldn't believe it when...

I was frustrated when...

I was surprised when...

I laughed so hard when...

I was shocked when...

I was worried and concerned when...

I was embarrassed when...

I was excited when...

- Use Think-Pair-Share to have the students tell their partners about one experience that stands out from this list of feelings. Explain that these are the kinds of experiences that they will write about to share with their classmates.
- Display the Content Checklist and explain that this guide will remind the students of their purpose in writing (to describe an experience vividly) and will help them achieve that purpose when they use it to make sure that they have covered all the items on the checklist.

Content Checklist (100 Points)					
My description of an experience:		Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/>	includes all the information needed to make a vivid mind movie.	50			
<input type="checkbox"/>	includes enough descriptive details to make a vivid mind movie.	30			
<input type="checkbox"/>	makes sense; is not confusing to read.	20			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding		
<b>Total Score:</b>					

- Point to the Author Initials column on the Content Checklist. Tell the students that they are responsible, as authors, for checking their work as they write to make sure they cover the items on the checklist.

**As an author, you need to ask yourself, “Have I included all the information I can give? Have I given details that will help my audience make vivid mind movies? Does everything make sense?” As you check your work for these things, you will initial each item with which you are satisfied. If you’ve satisfied with all of them, then you’ve probably described your experience so that your audience can make a vivid mind movie.**

- Point to the Partner Ratings column and explain that partners will also help each other with their writing. Tell the students that they will learn more about these ratings, and how to help one another, after they write and check their own work.
- Point to the Teacher Scores column and tell the students that as a final check you will read their completed writing and assign scores for the items on the checklist. Discuss the distribution of points.
- Explain that you will not deduct points for errors in spelling, punctuation, or grammar; however, these errors can make writing confusing to read. Tell the students that they should fix anything that does not make sense.

## Prewriting

- Tell the students that they are going to plan their writing by selecting topics, discussing their ideas, and recording their ideas on organizers. Explain that they will also identify and record their topics, audience, purpose, and form.
- Model selecting a topic from the Experiences list with a Think Aloud.  
A sample script follows:

**I can think of many times when I had some of these different feelings. I was embarrassed when I jumped in a puddle by accident when I was running from the grocery store to my car. The muddy water got all over me. I was happy when my parents had a surprise party for me. I guess that time I was happy and surprised! I can remember a time when I was mad. I was supposed to meet my friend for dinner, but we couldn't meet because she had to work late. I think I will write about the time I fell in the puddle. That will be a good topic for my description.**

- Model describing your event, including the important ideas that you will organize as shown in the web that follows.
- Write the TAP-F labels at the top of your paper, and use Think-Pair-Share to have the students identify the topic, audience, purpose, and form. Record their responses next to the labels, as shown above the web.
- Use a Think Aloud as you model recording the ideas about your experience on a web to organize the ideas you plan to include in your writing. An example is shown below:

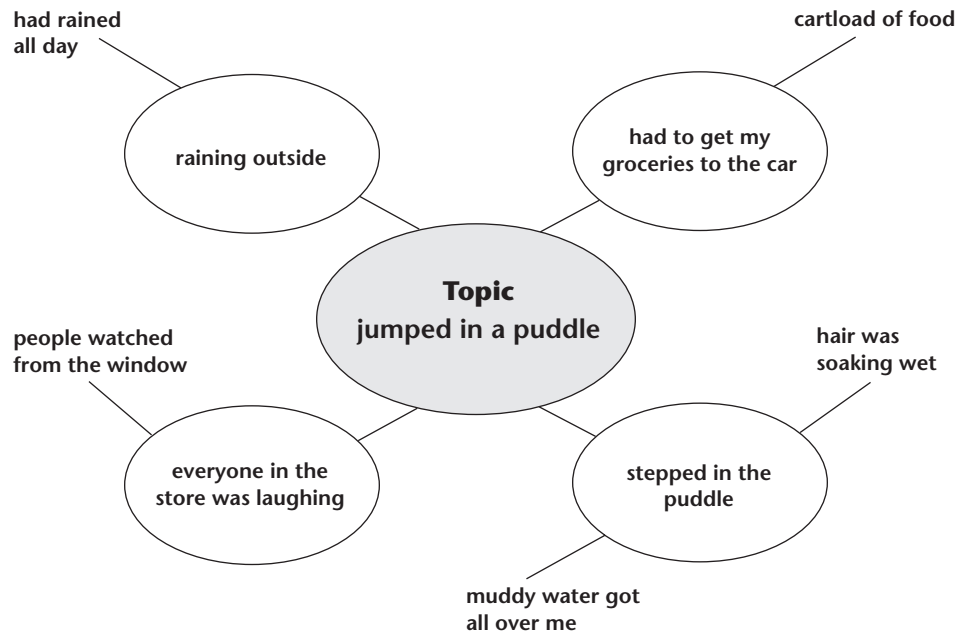
**Now I'll make notes about my experience on a web. I'll write my topic in the center of my page and draw an oval around it, and then I'll put the important ideas in smaller ovals around that. As I remember some details, I'll add them next to the ovals. This will give me a plan to work from when I write my paragraph. Webs are good to use when you want to describe something. They show the topic and the important ideas about that topic.**

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<b>Topic:</b> jumping in a puddle	<b>Audience:</b> classmates
<b>Purpose:</b> describe my experience	<b>Form:</b> paragraph

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**Web**



- Select a volunteer to identify his or her topic from the list of experience prompts and to describe the experience. Ask questions and provide feedback as necessary.
- Have the volunteer help you record these thoughts and ideas on a web. Begin to draw the web, prompting the student to tell you what information to put where. If necessary, ask questions about what should go in the center and then in the smaller ovals coming out from the center, and ask if there are details that might be added. Continue until the web is complete.
- Use Think-Pair-Share to have all the students review the list of prompts and select topics. Remind them to select topics that they would want to describe to their classmates.
- Use Think-Pair-Share to have the students describe their experiences to their partners, including the most important information and any details they remember.
- Tell the students to write the words *topic*, *audience*, *purpose*, and *form* across the top of a page in their journals and to add the information that they identified earlier under these, substituting their own topics for yours.

- Have the students record their topics, important information, and details in organizers in their journals. Hold conferences to provide support as needed.
- Have partners share their webs, give each other feedback, and make changes to their plans if necessary.
- Ask one or two volunteers to share their plans with the class. Celebrate completion of the writing plans.

## Drafting

- Tell the students that it's time to write. Review the Content Checklist with the class, and ask the students to review their organizers.
- Remind the students that they will read their writing aloud to their classmates from the Author's Chair. Point out that if their audience can create vivid mind movies as they listen, they will be more interested.
- Model using your organizer as you write about your experience. Point out that you are skipping lines and adding more thoughts and details as you write. Tell the students that the organizer is simply a guide. An example follows.

**I'm ready to write my paragraph. I will use my organizer to make sure I include the important ideas that I wrote down when I planned what I wanted to write about. As I write, I'll add more ideas and details to help my readers make vivid mind movies about my experience. I'll skip lines, too, so I can go back and add more ideas or change things if I want to.**

**I think I'll start my paragraph by saying that it had been raining all day, but I really needed to go to the grocery store because we had run out of a lot of food. I didn't put the reason I went to the store in my web, but I think it's a good detail to add.** Continue to write about the experience until it is complete.

- Have the students use their organizers to write about their experiences, skipping lines to leave room for additions or changes. Allow as much time as necessary. Provide encouragement and hold conferences with those students who need support.
- When the students have finished, have them softly read their work aloud so they can see if they have written what they intended. Also, have the students refer to the Content Checklist to make sure they have included all necessary parts. Tell them to initial each item when they are satisfied that they have met the goal.



- Explain that if they are not satisfied with parts of their writing, they should use the lines above these parts to make additions or to clarify. Model this with a Think Aloud, adding sentences with more details to your writing.

**Let's see, I think I'll add more detail here about how wet and muddy I was. I'll write it above this line and make an arrow to show where it fits.** Write, "I stopped and looked down at my clothes. I was so wet and muddy I looked like a rhino that had just rolled in the mud."

- Hold conferences with as many students as possible. When they have finished, ask one or two volunteers to read their drafts to the class. Celebrate using the organizers to write.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

- Tell the students that authors ask others for feedback about their writing. Explain that this helps them understand how the writing will come across to other audiences and how they might make it better.
- Tell the students that they will share their writing with their partners and give each other feedback using the ratings for the items on the Content Checklist. Explain that they will rate each item as part of their feedback. Review the ratings and what they stand for before demonstrating how to use them.
- Select a student as your partner, and ask your partner to read his or her writing aloud fluently.
- When your partner has finished reading, point out specific things that you find interesting and that you like most about the writing. An example follows:

**You've written about taking dance class. I really like the part where you describe how your tap shoes sound on the wood floors of the dance studio.**

- Respond with specific feedback and a rating for one item on the Content Checklist that your partner has included. An example follows:

**I think you've included a lot of information about what happened. The information helps me make a vivid mind movie of the party. I'd rate that item as a "+."**

- Ask questions about one item on the Content Checklist when you give your rating to show where your partner could improve his or her writing. Show your partner how to make notes about your feedback on his or her paper. An example follows:

**Can you tell me more details about your dance teacher? You tell me her name, but can you tell me what she looks like or how you feel about her? It seems that she plays a big role in your paragraph, but I can't really "see" what she looks like. This is something I think you could improve, so I'm going to give you a "?". Make a note on your writing to "add details about Ms. Tammie."**

- Rate the remaining items on the checklist with specific comments.
- Summarize the procedures and reverse roles with your partner so that you read aloud and he or she responds. Demonstrate making a note on your writing about a suggestion your partner made about improving your writing.
- Model adding a sentence or two, as you did in drafting, between lines and/or in the margins to show changes based on your partner's response.

#### Partner Feedback

- Have partners share and respond to each other's writing as modeled. Remind them to use the Partner Ratings Key and to make notes about helpful suggestions.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

#### Revising

- Have the students make changes to their writing as you demonstrated on the basis of the feedback they have received. Hold brief conferences with as many of the students as possible to support this task.
- Tell the students to rewrite their drafts, without skipping lines this time, to include the changes in their writing where they belong.
- Have the students reread their writing to their partners to demonstrate how they made changes and to practice for Team Response by fluently reading their work.
- Ask a volunteer to read his or her changes aloud, explaining what was changed and why.

### Team Response

- Have the authors read their writing to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible. Explain that this is good practice for reading later in the Author's Chair.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing.
- Celebrate partners helping each other improve their writing.

### Scoring

- Have the students turn in their graphic organizers and completed compositions.
- Explain that you will use the scoring guide to determine your score for their work. Also explain that you will write comments to give additional feedback.
- Score the students' work and return their papers.

### Publishing

- Celebrate the student's writing. Explain that they used the same steps to write that other authors use. Review these steps, and then use Think-Pair-Share to ask the students questions about their application of each step.

**You followed the same steps to write that other authors follow. You had a purpose for writing, and you knew what was required to fulfill that purpose. You planned your writing. You used your plan to write about your experience, and you checked to see that you were meeting the requirements of your task. You got feedback and used that feedback to improve your writing.**

**What was your purpose for writing in this activity? What were the requirements for doing this well? How did you plan your writing? How did you use your Content Checklist to meet the requirements? How did you share and get feedback?**

- Tell the students that the final step in writing is sharing their work with an audience. Remind the students that they will share by taking turns reading about their experiences from the Author's Chair.
- Have the students read their writing aloud. After each student reads, comment specifically on what you liked about the writing, and invite volunteers to do so as well.



## A New Bike

**IRVIN:** I've got great news. The best thing happened to me yesterday!

**SHARAE:** Yeah? What was it?

**IRVIN:** When I got home from school, Jackson was there waiting for me just inside the door.

**SHARAE:** Wait. Who's Jackson?

**IRVIN:** You know, Jackson, my older brother.

**SHARAE:** Oh, right. So what happened?

**IRVIN:** Jackson was jumping up and down and yelling that he had won a raffle.

**SHARAE:** What did he win?

**IRVIN:** He won a new bike. He pulled me out to the garage to see it.

**SHARAE:** Cool. What does it look like?

**IRVIN:** It's a red and silver mountain bike with a black seat and black grips. It's got ten speeds.

**SHARAE:** Sounds great! But you said the best thing happened to you. Why was Jackson getting a bike a good thing for you?

**IRVIN:** I'm getting to that! After we looked at his new bike, Jackson told me to turn around. When I did, I saw his other bike sitting there with my name taped on it. Jackson is giving me his other bike. The one he got last year. The bike that is black with yellow flames on it.

**SHARAE:** That is great news! You always said you wanted a bike like his!



## Building a Mind Movie

1. I've got great news! My brother won a new bike. He is going to give me his old bike.
2. I've got great news! When I got home yesterday, my brother told me he had won a new red and silver bike in a raffle. He's giving me his other bike, the black one.
3. I've got great news! The best thing happened to me. Yesterday, when I got home, Jackson, my older brother, was waiting for me inside the door. He was jumping up and down, yelling about winning a raffle. He told me had he won a new bike and dragged me out to the garage to see it. It was awesome—a new, red and silver bike with black grips and a black seat. It's got ten speeds. Then Jackson told me to turn around. When I did, I saw his other bike with my name taped onto it. Jackson said I could have his other bike! It's the one he got last year. It's black with yellow flames on it. I've always wanted a bike like that!



## Mind Movies

### Teamwork

#### Team Practice

1. Lee is bouncing a basketball.
2. Jehan is playing the piano.
3. Miss Fagan runs down the hallway.
4. Katrice is stirring the cookie dough.

#### Team Mastery

1. Brigitta is reading a book.
2. Barton hides under the porch.
3. Mallory is playing hopscotch.
4. Jay feeds the dogs.



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#### Quick Check

1. Paul is fishing.
2. Lila digs a hole.
3. The clown arrives for the party.
4. Zoe watches a firefly.



## Sharing Experiences

### Experiences

I was angry when....

I was happy when...

I had the best time when...

I was really frightened when...

I couldn't believe it when...

I was frustrated when...

I was surprised when...

I laughed so hard when...

I was shocked when...

I was worried and concerned when....

I was embarrassed when...

I was excited when...

## Sharing Experiences Scoring Guide

Content Checklist (100 Points)					
My description of an experience:		Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/>	includes all the information needed to make a vivid mind movie.	50			
<input type="checkbox"/>	includes enough descriptive details to make a vivid mind movie.	30			
<input type="checkbox"/>	makes sense; is not confusing to read.	20			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding		
<b>Total Score:</b>					






## Events in Time

### Summary

The students will write to describe the events of an experience by placing them in time. During the Craft Lesson, they will learn how authors slow down the important part of an experience to help readers make vivid mind movies.

### Preparation

- Make transparencies and copies of materials found at the end of the activity.
- Gather the following materials:
  - the Experiences transparency from the previous activity, Sharing Experiences
  - *Sable* by Karen Hesse
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. 

### Teacher Presentation: Set the Stage

- Use Think-Pair-Share to have the students tell what they did this past weekend. After sharing, ask the students to raise their hands if they mentioned specific days, or parts of days, such as *Friday night*, *Saturday afternoon*, or *Sunday*.
- Explain that since we experience everything in time, we often refer to it when we talk about our experiences. Point out that the students may have done so when they discussed and wrote about their experiences in the previous activity.
- Tell the students that we also usually have a sense of time when we read about events in stories. Explain that this is either because the author refers to time, mentioning minutes, hours, days, weeks, and so on, or because we know how long it takes to do certain things.
- Explain that you are going to read several pages of chapter 2 of *Sable* aloud and that you want the students to think about where Tate goes, what she does, and how much time it all probably takes.
- Read aloud, starting on page 10 and ending at the top of page 13 after Tate says, “‘Sable,’ I said. ‘I’ve got someplace I want to show you.’”

- Use Think-Pair-Share to ask the students what Tate did on these pages and about how much time it probably took. [*Talked to her father in his shop; walked with Sable from the front to the back of the yard; ate an apple. Accept reasonable responses about time—half an hour or so.*]
- Tell the students that they are going to write descriptions of personal experiences, as they did in the last activity. Explain that this time they will focus on placing the events of their experiences in time.
- Explain that sequencing events in time is an element of storytelling that applies to personal experiences and made-up, or fictional, experiences.
- Explain that the students will again share their writing with the class by reading their work from the Author’s Chair. Remind them that authors write to communicate their thoughts to an audience.
- Tell the students that in this activity, they will make time-related decisions, such as when to start their experiences and when to end them. Explain that they are also going to decide which parts to slow down to help readers make vivid mind movies.



## Slowing Down the Important Part

### Craft Lesson

#### Teacher Presentation

- Ask the students to think back to what they told their partners about the past weekend. Ask for a show of hands of how many told that they had brushed their teeth, that they had opened their eyes in the morning, that they had closed them at night, or that they had brushed their hair.
- Point out that they probably didn't tell about these things unless they were important. Explain that when they shared, they mentioned some things, left out others, and spent more time talking about the parts that were important to them.
- Tell the students that authors do the same thing when they tell about what their characters do across days, weeks, months, and even years. Explain that authors leave some things out, mention others, and add more information and detail to the important parts. Explain that this allows authors to move readers quickly through some events and more slowly through others as they help readers create vivid mind movies.
- Explain that you are going to read a passage from *Sable* aloud and that you want the students to think about how Karen Hesse, the author, takes us quickly, with few details, to Tate's special place and then adds more details so we can create vivid mind movies of the place and what Tate does there.
- Begin on page 13, the second paragraph ("We crossed the yard..."), and read to the end of the chapter.

- Use Think-Pair-Share to ask the students what some of their mind movies were once they arrived at Tate's special place. Prompt their thoughts with specific questions.

**What do you see when you picture Tate's "best stuff"? Can you picture how she makes a collar for Sable? What does she do with her hairbrush? What was Tate thinking?**

- Point out that Ms. Hesse slowed down this part of the story by adding not only more information and details, but also things that Tate said (dialogue) and Tate's thoughts.
- Write the following information on the board:

#### Mind Movies

1. information and detail
2. what characters say
3. characters' thoughts and feelings

- Explain that these are different techniques that authors often use to slow down the parts where they want readers to make vivid mind movies.
- Display Paragraph 1 of *Natasha's Day*. Read it aloud or ask a volunteer to read it aloud.

#### Natasha's Day

Natasha ate her breakfast cereal at the table. Later she got dressed and went outside to play. That night she watched a movie with her family.

- Explain to the students that these sentences tell about an experience in time. Point out that we know that the experience begins in the morning and ends that night.

- Use Think-Pair-Share to have the students retell the events in the experience. [*Natasha ate breakfast; later she dressed and went out to play; that night she watched a movie.*]
- Ask the students if they can make a vivid mind movie of any part of Natasha's day. [*No.*] If necessary, ask if they know what she ate for breakfast, what she wore or played, or what movie she watched.
- Explain that a writer could select any one of the three places and points in time to slow down and describe more fully.
- Read the second paragraph aloud or ask a volunteer to read it aloud.

Natasha ate her breakfast cereal at the table. Later she was watching television. She looked out the window and saw that there was snow on the ground. Natasha asked her mother if she could go outside and play. She thought to herself that it must be very cold so she ran to her room and pulled on her jeans and a sweater. She put on her coat, boots, mittens, and hat and ran outside. She picked up her sled and walked to the park where there was a great, big hill. She saw lots of people sledding already. She ran up the hill, climbed on her sled, and zoomed down the hill. After sledding down the hills many more times, Natasha headed home. That night she watched a movie with her family.

- Use Think-Pair-Share to ask the students which event in Natasha's day has been slowed down with more description. [*Dressing and going out to play.*]

- Have the students work in teams to identify the three items listed under mind movies on the board in the passage. [*Additional details and information: watching TV, seeing snow, getting on her clothes, going to the park, seeing people, sledding down the hill; what Natasha says: asks her mother if she can go outside and play; and Natasha's thoughts: it must be very cold.*] Use Numbered Heads to share responses.
- Have the students work in teams to discuss and write how they would slow down and describe more fully Natasha's breakfast. Have them imagine what she eats, where, with whom, and any other descriptive information that they want to add.
- Use Numbered Heads to share responses. Ask questions to have the students extend their details if necessary.

**Where was Natasha sitting? What is on her plate? What is on the table? With whom is she eating and what might she say to that person?**

- Tell the students that they are going to practice slowing down parts of a short paragraph by giving more detailed descriptions using the techniques listed on the board. Explain that this is what they will do when they write about their own events in time.

#### Team Practice

- Distribute the Teamwork handout to the students. Have the students look at the Team Practice section. Ask a volunteer to read the passage aloud. Point out that the passage tells about Anthony's experience at home one evening.

**Team Practice**

Anthony put his homework into his backpack. He set the table for dinner. After dinner he took a shower and went to bed.

- Use Think-Pair-Share to have the students retell the events of the evening. [*Putting homework in backpack; setting table; probably having dinner; showering and going to bed.*]
- Explain that for Team Practice, the teams will select one of the events of Anthony's day and discuss how they could slow it down using the different techniques listed on the board.
- Explain that after their discussion, they will each rewrite the events, adding more description to slow the readers down at the selected part.
- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the students' work. After each student has read his or her response, ask the other students to identify which part the author slowed down by adding more description and what techniques the author used. Give feedback to reinforce the effective use of different techniques.

**Team Mastery**

- Ask the students to look at the Team Mastery section of the handout. Ask a volunteer to read the passage aloud.

**Team Mastery**

Darcy and Iris picked some flowers from the front yard. They decorated the house with streamers and balloons. Later they waited for their mother to get home from work.

- Point out that this passage is also about an experience that includes different events. Use Think-Pair-Share to have the students identify these events. [*Darcy and Iris picked flowers, decorated the house, waited for their mother to return from work.*]
- Explain that this time they will individually decide where to add description and rewrite their paragraphs before they share and discuss their work.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to review the students work. After each student has read his or her response, ask the other students to identify which part the author slowed down by adding more description and what techniques the author used. Give feedback to reinforce the effective use of different techniques.

**Quick Check**

- Distribute the Quick Check to the students. Explain that they will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time they will do it without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use these new techniques in their writing to help readers make vivid mind movies of personal events. Tell the students 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 about their own experiences.

- 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.



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### Craft Lesson Scoring Guide

**100 points:** The student demonstrates a strong understanding of slowing down the important part by selecting one time and place in the experience and slowing it down using different techniques. The number and effectiveness of the techniques used help the reader make a vivid mind movie.

**90 points:** The student demonstrates a good understanding of slowing down the important part by selecting one time and place in the experience and slowing it down using different techniques. The reader is able to make a fairly clear mind movie, but it is less vivid because of the variety and limited effectiveness of the techniques used.

**80 points:** The student demonstrates an understanding of slowing down the important part by selecting one time and place in the experience and slowing it down using different techniques. The reader is able to make a mind movie, but parts may not be clear, and the mind movie does not include vivid detail.

If the student does not show an understanding of how to slow down the important part, 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.

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## Events in Time

### Teacher Presentation: Writing Instruction

- Remind the students that they are writing to describe an experience to their classmates, placing the events of the experience in time and slowing down the important part with more description.
- Remind the students that Tate has decided to make a doghouse for Sable. Explain that you are going to read about her experience doing this and that you want the students to identify the parts of the passage of which they can make vivid mind movies.
- Read aloud, starting on page 17 (chapter 3) and stopping in the middle of page 24, after Tate says: “You better behave,’ I told her.”
- Ask the students for examples of the mind movies they were able to make of certain parts of the passage. Share your own examples, and reread these parts such as where Tate pets Sable (page 18, “She turned her head in my direction...”); emptying the worn-out cardboard box (bottom of page 18, top of 19); Mam working in the kitchen (page 21, “Mam stood in the kitchen...”); Sable settling down in the box (bottom of page 22, top of page 23).
- Point out that Ms. Hesse must have wanted readers to make mind movies of these things and that’s why she added more information, detail, and, in some cases, dialogue and characters’ thoughts.
- Distribute copies of the Shopping Spree handout to the students. Ask one or more volunteers to read it aloud.

## Shopping Spree

Lynda and I were so excited about our day of shopping. Lynda's mom dropped us off in front of T-Shirt World around 10 o'clock in the morning. We went into T-Shirt World. Lynda bought a Parker Cassidy T-shirt and I bought a Splash Warren one. Then we went to the drugstore. Lynda wanted to buy her mother some perfume for Mother's Day. I bought a card for my grandmother. Then we stopped at Best Burgers for lunch.

Our last stop was The Ditch.

"I love The Ditch! It's my favorite store," Lynda said.

"Me too. I need some new jeans and a shirt for Candace's party."

"I'll help you find your jeans, Dena, if you help me find a new skirt."

We went over to the jeans department. I picked out five different kinds of jeans, and Lynda and I went to the fitting room so I could try them on. I put on each pair of jeans, and Lynda told me what she thought. We agreed that the last pair I tried on looked best.

"Okay, off to find your skirt. What do you need a skirt for?" I asked Lynda.

"My brother has his piano recital on Saturday. Mom said I have to dress up for it," Lynda answered.

We went to the skirt section and found Lynda's skirt right away. It was long with red and white stripes.

Lynda said, "I can wear this with my white sweater. This will be perfect."

"I need to find a shirt now," I said.

We walked around the store for a while, but I couldn't find any shirts that I really liked. I told Lynda that I would go somewhere else for the shirt another day. We brought our things to the cash register and paid for them.

Lynda's mom was waiting for us when we left the store around 3:00. It was a great day of shopping!

- Explain that this story shows an experience in time, with one part slowed down and described more fully to help readers make a vivid mind movie.
- Have teams work together to decide how long this experience probably lasted [*Most of a day; around 5 hours.*] and how they know, including any specific words that indicate time. [*Our day of shopping; 10 and 3 o'clock.*] Use Numbered Heads to review their responses.



- Have the students work in teams to retell the events briefly without details. *[Lynda and Dena go shopping at T-Shirt World and the drugstore; they eat lunch; shop at The Ditch; then they go home.]* Use Numbered Heads to share their responses.
- Have the students work in teams to identify the important part that the author slowed down *[Shopping at The Ditch for jeans and a skirt.]*, when it probably happened *[After lunch.]*, and how long it probably lasted. *[An hour or two.]* Use Numbered Heads to share responses.
- Have the students work in teams to identify the techniques that the author used to describe that important part more fully. *[Added information; added details; provided the author's thoughts, and included dialogue.]* Use Numbered Heads to share responses.
- Explain to the students that they will be planning and writing about their own experiences as this author did, including a beginning and an ending, telling the order of what happened with some specific time words, and slowing down the most important part so the reader can make a vivid mind movie.
- Distribute the scoring guides, and review the items in the Content Checklist, and the relative worth of each item, with the students.

Content Checklist (100 points)	
My description of events:	
<input type="checkbox"/> has a beginning and an ending.	<b>20</b>
<input type="checkbox"/> tells the sequence of what happened with some specific time words.	<b>30</b>
<input type="checkbox"/> uses different techniques to help readers make vivid mind movies of the most important part (more information and detail, my thoughts at that time, dialogue).	<b>50</b>

- Point out that the top part of the scoring guide has a section called The Writing Process. Explain that the students will follow the steps listed here as they work and initial each as it is completed.

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> sharing, responding, and revising	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	

## Prewriting

- Tell the students that they are ready to plan their writing by selecting topics, discussing their ideas, and recording their ideas on organizers. Explain that they will also record their topics, audience, purpose, and form for the writing.
- Display the Experiences transparency from the Sharing Experiences activity, and explain that the students may use this list to select topics. Model reviewing the list and selecting your own topic.
- Model telling what happened in your experience. Tell about when the experience began, and use other time words, such as *next*, and *later*, or specific times of the day. Give more description at the most important part, where you would help the reader create a vivid mind movie.
- Model writing TAP-F labels above where you will make an organizer. Use Think-Pair-Share to have the students identify this information, and record their responses.
- Explain that you are choosing to record your ideas on a sequence chain because one of your goals is to order the events in time. Remind the students that time is an element of all experiences, whether in fictional stories or personal events. Draw the first two boxes of your sequence chain with an arrow to demonstrate.
- Model putting your events and some of the supporting details into the organizer, as shown in the example provided, adding boxes and arrows as needed.
- Point out that you are adding more details to the part where you want to help the reader make a more vivid mind movie. When you have finished, model checking your organizer against the Content Checklist.

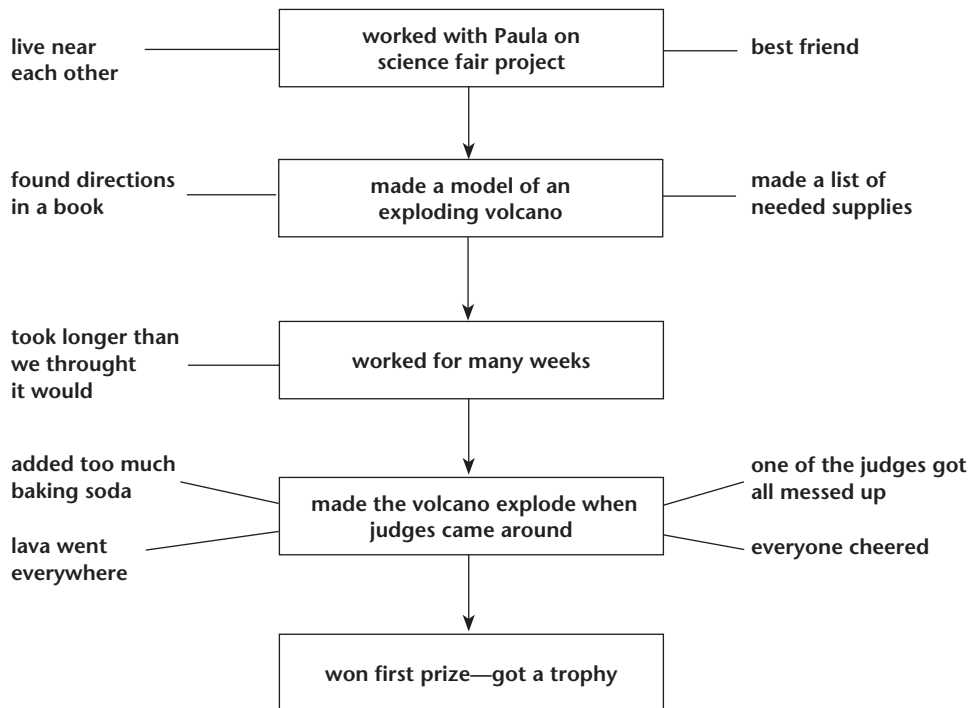
**I am going to look back at the Content Checklist on the scoring guide to make sure I included everything on my sequence chain. I've shown when the experience began, and I've shown the events in the order in which they occurred, with some additional time words. I have more supporting details next to the most important part—when we made our volcano erupt at the science fair. I'll add more details when I write about that part.**

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<b>Topic:</b> winning first place in the science fair	<b>Audience:</b> classmates
<b>Purpose:</b> to describe an experience in time	<b>Form:</b> paragraph

---

**Sequence Chain**



- Select a volunteer to identify his or her topic from the list of experience prompts and to describe the experience. Ask questions and provide feedback as necessary.
- Have the volunteer help you record these thoughts and ideas in a sequence chain. Begin to draw the sequence chain, prompting the student to tell you what information to put where. If necessary, ask questions about what should go first, second, third, and if there are details that might be added. Continue until the sequence chain is complete.
- Use Think-Pair-Share to have all the students select topics that they would like to describe to their classmates.
- Use Think-Pair-Share to have the other students tell their partners what happened in their experiences.
- Tell the students to write the words *topic*, *audience*, *purpose*, and *form* across the top of a page in their journals and to add the information that they identified earlier under these, substituting their own topics for yours.

- Have the students record their topics, important information, and details in organizers in their journals. Hold conferences to provide support as needed.
- Have partners share their written plans, give each other feedback, and make changes to their plans if necessary.
- Ask one or two volunteers to share their plans with the class. Celebrate completion of the writing plans. Tell the students that planning is the prewriting step in the writing process and that the students should initial this step now on their scoring guides to show that they have completed it.

## Drafting

- Tell the students that they are now ready to write. Review the Content Checklist with the class, and ask the students to individually review their organizers.
- Remind the students that they will be reading their writing aloud to their classmates from the Author's Chair and that helping the reader make vivid mind movies will make the writing interesting.
- Model using your organizer to write about your experience. Point out that you are skipping lines and adding more thoughts and details as you write. Remind the student that the organizer is simply a guide.
- Have the students use their organizers to write about their experiences, skipping lines to leave room for comments and notes. Allow as much time as necessary. Provide encouragement and hold conferences with those students who need support.
- When the students have finished, have them softly read their work aloud so they can see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.
- Tell the students to make changes to their writing if they see the need. If necessary, model this with your own writing.
- When they have finished, ask one or two volunteers to read their writing to the class and celebrate. Explain to the students that drafting is the step of the writing process during which writers put their planning ideas into sentences. Tell the students to initial this step on their scoring guides to show that they have completed it.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will make changes to their work, on the basis of the feedback they have received, and have them make these changes on their drafts.
- Tell the students to rewrite their drafts, without skipping lines this time, to include the changes in their writing where they belong.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their new drafts to their partners to demonstrate how they made changes and to practice for Team Response by fluently reading their work.
- Ask a volunteer to read his or her revision to the class aloud, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing.
- Explain to the students that when they make changes and rewrite a draft, they are revising their writing. Tell them that revising follows sharing and responding and that the two together make up one step in the writing process. Ask the students to initial sharing, responding, and revising on their scoring guides. Celebrate completing this step.
- Use Numbered Heads to randomly select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Scoring

- Have the students turn in their graphic organizers, first drafts, and revised drafts of their writing.
- Explain that you will use the scoring guide to determine your score for their work. Also explain that you will write comments to give additional feedback.
- Score the students' work and return their papers.

### Publishing

- Celebrate the students' writing. Explain that they are learning to monitor the steps of the writing process the way other authors do. Use Think-Pair-Share to ask the students what steps they used in this process and how they checked to make sure that they carried out each one.

**You are learning to use the same steps of the writing process that other authors use and to monitor your progress through these steps. What are those steps called and what do you do in each? Remember, they are listed on your scoring guides. How did you monitor your progress to make sure that you had carried out each step?**

- Remind the students that sharing their work with an audience is the final step in this process. Explain that this step is called publishing because this is when authors share their work in public. Remind the students that they will “publish” their work by taking turns reading from the Author's Chair.
- Have the students take turns reading from the Author's Chair. After each reading, comment specifically on what you liked about the writing, and invite volunteers to do so as well. Also, tell each author to initial publishing on his or her scoring guide.



## Natasha's Day

Natasha ate her breakfast cereal at the table. Later she got dressed and went outside to play. That night she watched a movie with her family.

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Natasha ate her breakfast cereal at the table. Later she was watching television. She looked out the window and saw that there was snow on the ground. Natasha asked her mother if she could go outside and play. She thought to herself that it must be very cold so she ran to her room and pulled on her jeans and a sweater. She put on her coat, boots, mittens, and hat and ran outside. She picked up her sled and walked to the park where there was a great, big hill. She saw lots of people sledding already. She ran up the hill, climbed on her sled, and zoomed down the hill. After sledding down the hills many more times Natasha headed home. That night she watched a movie with her family.



## Slowing Down the Important Part

### Teamwork

#### Team Practice

Anthony put his homework into his backpack. He set the table for dinner. After dinner he took a shower and went to bed.

#### Team Mastery

Darcy and Iris picked some flowers from the front yard. They decorated the house with streamers and balloons. Later they waited for their mother to get home from work.



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#### Quick Check

Lloyd got off the bus at the bowling alley. He bowled three games with his friend Pete. After bowling he went to Pete's house for pizza and ice cream.





## Shopping Spree

Lynda and I were so excited about our day of shopping. Lynda’s mom dropped us off in front of T-Shirt World around 10 o’clock in the morning. We went into T-Shirt World. Lynda bought a Parker Cassidy T-shirt and I bought a Splash Warren one. Then we went to the drugstore. Lynda wanted to buy her mother some perfume for Mother’s Day. I bought a card for my grandmother. Then we stopped at Best Burgers for lunch.

Our last stop was The Ditch.

“I love The Ditch! It’s my favorite store,” Lynda said.

“Me too. I need some new jeans and a shirt for Candace’s party.”

“I’ll help you find your jeans, Dena, if you help me find a new skirt.”

We went over to the jeans department. I picked out five different kinds of jeans, and Lynda and I went to the fitting room so I could try them on. I put on each pair of jeans, and Lynda told me what she thought. We agreed that the last pair I tried on looked best.

“Okay, off to find your skirt. What do you need a skirt for?” I asked Lynda.

“My brother has his piano recital on Saturday. Mom said I have to dress up for it,” Lynda answered.

We went to the skirt section and found Lynda’s skirt right away. It was long with red and white stripes.

Lynda said, “I can wear this with my white sweater. This will be perfect.”

“I need to find a shirt now,” I said.

We walked around the store for a while, but I couldn’t find any shirts that I really liked. I told Lynda that I would go somewhere else for the shirt another day. We brought our things to the cash register and paid for them.

Lynda’s mom was waiting for us when we left the store around 3:00. It was a great day of shopping!

## Events in Time Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> sharing, responding, and revising	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	

Content Checklist (100 Points)				
My description of events:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> has a beginning and an end.	<b>20</b>			
<input type="checkbox"/> tells the sequence of what happened with some specific time words.	<b>30</b>			
<input type="checkbox"/> uses different techniques to help readers make vivid mind movies of the most important part (more information and detail, my thoughts at that time, what I said).	<b>50</b>			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding	
				<b>Total Score:</b>



## Experience as Story

### Summary

The students will write about personal experiences, planning them as stories by identifying more of the elements that are common to both. In the Craft Lesson, they will learn how to help readers make vivid mind movies of people (characters) or places (settings) by using sensory details in their writing.

### Preparation

- Complete the Editing Checklist within the scoring guide with additional language mechanics goals (optional for this activity), and distribute points for the items in this section.
- Prepare a draft for this activity with errors of the type listed in the Editing Checklist. Make a transparency of the draft for modeling how to edit. (For more information, see the Editing section of the activity.)
- Make transparencies and copies of materials found at the end of the activity.
- Gather the following materials:
  - the Experiences transparency from the Sharing Experiences activity
  - *Sable* by Karen Hesse
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. **CL**

### Teacher Presentation: Set the Stage

- Explain that you are going to continue reading *Sable* aloud. Use Think-Pair-Share to review what has happened in the story so far.
- Begin reading in the middle of page 24 (“Cooking up a pan of mush...”), and read through chapter 3.
- Use Think-Pair-Share to ask the students to identify Tate’s biggest problem. [*Tate wants to keep Sable but does not know if she will be allowed to.*]
- Explain that made-up stories and real-life experiences usually have many of the same elements.

**Made-up stories and real-life experiences, when told or written, often have the same elements. Both include events, people, and places. Also the people involved may experience problems.**

- Tell the students that they are going to write descriptions of personal experiences, as they did in the last activity, and read their work to the class from the Author's Chair. Explain that this time they will invite another class to attend the readings.
- Explain that with this activity, in addition to planning the events, they will identify other elements that are common both to fictional stories and to our own, real experiences (characters and setting).
- Tell the students that they will also learn more descriptive techniques that authors use to help readers create vivid mind movies. Explain that they will use these to describe characters or setting in their experiences.



## Sensory Details

## Craft Lesson

## Teacher Presentation

- Point out that we use our senses to take in information about the world around us. Use Think-Pair-Share to have the students identify the five senses. [*Sight, smell, touch, hearing, and taste.*]
- Tell the students that good writers use sensory details in their writing; they know that the more they can engage readers' different senses in their descriptions, the more vivid their mind movies will be.
- Explain that, in this lesson, the students are going to explore using sensory details to help readers make vivid mind movies.
- Explain that you are going to read the beginning of chapter 4 of *Sable* aloud. Tell the students that as you read you want the students to think about how many senses the author brings into her descriptions in this passage.
- Begin reading on page 27, and stop after the first sentence at the top of page 28 ("She bolted..."). Use Think-Pair-Share to ask the students which senses the author has given us information about and how. [*Smell: coffee; sound: Pap snoring, Mam singing country; sight: seeing Sable wag her tail, checking for messes, seeing Sable sitting on the porch; touch: hugging Sable; taste: soggy milk.*]
- Point out that the author used senses with lots of information and detail to help readers make a vivid mind movie of Tate's early morning with Sable. Use Think-Pair-Share to ask the students why they think the author decided to add description here and whether, in their opinions, it is effective.
- Explain that authors often choose to describe setting or characters in detail since they are often important to the story.
- Display the Uma transparency below. Ask for volunteers to read each passage.

**Uma**

Uma went to her grandparents' house. Uma was so excited to get to her grandparents' house. She looked forward to seeing them, and she smiled to herself just thinking about it. She was wearing her best dress, the one with the pink and blue flowers. She had on her white, party shoes. Her long, brown hair was shiny clean, parted on one side, and pulled back from her face with a barrette on the other side. She was skipping down the path, swinging her arms at her side. As she skipped, she listened to the birds chirping in the trees. She could smell the wild flowers along the side of the road. She stopped once to pet Mr. Shane's dog, Dodger. She loved the feel of his soft, warm fur, but she didn't like the feel of his wet tongue on her hand. She skipped up her grandparents' rocky driveway. Uma knocked on the green door. When her grandmother came to the door, she said, "Uma. You look so lovely!" Uma smiled and hugged her grandmother.

- Have the students work in teams to identify the senses that were used to describe the character and how. Use Numbered Heads to review responses. [*Sight: Uma's smile, dress, hair, shoes, how she is moving (skipping); sound: birds; smell: wild flowers; feel: Dodger's fur, tongue.*]
- Explain that this author wants readers to make vivid mind movies of the character Uma, but she could have decided to help readers make a vivid mind movie of Uma's grandparents' house instead. Have the students work in teams to create a description of Uma's grandparents' house. Explain that they should use as many senses as possible, at least four. Prompt their thinking with questions.

**Think about what Uma's grandparents' house might be like and describe it. What does it look like? What does it smell like when Uma first walks inside? How does the house feel? Is it warm and cozy or cold? What sounds can you hear in the house? It might be difficult to add taste to your description, but perhaps Uma's Grandmother always has a certain treat that Uma eats when she goes there.**

- Use Numbered Heads to review the teams' responses.
- Tell the students that they are going to practice adding sensory details to sentences.

#### Team Practice

- Remind the students that characters and settings are story elements that authors often describe with sensory details.
- Distribute the Teamwork handout. Ask the students to look at the Team Practice section.

#### Team Practice

1. Ankush played a game in the park.
2. Addie went to the pool.
3. Mitchell visited the zoo.
4. Erica played at her best friend's house.

- Explain that the teams will select one of these sentences, decide whether to describe the character or the setting, and then discuss how they would add sensory details to describe that element. After the discussion, they will each write a description. Tell them to use at least three senses in their descriptions.
- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the students' work. Ask the students to identify the senses the authors used and how they used each one. Give feedback to support using good sensory details.

#### Team Mastery

- Ask the students to look at the Team Mastery section of the Teamwork handout.

#### Team Mastery

1. Octavia went to a party in the school gym.
2. Fiona caught a fish at the river.
3. Buster visited the skateboard park.
4. Nadia cleaned her room.

- Explain that the students will select a sentence and describe the element they did *not* write about in Team Practice. Explain that they will first write, then discuss, how they added sensory details. Remind the students to use at least three senses in their descriptions.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
  - Use Numbered Heads to have the students share their responses. Ask the students to identify the senses the author used and how they use each one. Give feedback to support using good sensory details.
- Quick Check
- Distribute the Quick Check to the students.
  - Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time they will do it without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use sensory details in their writing. Tell the students 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.



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## Craft Lesson Scoring Guide

**100 points:** The student demonstrates a strong understanding of using sensory details by writing a description using at least three different senses. The reader is able to make a vivid mind movie of a character or setting because there are lots of sensory details.

**90 points:** The student demonstrates a good understanding of using sensory details by writing a description using at least two different senses. The reader is able to make a fairly clear mind movie of a character or setting, but it is less vivid because there are fewer sensory details.

**80 points:** The student demonstrates a fair understanding of sensory details by writing a description using at least one of the senses. The reader is able to make a mind movie of a character or setting, but it may not be clear, and it includes few sensory details.

If the student does not show an understanding of using sensory details to describe character or setting, 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.

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## Experience as Story

### Teacher Presentation: Writing Instruction

- Remind the students that they are writing to share their experiences with their classmates and invited guests. Explain that they will include a description of either the characters or the settings with sensory details.
- Explain that because our experiences include many of the same elements of fictional stories, we can plan and write about them in the same way that we write fictional stories.
- Distribute copies of *My First Play* to the students. Explain that it is an experience written as a story, and read it aloud.

### My First Play

The morning of the play, I saw Alexandra and Gina on the playground.

"I am so nervous," I said to them. "Tonight is *Chicken Little*. I have never been in a play before. There are going to be so many people there!"

"You will do great, Lincoln. Try to pretend that it's just another practice," Alexandra said.

I said, "What if I forget my lines?"

Gina said, "You won't forget your lines, Link. If you do, just relax and the lines will come to you. We are all nervous about tonight's performance."

All day at school I had a hard time getting my work done. All I could think about was the play. I was so worried that I would mess up the introduction of the play and the audience would laugh at me.

When I got to the auditorium, I saw Alexandra and Gina. They were already in their costumes. We could hear the people in the audience talking to one another. I felt as if a million butterflies were swarming in my stomach. Then the lights went off, and the people were silent. Mr. Tudor walked past us and said, "Good luck out there!"

I went up the stairs in my feathery, yellow chick costume. I could barely walk in the chick feet that covered my sneakers. I stood in the middle of the stage. A big light shined on my face. I couldn't see anyone in the audience because the light was so bright. I felt my hands getting sweaty. I had a hard time breathing. I felt that if I had tried to talk, no sound would have come out. I just stood on the stage like a statue for what felt like forever. Then I remembered what Gina had said to me earlier.

"Thank you all for coming to our production of *Chicken Little*. I hope you enjoy the show," I said. I walked down the stairs and smiled at Mr. Tudor. I knew I would be okay for the rest of the play.



- Remind the students that experiences and stories both have characters and settings. Use Think-Pair-Share to have the students identify the characters [*Lincoln, Gina, Alexandra, and Mr. Tudor.*] and the setting [*Playground, auditorium.*] in this experience.
- Remind the students that both experiences and stories include events. Use Think-Pair-Share to have the students retell the events without the details. [*Lincoln tells Gina and Alexandra that he’s nervous because he thinks he might forget his lines; Alexandra tells him to relax if he does forget his lines; at the performance, Lincoln goes on stage to introduce the play and he feels very nervous; he takes Alexandra’s advice, and he remembers his lines.*]
- Explain that often, but not always, experiences include problems and solutions, just as stories do. Use Think-Pair-Share to have the students determine if this experience includes a problem and solution and, if so, what they are. [*Yes. Lincoln is nervous because he thinks he might forget his lines. He relaxes and the lines come to him.*]
- Point out that the author of this experience described one of the elements, character or setting, with sensory details. Use Think-Pair-Share to have the students identify which element the author described [*Character.*] and to explain how he or she used sensory details. [*Feathery, yellow costume, sweaty hands, hard time breathing, no sound when he tried to talk, stood like a statue.*]
- Review the characteristics of this writing (has characters, setting, and events; has sensory details that describe a character or setting) and point out that the students will plan to write about their experiences, as they would plan to write a story, by including these elements.
- Distribute the scoring guide, and point out the characteristics and scores in the Content Checklist.

Content Checklist (80 points)	
My description of an experience as story:	
<input type="checkbox"/> includes characters (people).	<b>15</b>
<input type="checkbox"/> includes a setting (place).	<b>15</b>
<input type="checkbox"/> describes events (may or may not include a problem and solution).	<b>30</b>
<input type="checkbox"/> has sensory details to help readers make vivid mind movies of the setting or a character.	<b>20</b>

- Point out the following changes to the scoring guides: the total score for the Content Checklist is 80 points, editing has been added to the steps in the writing process, and an Editing Checklist is included at the bottom of the page, and points have been assigned to these items.

Editing Checklist (20 Points)				
I checked my description of an experience for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
				<b>Total Score:</b>

- Explain that after authors revise their work, and before they share it with an audience, they read over it to correct capitalization, punctuation, and spelling.
- Tell the students that when they are ready to edit their work, they'll learn more about the editing step and how to help their partners with it.

## Prewriting

- Tell the students that they are ready to plan their writing by selecting topics, discussing their ideas, and recording their thoughts on organizers. Remind them that they will also record their topics, audience, purpose, and form for the writing.
- Display the Experiences transparency from the Sharing Experiences activity. Explain that the students may use this list to select topics. Model reviewing the list and selecting your own topic.
- Model telling the events of your experience, describing a character or the setting in more detail (in the sample story map that follows, the setting would be a good element to expand upon with more detail to help the reader create a vivid mind movie). Use Think-Pair-Share to have the students identify the characters and setting, and to tell whether your experience includes a problem and solution. Also ask the students which element—character or setting—you described with more detail to help the reader make a vivid mind movie.

- Model writing TAP-F labels above where you will make an organizer. Use Think-Pair-Share to have the students identify this information, and record their responses.
- Explain that you are recording your thoughts in a story map, filling in all the elements that apply. Point out that this form will help you include the events, characters, setting, and a problem and solution if appropriate.
- Model writing the story map labels and filling in your information as shown in the example. Remember to add a problem and solution if appropriate.

<b>Topic:</b> losing my favorite bracelet	<b>Audience:</b> classmates
<b>Purpose:</b> to describe an experience as a story	<b>Form:</b> paragraph

### Story Map

<b>Setting:</b>	Sweet House
<b>Characters:</b>	myself, Aunt Lou, Reyna
<b>Problem:</b>	lost my bracelet in the Swedish Fish bin
<b>Event 1:</b>	Aunt Lou said I could have some candy
<b>Event 2:</b>	chose Swedish Fish
<b>Event 3:</b>	when I put my hand in the bin, my bracelet fell off
<b>Solution:</b>	store clerk had to empty bin to get my bracelet

- Select a volunteer to identify his or her topic from the list of experience prompts and to describe the experience. Ask questions and provide feedback as necessary.
- Model recording these thoughts and ideas in a story map on the board, prompting the student to tell you what information to put where. Continue until the story map is complete.
- Use Think-Pair-Share to have all the students select topics and describe the events in their experiences to their partners; tell the partners who listen to restate the elements: the characters, setting, important events, and the problem and solution if included.
- Tell the students to write the words *topic*, *audience*, *purpose*, and *form* across the top of a page in their journals and to add the information that they identified earlier, using their own topics.
- Have the students record the information about their experiences on the story maps in their journals, using yours as a guide. Hold conferences as needed to provide support.

- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class, and celebrate completing this part of the process.

## Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they will read their writing aloud to their classmates from the Author's Chair and that details that help the reader make vivid mind movies will make the writing more interesting.
- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud so they can see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising







- Have the students consider how they will revise their work, on the basis of the feedback they have received, and have them make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made changes and to practice for Team Response by fluently reading their work.
- Ask a volunteer to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads or craft sticks to randomly select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

## Editing

- Explain to the students that they are going to add the editing step of the writing process at this point. Review the goals and distribution of points on the Editing Checklist with the students.
- Tell the students that you will read your paper for these errors and use proofreading marks to indicate the errors. Select a few proofreading marks to model (you will not use them all in one lesson) from those shown below. Copy those marks onto 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; when you rewrite your draft, you will make the corrections.

Proofreading 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 (Make loop around items to take out.)
	Spell out or check spelling (Circle the word.)
	Make a new paragraph here (Place where paragraph should start.)

- Display your draft and model rereading it to mark capitalization errors with proofreading marks. Do the same for punctuation and spelling and any additional skills that you have included on the checklist.
- Have the students use proofreading marks and the Editing Checklist to edit their papers, rereading their papers for one item at a time. Have the students edit their own papers first, initialing each item on the checklist as they read and marking their papers for each skill, and then have them do the same for their partners. Work with individual students who need assistance.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- Celebrate the students writing. Tell them they have now used all the steps that authors use to write. Use Think-Pair-Share to have the students identify these steps.
- Have the students rewrite their description to include their revisions and edits and any revisions that you may have suggested.
- Remind the students that they are going to publish, or share, this writing with their classmates and invited guests.
- Make arrangements for another class to visit. Have your students take turns reading from the Author's Chair. After each reading, comment specifically on what you liked about the writing, and invite others in the audience to do so as well. Also, remind each author to initial publication on their scoring guides.



## Uma

Uma went to her grandparents' house.

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Uma was so excited to get to her grandparents' house. She looked forward to seeing them, and she smiled to herself just thinking about it. She was wearing her best dress, the one with the pink and blue flowers. She had on her white, party shoes. Her long, brown hair was shiny clean, parted on one side, and pulled back from her face with a barrette on the other side. She was skipping down the path, swinging her arms at her side. As she skipped, she listened to the birds chirping in the trees. She could smell the wild flowers along the side of the road. She stopped once to pet Mr. Shane's dog, Dodger. She loved the feel of his soft, warm fur, but she didn't like the feel of his wet tongue on her hand. She skipped up her grandparents' rocky driveway. Uma knocked on the green door. When her grandmother came to the door, she said, "Uma. You look so lovely!" Uma smiled and hugged her grandmother.





## Sensory Details

### Teamwork

#### Team Practice

1. Ankush played a game in the park.
2. Addie went to the pool.
3. Mitchell visited the zoo.
4. Erica played at her best friend's house.

#### Team Mastery

1. Octavia went to a party in the school gym.
2. Fiona caught a fish at the river.
3. Buster visited the skateboard park.
4. Nadia cleaned her room.



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#### Quick Check

1. Lernell studied for his test in the library.
2. Deacon saw a kitten in the barn.
3. Margaret went to the mall.
4. Nick walked through his neighborhood to get home.



## My First Play

The morning of the play, I saw Alexandra and Gina on the playground.

"I am so nervous," I said to them. "Tonight is *Chicken Little*. I have never been in a play before. There are going to be so many people there!"

"You will do great, Lincoln. Try to pretend that it's just another practice," Alexandra said.

I said, "What if I forget my lines?"

Gina said, "You won't forget your lines, Link. If you do, just relax and the lines will come to you. We are all nervous about tonight's performance."

All day at school I had a hard time getting my work done. All I could think about was the play. I was so worried that I would mess up the introduction of the play and the audience would laugh at me.

When I got to the auditorium, I saw Alexandra and Gina. They were already in their costumes. We could hear the people in the audience talking to one another. I felt as if a million butterflies were swarming in my stomach. Then the lights went off, and the people were silent. Mr. Tudor walked past us and said, "Good luck out there!"

I went up the stairs in my feathery, yellow chick costume. I could barely walk in the chick feet that covered my sneakers. I stood in the middle of the stage. A big light shined on my face. I couldn't see anyone in the audience because the light was so bright. I felt my hands getting sweaty. I had a hard time breathing. I felt that if I had tried to talk, no sound would have come out. I just stood on the stage like a statue for what felt like forever. Then I remembered what Gina had said to me earlier.

"Thank you all for coming to our production of *Chicken Little*. I hope you enjoy the show," I said. I walked down the stairs and smiled at Mr. Tudor. I knew I would be okay for the rest of the play.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Experience as Story Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My description of an experience as story:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> includes characters (people).	<b>15</b>			
<input type="checkbox"/> includes a setting (place).	<b>15</b>			
<input type="checkbox"/> describes events (may or may not include a problem and solution).	<b>30</b>			
<input type="checkbox"/> has sensory details to help readers make vivid mind movies of the setting or a character.	<b>20</b>			
<b>Partner Ratings Key:</b>	<b>? missing or needs to be improved</b>	<b>✓ here and complete</b>	<b>+ here, complete, and outstanding</b>	

Editing Checklist (20 Points)				
I checked my description of an experience for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				





## Unit Two

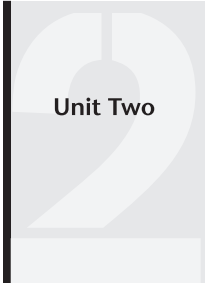
# Narrative Writing



### Background

Stories, regardless of type, have similar elements and structure. Throughout the story, the reader is introduced to the characters, setting, problem, events, and solution. Many students are able to identify these elements in the stories that they read. Now they will have to include these elements in their writing. Also they will be challenged to write well-structured, interesting, and entertaining stories that include skills taught during the Craft Lessons in each activity.

## Activities and Craft Lessons



- **Creative Stories**  
Craft Lesson: Point of View
- **Fables**  
Craft Lesson: Personification
- **Fairy Tales**  
Craft Lesson: Character Description

## Notes About Instruction

In the first activity, Creative Stories, the students will write stories that include the story elements. They will focus on writing the stories from a consistent point of view. In the Fables activity, the students will personify animals and include a moral that the characters learned. The students will have an opportunity to play make-believe as they complete the Fairy Tales activity. They will continue to build on the descriptive skills they learned in unit 1 by adding descriptions to create good and bad characters for their stories.

## How to Introduce the Unit

- Tell the students that the next type of writing they will compose is called narrative writing.
- Explain that people have been telling and writing stories for thousands of years.
- Explain that there are many different types of stories. Name a few of the different kinds (mysteries, fables, etc.), and write them on the board. Ask the students for other examples, and list those on the board as well.
- Ask the students to work in teams to name examples of each type of story.
- Tell the students about the writing activities in which they will participate in this unit.



## Creative Stories

### Summary

In this activity, the students write stories that include the story elements in the beginning, middle, and end. The Craft Lesson helps students write their stories from a particular point of view.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity. You will need a transparency and student copies of Point of View.
- Obtain some storybooks that the students are familiar with and, if possible, a book of short stories.
- Obtain chart paper and marker.

### Teacher Presentation: Set the Stage

- Show the students a storybook that they will recognize. Prompt them to identify it and confirm that it is a story.
- If possible, also show the students a book of short stories, and explain that sometimes books contain many stories written by different authors. Read one of the stories to the students to show that all the story elements are included in that story.
- Ask the students questions about stories to draw on their understanding of topic, audience, purpose, and form.

**What makes you like a story? Do any of you have a favorite topic? Do you like the same stories now that you did when you were younger? How are books for younger kids different from what you read now? Why do we read stories? Who writes them? What is the difference? Are stories different from other things we read, like our social studies or science books? How?**

- Tell the students that they will be writing stories this week. Explain that they will put their stories into team books of short stories and let other classes check them out like they do library books.

- Point out that the students will have to make decisions as they plan and write their stories. Give examples from the discussion about topic, author, purpose, and format.

**For your own story, you'll need to select a topic that you enjoy yourself but that also will be interesting to your audience. You'll want to write a story that will be interesting to your peers in other classes, so you must think about what appeals to people your age.**

- Explain that they'll also have to decide who will “tell” their story, which is what authors call the *point of view* of their stories.



**Point of View****Craft Lesson****Teacher Presentation**

- Choose a recent event that all the students have been a part of (an assembly or something that happened during lunch or recess). Ask each team to discuss briefly what happened at this event and to record their ideas as notes in a short list.
- Use Numbered Heads to have individuals from different teams retell what happened using their team notes.
- Explain that even though they were all part of the same event, they had some different ideas about what happened, or they told about the events differently.
- Tell the students that these differences show that individuals can have different points of view about the same thing. They “see,” or experience, the same thing differently.
- Explain that when an author writes a story, she has to decide who will tell the story—either someone in the story, or someone who watches the events in the story, but is not in it. Explain that this is called point of view.
- Distribute the Point of View handout, and display the Point of View transparency. Tell the students that you are going to read two paragraphs aloud, each with a different point of view. Tell the students that you want them to listen carefully to figure out how the two paragraphs are different. Read, or ask students to read, the paragraphs.

**Point of View****Janie’s Party**

Yesterday was my birthday. I was so excited! I had invited Monica and Sherry, my best friends, to my house for a sleepover. We ate pizza and ice cream sundaes. I got out my mom’s fancy dresses. We dressed up in them and put on tons of make up. My brother tried to scare us by telling us scary stories. Monica and I weren’t scared, but I think Sherry was a little. Then we made popcorn and watched a movie. Monica fell asleep first, and Sherry and I talked for a long time. We finally fell asleep too. We all had so much fun.

**Janie’s Party**

Yesterday was Janie’s birthday. She was excited! She had invited Monica and Sherry, her best friends, to her house for a sleepover. The girls ate pizza and ice cream sundaes. They got out Janie’s mother’s fancy dresses. The girls played dress up in them and put on tons of make up. Janie’s brother tried to scare them by telling scary stories. Monica and Janie weren’t scared, but they think Sherry was a little. Then the girls made popcorn and watched a movie. Monica fell asleep first, and then Janie and Sherry talked for a long time. They finally fell asleep too. They all had so much fun!

- Ask the students to work in teams to decide how the paragraphs are different. [*First paragraph uses I, my, us, etc.; second paragraph uses Janie, she, they, etc.*] Use Numbered Heads to discuss examples of different words, and underline these as the students mention them. Model your own thoughts about word differences if necessary.

- Ask the teams to decide which paragraph was written by someone who participated in the party and which was written by someone who was watching the party but not participating.
- Tell the students that the first paragraph is told from a character's point of view in what is called *first person*. Write "First Person, Character Point of View" on the transparency above this paragraph, and have a student review the words that make this paragraph different from the second. [I, we, us, me, my.]
- Tell the students that an outsider, whom we call the *narrator*, tells the second paragraph in what we call *third person*. Write "Third Person, Narrator Point of View" on the transparency above this paragraph, and have a student review the words that make this paragraph different. [She, they, them, *main character's name*.]
- Explain that authors make decisions about who will tell their stories. Sometimes they have a main character tell the story from his or her point of view, in first person, and other times they have a narrator tell the story in third person.
- Explain that, as the students experienced earlier, the same story or experience will have some differences if different people tell it.
- Ask the students to look at the third paragraph on the Point of View handout. Have the students work in teams to identify who is telling the story and from what point of view. [Narrator, *third person*.] Use Numbered Heads to review the answer. Allow the students to refer to the previous paragraphs if necessary.

Jonah saved his allowance for weeks to buy the new Squirt-a-Roo water gun. Finally he had enough money. He walked into Tommy's Toy Palace and found out they were all out of Squirt-a-Roos. He was ready to scream and yell. Just then he saw a display of other water guns. Jonah saw a box that didn't match the others. Someone had put a Squirt-a-Roo back in the wrong place. Jonah took it to the register and paid for it. He finally got his Squirt-a-Roo!

- Explain that you want the students to help you rewrite the paragraph from Jonah's point of view, or in first person.
- Reread the paragraph a sentence at a time. Use Think-Pair-Share to ask the students how they would change the words to make it first person, and write their changes on the transparency. An example follows.

**I saved my allowance for weeks to buy the new Squirt-a-Roo water gun. Finally I had enough money. I walked into Tommy's Toy Palace and found out they were all out of Squirt-a-Roos! I was ready to scream and yell. Just then I saw a display of other water guns. I saw a box that didn't match the others. Someone had put a Squirt-a-Roo back in the wrong place. I took it to the register and paid for it. I finally got my Squirt-a-Roo!**

**Team Practice**

- Distribute the Teamwork handout. Have the students look at the Team Practice section.

**Team Practice****Rewrite in third person.**

I thought I would surprise my mom when she was at work by cleaning my room. I picked up all of my clothes and put them under the bed. I shoved all of my toys and puzzles in the closet. I could barely get the door closed! I know Mom is going to be very happy!

**Rewrite in first person.**

Leo was nervous about being in the talent show. He was worried that people wouldn't think that juggling was a real talent. Mr. Lane announced his name, and Leo walked onto the stage. Leo threw up the first ball and knew everything would be all right. He finished his act, and the audience clapped for a long time. Leo felt great!

- Tell the students that the first paragraph is written in first person, and the second paragraph is written in third person.
- Explain that you want them to work in teams to discuss how they would change the point of view in these paragraphs and then rewrite them in the different points of view. Tell the students to discuss and then rewrite the first paragraph before they discuss and rewrite the second.
- Review, if necessary, that changing the point of view will involve locating and changing all the words in each sentence that indicate a point of view.

- When the students have finished, use Numbered Heads to have someone from each team discuss some of the changes they made to both paragraphs. Give feedback to reinforce correct changes and to correct errors.

**Team Mastery**

- Have the students look at the Team Mastery section of Teamwork. Explain that they will follow the same process for these paragraphs, but that this time they will first rewrite the paragraphs on their own and then share them with their teammates.

**Team Mastery****Rewrite in third person.**

I can't believe Mrs. Dean gave me so much homework! I'm never going to get it all done. I wanted to play with my best friend, Phil, today but my mom says I can't until all of my homework is done. Phil is lucky! He's in Mr. Baldo's class, and he never has homework. I guess I'll just start my work and hope that it's still light outside when I'm done.

**Rewrite in first person.**

The Foleys are going on a picnic today. Jill packed the blanket. Peter made sure to bring the Frisbee and a bat and ball. Mr. Foley made sure there was enough gas in the car. Mrs. Foley packed up some toys for Nathan, the baby. All of the Foleys got in the car and took off for the park. When they got there, they unpacked all of their stuff. That's when they realized they had forgotten one important thing—the food!

- Tell the students to rewrite, and then discuss, the first paragraph before rewriting and discussing the second. Allow the students enough time for the task, and then review the paragraph changes as before, using Numbered Heads and giving feedback.

### Quick Check

- Tell the students that it is time for Quick Check. Pass out 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 they will do it without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use point of view 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.



### Craft Lesson Scoring Guide

**100 points:** All words in both paragraphs are correctly changed to indicate the different point of view.

**90 points:** Most words in one or both paragraphs are changed to indicate the different point of view; very few errors.

**80 points:** Enough words are changed correctly in both paragraphs to demonstrate understanding of the concept.

If the student does not show an understanding of point of view, 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.



## Creative Stories

### Teacher Presentation: Writing Instruction

- Remind the students that they will be writing their stories from one point of view. Explain that they will also include the story elements that they identify in the stories that they read.
- Use Think-Pair-Share to have the students name the story elements. [*Main characters, setting, story problem (or goal), events, resolution, and ending.*] Remind them, if necessary, that these elements are on their story maps.
- Tell the students that we learn about these elements throughout the story, not just in one place.
- Display the Story Elements transparency. Explain that we usually identify some elements in the beginning, others in the middle, and still others at the end. Ask volunteers to read the transparency.

#### Story Elements

##### Beginning

**Main characters:** whom the story is mainly about

**Setting:** where the story happens

**Problem or goal:** what the main character's problem is

##### Middle

**Events:** what happens to the main characters as they try to meet the goal or solve the problem

##### End

**Solution:** how the problem is solved

**Ending:** how the main characters feel about the resolution, or what happens to them after that

- Distribute a copy of “Monster Trap” to each pair of students. Explain that you will read the story aloud, and you want the students to help you identify the story elements.
- Explain that you’ll read the story in three parts—the beginning, middle, and end. Tell the students that you will stop and have them identify the story elements after you read each part.

## Monster Trap

There are monsters under my bed. The monsters are big and ugly.

Going to bed is a lot of work for me. I have to jump from my door to my bed so the monsters don't grab my feet. I wear my bike helmet and knee and elbow pads to bed to protect me from a monster attack.

My mom and dad don't believe that the monsters are in my room. My mom says things like, "Oh, sweetie, I told you not to get rid of your nightlight." How many times do I need to tell her that nightlights aren't cool?

Dad says, "Toby, the monsters are more afraid of you than you are of them."

Yeah, okay Dad. There are lots of them and one of me and I'm a seven-year-old boy who wears a bike helmet and knee and elbow pads to bed. Oh, yeah, I bet they're just terrified of me.

- On a piece of chart paper, label the top "Beginning." Use Think-Pair-Share to have the students identify these elements from "Monster Trap," and write them on the chart paper.

**Beginning**

**Main characters:** Toby

**Setting:** Toby's room

**Problem or goal:** Toby is afraid of the monsters that live under his bed.

I was tired of the monsters living in my room, so last night I decided that I was going to get rid of them once and for all. I was going to hold a Monster Mash. I knew Mom and Dad wouldn't help me, so I asked TJ, my older brother, to help me out. He is always up for an adventure. My sister, Tawnya, complained that she couldn't be bothered with a silly Monster Mash. That's fine with me. I don't need anyone who is going to worry about chipping her nail polish or getting her clothes dirty.

TJ and I set up camp in my room. We put up my tent and filled it with supplies—a net, a pillowcase, and a rubber band. When it got dark, TJ and I told my parents we were going to my room to read. Mom was happy that TJ and I were doing something together besides fighting, but Dad knew something was up. He didn't say anything, but he glanced at us over his newspaper with that "you boys are up to no good" look he gave us when we built the bike ramp out of bricks and plywood.

We slid into the tent and waited. Then it happened. We heard some squeaks and groans under the bed. I had heard those noises plenty of times before, and I knew it was the monsters. I nudged TJ to let him know that it was time for the Monster Mash. TJ grabbed the net and I grabbed the pillowcase. TJ crept to the side of the bed, picked up the blankets that were hanging down, and without looking he swung the net under the bed. He grabbed the top of the net so nothing could get out.

- Read the middle section of the story, and ask the students to identify the elements from that section. Write their responses on the chart paper.

**Middle****Events**

- Toby plans to have a Monster Mash.
  - His brother TJ agrees to help him.
  - They gather all the necessary supplies.
  - Toby hears the monsters and tells TJ it is time for the Monster Mash.
  - TJ uses the net to catch the monsters.
- Read the last section of the story, and ask the students to identify the elements from that section. Write their responses on the chart paper.

TJ screamed, “Open the pillowcase!”

I couldn’t move.

“Hurry up, Toby! Do you want the monsters running free in the house?” TJ asked.

I closed my eyes and opened the pillowcase and TJ emptied the net.

“Close it! Close it!” TJ yelled.

I folded the top of the pillowcase over itself, just like TJ had shown me earlier, and then TJ wrapped the rubber band around the top. The monsters pushed and squeaked and groaned. They didn’t like their new home.

TJ and I took the pillowcase downstairs and out the back door—so our parents didn’t see us—and threw it in the garbage can. TJ and I high fived and cheered. TJ was happy that the Monster Mash was a success. I was happy that the monsters weren’t under my bed any more.

That night I went to bed without having to jump from my door to my bed. I didn’t wear my bike helmet and knee and elbow pads. I didn’t even wish that I still had my nightlight.

**End**

**Solution:** TJ and Toby catch the monsters and throw them in the garbage can.

**Ending:** Toby isn't afraid to go to bed any more.

- Ask the students if the author used the same point of view throughout the story. Reread parts of the story, if necessary, to help them decide. Explain to the students that they, too, will use one point of view throughout their stories.
- Review with the students what they need to include in the beginning, the middle, and the end of their stories. Also point out that the story should be told from one point of view.
- Discuss with the students which elements should get more points than others in the Content Checklist. Have them consider which elements will make their stories better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My story has:	
<input type="checkbox"/> a beginning that includes main characters, setting, and the story problem.	<b>20</b>
<input type="checkbox"/> a middle that includes events.	<b>20</b>
<input type="checkbox"/> an ending that includes a resolution of the problem.	<b>20</b>
<input type="checkbox"/> a clear, consistent point of view.	<b>20</b>

## Prewriting

- Explain that now the students will plan their own stories with a beginning, middle, and end. They will also decide on a point of view for their stories.
- Use Think-Pair-Share to have the students decide on a main character, or characters, for their story and a problem. Remind them that their characters and problems should be interesting to their readers. If necessary, display the Characters and Story Problems transparency for the students to select from. Model as necessary.



**Characters and Story Problems****Characters**

Sarah	Mollie	Rakia	Alice	Carla
Tal	Randy	Vi	Beth	I-Chi
Ebony	Seth	Atu	Tess	Hoang
Ralph	Darren	Briana	Ian	Emma
Rashida	Alicia	Deanna	Mario	William

**Story Problems**

- Must go to a new school because the family is moving.
  - Can't figure out what to do on a rainy day.
  - Wants to be in the school talent show, but doesn't know what his or her act should be.
  - Wants to buy grandmother a gift, but doesn't have enough money.
  - Finds a lost wallet on the floor of the grocery store.
  - Breaks a vase that Mom loves, while playing ball in the house.
- 
- Use Think-Pair-Share to have the students give a story beginning as they would write it, considering the point of view they want to use (using either *I* or a character's name). Have them include the applicable elements that appear on the Story Parts transparency. Model as necessary.
  - Use Think-Pair-Share to have the students give the middle and ending for their stories. Model your own story as necessary.
  - Explain to the students that when they write stories, they will use a story map to organize their ideas.
  - Have the students use a graphic organizer to plan their stories. Remind the students to include the TAP-F information on their story maps. Model completing a story map with your own plans to the extent necessary, as shown in the example below.

<b>Topic:</b> the wet boot	<b>Audience:</b> other kids
<b>Purpose:</b> to entertain	<b>Form:</b> story

### Story Map

<b>Setting:</b>	Potter's Pond
<b>Characters:</b>	Sampson and Midge
<b>Problem:</b>	Sampson's boot fell into the pond
<b>Event 1:</b>	Sampson and Midge went fishing at Potter's Pond
<b>Event 2:</b>	Sampson's foot got stuck in the mud, and when he picked his boot out of the mud, it fell into the water
<b>Event 3:</b>	Midge lay down and tried to reach the boot, but he couldn't
<b>Event 4:</b>	Sampson tried to make the boot come closer by moving the water, but the boot went away from them
<b>Event 5:</b>	Sampson used a fishing pole to hook his boot
<b>Solution:</b>	Sampson was happy to have his boot back but didn't like that it was wet and muddy

- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they will be publishing their stories in team books, so they want to make sure that their stories are creative and interesting so other students will want to read them.
- Have the students write a first draft, skipping lines to leave room for comments and revision notes. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

### Scoring

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

## Publishing

- Remind the students that they will publish their stories in books they make with their teammates.
- Have the students recopy their stories to include their revisions and edits and any revisions that you may have suggested. Make sure that each student includes a title and his or her name as author on the first page.
- Tell the students that now they will combine their stories into a single book of team stories.
- Explain that the titles of their books should be “catchy” so others will want to read their stories. Point out that the title may be associated with their team names and might let readers know that the books include stories. Provide one or two examples, using fictitious team names. (Tales from the Shark Team; Team Cool Jets Writes On!; Super Heroes’ Stories).
- Ask the students to work in teams to create titles for their books. Use Numbered Heads to have them share their decisions.
- Have the teams distribute, or assign, the following tasks to complete the books: make a front and back cover with the title and authors’ names on it; put the stories together and number all the pages; make a table of contents, listing the titles and page numbers; insert the stories into the cover, stapling the cover and pages together and illustrating the front.
- Remind the students to initial the publishing step on their scoring guides.
- Celebrate by having the teams share their finished products with the class before setting them up in the hall with sign-out cards, for others to read.



## Point of View

### Janie's Party

Yesterday was my birthday. I was so excited! I had invited Monica and Sherry, my best friends, to my house for a sleepover. We ate pizza and ice cream sundaes. I got out my mom's fancy dresses. We dressed up in them and put on tons of make up. My brother tried to scare us by telling us scary stories. Monica and I weren't scared, but I think Sherry was a little. Then we made popcorn and watched a movie. Monica fell asleep first, and Sherry and I talked for a long time. We finally fell asleep too. We all had so much fun.

### Janie's Party

Yesterday was Janie's birthday. She was excited! She had invited Monica and Sherry, her best friends, to her house for a sleepover. The girls ate pizza and ice cream sundaes. They got out Janie's mother's fancy dresses. The girls played dress up in them and put on tons of make up. Janie's brother tried to scare them by telling scary stories. Monica and Janie weren't scared, but they think Sherry was a little. Then the girls made popcorn and watched a movie. Monica fell asleep first, and then Janie and Sherry talked for a long time. They finally fell asleep too. They all had so much fun!

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Jonah saved his allowance for weeks to buy the new Squirt-a-Roo water gun. Finally he had enough money. He walked into Tommy's Toy Palace and found out they were all out of Squirt-a-Roos. He was ready to scream and yell. Just then he saw a display of other water guns. Jonah saw a box that didn't match the others. Someone had put a Squirt-a-Roo back in the wrong place. Jonah took it to the register and paid for it. He finally got his Squirt-a-Roo!



## Point of View

### Teamwork

#### Team Practice

##### **Rewrite in third person.**

I thought I would surprise my mom when she was at work by cleaning my room. I picked up all of my clothes and put them under the bed. I shoved all of my toys and puzzles in the closet. I could barely get the door closed! I know Mom is going to be very happy!

---

##### **Rewrite in first person.**

Leo was nervous about being in the talent show. He was worried that people wouldn't think that juggling was a real talent. Mr. Lane announced his name, and Leo walked onto the stage. Leo threw up the first ball and knew everything would be all right. He finished his act, and the audience clapped for a long time. Leo felt great!

#### Team Mastery

##### **Rewrite in third person.**

I can't believe Mrs. Dean gave me so much homework! I'm never going to get it all done. I wanted to play with my best friend, Phil, today but my mom says I can't until all of my homework is done. Phil is lucky! He's in Mr. Baldo's class, and he never has homework. I guess I'll just start my work and hope that it's still light outside when I'm done.

---

##### **Rewrite in first person.**

The Foley's are going on a picnic today. Jill packed the blanket. Peter made sure to bring the Frisbee and a bat and ball. Mr. Foley made sure there was enough gas in the car. Mrs. Foley packed up some toys for Nathan, the baby. All of the Foleys got in the car and took off for the park. When they got there, they unpacked all of their stuff. That's when they realized they had forgotten one important thing—the food!



## Point of View

### Teamwork

#### Quick Check

#### **Rewrite in third person.**

My cat's name is Spot. When I tell people her name, they think she is a dog. They say, "Oh, what kind of dog is it?" I get so angry! I tell them that she's a cat, and then they are very surprised. I think that they would be really surprised if they knew that Spot was really a stuffed animal.

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#### **Rewrite in first person.**

Troy, Henry, and Rex were ready for their relay. They had stretched their arms and legs and checked that their shoes were tied. But Les wasn't at the meet yet. Troy had talked to him at lunch and reminded Les about the race. Henry had seen him after school and Les had said that he was ready to win the race. Rex was getting very nervous! Just as the boys were about to give up on running the race, they saw Les running toward them. Now they were all ready to run the relay.





## Story Elements

### **Beginning**

**Main characters:** whom the story is mainly about

**Setting:** where the story happens

**Problem or goal:** what the main character's problem is

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### **Middle**

**Events:** what happens to the main characters as they try to meet the goal or solve the problem

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### **End**

**Solution:** how the problem is solved

**Ending:** how the main characters feel about the resolution, or what happens to them after that



### Monster Trap

There are monsters under my bed. The monsters are big and ugly. Going to bed is a lot of work for me. I have to jump from my door to my bed so the monsters don't grab my feet. I wear my bike helmet and knee and elbow pads to bed to protect me from a monster attack.

My mom and dad don't believe that the monsters are in my room. My mom says things like, "Oh, sweetie, I told you not to get rid of your nightlight." How many times do I need to tell her that nightlights aren't cool?

Dad says, "Toby, the monsters are more afraid of you than you are of them."

Yeah, okay Dad. There are lots of them and one of me and I'm a seven-year-old boy who wears a bike helmet and knee and elbow pads to bed. Oh, yeah, I bet they're just terrified of me.

I was tired of the monsters living in my room, so last night I decided that I was going to get rid of them once and for all. I was going to hold a Monster Mash. I knew Mom and Dad wouldn't help me, so I asked TJ, my older brother, to help me out. He is always up for an adventure. My sister, Tawnya, complained that she couldn't be bothered with a silly Monster Mash. That's fine with me. I don't need anyone who is going to worry about chipping her nail polish or getting her clothes dirty.

TJ and I set up camp in my room. We put up my tent and filled it with supplies—a net, a pillowcase, and a rubber band. When it got dark, TJ and I told my parents we were going to my room to read. Mom was happy that TJ and I were doing something together besides fighting, but Dad knew something was up. He didn't say anything, but he glanced at us over his newspaper with that "you boys are up to no good" look he gave us when we built the bike ramp out of bricks and plywood.

## Monster Trap *continued*

We slid into the tent and waited. Then it happened. We heard some squeaks and groans under the bed. I had heard those noises plenty of times before, and I knew it was the monsters. I nudged TJ to let him know that it was time for the Monster Mash. TJ grabbed the net and I grabbed the pillowcase. TJ crept to the side of the bed, picked up the blankets that were hanging down, and without looking he swung the net under the bed. He grabbed the top of the net so nothing could get out.

TJ screamed, “Open the pillowcase!”

I couldn’t move.

“Hurry up, Toby! Do you want the monsters running free in the house?” TJ asked.

I closed my eyes and opened the pillowcase and TJ emptied the net.

“Close it! Close it!” TJ yelled.

I folded the top of the pillowcase over itself, just like TJ had shown me earlier, and then TJ wrapped the rubber band around the top. The monsters pushed and squeaked and groaned. They didn’t like their new home.

TJ and I took the pillowcase downstairs and out the back door—so our parents didn’t see us—and threw it in the garbage can. TJ and I high fived and cheered. TJ was happy that the Monster Mash was a success. I was happy that the monsters weren’t under my bed any more.

That night I went to bed without having to jump from my door to my bed. I didn’t wear my bike helmet and knee and elbow pads. I didn’t even wish that I still had my nightlight.



### Characters and Story Problems

#### Characters

Sarah	Mollie	Rakia	Alice	Carla
Tal	Randy	Vi	Beth	I-Chi
Ebony	Seth	Atu	Tess	Hoang
Ralph	Darren	Briana	Ian	Emma
Rashida	Alicia	Deanna	Mario	William

#### Story Problems

- Must go to a new school because the family is moving.
- Can't figure out what to do on a rainy day.
- Wants to be in the school talent show, but doesn't know what his or her act should be.
- Wants to buy grandmother a gift, but doesn't have enough money.
- Finds a lost wallet on the floor of the grocery store.
- Breaks a vase that Mom loves, while playing ball in the house.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Creative Stories Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My story has:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> a beginning that includes main characters, setting, and the story problem.	20			
<input type="checkbox"/> a middle that includes events.	20			
<input type="checkbox"/> an ending that includes a resolution of the problem.	20			
<input type="checkbox"/> a clear, consistent point of view.	20			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding	

Editing Checklist (20 Points)				
I checked my creative story for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



## Summary

In this activity, the students will write fables that include a moral. The Craft Lesson will teach the students to identify and write sentences that include personification.

## Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- If possible, obtain a copy of the book *Aesop's Fables* by Michael Hague or another book of fables.
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. **CL**
- Write the morals found at the end of the lesson on chart paper.
- Arrange to have your students read their fables to another class.

## Teacher Presentation: Set the Stage

- Use Think-Pair-Share to have the students discuss if they have ever learned that something was good to do, or not good to do, from someone else's experiences. If necessary, give your own experiences as an example.
- Tell the students that fables are stories that teach us lessons through the characters' experiences. Provide some background about fables and, if possible, show an example of an *Aesop's Fables* book or other book of fables and read at least one of them.

**This week we will write a special kind of story called a fable. Many, many years ago there was a man named Aesop who told stories about people behaving badly. Aesop knew that people didn't like to be told that they were behaving badly, so he wrote the stories with animals in place of people. The animals walked, talked, and acted just like people. Aesop's fables always ended with a lesson, or moral, that the characters learned. Today there are many versions of Aesop's fables.**

- If possible, display a book of fables, and read at least one fable aloud.
- Tell the students that you want to share a fable with them. Display and read the Hippo and Peacock transparency.

## Hippo and Peacock

Hippo lived next door to Peacock. Hippo thought Peacock was beautiful! Peacock had such lovely, colorful feathers. When Peacock strolled down the street, Hippo would stare at his feathers and wish that he had some too. Hippo finally worked up the courage to ask Peacock for some of his feathers. Peacock was happy to give Hippo some of his feathers. He knew he could always grow more. Hippo glued the feathers onto his back and paraded down the street. He tried to look graceful like Peacock. Instead, he looked like a colorful circus clown. Tiger, Bear, and Lion saw Hippo marching down the street and they laughed and laughed. Hippo felt like a fool and took the feathers off. When Tiger, Bear, and Lion saw Hippo again, they told him it was good to see him looking like himself again. Hippo agreed that it did feel better being himself.

**Moral:** Don't try to be something you aren't. Be happy with who you are.

- Use Think-Pair-Share to have the students discuss what lesson they can learn from this story. [*Be yourself.*] Also, ask how they identified the lesson. Did the author tell them or did they figure it out from Hippo's experiences? Explain that the lesson in a fable is called the moral.
- Use Think-Pair-Share to ask the students about the form, audience, and purpose of fables, helping them to understand that fables share these features with other stories.

**Fables teach us lessons, but they are not expository texts. What is the form of a fable; what is it similar to? Why would people read fables (and other stories)? Who might enjoy reading fables?**

- Tell the students that they will be writing fables this week. Explain that they will read their fables to the students in       (teacher's name)       class and then put their fables in the class library.
- Point out that the students will have to make decisions as they plan and write their fables. Explain some of these decisions, including those regarding the topic, audience, and purpose.

**When you write your fables, you will have to think about the animals you want to include in your fables and the lesson that at least one of the animals learns. Remember that we're sharing these fables with \_\_\_\_\_ (teacher's name) class, so we need to make them as interesting as we can.**

- Explain that the students' fables will include animals that act like people.



## Personification

### Craft Lesson

#### Teacher Presentation

- Create interest by having the students imagine what an inanimate object might say or feel when something happens to it.

**Imagine that a screen door could talk and had feelings. All of a sudden a very bad storm hits and the door is repeatedly opened and closed by the wind. What do you think the door would say? How would it feel?**

- Explain that the students gave human characteristics, or traits, to the object by making it feel and talk. Tell the students this is called personification. Write the word on the board.
- Explain that sometimes authors use personification to make nonhuman things act like people. Provide examples, such as animals talking and wearing clothes or a tree that reaches out to touch someone lost in the forest.
- Explain that when authors add these details, the stories may be easier to understand because the animals and objects are acting like us. Tell them that doing this makes the story more interesting.
- Tell the students that today's lesson will focus on making animals and objects act like people.
- Read the following sentences one at a time. After each sentence, ask the students what object has been personified and how (object is underlined, characteristic is italicized).

The smiling moon lights up the night sky.  
The car engine *coughed* and *sputtered* when I turned the key.  
Every time I went to the pencil sharpener, it *ate* my pencils.

- Write the following sentences on the board.

My bedroom door (opened) while I was sleeping.  
The puppy (barked) at the mail carrier.  
The leaf (fell) to the ground.

- Tell the students that they will have a chance to personify some objects. Explain that they will work in teams to change the words in parentheses to words that would describe a person's action.
- Use Numbered Heads to listen to different teams' suggestions. Use one team's suggestion to rewrite each sentence to show how the sentences are more interesting with the new words.
- Ask the students to define *personification* in their own words. [*Giving human qualities to animals or objects.*]

#### Team Practice

- Tell the students that they will identify sentences that include personification and add personification to other sentences.
- Distribute the Teamwork handout. Have the students look at the Team Practice section. Explain that some of the sentences use personification and some do not.



**Team Practice**

1. The rug tripped me as I ran through the living room.
2. I like to listen to the rain hit the roof as I fall asleep.
3. The tiger looked at us as we looked at him.
4. Craig's fingers danced over the piano keyboard, making beautiful music.
5. The grass hugged Chris when he lay on it.

- Explain that you want the students to work in teams to decide if each sentence uses personification or not. When the students identify a sentence that does use personification, have them circle the object that is personified and underline the action that personifies it.
- When the students identify a sentence that does not use personification, tell the students to rewrite it using personification. Point out that teammates may use different words to add personification if the team agrees that the examples are acceptable.
- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the student's work. Give feedback to reinforce appropriate changes and to correct errors.

**Team Mastery**

- Ask the students to look at the Team Mastery section of the handout. Explain that they will follow the same process for these sentences, but that they will work on them individually and then share them with their teammates.

**Team Mastery**

1. The sun stretched its long rays across the fields of wheat.
2. The chair slid across the floor.
3. The cabin shivered under the cold, heavy snow that rested on its roof.
4. The sky was dark.
5. The cat purred when I petted it.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

**Quick Check**

- Tell the students that it is time for Quick Check. Pass out 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 they will do it without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use personification 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.



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### Craft Lesson Scoring Guide

**100 points:** Demonstrates an understanding of personification in all five items: Examples in sentences 2 and 5 are correctly identified; effective examples of personification are added to sentences 1, 3, and 4.

**90 points:** Demonstrates an understanding of personification in all items except one. (Has one incorrect identification or completion.)

**80 points:** Demonstrates an understanding of personification in three of the five items; includes at least one effective example of personification.

If the student does not show an understanding of personification, 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.

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 **Fables****Teacher Presentation: Writing Instruction**

- Tell the students that personification was used in the “Hippo and Peacock” fable they heard earlier.
- Display the fable again, and have the students read it silently. Use Think-Pair-Share to have the students identify examples of personification [*Animals talking and laughing; feathers waving.*], and underline them on the transparency.
- When the students have finished, use Numbered Heads to ask students to identify the parts they marked.
- Display the “Crow” transparency. Remind the students that fables are supposed to teach a lesson, or have a moral. Point out that this fable is missing the moral.
- Read, or ask a student to read, the fable aloud.

**Crow**

Crow was very thirsty. He saw a large jug on a table. He looked inside and noticed that there was some water in the jug. He stuck his beak inside the jug and tried to drink some of the water.

“Oh, my beak is not long enough! I can’t reach the water, but I am so thirsty,” Crow said.

Depressed, Crow sat down on the table and sulked. Then he noticed a pile of pebbles, and he had an idea. He picked up one of the pebbles and dropped it into the pitcher. He picked up another pebble and dropped it into the pitcher. Crow did this over and over again until the water was high enough for him to reach it. He took a long drink of water and was no longer thirsty.

- Display the Morals chart paper. Explain to the students that these are some examples of morals, and ask volunteers to read them aloud.

**Morals**

Practice makes perfect.

Treat people the way you want to be treated.

Work before you play.

Little by little does the trick.

Think before you act.

Slow and steady wins the race.

Don't put off doing things for tomorrow that you could finish today.

- Have the students work in teams to decide which moral from the list best fits the “Crow” fable [*Little by little does the trick.*] and why they chose that one.
- Use Numbered Heads to listen to the teams’ responses, and write the correct moral on the chart paper.
- Review the elements of the text: it has a beginning, middle, and end; it includes a moral; the characters are animals; it includes personification; and it helps the reader create vivid mind movies.
- Discuss with the students which elements should get more points than others on the Content Checklist. Have them consider which elements will make their fables better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My fable has:	
<input type="checkbox"/> a beginning, middle, and end.	<b>10</b>
<input type="checkbox"/> a moral.	<b>20</b>
<input type="checkbox"/> animals as characters.	<b>10</b>
<input type="checkbox"/> examples of personification.	<b>20</b>
<input type="checkbox"/> elements that help the reader make vivid mind movies.	<b>20</b>

## Prewriting

- Tell the students that they are ready to plan their fables.
- Explain to the students that they need to decide what animals they want to use as characters. Tell the students that they must also decide on a moral that they want to teach their audience.
- Display the list of morals again. Review them and ask the students if they can think of other lessons that are important for people to live by. Write the responses on the chart.
- Use Think-Pair-Share to have the students tell about the characters, morals, and how they will incorporate personification into their fables. Explain that the students may use the same moral that appeared in “Crow,” but the story has to be different.
- Use Think-Pair-Share to have the students identify the TAP-F information for their fables. Model if necessary.
- Ask the students what kind of graphic organizer they should use for this activity. [*Story map.*] If necessary, ask questions to prompt their thinking.

**Remember, a fable is a type of story. What kind of graphic organizer should we use to plan our fables?**

- Have the students use a story map to plan their fables. Remind the students to include the TAP-F information on their story maps. Model this to the extent necessary, as shown in the example below.

<b>Topic:</b> fable	<b>Audience:</b> Mr. Clark’s students
<b>Purpose:</b> to entertain	<b>Form:</b> paragraph

### Story Map

<b>Setting:</b>	the ocean
<b>Characters:</b>	Whale
<b>Problem:</b>	Whale wants to jump out of water like big brother
<b>Important Events:</b>	
<b>Event 1:</b>	he tries and can’t get out
<b>Event 2:</b>	he wants to give up
<b>Event 3:</b>	brother tells him he has to practice again and again
<b>Solution:</b>	Whale spends weeks practicing his jumping
<b>Ending:</b>	finally he jumps out of the water
<b>Moral:</b>	If at first you don’t succeed, try, try again.

- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

## Drafting

- Review the Content Checklist with the class, and ask the students to individually review their story maps.
- Remind the students that they will share their fables with the students in           (teacher’s name)           class, so they want to make sure the fables are creative and interesting so the other students will enjoy listening to them.
- Remind the students that helping the reader create vivid mind movies, one of the items on their Content Checklist, is one way to make their stories more interesting. Use a Think Aloud to review this skill, rewriting a sentence from your story map.

**I want to write a fable that is really interesting, so my audience will want to listen to it. On my story map, it says, “Whale wants to learn how to jump out of the water like his big brother.” Write this sentence on the board. That’s a blah sentence. It’s boring to read. I want my audience to see what is happening in my fable, so I need to use words that describe what is happening. Let’s see how I can change the sentence into something my audience can see in their minds. I want to start the story explaining why Whale wants to jump like his brother. I will write, “Whale’s older brother was the best jumper in the whole ocean. He could get his whole body out of the water, and when he landed there was a huge splash. Whale wanted to jump like that too.” Write these sentences on the board. These sentences are better because the audience can “see” what Whale’s brother is doing. The sentences help the reader make a vivid mind movie.**

- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible..
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

### Scoring

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



## Publishing

- Tell the students that they are now ready to publish their fables.
- Have the students recopy their fables. Tell the students to make sure they include all of their revisions and edits and any revisions you may have suggested.
- Have the students illustrate their fables.
- Have the students work in teams to practice reading their fables aloud.
- When you feel that they are comfortable reading them in front of others, celebrate by setting up a time with the designated teacher to have the students share their fables.
- Display the fables in the class library for others to read.



### Hippo and Peacock

Hippo lived next door to Peacock. Hippo thought Peacock was beautiful! Peacock had such lovely, colorful feathers. When Peacock strolled down the street, Hippo would stare at his feathers and wish that he had some too. Hippo finally worked up the courage to ask Peacock for some of his feathers. Peacock was happy to give Hippo some of his feathers. He knew he could always grow more. Hippo glued the feathers onto his back and paraded down the street. He tried to look graceful like Peacock. Instead, he looked like a colorful circus clown. Tiger, Bear, and Lion saw Hippo marching down the street and they laughed and laughed. Hippo felt like a fool and took the feathers off. When Tiger, Bear, and Lion saw Hippo again, they told him it was good to see him looking like himself again. Hippo agreed that it did feel better being himself.

**Moral:** Don't try to be something you aren't. Be happy with who you are.



## Personification

### Teamwork

#### Team Practice

1. The rug tripped me as I ran through the living room.
2. I like to listen to the rain hit the roof as I fall asleep.
3. The tiger looked at us as we looked at him.
4. Craig's fingers danced over the piano keyboard, making beautiful music.
5. The grass hugged Chris when he lay on it.

#### Team Mastery

1. The sun stretched its long rays across the fields of wheat.
2. The chair slid across the floor.
3. The cabin shivered under the cold, heavy snow that rested on its roof.
4. The sky was dark.
5. The cat purred when I petted it.



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#### Quick Check

1. The wind blew my hair in my face.
2. Stacey's paper skipped down the sidewalk.
3. The wolf saw a squirrel run up the tree.
4. The baby sparrow was hungry.
5. My shoes were hiding from me so I was late for school.



### Crow

Crow was very thirsty. He saw a large jug on a table. He looked inside and noticed that there was some water in the jug. He stuck his beak inside the jug and tried to drink some of the water.

“Oh, my beak is not long enough! I can’t reach the water, but I am so thirsty,” Crow said.

Depressed, Crow sat down on the table and sulked. Then he noticed a pile of pebbles, and he had an idea. He picked up one of the pebbles and dropped it into the pitcher. He picked up another pebble and dropped it into the pitcher. Crow did this over and over again until the water was high enough for him to reach it. He took a long drink of water and was no longer thirsty.



## Fables

### Morals

Practice makes perfect.

Treat people the way you want to be treated.

Work before you play.

Little by little does the trick.

Think before you act.

Slow and steady wins the race.

Don't put off doing things for tomorrow that you could finish today.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Fables Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My fable has:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> a beginning, middle, and end.	10			
<input type="checkbox"/> a moral.	20			
<input type="checkbox"/> animals as characters.	10			
<input type="checkbox"/> examples of personification.	20			
<input type="checkbox"/> elements that help the reader make vivid mind movies.	20			
<b>Partner Ratings Key:</b> ? missing or needs to be improved      ✓ here and complete      + here, complete, and outstanding				

Editing Checklist (20 Points)				
I checked my fable for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				

 **Fairy Tales**

## Summary

In this activity, the students write fairy tales that include the elements of this kind of story. The Craft Lesson will teach the students to use description to make characters good or bad.

## Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- If possible, obtain some common fairy tales and one fairy tale the students may not know.
- Obtain paper for the students to complete Quick Check. **CL**

## Teacher Presentation: Set the Stage

- If possible, show the students the covers of some fairy tales or read a list of titles from a collection of fairy tales. Ask the students if they are familiar with any of these stories and if they know what kinds of stories they are. [*Fairy tales.*] Also, ask if they know any other fairy tales. If so, write the titles on the board.
- Otherwise, create interest by asking students to name some fairy tales that they know. If necessary, give them an example (Cinderella). Write the fairy tales that the students name on the board.
- Point out that fairy tales are one kind of story. Use Think-Pair-Share to have the students identify what they know about fairy tales, including questions that ask about the topic, audience, purpose, and form.

**Fairy tales are a type of story. How are fairy tales different from the other stories we have written? Who likes to read fairy tales? Why do we read fairy tales? Who writes them?**

- Tell the students that they will write fairy tales this week. Explain that they will post their fairy tales on the Internet so children all over the country will have an opportunity to enjoy them.
- Explain to the students that one element of a fairy tale is having at least one good character and one bad one. Tell them that character descriptions help the audience identify which characters are good and which are bad.



## Character Description

### Craft Lesson

#### Teacher Presentation

- Create interest by asking the students to think of good characters from stories they have read. Write a list of these characters on the board. Do the same thing with characters that are bad or mean.
- Ask the students to describe each of the characters, and write the words and phrases they suggest near the names on the lists.
- Explain that the students told you how the characters look and act.
- Explain that authors describe how characters look and act so the reader can make a clearer mind movie about the characters. Explain that without these descriptions, it would be hard to know whether the author wanted us to think that a character were good or bad.
- Read the sentence below aloud.

The lady tapped her foot as she added ingredients to the large pot on the stove.

- Use Think-Pair-Share to have the students make a mind movie of what the lady looks like and what she is doing.
- Read the sentence below aloud.

The beautiful lady in a pink dress tapped her foot to the music as she added ingredients to the hot soup that she was making for her family.

- Use Think-Pair-Share to ask the students if their mind movies changed at all. Discuss what words and parts of the sentence changed the picture of the lady that they had in mind after listening to the first sentence.
- Remind the students that authors describe how characters look and act in their stories. They want the reader to “see” the characters as they did when they wrote the stories.
- Tell the students that they will have a chance to describe a character as either good or bad and to tell what he or she does and looks like.
- Write the following phrase on the board.

a man walking through a forest

- Explain that this tells about a character, but we do not know if the character is good or bad. Have the students work in teams to decide first if they want the character to be good or bad. Then have the students work together to write at least one sentence that includes words that describe the character to make him good or bad. Explain that their sentences should tell how the character acts and how he looks.
- Remind the students that the audience should be able to “see” the character the same way that they do.
- Use Numbered Heads to listen to the teams’ sentences. After each team shares its response, ask volunteers from other teams to identify the descriptive words.



**Team Practice**

- Tell the students that they will have more practice in making characters good and bad.
- Write the following phrase on the board.

**Team Practice**

a child sitting in a tree

- Have the students work in teams to use the event to write two character descriptions: one in which the character is bad and one in which the character is good. Remind them to describe how the character looks and acts.
- Have the students write their sentences in their journals.
- Use Numbered Heads to review the students' work. Point out good examples of description in the students' new sentences.

**Team Mastery**

- Write the following phrase on the board.

**Team Mastery**

a woman looking out a window

- Explain that the students will follow the same process for this event, but they will write their two descriptions individually.
- Have the students share their responses with their teammates.
- Use Numbered Heads again to have students share their sentences with the class. Point out good examples of character description.

**Quick Check**

- Tell the students that it is time for Quick Check, and write the following phrase on the board. Distribute paper to the students.

**Quick Check**

a girl stuck in a dungeon

- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time they will do it without help, for a teacher score.
- Explain to, or remind the students that if their scores are 80 or more, they are ready to use character description in their writing. Tell the students 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 to make sure that the students understand that they are to add descriptions of how the character looks and acts, making the character bad in one sentence and good in the other. Have 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.



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## Craft Lesson Scoring Guide

**100 points:** Both sentences describe how the character acts and looks. Descriptions in one sentence clearly make the character bad; descriptions in the other clearly make the character good.

**90 points:** Both sentences include descriptions; one makes the character good, the other makes the character bad. At least one sentence does not describe both looks and actions, leaving the sentence less descriptive than it could be.

**80 points:** The sentences demonstrate an understanding of description, but more description, or descriptions that are more clearly good or bad, could be added.

If the student does not show an understanding of character description, 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.

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 **Fairy Tales****Teacher Presentation: Writing Instruction**

- Tell the students that they will include both good and bad characters in the fairy tales that they write and publish on the Internet.
- Explain that along with good and bad characters, there are other elements of fairy tales that they will include in their stories. Write the following list on the board:
  - good and bad characters
  - begins with “Once upon a time” and ends with “They lived happily ever after.”
  - magic: elves, giants, fairies, godmothers
  - the story elements: setting, problem, events, and resolution
- Distribute a copy of “Luke and the Witch’s Pet” to each pair of students. Tell the students that you will read this fairy tale to them and you want them to listen carefully, because when you finish the students will work in teams to identify these elements of a fairy tale. Point out that the good and bad characters in fairy tales are the main characters.
- Read Luke and the Witch’s Pet or another fairy tale of your choosing that the students may not know.

**Luke and the Witch’s Pet**

Once upon a time, there was a boy named Luke. Luke lived in the forest with his mother and father. He was the perfect son. He always listened to his parents and teachers and was a very hard worker. One day, Luke was in the forest chopping down trees with his father when a creature ran down a wooded path screaming and shaking his hands above his head. Luke and his father had never seen a creature quite like this before. The creature had short, gray hair that stood away from his head like sunrays. His body looked like a monkey’s and his legs looked like they belonged on a flamingo. His arms were short, but his hands were huge, like a giant’s.

“Can you help me please?” said the creature.

Luke’s father screamed, “Get away from us! Leave us alone!” He didn’t want to be bothered by the funny-looking thing, and he was surprised that the creature could talk!

But the creature didn’t go anywhere. He asked again, “Can you help me please?”

Luke asked, "What do you need? How can we help?"

"The wicked witch is chasing me. She will be here very soon. Please hide me!"

Luke told the creature to squat down, and Luke covered him with his jacket. Not long after, the wicked witch came running down the same wooded path. The witch wore a black cape and hat. Her fingernails were long and painted green. When she saw Luke and his father, she stopped dead in her tracks.

"Hello there!" the witch cackled. "I'm looking for my lovely pet. He ran away from me when I was taking him for a walk. Have you seen him?"

Luke and his father both shook their heads, and the witch continued down the path. Luke took the jacket off the creature and told him that the witch was gone and that he was safe.

"Thank you! Thank you!" cried the creature. All of a sudden the creature turned into a young man. Needless to say, Luke and his father were quite shocked.

The young man explained. "The witch put an evil spell on me and turned me into that funny-looking creature. She said that the only way I would become myself again was to find someone who could help me. She was sure that if she turned me into such a funny-looking beast, everyone would run when they saw me. I would have been a funny-looking creature forever. But you helped me and now I owe you."

As it turned out, the man happened to be a prince. The prince invited Luke and his parents to his castle for a huge celebration. The prince called Luke a hero, and everyone cheered. From that day on, the prince and Luke were best friends. And they all lived happily ever after.

- Have the students work in teams to identify the story elements and underline and label them on their copies of the stories. Use Numbered Heads to check the teams' responses.
- Review with the students the elements of a fairy tale: includes the story elements, has a good and bad character, begins with "Once upon a time" and ends with "They lived happily ever after," includes magic, and helps the reader create vivid mind movies.
- Discuss which elements should get more points than others in the Content Checklist. Have them consider which elements will make their fairy tales better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My fairy tale:	
<input type="checkbox"/> has a beginning, middle, and end that include all the story elements.	<b>25</b>
<input type="checkbox"/> has good and bad main characters..	<b>20</b>
<input type="checkbox"/> begins with "Once upon a time" and ends with "They lived happily ever after."	<b>5</b>
<input type="checkbox"/> has some magic.	<b>10</b>
<input type="checkbox"/> helps the reader make vivid mind movies.	<b>20</b>

## Prewriting

- Tell the students that they are ready to plan their fairy tales.
- Use Think-Pair-Share to have students tell who the good and bad characters will be in their fairy tales and what the story problem will be. Ask the students to describe how the good and bad characters act and look.
- Use Think-Pair-Share to ask the students how they will use magic in their stories and how they will solve the story problem.
- Use Think-Pair-Share to have the students identify the TAP-F information for their fairy tales. Model if necessary.
- Ask the students what kind of organizer they will use to write down their ideas. [*Story map.*] If necessary, remind them that fairy tales are a type of story.
- Have the students use a Story Map to plan their stories. Remind them to include the TAP-F information on their story maps. Model completing a story map with your own plans to the extent necessary, as shown in the example below.

<b>Topic:</b> fairy tale	<b>Audience:</b> other kids
<b>Purpose:</b> to entertain	<b>Form:</b> story

### Story Map

<b>Setting:</b>	castle
<b>Characters:</b>	good: Emma—sweet, pretty, listens to her parents bad: Itsy Bitsy—mean, ugly, hairy, big eyes
<b>Problem:</b>	Emma is caught in Itsy Bitsy’s web
<b>Event 1:</b>	Emma’s father asks her to get some food out of the cellar
<b>Event 2:</b>	Emma walks down the dark stairs and trips on something
<b>Event 3:</b>	she can’t get up because she is stuck in something very sticky
<b>Event 4:</b>	Itsy Bitsy sits next to Emma and tells her she’s stuck in her web forever
<b>Event 5:</b>	Emma screams and cries but finally she and Itsy Bitsy fall asleep
<b>Event 6:</b>	a mouse taps Emma and promises to get her out of the web because Emma is such a good girl
<b>Solution:</b>	the mouse magically gets Emma out of the web and makes Itsy Bitsy leave Emma’s house

- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their story maps.
- Remind the students that they will publish their fairy tales on the Internet, so they want to make sure the fairy tales are interesting so other children will enjoy reading them.
- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they are finished, have them initial drafting on their scoring guides to show completion of this step.

- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings and feedback on the content items listed on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate their changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

### Scoring

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



## Publishing

- Tell the students that they are now ready to publish their fairy tales.
- Have the students choose an online website to which they will submit their work. Use the list provided in Appendix C: Publishers or your own sources.
- Have the students type their fairy tales on the computer, making sure to include all of their revisions and edits and any revisions you may have suggested. Print a copy of their stories.
- Remind the students to initial the publishing step on their scoring guides when finished.
- Celebrate by having the students share their fairy tales with the class. Then have the students submit them for publication.
- Make the website accessible so all the students can view the fairy tales.
- Put the completed fairy tales in a notebook and display them in the class library for others to read.



### Luke and the Witch's Pet

Once upon a time, there was a boy named Luke. Luke lived in the forest with his mother and father. He was the perfect son. He always listened to his parents and teachers and was a very hard worker. One day, Luke was in the forest chopping down trees with his father when a creature ran down a wooded path screaming and shaking his hands above his head. Luke and his father had never seen a creature quite like this before. The creature had short, gray hair that stood away from his head like sunrays. His body looked like a monkey's and his legs looked like they belonged on a flamingo. His arms were short, but his hands were huge, like a giant's.

"Can you help me please?" said the creature.

Luke's father screamed, "Get away from us! Leave us alone!" He didn't want to be bothered by the funny-looking thing, and he was surprised that the creature could talk!

But the creature didn't go anywhere. He asked again, "Can you help me please?"

Luke asked, "What do you need? How can we help?"

"The wicked witch is chasing me. She will be here very soon. Please hide me!"

Luke told the creature to squat down, and Luke covered him with his jacket. Not long after, the wicked witch came running down the same wooded path. The witch wore a black cape and hat. Her fingernails were long and painted green. When she saw Luke and his father, she stopped dead in her tracks.

"Hello there!" the witch cackled. "I'm looking for my lovely pet. He ran away from me when I was taking him for a walk. Have you seen him?"

## Luke and the Witch's Pet *continued*

Luke and his father both shook their heads, and the witch continued down the path. Luke took the jacket off the creature and told him that the witch was gone and that he was safe.

“Thank you! Thank you!” cried the creature. All of a sudden the creature turned into a young man. Needless to say, Luke and his father were quite shocked.

The young man explained. “The witch put an evil spell on me and turned me into that funny-looking creature. She said that the only way I would become myself again was to find someone who could help me. She was sure that if she turned me into such a funny-looking beast, everyone would run when they saw me. I would have been a funny-looking creature forever. But you helped me and now I owe you.”

As it turned out, the man happened to be a prince. The prince invited Luke and his parents to his castle for a huge celebration. The prince called Luke a hero, and everyone cheered. From that day on, the prince and Luke were best friends. And they all lived happily ever after.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Fairy Tales Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My fairy tale:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> has a beginning, middle, and end that include all the story elements.	<b>25</b>			
<input type="checkbox"/> has good and bad main characters.	<b>20</b>			
<input type="checkbox"/> begins with "Once upon a time" and ends with "They lived happily ever after."	<b>5</b>			
<input type="checkbox"/> has some magic.	<b>10</b>			
<input type="checkbox"/> helps the reader make vivid mind movies.	<b>20</b>			
<b>Partner Ratings Key:</b>	<b>? missing or needs to be improved</b>	<b>✓ here and complete</b>	<b>+ here, complete, and outstanding</b>	

Editing Checklist (20 Points)				
I checked my fairy tale for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



## Unit Three

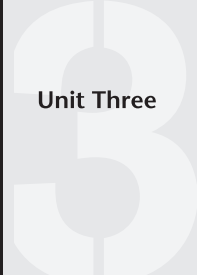
# Informative Writing



### Background

Writing to inform requires a perspective on audience and purpose that is different from that of the previous units. If you are sharing information, rather than entertaining or describing, your goal with language, word choice, and structure is to get this information across in the clearest way possible. Any details and descriptive information should support that goal.

## Activities and Craft Lessons



Unit Three

- **All-About...Books**  
Craft Lesson: Main Idea and Supporting Details
- **Letters to Pen Pals**  
Craft Lesson: Audience and Tone
- **How-to Instructions**  
Craft Lesson: Sequencing Directions

## Notes About Instruction

The Informative Writing unit begins with the students writing about something with which they are very familiar in the All-About...Books activity. They will include headings, main ideas, and supporting details in their writing. In the Letters to Pen Pals activity, the students must consider what information is necessary when introducing themselves to someone they do not know. They will include that information in their letters and then possibly mail them to students from a different school. In the How-to Instructions activity, the students will write directions for how to do or make something, for example how to play Not That Food, or how to make a banana split.

## How to Introduce the Unit

- Tell the students that there are many things written to tell people how to do or make something. Explain that this writing is called informative writing.
- Give an example of something written to inform others [*Dictionary.*] and explain how people use it.
- Use Think-Pair-Share to have the students identify other books or texts that inform people. [*Encyclopedias, cookbooks, how-to guides.*]
- Explain that written information can be in many different forms, such as letters, newspapers, posters, lists, directions, and textbooks. Ask the students if they can think of other examples.
- Tell the students about the writing activities in which they will participate in this unit.



## All About...Books

### Summary

The students will write books to share information about familiar topics. In the Craft Lesson, the students will learn about main idea and supporting detail sentences.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Gather an assortment of nonfiction books that focus on one topic. Some examples follow:
  - *Frogs and Toads: The Leggy Leapers* by Sara Swan Miller
  - *All About Braille* by Laura Jeffrey
  - *All About Maps* by Catherine Chambers
  - *Don't Know Much about Space* by Kenneth Davis
  - *Kid's Book of Soccer: Skills, Strategies, and the Rules of the Game* by Brooks Clark
- Obtain paper for the students to complete the Quick Check. **CL**
- Choose a book-publishing option from Appendix B: How to Publish Student Books, and gather the necessary materials.
- Arrange to have your students read their all-about books to a first-grade class.
- Obtain treats for the reading celebration.

### Teacher Presentation: Set the Stage

- If possible, read random pages from one or more examples of all-about books (see suggested list). Point out that each book is about one topic. If you cannot locate the books, read aloud, or say the titles and ask the students what the books probably are about.
- Point out that these books are not made-up. Tell the students that they are expository, or factual, and include information about real things.
- Use Think-Pair-Share to ask the students if they have read other books that were about one topic and what these were about.

- Tell the students that this week they will have the opportunity to write a book about something they know all about and read their own books to the students in       (teacher's name)       first-grade class.
- Use Think-Pair-Share to ask the students questions that will prompt them to think about the topic, audience, and purpose for their books.

**What do you know a lot about? Do you play a sport that you could tell someone else about? Do you have a talent—like juggling or playing a musical instrument?** Listen to the students' responses. **Those are the things that you will write about this week. As I told you earlier, we will read our books to       (teacher's name)       first graders. The students in his or her class are younger than you. How is that going to change your writing? How will listening to your books help the first graders?**

- Explain to the students that they will have to choose a topic to write about, and then they will have to provide more information about that topic with supporting details.





## Main Idea and Supporting Details

### Craft Lesson

#### Teacher Presentation

- Write the following sentence on the board.

There are a lot of things to do at school.

- Have a student read the sentence. Use Think-Pair-Share to ask the students what they like to do at school.
- Write some of their ideas in sentences under the sentence on the board.
- Explain that the first sentence on the board was a main idea sentence. It tells what the passage is mainly about. The sentences the students came up with include details that support that idea.
- Display Example 1 on the Main Idea transparency. Read the paragraph to the students.

#### Main Idea

##### Example 1

The ancient Greeks chewed a substance called resin that came from the mastic tree. In 1848, John Curtis invented the first real chewing gum. It was called the State of Maine Pure Spruce Gum. Chewing gum has been around for many years. In 1914, Wrigley's Doublemint Gum was created. Doublemint is still available today.

- Explain that this paragraph is confusing because the main idea sentence is not at the beginning, so it is difficult to tell what the passage is about.

- Use Think-Pair-Share to have the students identify the main idea sentence. Remind them that this is the one sentence that tells what the paragraph is all about. Once the sentence has been identified, read Example 2 on the transparency. Tell the students that this is the same paragraph, but it is easier to understand because the first sentence tells what the others will be about.

#### Example 2

Chewing gum has been around for many years. The ancient Greeks chewed a substance called resin that came from the mastic tree. In 1848, John Curtis invented the first real chewing gum. It was called the State of Maine Pure Spruce Gum. In 1914, Wrigley's Doublemint Gum was created. Doublemint is still available today.

- Display Example 3 on the transparency. Explain that one of the sentences is a main idea sentence and one is a sentence that supports that main idea.

#### Example 3

Our sleep is important.

Doctors say you should have at least eight hours of sleep a night.

- Use Think-Pair-Share to have the students identify the main idea sentence [*First sentence.*] and the supporting detail sentence [*Second sentence.*] Write the sentences on the board.

- Have the students work in their teams to think of other sentences that could support this main idea sentence. Use Numbered Heads to listen to the teams' responses. Write two or three of their sentences on the board to complete the paragraph.
- Tell the students that for Teamwork they will continue to work on main idea and supporting details.

#### Team Practice

- Write the Team Practice sentences on the board.

#### Team Practice

People drink water to stay alive.  
Water is used for many different things.

- Explain that first you want the students to work in teams to identify the main idea sentence and the supporting detail sentence. Then, they will write the sentences. Last, they will add two more supporting sentences.
- Point out that teammates may write different supporting detail sentences as long as the teammates agree that they still support the main idea.
- Allow time for the students to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce writing sentences that support the main idea sentence.

#### Team Mastery

- Write the Team Mastery sentences on the board.

#### Team Mastery

Candy is a good treat, but eating too much of it is bad for you.  
If you eat too much candy, you can get an upset stomach.

- Explain that they will follow the same process for these directions that they did in the Team Practice, but they will work on them individually and then share them with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses and give appropriate feedback.

#### Quick Check

- Tell the students that it's time for Quick Check. Write the Quick Check sentences on the board and distribute paper to the students.

#### Quick Check

Playing tag with your friends at recess makes you run around and gets your heart pumping.  
You can get exercise by doing a lot of fun things.

- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time they will do it without help, for a teacher score.
- Explain to, or remind the students that if their score is 80 or more, they are ready to include main idea and supporting details in their writing. Tell the students 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.



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### Craft Lesson Scoring Guide

**100 points:** The main idea sentence is written first and three supporting detail sentences follow it.

**90 points:** The main idea sentence is written first and two supporting detail sentences follow it.

**80 points:** The main sentence is written first and one supporting detail sentence follows it.

If the student does not show an understanding of main idea and supporting details, 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.

---



## All About...Books

### Teacher Presentation: Writing Instruction

- Remind the students that they will include main idea sentences and support them with details so the audience can learn as much as possible about their topics.
- Distribute a copy of All About Grandma to each team. Ask a volunteer to read the title, and use Think-Pair-Share to have the students identify whom this writing is all about. [*Grandma.*]

## All About Grandma

### Life on the Farm

My Grandma lives on a farm in Minnesota where she has a lot of chores. She feeds the horses and chickens. She milks the cows. She has to collect the eggs from the chickens. She also helps harvest the corn.

### Yum Yum!

Grandma is the best baker in the world! Every year she enters pie contests, and she has won first prize four times. Grandma always has homemade cookies at her house when I visit her. Sometimes she even lets me eat some before dinner!

### Pretty Crafty

Grandma can sew too. For my birthday she made me a robe and matching pajamas. I wore them to school for our Pajama Reading Party, and everyone loved them.

- Have the students look at the writing, without trying to read it, and use Think-Pair-Share to ask them how it looks different from writing in narrative texts. [*Headings, separate paragraphs.*]
- Explain that the writing looks like other expository texts with headings that separate the main ideas from one another. Point out that the headings help the audience know what each paragraph will be about.
- Ask volunteers to read the different headings aloud, and use Think-Pair-Share to have the students predict what each paragraph will be about.
- Read the first heading and paragraph. Use Think-Pair-Share to have the students identify the main idea sentence [*Grandma has a lot of chores.*] and the details that support that sentence. [*Feeds horses and chickens, milks the cows, collects eggs, harvests the corn.*]

- Have the students work in teams to read the remaining headings and paragraphs. Have them identify the main ideas and supporting details of each paragraph and mark them on their copies. *[Main idea/supporting details: great baker—wins pie contest, has cookies at her house; good at sewing—made a robe with matching pajamas.]*
- When the students have finished, use Numbered Heads to have the students identify the parts they marked.
- Review the structure of the text: that the title tells what the whole passage is about, each paragraph tells about a main idea and includes a heading, a main idea sentence, and supporting detail sentences.
- Discuss with the students which elements should get more points than others in the Content Checklist. Have them consider which elements will make their poems better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My all-about book includes:	
<input type="checkbox"/> a title that tells what my book is all about.	<b>5</b>
<input type="checkbox"/> three headings that tell what different paragraphs are about.	<b>10</b>
<input type="checkbox"/> three paragraphs about my topic with a main idea sentence for each.	<b>30</b>
<input type="checkbox"/> at least two sentences in each paragraph with details about the main ideas.	<b>30</b>
<input type="checkbox"/> details that help readers make vivid mind movies.	<b>5</b>

## Prewriting

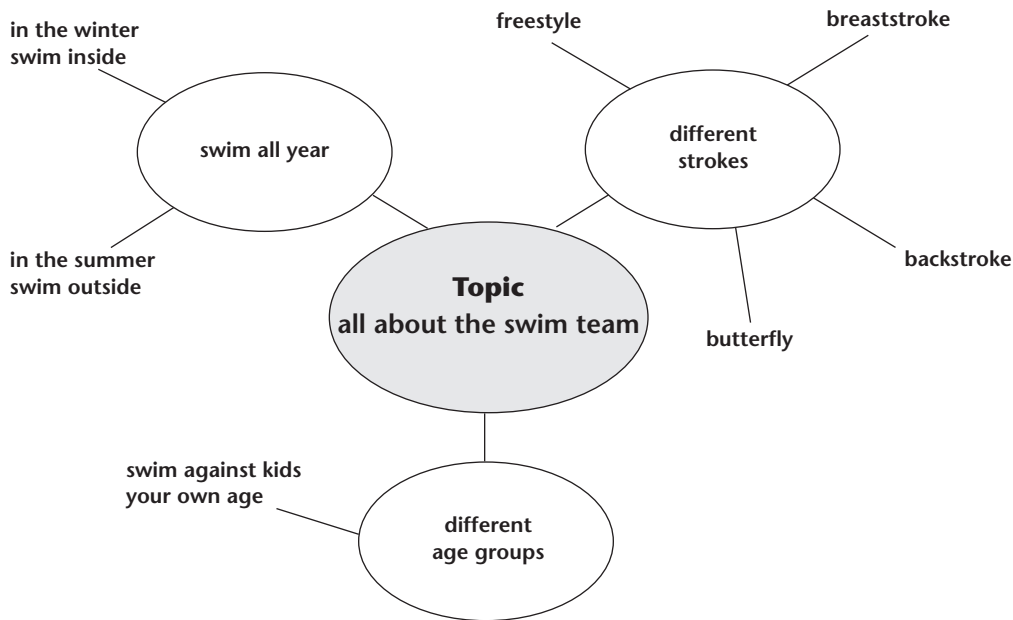
- Tell the students that they are ready to plan their all-about books.
- Explain to the students that they need to decide what they know all about. If necessary, have the students brainstorm some topics, and write their ideas on the board. Some ideas follow.
  - Animals: dogs, cats, rabbits
  - People: Mom, Uncle Ned, Peyton Manning, Hillary Duff
  - Hobbies: knitting, skateboarding, coin collecting
  - Sports: softball, football, tennis
  - Places: backyard, beach, Grand Canyon
  - Things: action figures, jewelry, motorcycles
- Use Think-Pair-Share to have the students decide on a topic for their books.
- Use Think-Pair-Share to have the students think of three main ideas about their topics and details to support each main idea.
- Use Think-Pair-Share to have the students identify the TAP-F information for their books. Model if necessary.
- Ask the students what kind of graphic organizer they should use for this activity. *[Web.]* If necessary, ask questions to prompt their thinking.

**Are we writing a story? Are we giving the steps for how to make, or do something? Are we describing or explaining something?**
- Have the students use a story web to plan their writing. Remind them to include the TAP-F information on their graphic organizers. Model this to the extent necessary, as shown in the example below.

**Topic:** all about the swim team  
**Purpose:** to inform

**Audience:** Mr. D.'s class  
**Form:** paragraph

**Web**



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

**Drafting**

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students to include headings in their writing. Explain that they should try to think of a heading that will make their audience curious about what the paragraph is going to be about. If necessary, show the students the *All About Grandma* sample for an example.

- Remind the students also that they will be sharing their books with students from  (teacher's name)  class, so they want to write in a way that will give these students vivid mind movies about the information in their books. Model turning one of the ideas from your web into a sentence that helps the reader make a vivid mind movie if necessary.
- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings and feedback on the content items listed on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.



### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- Tell the students that they are now ready to publish their all-about books.
- Follow the directions provided in Appendix C. As students rewrite their work, have them include their edits and any revisions that you may have suggested.
- If time allows, let the students illustrate their books.
- Remind the students to initial the publishing step on their scoring guides when finished.
- Have the students work in teams to practice reading their writing.
- When you feel that they are comfortable reading their books aloud, celebrate by setting up a time with the designated first-grade teacher for the students to share their work.
- If possible, provide, or ask the students to bring in, treats for the celebration.
- After the students have shared their books, put them in the class library for others to read.



## Main Idea

### Example 1

The ancient Greeks chewed a substance called resin that came from the mastic tree. In 1848, John Curtis invented the first real chewing gum. It was called the State of Maine Pure Spruce Gum. Chewing gum has been around for many years. In 1914, Wrigley's Doublemint Gum was created. Doublemint is still available today.

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### Example 2

Chewing gum has been around for many years. The ancient Greeks chewed a substance called resin that came from the mastic tree. In 1848, John Curtis invented the first real chewing gum. It was called the State of Maine Pure Spruce Gum. In 1914, Wrigley's Doublemint Gum was created. Doublemint is still available today.

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### Example 3

Our sleep is important.

Doctors say you should have at least eight hours of sleep a night.



## All About Grandma

### Life on the Farm

My Grandma lives on a farm in Minnesota where she has a lot of chores. She feeds the horses and chickens. She milks the cows. She has to collect the eggs from the chickens. She also helps harvest the corn.

### Yum Yum!

Grandma is the best baker in the world! Every year she enters pie contests, and she has won first prize four times. Grandma always has homemade cookies at her house when I visit her. Sometimes she even lets me eat some before dinner!

### Pretty Crafty

Grandma can sew too. For my birthday she made me a robe and matching pajamas. I wore them to school for our Pajama Reading Party, and everyone loved them.

## All-About...Books Scoring Guide

The Writing Process				
I've finished:	Author Initials	I've finished:	Author Initials	
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing		
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing		
<input type="checkbox"/> sharing, responding, and revising				

Content Checklist (80 Points)				
My all-about book includes:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> a title that tells what my book is all about.	5			
<input type="checkbox"/> three headings that tell what different paragraphs are about.	10			
<input type="checkbox"/> three paragraphs about my topic with a main idea sentence for each.	30			
<input type="checkbox"/> at least two sentences in each paragraph with details about the main idea.	30			
<input type="checkbox"/> details that help readers make vivid mind movies.	5			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding	

Editing Checklist (20 Points)				
I checked my writing for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



## Letters to Pen Pals

### Summary

The students will write letters to pen pals that include information about themselves. In the Craft Lesson, the students will rewrite letters to change the tone from formal to casual to fit the audience.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Obtain a pen pal for each of your students. This can be done on the Internet (<http://www.teacherscloset.com/penpals.html>; [http://www.weeklyreader.com/teachers/writing\\_pals.asp](http://www.weeklyreader.com/teachers/writing_pals.asp)), with another school, or with students in the same school who do not know each other.
- Obtain transparency markers. **CL**

### Teacher Presentation: Set the Stage

- Use Think-Pair-Share to ask the students how they get to know new kids when they first meet them. [*Ask questions; talk to them.*] Ask the students how they might get to know someone who lives far away. If necessary, prompt them to include writing about themselves.
- Tell the students that this week they will have the opportunity to make new friends by writing friendly letters to pen pals from another school.
- Use Think-Pair-Share to ask the students about the topic, audience, purpose, and form of the first letter they might write to someone new.

**When you first write a letter to someone new, what information do you include? This week we will write letters to pen pals from another school. What are some things that you could tell them about yourselves? Why do you write to pen pals? What will the letter look like?**

- Point out that since their pen pals don't know them and can't see them, the students' first letters should share information about themselves. Tell them they may include their ages, what they like to do, what they look like, and other information that the pen pals might find interesting.
- Explain that when you write a letter, you have to think about the person to whom you are writing. Tell the students that the audience will determine the kind of language to use. Explain that they will learn more about writing to an audience now.



## Audience and Tone

### Craft Lesson

#### Teacher Presentation

- Tell the student to think of something they did yesterday. Have them turn to their partners and tell them about it quickly.
- Ask the students to imagine that they had to tell about that same activity to an adult—a friend’s parent, a teacher, or the principal. Ask them how the story would be different.

**You just told someone your age about something that you did yesterday. Now pretend that you were going to tell an adult about the same thing. Would you tell the story in the same way? What would you do differently?**

- Explain that when they talk to different groups of people, they talk differently. Tell the students that they use different words, and say things in different ways, when they are talking to their friends rather than to adults or people they do not know.
- Explain that when people write friendly letters, they use language that is friendly, or casual. Tell the student that when they write letters to people they do not know or to businesses, they use more serious, or formal, language.
- Tell the students that today’s lesson will focus on making their writing best fit their audiences by selecting certain words.
- Display the Letter transparency, covering up the last letter. Read, or ask volunteers to read, the first and second letters aloud.

#### Letter

August 8, 2003

Dear Mr. Smith,

I enjoyed visiting you and your family at Lake Deep Waters. I didn’t know that water-skiing and canoeing could be such fun! My favorite activity was the bonfire on the last night. Thank you for the visit and thank you for inviting me to come again next summer. I would enjoy that very much.

Yours truly,  
Agnes Williams

August 8, 2003

Dear Mitsumi,

I had a blast at Lake Deep Waters! There was a ton of cool stuff to do! I still can’t believe I learned to water-ski and canoe! The best part was the awesome bonfire the last night. The fire was huge! I can’t wait to go back next summer. I hope Mom and Dad let me.

Your Friend,  
Agnes

- Use Think-Pair-Share to have the students identify the parts of the letters. [*Date, greeting, body, and closing.*]
- Explain that the language in the first letter is more serious, or formal, and that we say writing like this has a formal tone. Model finding an example of the formal tone in the letter (I would enjoy that very much.), and prompt the students to find more. Circle the examples on the transparency.



- Explain that the language in the second letter sounds like something we would say to our friends. Tell the students this is called a casual tone, and model finding one example of the casual tone in the letter (cool). Prompt the students to find more examples, and, using a different color, circle them on the transparency as well.
- Display the last letter on the transparency. Explain that this letter is written in a formal tone and you want the students to help you rewrite it in a casual tone to send to a friend named Ian. Remind them that in the letter they should sound like they are talking to a friend.

July 10, 2002

Dear Mrs. Allen,

I had a great time at the horse show with you and your son, Ian. I didn't know that there were so many kinds of horses. You really taught me a lot and I'm thankful for that. Also thank you for buying me lunch. I enjoyed the hot dog very much. Thank you again for a wonderful trip.

Sincerely,  
Timothy Hutchins

- Read the letter and prompt the students to change the greeting and the first sentence to make it more casual by beginning a new letter. Model making these changes.

**To whom is this letter written?**  
[Mrs. Allen.] **Who do you think Mrs. Allen is?** [A friend's mother.]  
**Let's rewrite this letter as if Timothy were writing it to Ian. The date doesn't change, so I will copy that onto the new letter.**

Begin a new letter below the one on the transparency. **The first thing we need to change is the greeting. What should the new greeting be?** Listen to the students' responses. **I will write "Dear Ian,".** **The first sentence says, "I had a great time at the horse show with you and your son, Ian." How could we change those words to make them sound more casual?** Listen to the students' responses. **Great. I'll write, "Hey, what's up? Thanks for bringing me to the horse show with you and your mom." That sounds like something we might say to our friends.**

- Have the students work in teams to decide how they could change other parts of the letter. Use Numbered Heads to listen to different teams' suggestions, and write their ideas in the new letter.
- Use Think-Pair-Share to have the students describe the difference between formal and casual tones in writing [*Formal = serious writing; casual = friendly phrases.*] and which tone we use for which kind of audiences. [*Formal for adults or people we don't know; casual for friends.*]
- Tell the students that for Teamwork they will revise formal letters by adding words or phrases to make them more casual.

### Team Practice

- Distribute the Teamwork handout to the students. Have the students look at the Team Practice section.

#### Team Practice

Rewrite this letter to Jasmine’s friend Scott.

October 29, 2003

Dear Mr. Minnifield,

I am writing to tell you that I won the Riley Middle School Spelling Bee! Last year when I was in your fifth-grade class, you taught me many different tricks to remember how to spell different words. I used many of those tricks during the spelling bee. My last word was “catastrophe.” I was very nervous, but I remembered that you told me to try to see the word in my head. That’s what I did, and I spelled it right. Thank you for helping me last year.

Sincerely,  
Jasmine Yonkers

- Tell the students that they will rewrite this letter to make it more casual. Point out that the directions at the top of the page tell them to whom their letter will be addressed.
- Explain that you want them to work in teams to discuss what parts they will change to make the letter more casual. Remind them that in their letters they should sound like they are talking to a friend. Point out that teammates may use different words when rewriting the letter if the team agrees that the new words are more casual.

- Review, if necessary, that to change the letter, they will need to change all the formal parts of the letter.
- Allow enough time for the students to complete Team Practice, and use Numbered Heads to review the students’ work. Give feedback to reinforce correct changes and to correct errors.

### Team Mastery

- Have the students look at the Team Mastery section of Teamwork. Explain that they will follow the same process for these directions that they did in the Team Practice.

#### Team Mastery

Rewrite this letter to Chloe’s friend Paula.

May 7, 2001

Dear Miss Ray,

I am very sad to have to tell you that I lost the necklace you let me borrow. I had it when I left your house, and I had it when I got home. I will look for it in my bedroom. If I don’t find it, I will buy you a new one. I’m sorry about this.

Sincerely,  
Chloe Wallace

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

**Quick Check**

- Tell the students that it is time for Quick Check. Pass out 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 they will do it without help, for a teacher score.
- Explain to, or remind the students that if their score is 80 or more, they are ready to use a casual tone in their writing. Tell the students 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.

**Craft Lesson Scoring Guide**

**100 points:** All formal parts of the letter are changed to give the letter a more casual tone.

**90 points:** All formal parts except one are changed to give the letter a more casual tone.

**80 points:** All formal parts except two are changed to give the letter a more casual tone.

If the student does not show an understanding of using a casual tone in a letter, 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.



## Letters to Pen Pals

### Teacher Presentation: Writing Instruction

- Tell the students that they will have to make sure that they write their letters using a casual tone because their audiences are children too.
- Remind the students that the purpose of their letters is to tell their pen pals about themselves.
- Distribute a copy of Vanessa's letter to each team, and read it aloud.

### Vanessa's Letter

September 21, 2003

Dear Maika,

I am so excited that you are my pen pal! I have wanted a pen pal for so long! I am nine years old and in third grade. I go to West Allis Elementary School in Chicago, Illinois. I have red hair and glasses.

I love to read books. My favorite author is Anne Mazer. I just love her books! I have every one of them. I can't wait for the next Abby Hayes book to come out! I bet it's going to be awesome.

I have a younger brother named Ken. Sometimes we get along, but mostly he bothers me. I have my own room, so I try to keep him out of it. I have a huge poster on my door that says "No Boys Allowed"—like that helps!

My favorite food is pizza. I love plain cheese pizza the most, and I think anchovies are the grossest. Who wants nasty fish on their pizza? I hope that you write me back when you get my letter! I really want to know what you like to do.

Your pen pal,  
Vanessa Wiggins

- Use Think-Pair-Share to have the students identify the tone of this friendly letter [*Casual.*] and words or parts that helped them identify the tone. [*Awesome, like that helps, grossest, nasty.*]
- Have a volunteer reread the first paragraph of the letter aloud. Use Think-Pair-Share to have the students discuss the kinds of information Vanessa included about herself in this paragraph. [*How she feels about having a pen pal, age, grade, school, what she looks like.*] List the items on the board.

- Have the students work in teams to reread the rest of the letter and identify the other kinds of information that Vanessa told about herself. [*What she likes to do, her family (brother), what she likes to eat.*] When the students have finished, use Numbered Heads to share responses. Add the responses to the list on the board.
- Explain that the students should make sure that they include similar information in their letters about themselves.
- Review the elements the students will include in their friendly letters—four things about the author, the parts of a letter, a casual tone, and details to help the reader create vivid mind movies.
- Discuss which elements should get more points than others in the Content Checklist. Have them consider which elements will make their letters better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My friendly letter:	
<input type="checkbox"/> tells four things about me.	<b>40</b>
<input type="checkbox"/> includes the parts of a letter (date, greeting, body, and closing).	<b>10</b>
<input type="checkbox"/> is written in a casual tone.	<b>20</b>
<input type="checkbox"/> includes details to help the reader make vivid mind movies.	<b>10</b>

## Prewriting

- Tell the students that they are ready to plan their letters.
- Use Think-Pair-Share to ask the students what information they will give their pen pals about themselves. Remind them that they need to include at least four things. Point out that they may refer to the list on the board for ideas, but they may also include other kinds of information about themselves.
- Use Think-Pair-Share to have the students identify the TAP-F information for their letters. Model if necessary.

- Use Think-Pair-Share to have the students identify the purpose of these first letters to their pen pals. [*Writing to inform; telling their pen pals about themselves.*] Explain that when the students' writing explains or describes something, they should use a web to organize their thoughts.
- Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

---

**Topic:** information about me

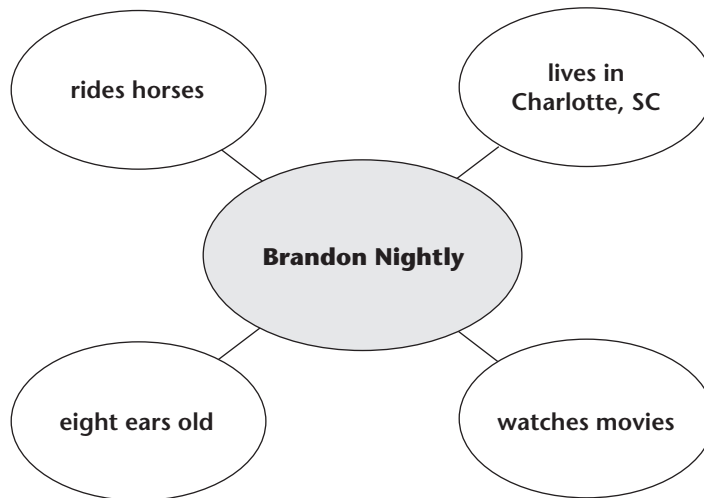
**Audience:** new pen pal

**Purpose:** to inform

**Form:** friendly letter

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### Web



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Assign each student a pen pal, providing the name, address, and any other information that is available.
- Remind the students that they will send the letters to pen pals from another school, so they should make sure their letters are interesting to read.

- Tell the students that including details to help the reader create vivid mind movies, which is a part of their Content Checklist, is one way to make their letters interesting. If necessary, model turning one of the ideas from your web into a sentence with details that help the reader make a vivid mind movie.
- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings and feedback using the content items listed on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to randomly select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.



## Editing

### Teach the language mechanics lesson here.

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- If you are using snail mail, prepare the following materials for each student:
  - 1 envelope
  - 1 stamp, as needed
- Tell the students that they are now ready to publish their letters.
- Have the students recopy their work. Tell the students to make sure they include all of their revisions and edits and any revisions you may have suggested.
- If you are writing pen pals on the Internet, have your students type their letters on the computer and e-mail them.
- If you are using snail mail, have the students address envelopes, stamp them, and mail the letters.
- Celebrate completing the letters. When the students receive mail from their pen pals, make time during class to let them share their letters.



## Letter

August 8, 2003

Dear Mr. Smith,

I enjoyed visiting you and your family at Lake Deep Waters. I didn't know that water-skiing and canoeing could be such fun! My favorite activity was the bonfire on the last night. Thank you for the visit and thank you for inviting me to come again next summer. I would enjoy that very much.

Yours truly  
Agnes Williams

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August 8, 2003

Dear Mitsumi,

I had a blast at Lake Deep Waters! There was a ton of cool stuff to do! I still can't believe I learned to water-ski and canoe! The best part was the awesome bonfire the last night. The fire was huge! I can't wait to go back next summer. I hope Mom and Dad let me.

Your Friend,  
Agnes

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July 10, 2002

Dear Mrs. Allen,

I had a great time at the horse show with you and your son, Ian. I didn't know that there were so many kinds of horses. You really taught me a lot and I'm thankful for that. Also thank you for buying me lunch. I enjoyed the hot dog very much. Thank you again for a wonderful trip.

Sincerely,  
Timothy Hutchins



## Audience and Tone

### Teamwork

#### Team Practice

Rewrite this letter to Jasmine's friend Scott.

October 29, 2003

Dear Mr. Minnifield,

I am writing to tell you that I won the Riley Middle School Spelling Bee! Last year when I was in your fifth-grade class, you taught me many different tricks to remember how to spell different words. I used many of those tricks during the spelling bee. My last word was "catastrophe." I was very nervous, but I remembered that you told me to try to see the word in my head. That's what I did, and I spelled it right. Thank you for helping me last year.

Sincerely,  
Jasmine Yonkers

#### Team Mastery

Rewrite this letter to Chloe's friend Paula.

May 7, 2001

Dear Miss Ray,

I am very sad to have to tell you that I lost the necklace you let me borrow. I had it when I left your house, and I had it when I got home. I will look for it in my bedroom. If I don't find it, I will buy you a new one. I'm sorry about this.

Sincerely,  
Chloe Wallace



## Audience and Tone

### Teamwork

#### Quick Check

Rewrite this letter to Russell's friend Vipul.

February 19, 2002

Dear Aunt Doris,

I had a very nice time visiting you and Uncle Boris in Florida. I enjoyed the warm weather and playing on the beach. While I was there, I found eighteen new shells while I was there for my collection. Now I have a total of fifty-six shells. I am excited to see you again this summer when you come to visit us in Michigan.

Love,  
Russell



### Vanessa's Letter

September 21, 2003

Dear Maika,

I am so excited that you are my pen pal! I have wanted a pen pal for so long! I am nine years old and in third grade. I go to West Allis Elementary School in Chicago, Illinois. I have red hair and glasses. I love to read books! My favorite author is Anne Mazer. I just love her books! I have every one of them. I can't wait for the next Abby Hayes book to come out! I bet it's going to be awesome.

I have a younger brother named Ken. Sometimes we get along, but mostly he bothers me. I have my own room, so I try to keep him out of it. I have a huge poster on my door that says "No Boys Allowed"—like that helps!

My favorite food is pizza. I love plain cheese pizza the most, and I think anchovies are the grossest. Who wants nasty fish on their pizza? I hope that you write me back when you get my letter! I really want to know what you like to do.

Your pen pal,  
Vanessa Wiggins

Name \_\_\_\_\_

Date \_\_\_\_\_

## Letters to a Pen Pal Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My friendly letter:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> tells four things about me.	<b>40</b>			
<input type="checkbox"/> includes the parts of a letter (date, greeting, body, and closing).	<b>10</b>			
<input type="checkbox"/> is written in a casual tone.	<b>20</b>			
<input type="checkbox"/> includes details to help the reader make vivid mind movies.	<b>10</b>			
<b>Partner Ratings Key:</b>	<b>? missing or needs to be improved</b>	<b>✓ here and complete</b>	<b>+ here, complete, and outstanding</b>	

Editing Checklist (20 Points)				
I checked my friendly letter for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				

 **How-to Instructions**

### Summary

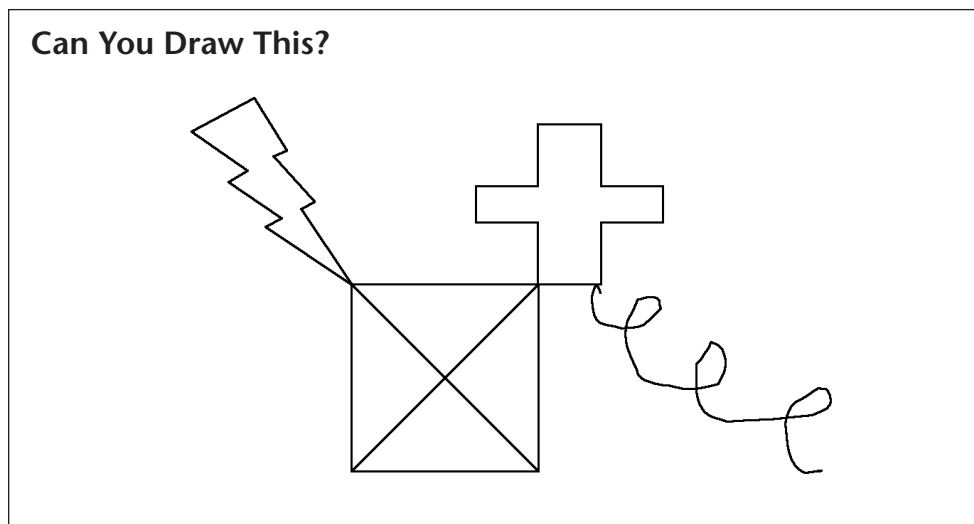
The students will write clear directions that others could follow. In the Craft Lesson, they will learn to sequence the steps in directions by rewriting mixed-up directions in the correct order.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Cut blank pieces of paper in half to make enough for each student.
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. **CL**
- Obtain blank paper and scissors for each student. **CL**

### Teacher Presentation: Set the Stage

- Have each team pick one person to be a *teller*. Bring the tellers together. Give each of them a copy of *Can You Draw This?*, and instruct them not to show it to any of their teammates.



- Give the other students a piece of cut paper. Explain that the teller from each team is going to give directions for how to draw a picture. Emphasize that the tellers may only use words and that they may not show the team the finished picture or draw any part of the picture for their teams.
- Give the students time to work on the picture. (The point of this activity is to realize the difficulty of giving and receiving directions, not the difficulty of completing the picture.)
- Have the students share their pictures so they can see the differences, and discuss problems that the tellers and the other teammates had with this activity.
- Explain that when you tell someone how to do something, you must be very clear or the other person will not understand the directions. Point out that most directions must also be in a particular order or they won't work.
- Use Think-Pair-Share to ask the students about the topic, audience, purpose, and form of the directions.

**There are a lot of things that we do that require us to read directions. What are some of them? [Cooking, building something, driving.] Who in your family has needed to read directions? What were they using directions to do? What would happen if you were putting together a bike and you didn't have directions? Different types of directions look different. How would recipe directions look different from directions for putting together a bike?**

- Tell the students that they will write directions telling their classmates how to do something. Explain that when they are finished, they will take turns reading their directions aloud and having their classmates identify what the directions are for.
- Explain that their directions must be clear, and the steps must be in the correct order so their classmates understand them.





## Sequencing Directions

### Craft Lesson

#### Teacher Presentation

- Distribute a piece of paper to each student. Explain that you will read some directions to the students, and you want them to follow the directions.
- Read the following list of directions, pausing after each item in the list to allow the students time to complete it.
  - Write your name on your paper.
  - Draw a circle in the middle of the paper.
  - Put your name on the bottom right corner of the paper.
  - The circle should be bigger than your hand.
  - Draw eyes, a nose, and a mouth inside the circle.
  - Make the eyes triangles and the nose a square.
- Ask the student if they were able to follow the directions. [*No.*] Use Think-Pair-Share to ask them what was difficult about trying to follow them. [*They were out of order.*]
- Explain that many directions can be followed only if they are in the correct order, and when they are out of order they are confusing and very difficult to follow, as illustrated above.
- Explain that when people write recipes, for example, they make sure they include all the necessary steps and put the steps in the correct order.
- Distribute the Banana Split Worksheet to each pair of students. Explain that these are directions to make a banana split, but they are in the wrong order.

#### Banana Split Worksheet

Put the banana slices in a bowl.  
Sprinkle nuts over the whipped cream.  
Peel the banana.  
Put three ice cream scoops on top of the banana.  
Top the sundae with a cherry.  
Add the fudge, marshmallow, and caramel toppings.  
Add whipped cream over the toppings.  
Use a knife to slice the banana.

- Have the students work with their partners to cut the list into strips and then arrange the directions in the correct order.
- Have volunteers tell how they ordered the directions. Display the Banana Split Directions transparency to show the correct order.

#### Banana Split Directions

1. Peel the banana.
2. Use a knife to slice the banana.
3. Put the banana slices in a bowl.
4. Put three ice cream scoops on top of the banana.
5. Add the fudge, marshmallow, and caramel toppings.
6. Add whipped cream over the toppings.
7. Sprinkle nuts over the whipped cream.
8. Top the sundae with a cherry.

- Point out that these directions are numbered so that someone who was reading them could easily follow one step after another.
- Tell the students that they will rewrite the directions in the correct order and renumber them.

### Team Practice

- Distribute the Teamwork handout to the students. Have the students look at the Team Practice section.

#### Team Practice

##### How to Make S'mores

Put the second cracker on top of the other one to make a sandwich.

Toast a marshmallow until it's lightly browned.

Split one graham cracker into two square pieces.

Put the toasted marshmallow on the chocolate.

Place a 2-inch piece of chocolate bar on one of the graham cracker squares.

- Tell the students that they will rewrite these directions in the correct order and number the steps. Explain that you want them to work in teams to discuss the correct order of the directions and then rewrite them in that order.
- Remind the students to number the steps as they write the directions.
- Allow time for the students to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce putting the sentences in the correct order.

### Team Mastery

- Ask the students to look at the Team Mastery section of Teamwork. Explain that they will follow the same process for these directions that they did in Team Practice.

#### Team Mastery

##### How to Make Spaghetti

Take spaghetti out of the box and put it into the boiling water for 7–10 minutes.

Cover cooked spaghetti with sauce.

Place a large pot on the stove.

Pour cooked spaghetti into a strainer to drain water.

Fill pot with water and bring it to a boil.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

**Quick Check**

- Tell the students that it's time for Quick Check. Pass out 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 they will do it without help, for a teacher score.
- Explain to, or remind the students, that if their score is 80 or more, they are ready to write directions. 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.

**Craft Lesson Scoring Guide**

**100 points:** The directions are written in the correct order and numbered. (See below for correct order.)

**90 points:** The directions are in the correct order except for one item.

**80 points:** The directions are in the correct order except for two items.

**How to make popcorn**

Heat a pan over the stove.

Add about 1 tablespoon of oil to the pan.

When the oil is warm, add 1 cup of popcorn to the pan.

Cover the pan or you will have popcorn everywhere!

Listen for the popcorn to pop. When it stops popping, take it off the heat.

Pour the popcorn into a bowl and enjoy!

If the student does not show an understanding of correctly sequencing directions, 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.



## How-to Instructions

### Teacher Presentation: Writing Instruction

- Tell the students that they will have to make sure that their directions are in the correct order so that other students will understand them when they listen to them.
- Distribute one How to Play Not That Food handout to each pair of students. Tell the students that these directions explain how to play a game.
- Read the directions aloud to the students.

## How to Play Not That Food

You need at least five people to play Not That Food, but you can have many more people if you want. First, all of the people who are playing make a circle. Second, someone is chosen to be the Cook, and the Cook steps out of the circle. Then, all of the other people sit down, still in a circle, with their legs crossed. After that, the Cook walks around the outside of the circle, stopping behind each person. The Cook gently puts his or her hand on each person's head and says a food that the Cook will serve. If the person likes the food, the person stays seated. If the person doesn't like the food, he or she becomes the Chaser. Next, the Cook runs around the circle and the Chaser runs after the Cook. The Cook has to sit in the same seat that the Chaser was sitting in before the Chaser is able to tag the Cook. If the Chaser tags the Cook before the Cook sits down, then the Cook sits in the Soup Pot, which is the middle of the circle. Finally, the Chaser becomes the new Cook and the game begins again.

- Using Think-Pair-Share ask the students how these directions look different from the ones they read in their Sequencing Directions lesson. [*Paragraph rather than a numbered list.*]
- Explain that many times directions aren't numbered like they were in the recipes in the lesson, but they are written in a paragraph. Tell the students that when directions are written in a paragraph, words that show the sequence of steps are included so that readers can understand the directions better.
- Point out the word *first* in the paragraph, and explain that this is an example of a sequence word.
- Ask the students to work in their teams to find other sequence words in the paragraph and have them circle these words. When the students are finished, use Numbered Heads to have the students identify the sequence words they circled.

- Explain that the students should include some of these words in their directions to make them easier to follow.
- Review with the students the parts of their how-to instructions—tells how to do or make something, written in the right order, includes sequence words and creates a vivid mind movie.
- Discuss with the students which elements should get more points than others in the Content Checklist. Have them consider which elements will make their directions better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each.

Content Checklist (80 points)	
My directions:	
<input type="checkbox"/> tell how to do or make something.	<b>10</b>
<input type="checkbox"/> are written in the right order.	<b>30</b>
<input type="checkbox"/> include sequence words.	<b>20</b>
<input type="checkbox"/> include details to help the reader make vivid mind movies.	<b>20</b>

## Prewriting

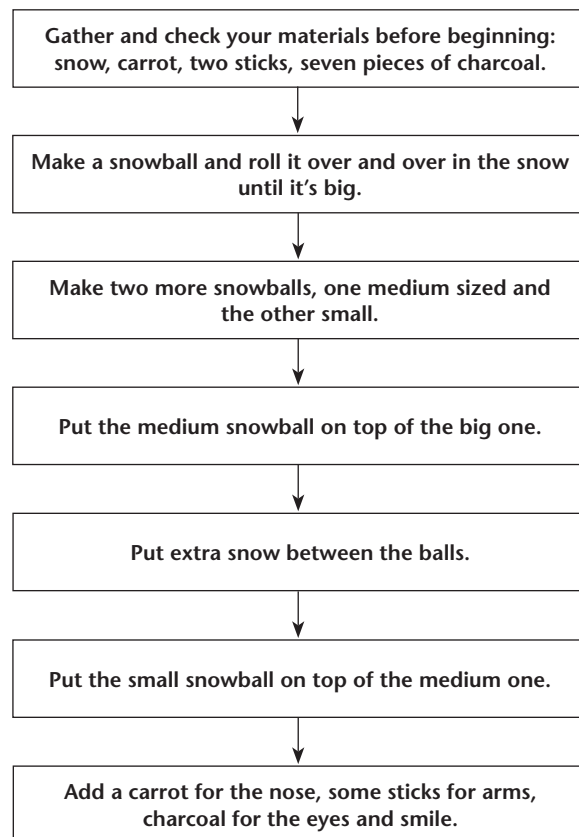
- Explain that now the students will plan how to write their own directions.
- Use Think-Pair-Share to have the students decide what they will write directions for. Provide a list of ideas for the students to choose from, but explain that they may use other ideas as well. A sample list follows.
  - Perform a chore: make a bed, set the table, sweep the floor
  - Carry out a hygiene routine: brush your teeth, shampoo your hair
  - Play a game or sport: tag, Simon Says, soccer, baseball
  - Ride something: bike, skateboard, roller skates
  - Fix a food: sandwich, milkshake
  - Build something: sand castle, fort
- Use Think-Pair-Share to have the students tell the order of steps necessary to complete the directions correctly. Model your own directions as necessary.
- Explain to the students that since directions have to follow an exact order, they will use a sequence chain to organize their ideas.

- Remind the students to include the TAP-F information on their sequence chains. Model completing a sequence chain with your own plans to the extent necessary, as shown in the example below.

**Topic:** how to build a snowman  
**Purpose:** to inform

**Audience:** parents and guardians  
**Form:** paragraph

### Sequence Chain



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they are finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

## Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that their classmates will be listening to the directions to figure out what they are for, so the directions should be easy to follow.
- Tell the students that including details to help the reader make vivid mind movies, which is also part of their Content Checklist, is one way to make their directions easier to follow. Use a Think Aloud to review this skill, rewriting a sentence from your graphic organizer.

**Sometimes we need to give extra information to the reader to make sure that they know exactly what we are talking about, so they can make a mind movie about our directions. In my plan, I have the words, “Make a snowball and roll it over and over in the snow until it’s big.” I know what I think “big” is, but someone else might not think the same thing. When I write my draft, I am going to include words that help the reader “see” what I’m talking about. I will write, “Make a snowball and roll it over and over in the snow until it comes up to your knees when you are standing up.” This sentence is better because the audience will understand how big I think the snowball should be. The sentence helps the reader make a vivid mind movie.**

- Have the students write a first draft, skipping lines to leave room for comments and revision notes. Model if necessary.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they are finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback on the content items listed on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate their changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.



### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for that skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work and celebrate completing this step of the process.

### Scoring

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

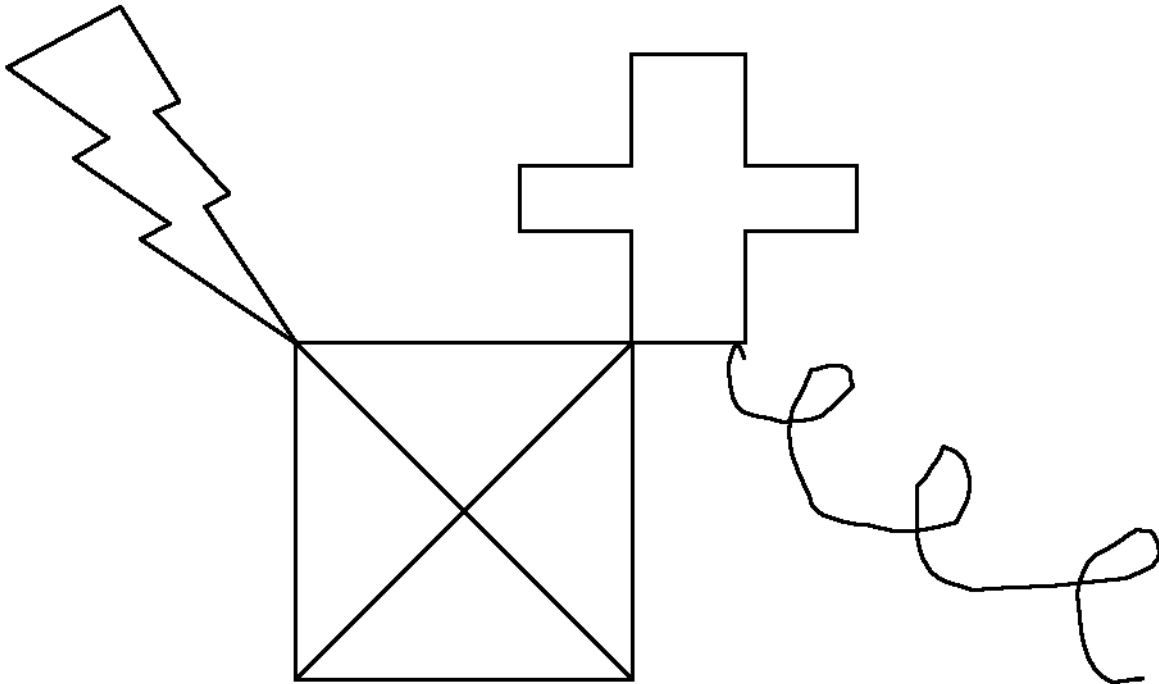
## Publishing

- Tell the students that they are now ready to publish their directions.
- Have the students recopy their work. Tell them to make sure they include all of their revisions and edits and any revisions you may have suggested.
- Explain that when they read their directions aloud, they will not read the title or any part that tells what the directions are for. Have the students work in teams to practice reading their directions without these parts.
- When you feel that they are comfortable reading their directions aloud, have the students take turns reading their directions aloud for the class. After each reading, have teams decide what the directions are for, and use Numbered Heads to check their answers.
- Put the completed directions in team booklets, and allow the students to take turns taking their teams' direction booklets home to share with their families.



## How-to Instructions

### Can You Draw This?





## Banana Split Worksheet

Put the banana slices in a bowl.

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Sprinkle nuts over the whipped cream.

---

Peel the banana.

---

Put three ice cream scoops on top of the banana.

---

Top the sundae with a cherry.

---

Add the fudge, marshmallow, and caramel toppings.

---

Add whipped cream over the toppings.

---

Use a knife to slice the banana.



## Banana Split Directions

1. Peel the banana.
2. Use a knife to slice the banana.
3. Put the banana slices in a bowl.
4. Put three ice cream scoops on top of the banana.
5. Add the fudge, marshmallow, and caramel toppings.
6. Add whipped cream over the toppings.
7. Sprinkle nuts over the whipped cream.
8. Top the sundae with a cherry.



## Sequencing Directions

### Teamwork

#### Team Practice

#### How to Make S'mores

Put the second cracker on top of the other one to make a sandwich.  
Toast a marshmallow until it's lightly browned.  
Split one graham cracker into two square pieces.  
Put the toasted marshmallow on the chocolate.  
Place a 2-inch piece of chocolate bar on one of the graham cracker squares.

#### Team Mastery

#### How to Make Spaghetti

Take the spaghetti out of the box and put it into the boiling water for 7–10 minutes.  
Cover cooked spaghetti with sauce.  
Place a large pot on the stove.  
Pour cooked spaghetti into a strainer to drain water.  
Fill pot with water and bring it to a boil.



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#### Quick Check

#### How to Make Popcorn

Listen for the popcorn to pop. When it stops popping, take it off the heat.  
Add about 1 tablespoon of oil to the pan.  
Pour the popcorn into a bowl and enjoy!  
Heat a pan over the stove.  
When the oil is warm, add 1 cup of popcorn to the pan.  
Cover the pan or you will have popcorn everywhere!



## How-to Instructions

### How to Play Not That Food

You need at least five people to play Not That Food, but you can have many more people if you want. First, all of the people who are playing make a circle. Second, someone is chosen to be the Cook, and the Cook steps out of the circle. Then, all of the other people sit down, still in a circle, with their legs crossed. After that, the Cook walks around the outside of the circle, stopping behind each person. The Cook gently puts his or her hand on each person's head and says a food that the Cook will serve. If the person likes the food, the person stays seated. If the person doesn't like the food, he or she becomes the Chaser. Next, the Cook runs around the circle and the Chaser runs after the Cook. The Cook has to sit in the same seat that the Chaser was sitting in before the Chaser is able to tag the Cook. If the Chaser tags the Cook before the Cook sits down, then the Cook sits in the Soup Pot, which is the middle of the circle. Finally, the Chaser becomes the new Cook and the game begins again.

Name \_\_\_\_\_ Date \_\_\_\_\_

## How-to Instructions Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My directions:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> tell how to do or make something.	10			
<input type="checkbox"/> are written in the right order.	30			
<input type="checkbox"/> include sequence words.	20			
<input type="checkbox"/> include details to help the reader make vivid mind movies.	20			
<b>Partner Ratings Key:</b> ? missing or needs to be improved      ✓ here and complete      + here, complete, and outstanding				

Editing Checklist (20 Points)				
I checked my directions for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



## Unit Four

# Personal Writing



### Background

Personal writing overlaps descriptive, narrative, and informative writing. The difference is that the writer is producing writing for himself, or herself, or for a friend. The form of personal writing might be notes from a class; records of experiences, observations, or ideas and thoughts in a journal or diary; private letters or e-mail. For many people, personal writing becomes a lifelong custom and a source of pleasure. For some published authors, personal writing is a resource of ideas for their published work.

## Activities and Craft Lessons

Unit Four	<ul style="list-style-type: none"> <li>• <b>Personal Journals</b> Craft Lesson: Free Writing</li> <li>• <b>Response Journals</b> Craft Lesson: Responding to Literature</li> <li>• <b>Personal Stories</b> Craft Lesson: Dialogue</li> </ul>
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## Notes About Instruction

In the first activity, Personal Journals, the students will learn that people write in diaries or journals for different reasons. They can write about events, interesting observations, or experiences in which they felt a certain way. The students will have the opportunity to write at least one entry for each purpose. During the Response Journals activity, the students will record personal responses to a story. A list of response suggestions is provided to model ways readers respond to literature and to help prompt the students' ideas as they write. In the third activity, Personal Stories, the students will combine what they know about writing a story (has a beginning, middle, and end and includes the story elements) with what they know best—their own.

Two of the activities in this unit, Personal Journals and Response Journals, deviate from the established writing process. These activities do not include revising, editing, and publishing. These two activities also strive to encourage the students to feel confident in expressing their thoughts, feelings, and opinions through writing, regardless of conventions such as spelling and grammar. Because of this, the scoring guides do not contain Editing Checklists, and no language mechanics lessons are taught during these two activities.

## How to Introduce the Unit

- Tell the students that the next type of writing they will compose is called personal writing.
- Tell the students that sometimes people like to write their thoughts and feelings and keep them to themselves or share them with a very small group of people. Use Think-Pair-Share to have the students think of where people might write their private thoughts or feelings. [*Diaries, journals, personal letters, etc.*]

- Explain that writing for yourself or a very small audience is called personal writing. Point out that personal writing can include opinions, reactions, and descriptions as well as thoughts and feelings.
- Tell the students about the writing activities in which they will participate in this unit.



## Personal Journals

### Summary

The students will experience writing about events, observations, and feelings in personal journals, also known as diaries. In the Craft Lesson, they will practice free writing to express their thoughts and ideas more fluently.

### Preparation

- Make transparencies and copies of materials found at the end of the activity.
- **Note:** Because of the nature of the activity, the Craft Lesson does not contain a Quick Check. **CL**

### Teacher Presentation: Set the Stage

- Ask the students what a diary, or a personal journal, is and what it is used for. Explain, if necessary, that these are terms for the same thing. Ask them if they have diaries of their own or know people who write in diaries.
- Display the Dear Diary transparency and read it aloud.

#### Dear Diary

June 12, 2003

I'm so mad I could scream at the top of my lungs! Ryan Westcott! At school Ryan pulled my hair, stole my pencil, and repeated everything I said. I told him to cut it out, but he didn't listen. When I told Miss Potter, he called me a tattletale and then had the whole class saying it with him. I wish he would just move away from here, and then I would never have to see him again. Isha told me that he's just kidding around, but she doesn't get it.

- Use Think-Pair-Share to ask the students about its topic, audience, purpose, and form.

**Who is the author's expected audience? Usually the only person who reads a diary is the person who writes in it. Why did the author write in her diary? What did she write about? How does the author feel about the situation that she wrote about in her diary?**

- Tell the students that they will experiment with writing different kinds of diary entries this week.
- Explain that the students will not revise, edit, or publish their diary entries because the writing is personal. Point out that we revise and publish writing when we write for larger or less familiar audiences.
- Tell the students that because diaries are personal and not written for audiences other than the writer, the authors are able to write more freely.



## Free Writing

### Craft Lesson

#### Teacher Presentation

- Give the students three minutes to talk to their partners about anything they like. Tell them they can have three minutes of *free talking*.
- At the end of three minutes, ask the students what they talked about and if they were able to make vivid mind movies.

**What were some things you and your partner discussed? Did you and your partner talk about the same topic the entire time? Were you able to make vivid mind movies while your partner talked?**

- Tell the students that the free talking they did is very similar to the free writing they will do when they write to express their own ideas.
- Distribute the Writing Examples handout. Have the students read Example 1. Tell the students that a third grader named Zack wrote this when his teacher told him to write about what happened last Saturday.

#### Writing Examples

##### Example 1

This past Saturday we had a family reunion at Key Park. My whole family was there! We had a barbecue. My cousin ate four hot dogs! My Uncle Ray brought his guitar and played it. We all sang along with him. My grandmother cried because she was so happy that we were all together. It was a lot of fun.

- Have the students read Example 2. Tell the students that Zack wrote this as an entry in his journal about the same topic.

##### Example 2

This past Saturday was our family reunion. We had to drive all the way to Key Park. What a long drive! I was so sick of being in the car! Thank goodness I had the video game that DeRon lent me. That game is awesome! I got really good at it.

We got to Key Park at about 11:30. A lot of my family was there, but Uncle Ray and Aunt Patty weren't there yet.

Grammy kept saying, "I can't believe everyone is coming! I can't believe we'll all be together." She even cried when we took our family picture.

Finally Uncle Ray and Aunt Patty got there and we could eat. I was starving! Grampy cooked the lunch on the grill. Rex ate four hot dogs! That's nasty! His mom was so mad at him! She thought he would get sick. Aunt Dora made chocolate pie. I wanted to eat the whole thing! She said she would make another when we see her this summer.

Anyway, after lunch Uncle Ray took out his guitar. I wish I could play guitar! I would play that awesome song by The Hammers called "If Only You Knew What I Knew." Hey, I think I'm going to sing that for the talent show this year. Well, Uncle Ray doesn't know any songs by The Hammers. I asked. He played songs, and we all sang along with him.

Then we all played kickball. I really wanted to be on Nessa's team, but I was on Felix's team instead. I knew we would get demolished, and I was right. I think the score was 12 to 2. We stunk!

I can't wait for another reunion. Maybe next year.

- Have the students work in teams to discuss how Example 2 is different from Example 1 [*It is longer; it contains more information; sentences are not complete; it changes topic; it sounds as if he is talking.*] and which example helped them create better mind movies. [*Example 2.*] Use Numbered Heads to share responses.
- Tell the students that Example 2 is a sample of free writing. Explain the concept of free writing.

**The second example is what we call free writing. Zack put down everything that came to his mind about what happened last Saturday. As one thought led to another, he just wrote it all down. He has lots of interesting details about what happened and what he thought and felt. It sounds like he might be talking to a good friend rather than writing for his teacher.**

**Writing like this is called free writing because your mind is free of the things you often try to remember when you want to write correctly. In school you often try hard to write what the teacher wants, to make complete sentences, and to spell your words correctly. When you write just for yourself, you don't think about these things as much. You write whatever comes to mind and often capture great mind movies with wonderful details of your thoughts and feelings.**

- Explain to the students that writers often free write as a way to plan or draft a story; they free write to get ideas, thoughts, and feelings on paper, then choose an idea from their free writing and develop it into a story by revising and editing it.
- Tell the students that they will write freely when they communicate to their teammates in their journal writing.

#### Team Practice

- Tell the students that you want them to practice free writing, letting their thoughts flow onto the paper.
- Explain to the students that to free write, they need to do the following:
  - Make a mind movie about their topic before they write.
  - Write as much as they can about their subject, whatever comes to mind.
  - Do not try to correct errors.
  - Write as if they were describing the subject in detail to a best friend, rather than explaining an event to someone they did not know well.
- Use Think-Pair-Share to ask the students about a recent experience they had that was a lot of fun. Tell the students that this is what they will free write about. If necessary, brainstorm with the students for writing ideas.
- Explain that you want them to close their eyes for one minute (you will tell them when to start and stop) and remember all they can about the experience. Tell them to think about what happened in detail, how they felt, and why.

- When the minute is up, tell the students that they will write about this experience for two full minutes. Explain that they may not stop or pause before the two minutes are up.
- Time the writing. Remind those who stop or pause frequently to write for the full two minutes.
- Tell the students to stop at the end of the two minutes. Have them read their papers aloud in teams.
- Talk with the class about their free-writing experience. Ask questions such as: Did you reach a point when you had written everything you planned to say before the time was up? What kinds of things did you add then? Did you discover new details that you had not thought of earlier? Were there moments when you wanted to pause because you were not sure how to spell a word? What did you do?
- Ask several volunteers to read their papers aloud for the class.

### Team Mastery

- Use Think-Pair-Share to have the students select another experience about which to write. This experience should be one they remember with strong emotions, good or bad. Tell them they may also write to extend what they just wrote.
- Have the students close their eyes again and make a mind movie of the experience for one minute. Tell them to be aware of their feelings and thoughts as they see the events.
- Tell the students to free write about the experience for two minutes until you tell them to stop. Remind the students that they should write as if they are talking to a good friend and that they should not be concerned about errors.
- At the end of the two minutes, have the students share their writing with teammates and discuss whether the activity was easier the second time. Have the students explain their answers.
- Ask for volunteers to share their answers with the class.





## Personal Journals

### Teacher Presentation: Writing Instruction

- Tell the students that they are ready to use free writing as they write their diary entries.
- Explain that people write in journals for different purposes: to write about events, to write interesting observations, or to write about experiences that were especially emotional. Write the various purposes on the board.
- Display the diary entry from Set the Stage. Have a student reread it. Model identifying the purpose of the entry (writing about an emotional time) and the emotion that the author was probably feeling (anger).
- Tell the students that there are more entries that you would like them to read and for which you would like them to determine the author's purpose.
- Distribute the Diary Entries handout to the students. Have the students work in teams to read each entry, determine the author's main purpose for writing it, and discuss why they selected this purpose.

### Diary Entries

June 12, 2003

Yesterday was my last baseball game of the season. I'm so happy because we won! I didn't think we would be able to beat the Sluggers, but we played really well, and they played really badly. Tony was the first one up on our team, and he hit a home run on the first pitch. I got up next and hit a single. Ruben, the catcher on the Sluggers, was bummed that his team didn't do better. I told him that next year he should join our team. After the game, Coach took us to Ebert's for ice cream. I had a chocolate shake with sprinkles in it. I asked Dad if Pokey and Spence could sleep over. We slept in the tent in the backyard. Dad helped us cook hot dogs outside. It rocked!

August 5, 2003

My family and I went hiking today. The trail was long and bumpy, but when we got to the top of the hill, it was so worth it. I have never seen a view like this before! There were mountains all around us. The trees were so green! There were colorful flowers all over the ground. The sun was just setting, so the sky was bright orange with some pinks. It was beautiful.

Diary Entries *continued*

November 8, 2003

I can't wait for tomorrow! Melissa's aunt is taking us to the Wave concert! I love the Wave! We got great seats right near the stage. Melissa's aunt is so cool. She rented a limo for us to get there. We're leaving at 5, going to dinner, and then going to the concert. I can't wait for them to sing "We Got It." That's my favorite song and I know they are going to sing it because it's their biggest hit. When Pete Shed plays the drum solo in the beginning of the song, I'm going to go wild!

- Use Numbered Heads to share teams' responses.
- Review with the students the characteristics of a journal entry: tells what happened, makes an observation, or tells about an emotional experience; supports the purpose; captures vivid mind movie; and includes the date.
- Discuss with the students which elements should get more points than others in the Content Checklist.
- Distribute the scoring guide, point out the items that make up the Content Checklist, review how many points are allotted for each.
- Use Think-Pair-Share to have the students identify what parts of the scoring guide are missing. [*Checks for revising, editing, and publishing; the Editing Checklist.*] Remind the students that since they are writing to share personal experiences, they will not revise, edit, or publish their diary entries.

Content Checklist (100 points)	
In my diary entries, I:	
<input type="checkbox"/> wrote for a different purpose.	<b>40</b>
<input type="checkbox"/> gave details to support the purpose.	<b>25</b>
<input type="checkbox"/> gave details to capture vivid mind movies.	<b>25</b>
<input type="checkbox"/> included the date.	<b>10</b>

## Prewriting—1

- Tell the students that they are ready to plan their first journal entry. Explain that they are going to write about an event that was special to them.
- Brainstorm with the students a list of types of events that they might like to write about in their journals. If necessary, suggest events to get them started (a school event; a favorite time playing with a friend; a special time with parents or relatives; a trip to the zoo, park, or museum). As the students share their events, write them on the board.
- Using these events, have the students write their own lists of specific events in their journals. Explain that they may use the events on the board as a guide, but that they should include any event that was special to them that they might like to write about.
- Ask the students to choose one of the events from their list to write about in their journals.
- Use Think-Pair-Share to have the students discuss their events, giving details to support the purpose.
- Use Think-Pair-Share to have the students identify the TAP-F information for their diary entries. Model if necessary.
- Explain that the students will use webs to organize their thoughts.
- Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

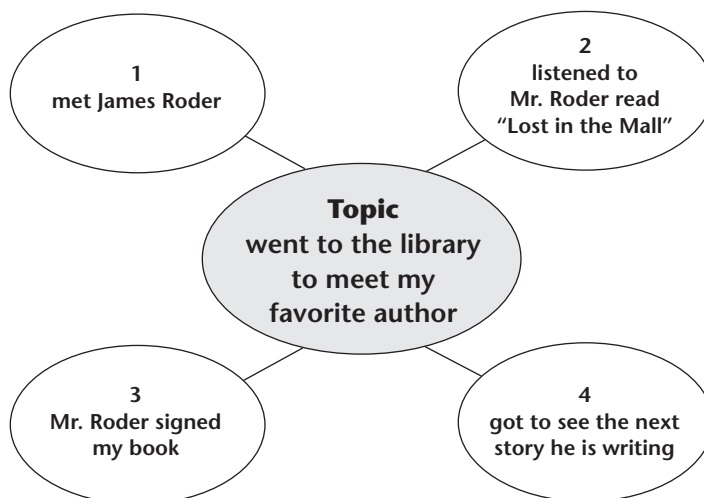
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**Topic:** meeting my favorite author  
**Purpose:** to describe

**Audience:** my partner and I  
**Form:** diary entry

---

### Web



- Tell the students that when you are writing about events, they often follow a particular order. Have the students decide if the ideas in their webs follow a particular order, and have them number the items, as shown in the example, to remember this order when they write their drafts.
- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting (1) on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class, and celebrate completing this part of the process.

### Drafting—1

- Review the Content Checklist with the class, and ask the students to review their graphic organizers individually.
- Have the students write their journal entries. Remind them to write the date and to write freely as they share their experiences. Allow the students plenty of time to write.
- When the students have finished, have them read their work aloud softly so they can see if they have written what they intended. Also have the students refer to the Content Checklist to make sure they have included all necessary information.
- Have the students initial drafting (1) on their scoring guides to show completion of this step.

### Sharing and Responding—1

#### Modeling Partner Feedback

- Explain that sharing and responding will be different for this lesson. Tell the students that they will tell only what they liked about their partners' entries and why they liked it.
- Have one 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 why. Be specific and detailed. Also have one or two students tell what they liked about the writing.

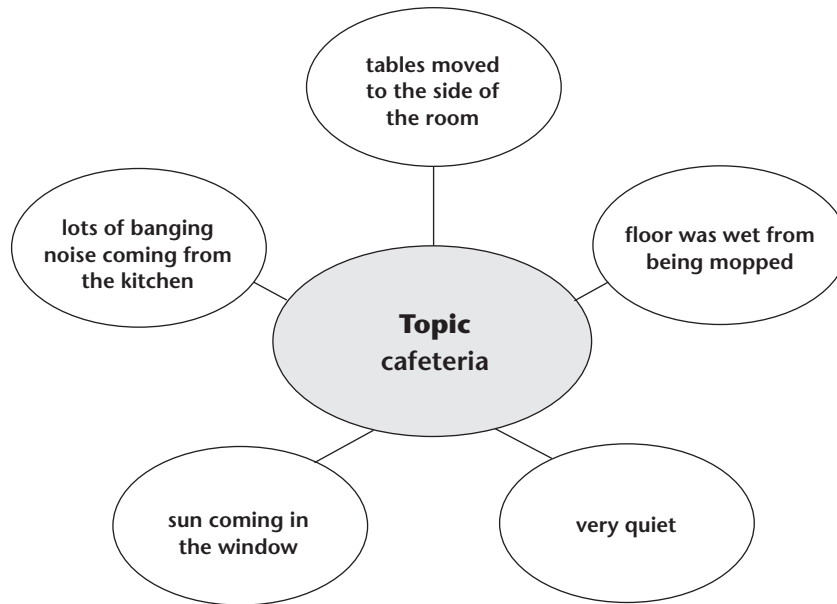
### Partner Feedback

- Have partners read their work to each other and give feedback on what they liked and why.
- Listen to partner discussions to model, prompt, and reinforce giving positive feedback.
- Have the students initial sharing and responding (1) on their scoring guides to show completion of this step.

### Prewriting—2

- Tell the students that they are going to write another diary entry. Explain that this time they will write about something they have seen that would be interesting to describe. Tell the class that they are going to take a walk around the school and they are going to pay close attention to the things they see and hear to get ideas for topics.
- When you return to the classroom, brainstorm some observations from the walk with the class. Write these ideas on the board.
- Have the students write their own lists of ideas in their journals. Explain that they can use ideas from the board, but that they may include things they have seen elsewhere that they might like to describe in writing.
- Ask the students to choose one of the ideas from their lists to write about in their journals.
- Use Think-Pair-Share to have the students discuss the ideas, giving details to support the purpose.
- Use Think-Pair-Share to have the students identify the TAP-F information for their diary entries. Model if necessary.
- Explain that the students will use webs to organize their thoughts.
- Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

---

**Topic:** cafeteria
**Purpose:** to describe**Audience:** my partner and I**Form:** diary entry**Web**

- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting (2) on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class, and celebrate completing this part of the process.

**Drafting—2**

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Tell the students to begin writing their journal entries. Remind them to write the date and to write freely as they share their experiences. Allow the students plenty of time to write.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist to make sure they have included all necessary information.
- Have the students initial drafting (2) on their scoring guides to show completion of this step.

## Sharing and Responding—2

### Modeling Partner Feedback

- Remind the students that sharing and responding will be different for this lesson. Tell the students that they will tell only what they liked about the entry and why they liked it.
- Have one 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 why. Be specific and detailed. Also have one or two students tell what they liked about the writing.

### Partner Feedback

- Have partners read their work to each other and give each other feedback on what they liked and why.
- Listen to partner discussions to model, prompt, and reinforce giving positive feedback.
- Have the students initial sharing and responding (2) on their scoring guides to show completion of this step.

## Prewriting—3

- Tell the students that they are going to make a new journal entry and that this time they will write about an experience that they remember with strong feelings.
- Use Think-Pair-Share to have the students brainstorm different experiences about which they felt strongly. Prompt them to think about experiences that made them extremely happy, sad, mad, scared, or excited.
- Have the students write a list of their experiences in their journals, along with the emotion that they felt with each experience.
- Ask the students to choose one of the experiences from their lists to write about in their journals.
- Use Think-Pair-Share to have the students discuss the experiences, giving details to support the purpose.
- Use Think-Pair-Share to have the students identify the TAP-F information for their diary entries. Model if necessary.
- Explain that the students will use webs to organize their thoughts.

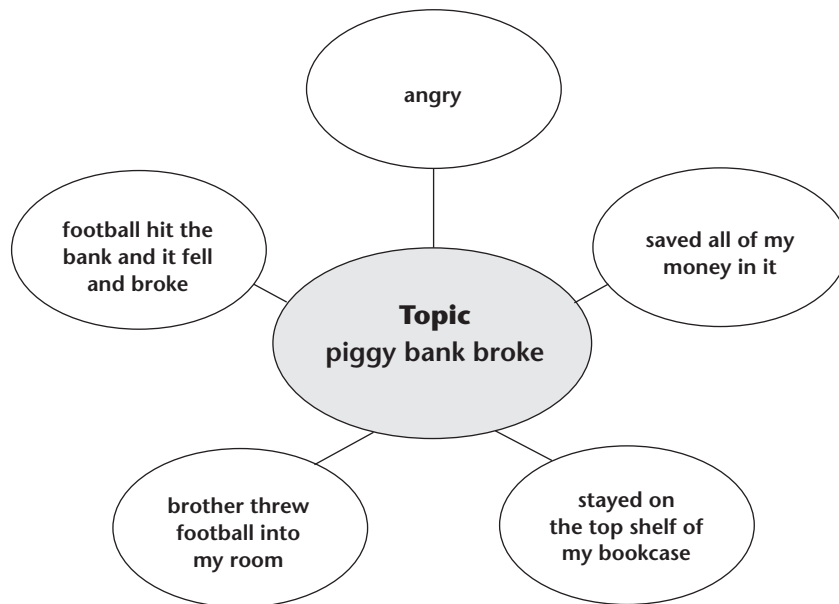
- Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

---

<b>Topic:</b> emotional experience	<b>Audience:</b> my partner and I
<b>Purpose:</b> to describe	<b>Form:</b> diary entry

---

**Web**



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting (3) on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.



### Drafting—3

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Tell the students to begin writing their journal entries. Remind them to write the date and to write freely as they share their experiences. Allow the students plenty of time to write.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist to make sure they have included all necessary information.
- Have the students initial drafting (3) on their scoring guides to show completion of this step.

### Sharing and Responding—3

#### Modeling Partner Feedback

- Remind the students that sharing and responding will be different for this lesson. Tell the students that they will tell what they liked about the entry and why they liked it.
- Have one 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 why. Be specific and detailed. Also have one or two students tell what they liked about the writing.

#### Partner Feedback

- Have partners read their work to each other and give each other feedback on what they liked and why.
- Listen to partner discussions to model, prompt, and reinforce giving positive feedback.
- Have the students initial sharing and responding (3) on their scoring guides to show completion of this step.

## Prewriting—4 and 5

- Tell the students that they are going to make new journal entries and that they may write about any one of the topics that they listed or thought about in the past few days that they did not write about before.
- Ask the students to look at the lists that they wrote earlier and choose topics that they would like to write about in their journals.
- Use Think-Pair-Share to have the students discuss the topics, purpose, and details that support the purpose.
- Use Think-Pair-Share to have the students identify the TAP-F information for their diary entries. Model if necessary.
- Explain that the students will use webs to organize their thoughts.
- Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary.
- If the students chose to write an entry that should follow a particular order, remind them to number the items on their webs to help them remember the order when they draft their entries.
- Have partners share their written plans, use their Content Checklists to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting (4 or 5) on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

## Drafting—4 and 5

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Tell the students to begin writing their journal entries. Remind them to write the date and to write freely as they share their experiences. Allow the students plenty of time to write.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist to make sure they have included all necessary information.
- Have the students initial drafting (4 or 5) on their scoring guides to show completion of this step.

## Sharing and Responding—4 and 5

### Modeling Partner Feedback

- Remind the students that sharing and responding will be different for this lesson. Tell the students that they will tell what they liked about the entry and why they liked it.
- Have one student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Be specific and detailed. Also have one or two students tell what they liked about the writing.

### Partner Feedback

- Have partners read their work to each other and give feedback on what they liked.
- Listen to partner discussions to model, prompt, and reinforce giving positive feedback.
- Have the students initial sharing and responding (4 or 5) on their scoring guides to show completion of this step.

## Scoring

- Have the students turn in their journals.
- Explain that you will use the scoring guide to determine a score for their journal entries as a whole; explain that you will not be evaluating each entry. Remind the students that you will not score for spelling, punctuation, capitalization, or grammar.
- Score the students' work and return their journals.



### Dear Diary

June 12, 2003

I'm so mad I could scream at the top of my lungs! Ryan Westcott! At school Ryan pulled my hair, stole my pencil, and repeated everything I said. I told him to cut it out, but he didn't listen. When I told Miss Potter, he called me a tattletale and then had the whole class saying it with him. I wish he would just move away from here, and then I would never have to see him again. Isha told me that he's just kidding around, but she doesn't get it.



## Free Writing

### Writing Examples

#### Example 1

This past Saturday we had a family reunion at Key Park. My whole family was there! We had a barbecue. My cousin ate four hot dogs! My Uncle Ray brought his guitar and played it. We all sang along with him. My grandmother cried because she was so happy that we were all together. It was a lot of fun.

---

#### Example 2

This past Saturday was our family reunion. We had to drive all the way to Key Park. What a long drive! I was so sick of being in the car! Thank goodness I had the video game that DeRon lent me. That game is awesome! I got really good at it.

We got to Key Park at about 11:30. A lot of my family was there, but Uncle Ray and Aunt Patty weren't there yet.

Grammy kept saying, "I can't believe everyone is coming! I can't believe we'll all be together." She even cried when we took our family picture.

Finally Uncle Ray and Aunt Patty got there and we could eat. I was starving! Grampy cooked the lunch on the grill. Rex ate four hot dogs! That's nasty! His mom was so mad at him! She thought he would get sick. Aunt Dora made chocolate pie. I wanted to eat the whole thing! She said she would make another when we see her this summer.

Anyway, after lunch Uncle Ray took out his guitar. I wish I could play guitar! I would play that awesome song by The Hammers called "If Only You Knew What I Knew." Hey, I think I'm going to sing that for the talent show this year. Well, Uncle Ray doesn't know any songs by The Hammers. I asked. He played songs, and we all sang along with him.

Then we all played kickball. I really wanted to be on Nessa's team, but I was on Felix's team instead. I knew we would get demolished, and I was right. I think the score was 12 to 2. We stunk!

I can't wait for another reunion. Maybe next year.



### Diary Entries

July 12, 2003

Yesterday was my last baseball game of the season. I'm so happy because we won! I didn't think we would be able to beat the Sluggers, but we played really well, and they played really badly. Tony was the first one up on our team, and he hit a home run on the first pitch. I got up next and hit a single. Ruben, the catcher on the Sluggers, was bummed that his team didn't do better. I told him that next year he should join our team. After the game, Coach took us to Ebert's for ice cream. I had a chocolate shake with sprinkles in it. I asked Dad if Pokey and Spence could sleep over. We slept in the tent in the backyard. Dad helped us cook hot dogs outside. It rocked!

---

August 5, 2003

My family and I went hiking today. The trail was long and bumpy, but when we got to the top of the hill, it was so worth it. I have never seen a view like this before! There were mountains all around us. The trees were so green! There were colorful flowers all over the ground. The sun was just setting, so the sky was bright orange with some pinks. It was beautiful.

---

November 8, 2003

I can't wait for tomorrow! Melissa's aunt is taking us to the Wave concert! I love the Wave! We got great seats right near the stage. Melissa's aunt is so cool. She rented a limo for us to get there. We're leaving at 5, going to dinner, and then going to the concert. I can't wait for them to sing "We Got It." That's my favorite song and I know they are going to sing it because it's their biggest hit. When Pete Shed plays the drum solo in the beginning of the song, I'm going to go wild!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Personal Journals Scoring Guide

**Directions:** You will prewrite, draft, and share and respond five times. Initial each step as you do so.

The Writing Process					
I've finished:	Author Initials 1	Author Initials 2	Author Initials 3	Author Initials 4	Author Initials 5
<input type="checkbox"/> prewriting					
<input type="checkbox"/> drafting					
<input type="checkbox"/> sharing and responding					

**Directions:** Every day, initial the items in the Content Checklist to show that they are included in your writing. (You will not evaluate your partner's writing in this activity.)

Content Checklist (100)							
In my diary entries, I:	Points	Author Initials 1	Author Initials 2	Author Initials 3	Author Initials 4	Author Initials 5	Teacher Scores
<input type="checkbox"/> wrote for a different purpose.	<b>40</b>						
<input type="checkbox"/> gave details to support the purpose.	<b>25</b>						
<input type="checkbox"/> gave details to capture vivid mind movies.	<b>25</b>						
<input type="checkbox"/> included the date.	<b>10</b>						

**Total Score:**



## Response Journals

### Summary

The students will use journals to record their personal responses to a story. In the Craft Lesson, they will learn different ways to respond to literature.

### Preparation

- Make transparencies and copies of materials found at the end of the activity. Make three copies of the scoring guide for each student.
- Choose a book to read aloud to the class. Select one that will be interesting to your students, one that has characters with problems and events with whom the students can relate. Suggested titles are found in Appendix E: Read-Aloud Titles.
- Write the list of response questions that follow the lesson on chart paper. **CL**
- **Note:** Because of the nature of the activity, the Craft Lesson does not contain a Quick Check. **CL**

### Teacher Presentation: Set the Stage

- Write the following statement on the board, and have the students read it to themselves.

Riding your bicycle is the most fun thing you can do after school.

- Use Think-Pair-Share to have the students discuss what they think about this statement. If necessary, ask if they agree or disagree.
- Tell the students that they just responded to something they read by telling what they thought about it. Explain that when we read we often react or respond with our own thoughts and feelings to what the author tells us.
- Explain that this week they will record their personal thoughts and feelings about a story in their journals.
- Display the Pierre Raccoon transparency. Explain to the students that it is an example of a response journal entry, and ask a volunteer to read it aloud. Use Think-Pair-Share to ask the students about its topic, audience, purpose, and form.



**Pierre Raccoon**

October 24, 2002

I just got home from the movies. I went to see *Pierre Raccoon Visits the South Pole*. I've read all the Pierre Raccoon books, so I couldn't wait to see this movie. Now I wish I hadn't wasted my money on such a bad movie. The books are great. They make me laugh and I always wish that I could go with Pierre on his adventures. But the movie—yuck! They didn't even put in the best part of the book when Pierre meets the penguins and he pretends that he is one too. And what was that alligator doing in the movie? That's not in the book. If they make any more Pierre movies, I won't go. I'm going to stick to the books.

**Whom do you think this author is writing for? Do you think he or she expects others to read this? Usually the only person who reads a journal is the person who writes in it. Why did this person write in a journal? What does this person think about the movie? Other than the author's response to the movie, what other information is in the journal entry?**

- Explain to the students that this writer gave examples and details to support his thoughts about the movie. Tell the students that explaining your thoughts and feelings is part of writing a response.
- Point out that this author gave his thoughts and feelings about how a movie compared with a book that he had read. Tell the students that they will be responding to a story that you will read to them, but first you want to share some of the different ways that they might respond.



## Responding to Literature

### Craft Lesson

#### Teacher Presentation

- Use Think-Pair-Share to have the students identify their favorite stories and why they enjoyed them. Tell the students that they just responded to literature by telling how they felt about a story and why.
- Explain that there are many ways to respond to what you read and that no one way is right; people can and do respond differently, to the same story or even the same passage. Tell the students that readers better understand and enjoy what they read by thinking about it and connecting it to their own lives.
- Display Example 1 of the Literature Examples transparency. Read it aloud or ask a volunteer to read it aloud.

#### Literature Examples

##### Example 1

The sky was blue and the sun was shining. Cassie skipped to school and thought about what a great day she was going to have. Today was the last day of school, and Bailey's sleepover party was right after school. Cassie couldn't stop smiling!

- Use Think-Pair-Share to ask the students how this passage makes them feel and why it makes them feel that way. Tell the students that one way to respond to literature is to tell how what you read makes you feel.
- Display Example 2. Ask a volunteer to read it aloud.

##### Example 2

Dominic loved riding his bike, but he hated Thriller Hill. He could never make it up without walking. Today Dominic was determined to make it up the hill on his bike. He came around the big turn and saw the hill. He started peddling like mad. He kept telling himself, "Today is the day. Today is the day." He made it past the Hoffman's house. That's where he usually had to get off his bike.

- Use Think-Pair-Share to have the students discuss if they think Dominic will make it up the hill on his bicycle and why they think he will or will not make it up the hill. Tell the students that another way to respond to literature is to make a prediction about the story.
- Explain to the students that still another way to respond to literature is to give their opinions about what they read. Tell the students that they can have opinions about the story as a whole or about any part of the story, such as the different story elements.
- Distribute the Response Suggestions handout to the students, and have volunteers read it aloud. Point out the headings and explain that these questions show how the students might respond to the whole story or to the story elements.

**Response Suggestions****Responding to the Whole Story**

Does this story remind you of another story? Which one? How?

Does anything puzzle you about the story? Explain.

What would you change about the story if you could? Why?

What do you like best or least about the story? Explain.

How does this story make you feel? Explain.

**Responding to the Story Elements****Characters**

Who is your favorite or least favorite character? Why?

Who do you like? Who do you not like? Explain.

Would you do what the characters did? Why or why not?

Do you think any of the characters made a bad decision? A good decision? Explain.

Are you like any of the characters? How?

Are the characters like anyone you know? How?

Are these characters believable? Do they act like real people? Explain.

**Setting**

Does the setting remind you of somewhere you have been? Tell how.

Do you think the author described the setting well? Explain.

Is the setting important to this story? How? Would you like to be in a setting like this? Why or why not?

**Response Suggestions *continued*****Problem**

Have you ever had a problem like this? What?

How would you solve the problem?

**Events**

Would you do the same things that the characters did? Why or why not?

Did any of the events surprise you? Which ones? Why?

Did you predict any of the events? Which ones? What clues did you use?

**Resolution and Ending**

Did the ending surprise you? Why or why not?

Did you like the ending? Why or why not?

Would you like the story to end differently? How?

- Distribute the 'Ted's Big Day' handout. Read it aloud as the students follow along. When you have finished, ask the students to work in teams to discuss their responses to the story as a whole and to at least one of the parts. Point out that they should support their responses with explanations or details.

### **Ted's Big Day**

Ted was scared. Today was the day he had been practicing for all these years. Today Ted would graduate from Superhero School.

Ted walked into the auditorium with all the other students. He couldn't believe all the superheroes who were there! The Fly Swatter, Lasso Lady, and IncrediDude all sat on the stage. To graduate and receive his superhero name, Ted had to perform his last super-trick in front of the whole audience. He was going to perform the Super Jumper Triple Flip. No one had ever completed it before.

The Fly Swatter called Ted's name. Ted tied his sneakers and tucked in his shirt. Then he went to the stage.

"We're ready when you are," Lasso Lady said.

Ted took a deep breath. He ran back down the aisle and jumped. He flew 20 feet in the air, did three somersaults, and landed on his feet. The room was silent. Then the crowd stood up and clapped. Ted walked to the stage. He was so happy! The superheroes shook his hand and told him he was wonderful. IncrediDude gave Ted his diploma. It read, "Ted, Jumper Boy, has completed the Superhero Program. He will use his flying and jumping to catch the bad guys. He's ready to save the day."

- Remind the students that telling how a story makes them feel or giving their opinions about the story helps them to connect the story to their own lives and makes reading more meaningful.

### **Team Practice**

- Tell the students that they will now read some short stories and respond to them.
  - Distribute the Teamwork handouts and two copies of the response suggestions per team. Ask the students to look at the Team Practice story.
  - Explain that the students will work in teams to respond to the story. Tell them that they will read the story together, discuss it, and then each write a response to the story as a whole and to at least one of the parts in their journals. Point out that since responses are personal, teammates should expect to respond to the story in different ways, but that some of their responses might be the same.
  - Allow time for the students to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce the students' responses to the story.
- Use Numbered Heads to review the teams' responses, and prompt them for explanations or details when necessary. Model your own responses to demonstrate variety and depth of responses.

### Team Mastery

- Ask the students to look at the Team Mastery story. Explain that they will read this story independently, discuss it, and then write a response to the story as a whole and to at least one of the parts in their journals. After responding, they will share their responses with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.



## Response Journals

### Teacher Presentation: Writing Instruction

- Remind the students that we can respond to what we read with feelings, opinions, and predictions about the story. Also remind the students that we can respond to the story as a whole or respond to the story elements.
- Explain that in the Craft Lesson, during Team Practice and Team Mastery, the students responded to a story after they had read it, but that we can also respond by writing about our feelings, opinions, and predictions about a story as we read. Explain that you are going to model responding to a story as you read.
- Distribute a copy of “The Three Little Kittens and the Big, Bad Mouse” to each partner pair. Read the first section aloud.

### The Three Little Kittens and the Big, Bad Mouse

There were three little kittens that lived with their mom and dad in a small home.

“It’s time for you to go out and find your own toys to play with,” Papa Cat said to his three fluffy kittens. The kittens were a little scared, but they didn’t want to disappoint their dad.

- Use a Think Aloud to model responding to this part of the story. (**Note:** The types of responses are identified in the teacher scripts.)  
**The title of this story reminds me of the “Three Little Pigs.” I think the big, bad mouse is going to be like the big, bad wolf, so I predict that the mouse is going to pick on the kittens.** (prediction)
- Use Think-Pair-Share to have the students discuss what kinds of responses you made and about what part of the story. Ask, for example, if you told about feelings or opinions or made any predictions.
- Read the next section of the story aloud. Use a Think Aloud to model your opinion about the mouse and what might happen next.

The first kitten went looking for his toy in the living room. He saw some papers, a teacup, and the radio. He knew none of those were good toys for him. Then he spotted a ball of yarn.

"I found my toy!" he hollered. He played with the yarn for a few minutes. Then the big, bad mouse came out of a hole in the wall.

"Hey, kitty, kitty, kitty. Whatcha got there?" the big, bad mouse said.

"This is my ball of yarn," the first kitten said.

"Why don't you roll it over here?" the mouse asked.

**The mouse is a bully! I don't like bullies.** (opinion) **I feel sorry for the kitten.** (feeling) **I don't think the kitten is going to give the mouse the yarn, but I bet the mouse will take it anyway.** (prediction)

- Use Think-Pair-Share to have the students again discuss what kinds of responses you made and to what part of the story. Invite the students to add their own responses.
- Read the next section of the story aloud. Use a Think Aloud to model your thoughts about what happened to the first two kittens.

The first kitten answered, "I will never give over my toy! Not for all the catnip in the world!"

"Then I'll just have to steal it from you!" said the mouse.

The mouse took the end of the yarn and ran back into his hole. The ball of yarn was gone. The first kitten went to his sisters and cried.

The second kitten went looking for her toy in the playroom. She saw a few puzzles, a basketball, and some crayons. She knew none of those were good toys. Then she spotted a rubber ball.

"I found my toy!" she hollered. She knocked the ball back and forth between her front paws for a few minutes. Then the big, bad mouse came out of a hole in the wall.

"Hey, kitty, kitty, kitty. Whatcha got there?" the big, bad mouse said.

"This is my rubber ball," the second kitten said.

"Why don't you roll it over here?" the mouse asked.

The second kitten answered, "I will never give over my toy! Not for all the catnip in the world!"

"Then I'll just have to steal it from you!" said the mouse.

The mouse ran over to the ball and pushed it with his nose into his hole in the wall. The rubber ball was gone. The second kitten went to her brother and sister and cried.

**The poor kittens! I hate that the mouse is taking their toys. (opinion)  
I can really see a lot of similarities between this story and “The Three Little Pigs.”**

- Use Think-Pair-Share to have the students again discuss what kinds of responses you made and to what part of the story. Invite the students to add their own responses.
- Finish reading the rest of the story. Invite the students to respond; if appropriate, use a Think Aloud to make a prediction at the end.

The third kitten went looking for her toy in the garage. She saw some garbage cans, an oil can, and a rake. She knew none of those were good toys. Then she spotted a stuffed mouse.

“I found my toy!” she hollered. She played with the stuffed mouse for a few minutes. The big, bad mouse came out of a hole in the wall.

“Hey, kitty, kitty, kitty. Whatcha got there?” the big, bad mouse said.

“This is my new toy,” the third kitten said.

“Why don’t you toss it over here,” the mouse asked.

The third kitten answered, “I will never give over my toy! Not for all the catnip in the world!”

“Then I’ll just have to steal it from you!” said the mouse.

The mouse ran over to the third kitten’s toy and tried to steal it from her paws. The kitten kicked the stuffed mouse over to the big, bad mouse. When the big, bad mouse saw the toy, he thought it was a dead mouse! He ran out of the garage and down the street as quick as lightning. The three kittens laughed and cheered! They knew that big, bad mouse would never bother them again.

**I am so happy that the mouse got scared of that stuffed mouse!  
I would laugh and cheer too if I were the kittens. (feeling) I don’t  
think the kittens will be afraid of a mouse again. (prediction)**

- Explain to the students that when you read you respond with stronger feelings to some parts of what you read than to others. Point out a part of the story that elicited a strong response, such as when the big, bad mouse ran away. Ask volunteers if they responded more strongly to some parts of the story you just read than others, and have them share their thoughts.
- Tell the students they are now ready to respond to the text as you read a story aloud. Explain that you will read a page aloud and stop to let the students write down a response. Tell the students that when they respond with strong feelings about the story, they should mark those responses with a star or a check mark. Point out that they will write about their feelings, opinions, or predictions and that they may refer to the response suggestions for ideas.



- Review the characteristics of writing in response journals (telling your feelings, predictions, or opinions about the story; using examples and details to explain your thinking; and talking about a specific part of the story: a character, the setting, the story problem, events, or resolution and ending).
- Distribute the scoring guide, and have the students note the items on the Content Checklist and the response suggestions at the bottom.
- Use Think-Pair-Share to have the students identify other changes to this guide. *[Parts are missing: checks for the writing process; the editing checklist.]* Explain that they will not follow the steps of the writing process as usual because response journals are examples of personal writing, not writing for a large or impersonal audience.

Content Checklist (100 points)	
In my response journal, I:	
<input type="checkbox"/> tell about my feelings, opinions, or predictions about the story.	<b>20</b>
<input type="checkbox"/> talk about specific parts of the story (characters, setting, problem, events, resolution and ending).	<b>40</b>
<input type="checkbox"/> explain or use details to support my responses.	<b>40</b>

## Prewriting and Drafting

- Remind the students that you will read aloud, stopping after each page so they may think about and write a response to that page before you continue. Remind them to mark strong responses with a star or a check mark. Explain that if they have no response, even after reviewing the response suggestions for ideas, they should write *no response*, but that they must have responses for most pages to get a score for the activity.
- Introduce the story or book that you've selected to read aloud.
- Read the first page aloud, stop, and allow the students to discuss their responses to this page before recording these thoughts in their journals. Have them note responses that were especially strong and discuss differences between responses, which are to be expected. Remind them to refer to their response suggestions for ideas if a response does not easily come to mind.

- Read the next page aloud, stop, and tell the students the page number you are on, asking them to write this number in their journals. Have the students write responses to that page, noting those that are especially strong, without discussing them first.
- Repeat this pattern for each page of the section that you read aloud: stop after the page and tell the students the page number. Have the students write the page number and then their responses.

### Sharing and Responding

- At the end of a passage, have the students work in teams to share their responses. Have them mention a page number before they share so others may refer to their own responses to the same section. Encourage the students to comment on and compare responses, noting those that were stronger than others. Tell the students that in their responses they may agree or disagree with a classmate as long as they respect what the classmate had to say.
- Ask for volunteers to read some of their responses aloud.
- When all who wish to share their responses have done so, celebrate the completion of this part of the activity.

**Read at least four more sections from the story to repeat the prewriting, drafting, and sharing and responding cycle for at least four more days.**

### Scoring

- Have the students turn in their journals.
- Explain that you will use the scoring guides to determine a score for their journal entries as a whole; explain that you will not be evaluating each entry. Remind the students that you will not score for spelling, punctuation, capitalization, or grammar.
- Score the students' work and return their journals.



## Pierre Raccoon

October 24, 2002

I just got home from the movies. I went to see *Pierre Raccoon Visits the South Pole*. I've read all the Pierre Raccoon books, so I couldn't wait to see this movie. Now I wish I hadn't wasted my money on such a bad movie. The books are great. They make me laugh and I always wish that I could go with Pierre on his adventures. But the movie—yuck! They didn't even put in the best part of the book when Pierre meets the penguins and he pretends that he is one too. And what was that alligator doing in the movie? That's not in the book. If they make any more Pierre movies, I won't go. I'm going to stick to the books.



## Literature Examples

### Example 1

The sky was blue and the sun was shining. Cassie skipped to school and thought about what a great day she was going to have. Today was the last day of school, and Bailey’s sleepover party was right after school. Cassie couldn’t stop smiling!

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### Example 2

Dominic loved riding his bike, but he hated Thriller Hill. He could never make it up without walking. Today Dominic was determined to make it up the hill on his bike. He came around the big turn and saw the hill. He started peddling like mad. He kept telling himself, “Today is the day. Today is the day.” He made it past the Hoffman’s house. That’s where he usually had to get off his bike.



## Response Suggestions

### **Responding to the Whole Story**

Does this story remind you of another story? Which one? How?

Does anything puzzle you about the story? Explain.

What would you change about the story if you could? Why?

What do you like best or least about the story? Explain.

How does this story make you feel? Explain.

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### **Responding to the Story Elements**

#### **Characters**

Who is your favorite or least favorite character? Why?

Whom do you like? Who do you not like? Explain.

Would you do what the characters did? Why or why not?

Do you think any of the characters made a bad decision? A good decision? Explain.

Are you like any of the characters? How?

Are the characters like anyone you know? How?

Are these characters believable? Do they act like real people? Explain.



## Response Suggestions

### Setting

Does the setting remind you of somewhere you have been? Tell how.

Do you think the author described the setting well? Explain.

Is the setting important to this story? How?

Would you like to be in a setting like this? Why or why not?

### Problem

Have you ever had a problem like this? What?

How would you solve the problem?

### Events

Would you do the same things that the characters did? Why or why not?

Did any of the events surprise you? Which ones? Why?

Did you predict any of the events? Which ones? What clues did you use?

### Resolution and Ending

Did the ending surprise you? Why or why not?

Did you like the ending? Why or why not?

Would you like the story to end differently? How?



## Ted's Big Day

Ted was scared. Today was the day he had been practicing for all these years. Today Ted would graduate from Superhero School.

Ted walked into the auditorium with all the other students. He couldn't believe all the superheroes who were there! The Fly Swatter, Lasso Lady, and IncrediDude all sat on the stage. To graduate and receive his superhero name, Ted had to perform his last super-trick in front of the whole audience. He was going to perform the Super Jumper Triple Flip. No one had ever completed it before.

The Fly Swatter called Ted's name. Ted tied his sneakers and tucked in his shirt. Then he went to the stage.

"We're ready when you are," Lasso Lady said.

Ted took a deep breath. He ran back down the aisle and jumped. He flew 20 feet in the air, did three somersaults, and landed on his feet. The room was silent. Then the crowd stood up and clapped. Ted walked to the stage. He was so happy! The superheroes shook his hand and told him he was wonderful. IncrediDude gave Ted his diploma. It read, "Ted, Jumper Boy, has completed the Superhero Program. He will use his flying and jumping to catch the bad guys. He's ready to save the day."



## Teamwork

### Team Practice

Ralph Watson had a huge family. He lived with his mother, father, four brothers, and five sisters. His house was very crowded. Ralph would think about how nice it would be to be an only child. He would have his own bedroom! He could spend time alone with his parents! There wouldn't be anyone banging on the bathroom door while he was taking a shower.

Jerome Pitt was an only child. He lived with his mom. He hated being the only child in his house. His mom would play with him, but it wasn't the same as playing with a brother or sister. Jerome knew that building a fort with a brother would be more fun than building one with his mom.

One day at school, Jerome told his friends about his problem.

"Being an only child is the worst. I wish I had a lot of brothers and sisters to play with," Jerome grumbled.

Ralph's class sat at the table next to Jerome's class. Ralph heard what Jerome said. He had an idea! At recess that afternoon, he walked up to Jerome and introduced himself. He told him that he heard Jerome's wish and he knew just the family for him. Ralph told Jerome all about his very large family. The boys asked their parents if they could trade families for a week. And that is just what they did.

The first night for both boys was wonderful. Jerome played checkers and hide-and-seek with his new brothers and sisters. At bedtime, Jerome read stories to the younger children. When Mr. Watson called for lights out, Jerome whispered and giggled in the dark with the other kids.



## Team Practice *continued*

“This is perfect,” Jerome thought.

At the Pitt house, Ralph liked the quiet dinner and restful evening. He stretched out on the couch and read his book. He watched what he wanted to on television. At bedtime, Ms. Pitt walked upstairs with Ralph and tucked him into bed.

“This is perfect,” Ralph thought.

The next morning, Jerome woke up to the sounds of a crying baby. In the next room the two-year-old twins were fighting. He asked Mrs. Watson to help him find his lost sneaker. She tossed him a coat that was four sizes too big. Then she handed him the wrong lunch. He missed his mom.

Ralph woke up to the sounds of birds chirping. He got dressed for school without anyone trying to tackle him. There were no other kids to talk to as he ate his breakfast.

“I have never felt so lonely! I want to go home,” Ralph said, but then he realized none of his brothers or sisters were there to hear him.

When Jerome got off the bus at school, he saw Ralph sitting by the flagpole. The boys talked about how great their nights were.

Jerome said, “I really like your family. We had fun last night.”

“Your mom is really nice. We had fun too,” Ralph said. “But I miss my family.”

“I miss my mom too,” Jerome agreed.

The boys decided that they were happier living with their own families. At the end of the school day, Ralph went back to his packed house. Jerome went home to spend time with his mom—just the two of them.



Team Mastery

More than anything I wanted a pet. Not a dog or a cat or a fish. I wanted a pet dragonlet, a baby dragon. I saw the cutest one in the dragon store the other day. I ran home and asked my mom if I could have one.

“Mom, please can I have a dragonlet? I promise I’ll take good care of him,” I pleaded.

“Son, I have told you before. A dragonlet is a lot of work, and it won’t want to live in our little apartment,” Mom answered.

“I promise I’ll take him flying every day. I will make sure he always has enough chili powder to eat. And I’ll keep his wings clean.” I said.

“We’ll see,” my mom replied.

“We’ll see” was better than “No way.” I knew there was some hope for having a dragonlet.

On Saturday, the city had a Dragon Day at the park. I convinced my mom to take me. It was the best day of my life. There were so many dragons I lost count. My favorite part was the Fire Breathing Contest. One dragon blew fire 300 feet! Mom and I walked around for a long time. I pointed out all the great things about dragons. Mom agreed that dragons were cool, but she wasn’t ready to have one live with us.

## Team Mastery *continued*

Then my dreams came true. Mom and I walked to the back of the park and we spotted dragonlets! There were four of them in a cardboard box. They were sleeping, all wrapped around one another. The knight selling the dragonlets told me I could hold one. I picked up a little green and purple one. It laid its head on my shoulder. I fell in love with him.

“Mom, look at him! He loves me. Why don’t you hold him, Mom?” I asked.

“He is awfully cute. I love how smoke comes out of his nostrils when he sleeps and how his wings flutter a little bit when you pet him.” My mom cooed as she reached out to stroke his wings.

I knew that mom was falling in love with the dragonlet too. I handed the dragonlet over to her. The dragonlet curled into Mom’s arms. I think he even smiled at her. I saw Mom’s face light up, and I knew the dragonlet would be mine.

I knew this would be my last chance to convince Mom to let me have the dragonlet as a pet. “Mom, let’s take him home. I can’t stand the thought of leaving it behind.”

Mom said. “I think we’d better take him to make sure he gets a good home.”

Mom carried Duffy, our new dragonlet, all the way home. I guess Duffy will fit just fine in our small apartment after all.



### The Three Little Kittens and the Big, Bad Mouse

There were three little kittens that lived with their mom and dad in a small home.

“It’s time for you to go out and find your own toys to play with,” Papa Cat said to his three fluffy kittens. The kittens were a little scared, but they didn’t want to disappoint their dad.

---

The first kitten went looking for his toy in the living room. He saw some papers, a teacup, and the radio. He knew none of those were good toys for him. Then he spotted a ball of yarn.

“I found my toy!” he hollered. He played with the yarn for a few minutes. Then the big, bad mouse came out of a hole in the wall.

“Hey, kitty, kitty, kitty. Whatcha got there?” the big, bad mouse said.

“This is my ball of yarn, “ the first kitten said.

“Why don’t you roll it over here?” the mouse asked.

---

The first kitten answered, “I will never give over my toy! Not for all the catnip in the world!”

“Then I’ll just have to steal it from you!” said the mouse.

The mouse took the end of the yarn and ran back into his hole. The ball of yarn was gone. The first kitten went to his sisters and cried.

---

The second kitten went looking for her toy in the playroom. She saw a few puzzles, a basketball, and some crayons. She knew none of those were good toys. Then she spotted a rubber ball.

“I found my toy!” she hollered. She knocked the ball back and forth between her front paws for a few minutes. Then the big, bad mouse came out of a hole in the wall.

## The Three Little Kittens and the Big, Bad Mouse *continued*

“Hey, kitty, kitty, kitty. Whatcha got there?” the big, bad mouse said.

“This is my rubber ball, “ the second kitten said.

“Why don’t you roll it over here?” the mouse asked.

The second kitten answered, “I will never give over my toy! Not for all the catnip in the world!”

“Then I’ll just have to steal it from you!” said the mouse.

The mouse ran over to the ball and pushed it with his nose into his hole in the wall. The rubber ball was gone. The second kitten went to her brother and sister and cried.

---

The third kitten went looking for her toy in the garage. She saw some garbage cans, an oil can, and a rake. She knew none of those were good toys. Then she spotted a stuffed mouse.

“I found my toy!” she hollered. She played with the stuffed mouse for a few minutes. The big, bad mouse came out of a hole in the wall.

“Hey, kitty, kitty, kitty. Whatcha got there?” the big, bad mouse said.

“This is my new toy, “ the third kitten said.

“Why don’t you toss it over here?” the mouse asked.

The third kitten answered, “I will never give over my toy! Not for all the catnip in the world!”

“Then I’ll just have to steal it from you!” said the mouse.

The mouse ran over to the third kitten’s toy and tried to steal it from her paws. The kitten kicked the stuffed mouse over to the big, bad mouse. When the big, bad mouse saw the toy, he thought it was a dead mouse! He ran out of the garage and down the street as quick as lightning. The three kittens laughed and cheered! They knew that big, bad mouse would never bother them again.

## Response Journals Scoring Guide

Content Checklist (100 Points)			
In my response journal, I:	Points	Author Initials	Teacher Scores
<input type="checkbox"/> tell about my feelings, opinions, or predictions about the story.	20		
<input type="checkbox"/> talk about specific parts of the story (characters, setting, problem, events, resolution and ending).	40		
<input type="checkbox"/> explain or use details to support my responses.	40		
<b>Total Score:</b>			

### Response Suggestions

#### Responding to the Whole Story

Does this story remind you of another story? Which one? How?  
 Does anything puzzle you about the story? Explain.  
 What would you change about the story if you could? Why?  
 What do you like best or least about the story? Explain.  
 How does this story make you feel? Explain.

#### Responding to the Story Elements

##### Characters

Who is your favorite or least favorite character? Why?  
 Who do you like? Who do you not like? Explain.  
 Are you like any of the characters? How?  
 Are the characters like anyone you know? How?  
 Would you do what the characters did? Why or why not?  
 Are these characters believable? Do they act like real people? Explain.  
 Do you think any of the characters made a bad decision? A good decision? Explain.

##### Setting

Does the setting remind you of somewhere you have been? Tell how.  
 Do you think the author described the setting well? Explain.  
 Is the setting an important part of this story? How?  
 Would you like to be in a setting like this? Why or why not?

##### Problem

Have you ever had a problem like this? What?  
 How would you solve the problem?

##### Events

Would you do the same things that the characters did? Why or why not?  
 Did any of the events surprise you? Which ones? Why?  
 Did you predict any of the events? Which ones? What clues did you use?

##### Resolution and Ending

Did the ending surprise you? Why or why not?  
 Did you like the ending? Why or why not?  
 Would you like the story to end differently? How?



## Personal Stories

### Summary

The students will write stories about actual events in their lives. Their stories will contain story elements within the beginnings, middles, and ends of their narratives. In the Craft Lesson, the students will learn to use dialogue correctly in their stories.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Choose a book-publishing option from Appendix C: How to Publish Student Books, and gather the necessary materials.
- Detach the Quick Check portion of the Teamwork page. **CL**
- Obtain chart paper and marker. **CL**
- Find a picture(s) from a magazine, newspaper, or catalog that includes people or animals that look as if they could be talking to one another. **CL**

### Teacher Presentation: Set the Stage

- Remind the students that they wrote diary, or journal, entries in the first lesson of this unit. Use Think-Pair-Share to ask the students what kinds of things they wrote about in their journals.
- Explain to the students that even though journals and other personal writing are private and not meant for other people to see, sometimes authors take ideas and personal events from their journals and turn them into stories to be published.
- Tell the students that this week they will take events from their own lives and write stories about them. Explain that they will publish the stories in individual books and then host a Meet Our Class day. Tell the students that on that day they will invite another class to visit them and they will read their personal stories to the visiting students.

- Remind the students that their personal stories will have the same general characteristics as other stories. Use Think-Pair-Share to have the students consider the topic, audience, form, and purpose for their personal stories.

**Personal stories are stories about real people and events. What three parts do all stories have? [*Beginning, middle, and end.*] We know that all stories contain story elements. What are the story elements? Do you think that when people write personal stories they want their readers to learn facts from the stories or just read them for enjoyment? Who will be reading your stories? You will need to make sure your story is about something that will interest your audience.**

- Explain to the students that one way to make a story more interesting is to add dialogue.





## Dialogue

## Craft Lesson

## Teacher Presentation

- Show the students the picture(s) from the magazine, newspaper, or catalog. Use Think-Pair-Share to have them imagine what the people or animals might be saying if they were talking to one another. Have the students make up names for the characters. If necessary, model an example for them. (Sample of a man and a dog looking at each another: Digger, I'm sorry you can't chase the cat Tony said.)
- Write the students' responses on the board, leaving out the correct dialogue punctuation. Write at least three sentences on the board.
- Explain that adding dialogue to a story makes it more interesting, just as it does for these pictures. Tell them it lets the reader learn more about the characters. Tell the students that when dialogue is used in a story, the reader can make clearer mind movies. Explain that there is a certain way to punctuate dialogue.
- Display the Dialogue Sentences transparency. Read them aloud or ask a volunteer to read them aloud.
- Explain that these are examples of dialogue. Use Think-Pair-Share to ask the students what is the same in all the sentences. [*Quotation marks.*] Tell the students that the quotation marks always go around the words that a character says. Point out that the first word of the quotation is always capitalized.
- Direct the students' attention to the first sentence. Explain that this is a statement. Point out that there is a comma after *said* and a period inside the quotation marks to end the sentence.
- Ask the students to look at the second sentence. Tell the students that this is a statement too, but this time a comma is used at the end of the quotation and the period is at the end of the sentence. Explain that the punctuation is different in the sentences because of the placement of the quotations and speaker tags within the sentences.
- Have the students look at the third and fourth sentences. Use Think-Pair-Share to have the students identify what kinds of sentences they are. [*The third sentence is a question, and the fourth sentence is an exclamation.*] Explain that exclamation points and question marks are always placed inside quotation marks in dialogue.
- Point out the words *asked* and *screamed*. Explain that these are examples of words that can be substituted for *said*. Use Think-Pair-Share to have the students generate other substitutions. [*Sighed, yelled, cried, etc.*]
- Ask the students to look at the sentences that you wrote on the board earlier. Explain that you want to add the correct punctuation to the sentences.

**Dialogue Sentences**

Brent said, "I will finish my homework after dinner."

"Put the vase down," Dad insisted.

Kwame asked, "What time is it?"

"Watch out for that big wave!" Peter screamed.

- Model how to rewrite the first sentence with correct punctuation. (Sample: “Digger, I’m sorry you can’t chase the cat,” Tony said.) Have the students help you rewrite the second sentence.
- Have the students work in teams to rewrite the remaining sentences correctly. Use Numbered Heads to check their responses, and add the correct punctuation to the sentences on the board.
- Review with the students how to punctuate dialogue. Remind the students that they will use dialogue to make their personal stories more interesting.

#### Team Practice

- Distribute the Teamwork handout to the students. Have the students look at the Team Practice section.

#### Team Practice

1. Roger said where is my raincoat
2. Did you take out the trash Dad asked
3. Penny yelled catch the ball
4. I said Parker is not on the bus today
5. What is her first name Kayla asked.

- Point out that the sentences include dialogue that is not punctuated. Explain to the students that you want them to work in teams to discuss how to rewrite the sentences to include the correct punctuation. Tell the students that after they agree on the correct punctuation, each teammate should write the sentences in his or her journal.
- When the students have finished, use Numbered Heads to check responses. Give appropriate feedback to the responses.

#### Team Mastery

- Ask the students to look at the Team Mastery section of Teamwork. Explain that they will follow the same process for these sentences, but this time they will add punctuation to the sentences, rewriting them in their journals, and then share their answers with their teammates.

#### Team Mastery

1. Ready or not here I come Mark called
2. Mrs. Nemsik asked is everyone ready for the spelling test
3. The cheerleaders yelled go team
4. Crystal, I like your outfit Tiffany said
5. Will you join us for dinner said Mr. Reed

- Allow the students time to complete the task. Review the students’ responses using Numbered Heads. Give appropriate feedback.

#### Quick Check

- Tell the students that it is time for Quick Check. Pass out 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.
- Explain to, or remind the students, that if their score is 80 or more, they are ready to include dialogue in their writing. Tell the students 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 Sheet. Follow up with students who did not score at least 80 points.



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### Craft Lesson Scoring Guide

**100 points:** All of the sentences are written in dialogue form with the correct punctuation.

**90 points:** At least four of the sentences are written in dialogue form with the correct punctuation.

**80 points:** At least three of the sentences are written in dialogue form with the correct punctuation.

If the student does not show an understanding of using correct dialogue form, 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.

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## Personal Stories

### Teacher Presentation: Writing Instruction

- Explain that in a personal story, the author writes about an event that really happened to him or her. Remind the students that a personal story has a beginning, a middle, and an end, and contains story elements. If necessary, review the story elements with the students.
- Distribute the “Not Just Another Day” handout. Read it or ask a student to read it aloud.

### Not Just Another Day

Every day Waylon and I walk home from school together. Most of the time it’s a pretty boring walk. Mrs. Finch, the crossing guard, helps us cross Westgate Road. Then we walk along Laurel Drive until we get to our apartments. But Thursday was a different story.

Waylon and I were about a block away from our homes when we saw something black on the sidewalk.

“I think that’s a wallet,” Waylon said.

As we got closer we saw that it was a wallet. Waylon picked it up and looked inside. There was a driver’s license inside. It belonged to a woman named Zoe Barr. It had lots of credit cards and some money too.

“What should we do with it?” I said.

Waylon answered, “We have to get this wallet back to her. She is going to need it.”

Waylon and I didn’t know how we would get the wallet back to Zoe Barr. We knew that we could give the wallet to a police officer, but there wasn’t an officer around. The police station was only a mile from our homes, but there was a problem with that. I had to go right home after school, and Waylon’s mom didn’t let him ride his bike by himself.

“We could call Zoe Barr, “ I suggested.

Waylon said, “We don’t have her number, Devon. How can we call?”

“Well, we have her name and address. We can look her up in the phone book.”

Waylon came to my house and we looked up Zoe in the phone book. We called the number and an answering machine picked up.

“Leave her a message,” I said to Waylon. Waylon hung up the phone instead.

“What are you doing? I told you to leave a message!”

“You do it, Dev. Call back and you leave the message,” Waylon demanded.

Waylon and I both hate talking on the phone. It is even worse to have to talk to someone you don’t know.

I said, “How about we call when my mom gets home. Then she can leave the message.”

My mom got home about an hour later.

After I told her the whole situation, she said, “Devon, I think you should call Ms. Barr. It would be a good learning experience for you.”

I hate when she says that! I didn’t think that I needed to learn from this experience, but I knew there was no discussing it with her.

I dialed the number again. The phone rang. I rehearsed what I would say on the answering machine.

“Hello,” said a woman.

“Oh. Ah. Hi,” I stammered. It was a real person, not a machine! “Ah, can I speak to Zoe Barr please?”

“This is Zoe,” the woman answered.

“My name is Devon White. I think I have your wallet. I found it on the sidewalk on my way home from school,” I told her.

“That’s wonderful!” Zoe exclaimed. “I was worried about it all day. Where did you find it?”

I told Zoe where Waylon and I found her wallet. She decided that it must have fallen out of her purse when she reached for her cell phone. I told Zoe that she would have to talk to my mom to get directions to our apartment so she could pick up her wallet. When Zoe got to our house, she thanked Waylon and me for finding her wallet. She also said that we were very good detectives to find her phone number. She gave each of us a \$10 reward.

- Have the students work in teams to identify the story elements as they occur in the beginning, middle, and end of the story. Use Numbered Heads to share responses.

- Use Think-Pair-Share to ask the students who is telling this story and how they know. If necessary, point out that this is Devon’s personal story; it is about an event that happened in his life. Point out that this story is written in first person and that they should also write their personal stories in first person. If necessary, review first-person point of view with the students.
- Ask the students if they could make vivid mind movies as they read the story. Have them work in teams to identify details that helped them to create vivid mind movies. Use Numbered Heads to share responses. If necessary, remind them that dialogue can also help readers make vivid mind movies.
- Review with the students what will be in their personal stories: story elements in the beginning, middle, and end; events that are real; the first-person point of view; dialogue; and details to help the reader create vivid mind movies.
- Discuss with the students which characteristics they think should be rated more highly than others in the Content Checklist. Ask them to consider which they think would be more important in making a better story.
- Distribute the scoring guide, and point out the items and scores in the Content Checklist. If you wish, have the students adjust the points to match their discussion of importance.

Content Checklist (80 points)	
My personal story:	
<input type="checkbox"/> has story elements in the beginning, middle, and end.	<b>20</b>
<input type="checkbox"/> tells about an event in my life.	<b>15</b>
<input type="checkbox"/> is written in first person.	<b>10</b>
<input type="checkbox"/> includes dialogue.	<b>20</b>
<input type="checkbox"/> has details to help the reader create vivid mind movies.	<b>15</b>

## Prewriting

- Tell the students that they are ready to plan their personal stories.
- Remind the students that personal stories are about problems or goals that the authors have experienced. Explain that as in other stories, the events and endings tell how the problems were solved or the goals were met. Give specific examples of problems or goals in your own life, and how they were resolved or met. Ask the students for examples of their own.
- Use Think-Pair-Share to have the students think of a problem or goal to write about in their stories.
- Use Think-Pair-Share to have the students identify the settings, characters, and events of their stories, including how their problems were resolved or how their goals were met. Model if necessary.
- Use Think-Pair-Share to have the students identify the TAP-F information for their personal stories. Model if necessary.
- Use Think-Pair-Share to ask the students what graphic organizer they should use to plan their personal stories. [*Story map.*]
- Remind the students to include the TAP-F information on their story maps. Model completing a story map with your own plans to the extent necessary, as shown in the example below.

---

**Topic:** baking pizza  
**Purpose:** to entertain

---

**Audience:** other students in the school  
**Form:** personal story

---

### Story Map

---

**Setting:** kitchen

---

**Characters:** me  
Aunt Mary  
Emily  
Luanne

---

**Problem:** didn't know what to have for dinner

---

**Event 1:** went to Aunt Mary's house

---

**Event 2:** she didn't have anything for us to eat for dinner

---

**Event 3:** Luanne wanted to make pizza

---

**Event 4:** went to the store to buy ingredients

---

**Event 5:** Emily rolled the dough

---

**Solution:** we each made our own mini-pizzas with any toppings we wanted

---

- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.

- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

## Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they will read their stories to students from another class. Remind them that one way to make their stories more interesting is to include dialogue and interesting details. Explain that these techniques will also help their audiences make vivid mind movies.
- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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



### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

## Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- Tell the students that they are now ready to publish their personal stories.
- Follow the directions provided in Appendix C. As students rewrite their stories, have them include their edits and any revisions that you may have suggested.
- Remind the students to initial the publishing step on their scoring guides when finished.
- Have the partners practice reading their personal stories to each other. Remind the students that they should read their stories with expression. Model if necessary.
- Schedule a day to have another class visit. If necessary, reorganize your classroom furniture to accommodate guests and readers.
- Celebrate by having the students read their personal stories to the students from the other class.



## Dialogue

### Dialogue Sentences

Brent said, "I will finish my homework after dinner."

"Put the vase down," Dad insisted.

Kwame asked, "What time is it?"

"Watch out for that big wave!" Peter screamed.



## Dialogue

### Teamwork

#### Team Practice

1. Roger said where is my raincoat
2. Did you take out the trash Dad asked
3. Penny yelled catch the ball
4. I said Parker is not on the bus today
5. What is her first name Kayla asked.

#### Team Mastery

1. Ready or not here I come Mark called
2. Mrs. Nemsik asked is everyone ready for the spelling test
3. The cheerleaders yelled go team
4. Crystal, I like your outfit Tiffany said
5. Will you join us for dinner said Mr. Reed



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#### Quick Check

1. Watch out for the car Ian shouted.
2. My favorite color is purple Maria said.
3. Joshua asked can I go to the zoo with you
4. Stop bothering me yelled Renee
5. Quincy said I leave for Texas on Tuesday



### Not Just Another Day

Every day Waylon and I walk home from school together. Most of the time it's a pretty boring walk. Mrs. Finch, the crossing guard, helps us cross Westgate Road. Then we walk along Laurel Drive until we get to our apartments. But Thursday was a different story.

Waylon and I were about a block away from our homes when we saw something black on the sidewalk.

"I think that's a wallet," Waylon said.

As we got closer we saw that it was a wallet. Waylon picked it up and looked inside. There was a driver's license inside. It belonged to a woman named Zoe Barr. It had lots of credit cards and some money too.

"What should we do with it?" I said.

Waylon answered, "We have to get this wallet back to her. She is going to need it."

Waylon and I didn't know how we would get the wallet back to Zoe Barr. We knew that we could give the wallet to a police officer, but there wasn't an officer around. The police station was only a mile from our homes, but there was a problem with that. I had to go right home after school, and Waylon's mom didn't let him ride his bike by himself.

"We could call Zoe Barr, " I suggested.

Waylon said, "We don't have her number, Devon. How can we call?"

"Well, we have her name and address. We can look her up in the phone book."

Waylon came to my house and we looked up Zoe in the phone book. We called the number and an answering machine picked up.

"Leave her a message," I said to Waylon. Waylon hung up the phone instead.

## Not Just Another Day *continued*

“What are you doing? I told you to leave a message!”

“You do it, Dev. Call back and you leave the message,” Waylon demanded.

Waylon and I both hate talking on the phone. It is even worse to have to talk to someone you don’t know.

I said, “How about we call when my mom gets home. Then she can leave the message.”

My mom got home about an hour later.

After I told her the whole situation, she said, “Devon, I think you should call Ms. Barr. It would be a good learning experience for you.”

I hate when she says that! I didn’t think that I needed to learn from this experience, but I knew there was no discussing it with her.

I dialed the number again. The phone rang. I rehearsed what I would say on the answering machine.

“Hello,” said a woman.

“Oh. Ah. Hi,” I stammered. It was a real person, not a machine! “Ah, can I speak to Zoe Barr please?”

“This is Zoe,” the woman answered.

“My name is Devon White. I think I have your wallet. I found it on the sidewalk on my way home from school,” I told her.

“That’s wonderful!” Zoe exclaimed. “I was worried about it all day. Where did you find it?”

I told Zoe where Waylon and I found her wallet. She decided that it must have fallen out of her purse when she reached for her cell phone. I told Zoe that she would have to talk to my mom to get directions to our apartment so she could pick up her wallet. When Zoe got to our house, she thanked Waylon and me for finding her wallet. She also said that we were very good detectives to find her phone number. She gave each of us a \$10 reward.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Personal Stories Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My personal story:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> has story elements in the beginning, middle, and end.	20			
<input type="checkbox"/> tells about an event in my life.	15			
<input type="checkbox"/> is written in first person.	10			
<input type="checkbox"/> includes dialogue.	20			
<input type="checkbox"/> has details to help the reader create vivid mind movies.	15			
<b>Partner Ratings Key:</b> ? missing or needs to be improved      ✓ here and complete      + here, complete, and outstanding				

Editing Checklist (20 Points)				
I checked my personal story for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				





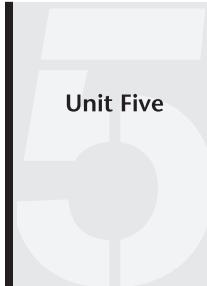
## Unit Five

# Persuasive Writing



We encounter examples of persuasive writing every day. However, children are not often aware of the influence of this type of writing until they learn how it is done and why. Learning how words, persuasive techniques, and logical reasoning can influence a reader's thinking—in ways that are good and bad—help the students become more critical of persuasive language. The skills the students learn in this unit are valuable reasoning skills as well as tools for writing.

## Activities and Craft Lessons



Unit Five

- **Letter to a Family Member**  
Craft Lesson: Persuasive Words
- **Book Reviews**  
Craft Lesson: Writing Summaries
- **Travel Brochure**  
Craft Lesson: Organizing Information

## Notes About Instruction

In the first activity of this unit, Letter to a Family Member, the students will write letters to persuade their families to participate in activities of the students' choosing. The students will move from there to the Book Reviews activity. Here they will choose books they recently read, decide whether they liked them, and write reviews of them. The reviews will incorporate summaries of the books. Finally the students will travel out of this world to write their Travel Brochures. They will create different places and activities and then try to entice people to visit their unknown worlds.

## How to Introduce the Unit

- Tell the students that the next kind of writing they will do is called persuasive writing.
- Ask the students what the word *persuade* means, and ask them if they can think of a time when they persuaded someone to do something.
- Use Think-Pair-Share to have the students identify something that is written to persuade people. [*Advertisements, movie or book reviews.*]
- Tell the students about the writing activities in which they will participate in this unit.



## Letter to a Family Member

### Summary

The students will write letters to their families persuading them to participate in family outings of the students' choosing. In the Craft Lesson, the students will learn to make a paragraph more persuasive by adding certain words.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make copies and transparencies of materials found at the end of the activity.
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. **CL**
- Write the persuasive words found at the end of the lesson on chart paper. **CL**

### Teacher Presentation: Set the Stage

- Use Think-Pair-share to ask the students how they convince their parents to let them do or have something.

**I am sure that you have all asked your parents for something that you wanted or asked their permission to do something. What do you do if at first they say no? Do you ask in a different way? Do you promise to do something in return, like wash the dishes or walk the dog, to get what you want?**

- Explain that when the students ask their parents for what they want in another way after being told no, they are trying to persuade them.
- Tell the students that they are going to write letters to their families to try and persuade them to participate in family outings of the students' choosing. Tell them that after they finish the letters, they will deliver the letters and see if they were able to persuade their families.

- Use Think-Pair-Share to ask the students questions about the topic, audience, and purpose of their letters.

**What do you like to do with your family? What games do you like to play with them? What is your favorite place to go to with your family?** Listen to the students' responses. **You will choose one of those things to try to persuade your family to do with you. What would you have to write to convince, or persuade, your family to do this activity with you? Do you think you can persuade them? What do you hope will happen after your families read your letters?**

- Explain to the students that there are words that they can include in their letters that will help persuade their families.



Persuasive Words

Craft Lesson

Teacher Presentation

- Write the phrases *new game* and *fantastic new game* on the board. Use Think-Pair-Share to ask the students which game they would like to play and why.
- Tell the students that the second phrase had a persuasive word in it: *fantastic*. Explain that they will see how certain words can help them persuade someone to do something.
- Display the Letters transparency. Read or ask a student to read the letters aloud.

Letters

Letter #1

December 12, 2000

Dear Football Fans Magazine,  
I read about your contest to meet Todd Simpson. I would like you to choose me because I am a fan of Todd's. If I were picked, I would ask him to play a game of football with my friends and me. I am a good choice to win this contest.

Sincerely,  
Miguel Hernandez

Letter #2

December 12, 2000

Dear Football Fan Magazine,  
I read about your contest to meet Todd Simpson. I would like you to choose me as the winner because I am Todd's biggest fan. If I were picked, I would ask him to play an exciting game of football with my fun friends and me. In my opinion, I am the best choice to win this contest.

Sincerely,  
Miguel Hernandez

- Use Think-Pair-Share to ask the students which letter is more persuasive. [*Second.*]
- Explain that Miguel's second letter includes persuasive words. Tell the students that persuasive words make the reader want something or convince the reader that you should have what you're asking for.
- Display the "Persuasive Words" chart. Explain that these are some words that the students can use to persuade their audiences.
- Read the words to the students, and ask the students if they can think of any other examples of persuasive words. Write their ideas on the chart.
- Direct the students to look at the second letter on the transparency. Tell the students that you would like their help in identifying the persuasive words in this letter.
- Model finding the persuasive word *biggest*, and circle it on the transparency.

- Ask the students to work in teams to identify other persuasive words that were used to improve the letter. Use Numbered Heads to check responses, and circle the persuasive words.
- Tell the students that for Teamwork they will add persuasive words to passages to make them more appealing to the audiences.

### Team Practice

- Distribute the Teamwork handout to the students. Have the students look at the Team Practice section.

#### Team Practice

May 12, 2003

Dear Aunt Mary,

I am writing to invite you to my birthday party on June 6th. I know you live far away, so I wanted to give you time to plan your trip. We will eat cake and play games. I hope you can come.

Love,  
Lenore

- Explain that you want the students to work in teams to rewrite the letter to include at least four persuasive words. Point out that teammates may use different words when rewriting the letter if the team agrees that the words are persuasive.
- Allow time for the students to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce appropriate changes and to correct errors.

### Team Mastery

- Ask the students to look at the Team Mastery section of Teamwork. Explain that they will follow the same process for this passage that they did in Team Practice, but this time they will work on it individually and then share it with their teammates.

#### Team Mastery

There is a new toy called the Speeder. It is a sled that goes down a hill quickly. A lot of kids have already bought them. If you buy one right now, you can get a second Speeder for half the cost.

- Allow 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 Numbered Heads, and give appropriate feedback.

### Quick Check

- Tell the students that it's time for Quick Check. Pass out 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.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use persuasive words 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.



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### Craft Lesson Scoring Guide

**100 points:** At least four persuasive words were added.

**90 points:** At least three persuasive words were added.

**80 points:** At least two persuasive word were added.

If the student does not show an understanding of persuasive words, 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.

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## Letter to a Family Member

### Teacher Presentation: Writing Instruction

- Tell the students that they will now have a chance to see a persuasive letter that is written to a family member.
- Display the Dear Grampy transparency and read the letter aloud.

## Dear Grampy

January 16, 2004

Dear Grampy,

How are you feeling today? I hope your cold is gone. I am so excited that we are coming to visit you in February. When we are there, can we go to the Popcorn Palace? I haven't been there since they added the new Popcorn Land. I hear it is terrific! Everything is made of popcorn—the people, the cars, the houses, EVERYTHING! I know that the whole family would really enjoy going there, and it would give us time together. Also, we can get discount tickets at the grocery store to save us a lot of money. From my point of view, it's a great trip for the whole family. See you soon.

Love,  
Ophelia

- Point out that a lot of persuasive words were included in the letter. Ask the students to work in teams to identify the words. Use Numbered Heads to check the teams' responses, and circle the persuasive words on the transparency.
- Use Think-Pair-Share to ask the students what Ophelia wants her Grampy to do [*Take her family to the Popcorn Palace.*] and what reasons she used to persuade him that it would be a good trip for the family. [*New Popcorn Land, time with the family, discount on tickets.*]
- Tell the students that Ophelia appealed to her audience in this letter. Explain that she chose reasons that might be important to her grandfather; she might have picked different reasons if she had been trying to persuade someone else.
- Review the parts of a letter: date, greeting, body, and closing.
- Review the characteristics of a persuasive letter (identifies an activity; gives at least three reasons that appeal to the audience; includes persuasive words; and includes the parts of a letter) with the students.



- Ask the students if they think some of these characteristics should be rated higher than others in the Content Checklist. Ask them to consider which they think would be more important in writing a persuasive letter.
- Distribute the scoring guide, and point out the items and scores in the Content Checklist. If you wish, have the students adjust the points to match their discussion of importance.

Content Checklist (80 points)	
My letter to a family member:	
<input type="checkbox"/> identifies an activity.	<b>10</b>
<input type="checkbox"/> tells where the activity takes place.	<b>10</b>
<input type="checkbox"/> gives at least three reasons that appeal to the audience.	<b>30</b>
<input type="checkbox"/> includes persuasive words.	<b>25</b>
<input type="checkbox"/> includes the parts of a letter (date, greeting, body, and closing).	<b>5</b>

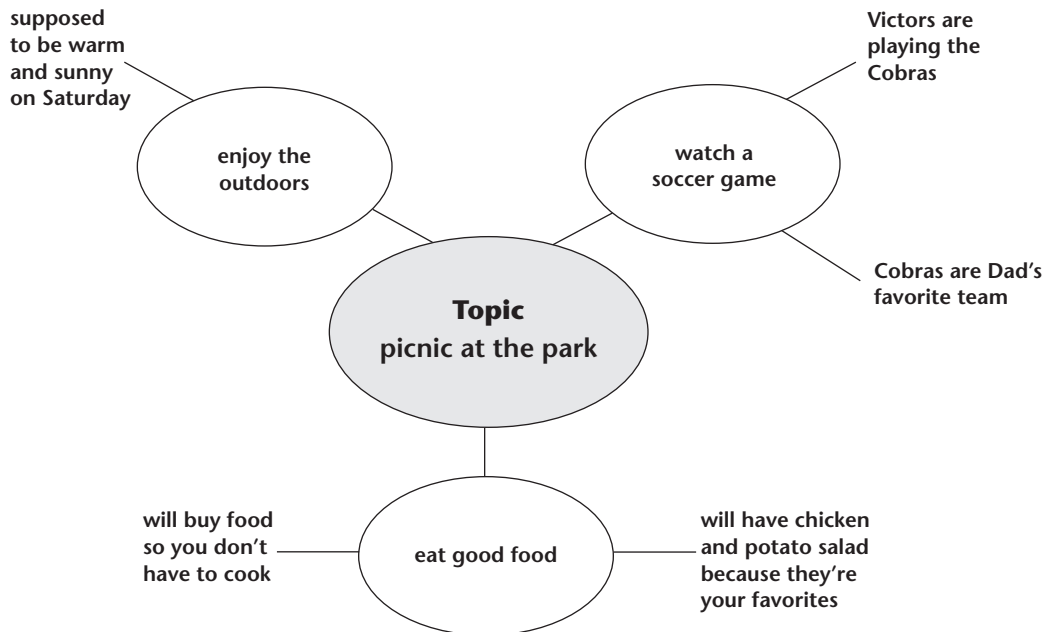
## Prewriting

- Tell the students that they are ready to plan their letters.
- Use Think-Pair-Share to have the students discuss what activity they will ask their families to do with them.
- Use Think-Pair-Share to have the students identify at least three reasons that the activity would be good for their families. Remind them to keep their audiences in mind when they are considering the reasons.
- Use Think-Pair-Share to have the students identify the TAP-F information for their letters. Model if necessary.
- Use Think-Pair-Share to have the students identify the purpose of these letters. *[Writing to persuade their families to join them in activities.]* Explain that a web graphic organizer will help them organize the reasons they decide to use to persuade their readers.
- Have the students use a graphic organizer to plan their letters. Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

**Topic:** activity with family  
**Purpose:** to persuade

**Audience:** Mom  
**Form:** letter

### Web



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they have a better chance of persuading their family members if they add persuasive words to their letters. Post the persuasive word chart from the Craft Lesson.
- Have the students write a first draft, skipping lines to leave room for comments and revision notes. Model if necessary.

- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

- Have one student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate responding first 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 using the items on the Content Checklist. First, comment on one feature from the Content Checklist that the student has included and/or done well. Depending on your students, ask one or two of them to make similar observations about strengths, using the items on the Content Checklist.
- Next, comment on one item from the Content Checklist that the student needs to include and/or improve on. Depending on your students, ask one or two of them to make similar observations.

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to the partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.

- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by reading their work fluently.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

## Editing

### Teach the language mechanics lesson here.

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- Prepare the following materials per student
  - 1 envelope
  - stamp if needed
- Tell the students that they are now ready to publish their letters.
- Have the students recopy their work. Tell the students to make sure they include all of their revisions and edits and any revisions you may have suggested.
- Have the students address their envelopes and hand deliver or mail them to the appropriate person.
- Celebrate completing the letters.
- Allow time during class to let the students share if their letters persuaded their families to do the activities.



## Letters

### Letter #1

December 12, 2000

Dear Football Fan Magazine,

I read about your contest to meet Todd Simpson. I would like you to choose me because I am a fan of Todd's. If I were picked, I would ask him to play a game of football with my friends and me. I am a good choice to win this contest.

Sincerely,  
Miguel Hernandez

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### Letter #2

December 12, 2000

Dear Football Fan Magazine,

I read about your contest to meet Todd Simpson. I would like you to choose me as the winner because I am Todd's biggest fan. If I were picked, I would ask him to play an exciting game of football with my fun friends and me. In my opinion, I am the best choice to win this contest.

Sincerely,  
Miguel Hernandez



## Persuasive Words

### Word List

exciting

announcing

bargain

challenge

easy

first, second, third, etc.

free

from my point of view....

hurry

important

improvement

in my opinion....

introducing

it's here

just arrived

last chance

miracle

now

quick

terrific

sensational

suddenly

the truth about



## Persuasive Words

### Teamwork

#### Team Practice

May 12, 2003

Dear Aunt Mary,

I am writing to invite you to my birthday party on June 6th. I know you live far away, so I wanted to give you time to plan your trip. We will eat cake and play games. I hope you can come.

Love,  
Lenore

#### Team Mastery

There is a new toy called the Speeder. It is a sled that goes down a hill quickly. A lot of kids have already bought them. If you buy one right now, you can get a second Speeder for half the cost.



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#### Quick Check

Leaf Peak Elementary School is having a fair. There will be a petting zoo for the small kids. There will be games to play. Hot dogs, pizza, and nachos will be available to eat.





## Letter to a Family Member

### Dear Grampy

January 16, 2004

Dear Grampy,

How are you feeling today? I hope your cold is gone. I am so excited that we are coming to visit you in February. When we are there, can we go to the Popcorn Palace? I haven't been there since they added the new Popcorn Land. I hear it is terrific! Everything is made of popcorn—the people, the cars, the houses, EVERYTHING! I know that the whole family would really enjoy going there, and it would give us time together. Also, we can get discount tickets at the grocery store to save us a lot of money. From my point of view, it's a great trip for the whole family. See you soon.

Love,  
Ophelia

Name \_\_\_\_\_

Date \_\_\_\_\_

## Letter to a Family Member Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My letter to a family member:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> identifies an activity.	10			
<input type="checkbox"/> tells where the activity takes place.	10			
<input type="checkbox"/> gives at least three reasons that appeal to the audience.	30			
<input type="checkbox"/> includes persuasive words.	25			
<input type="checkbox"/> includes the parts of a letter (date, greeting, body, closing).	5			
<b>Partner Ratings Key:</b>		? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding

Editing Checklist (20 Points)				
I checked my letter for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				




## Book Reviews

### Summary

The students will write book reviews for books that they either recommend or don't recommend reading. In the Craft Lesson, the students will write summaries of short stories, choosing the important events.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Obtain copies of several reviews of children's books, selecting those that include story summaries and persuasive comments about the book. You can find these in magazines such as *Booklist*, *Publisher's Weekly*, and *Kirkus Reviews*. Additional resources (including reviews by children) are available on the Internet, e.g., [www.kidsreads.com](http://www.kidsreads.com) (reviews), [www.eduplace.com](http://www.eduplace.com) (Houghton Mifflin's Kid's Place, kids' reviews) and [Worldreading.org](http://Worldreading.org) (Ann Arbor District Library). Libraries also include resource guides for reviews of children's literature; your librarian can help you locate these guides.
- Select a website that posts children's book reviews for the publication part of this activity. The Houghton Mifflin and Ann Arbor District Library websites mentioned above offer this service. If Internet publication is not an option, revise the publication suggestion here to create team books of the reviews and place these in your school library.
- Obtain chart paper and a marker. 

### Teacher Presentation: Set the Stage

- Use Think-Pair-Share to ask the students how they pick books to read.
- Use Think-Pair-Share to ask the students what someone could say about a book that would persuade them to either read it or not.

**Let's say you are looking for a book to read, but you don't know which one to pick. What could someone say to you that would persuade you to read it?** Listen to the students' responses. **What could someone say that would persuade you not to read it?** Listen to the students' responses.

- Read aloud the book reviews that you obtained, and ask the students if these books sound interesting to them or not and why. Explain that these book descriptions are called reviews, and authors called reviewers write them.
- Use Think-Pair-Share to ask the students about the topic, audience, form, and purpose for book reviews.

**One way that people decide what books to read is by reading book reviews in newspapers, in magazines, or on the Internet. A book review tells something about the story and what the author thinks about it. How long were the book reviews that I read? Were they as long as a story or more like a paragraph? Why do people write book reviews? Why would people choose to read them? What kinds of things could a reviewer say to persuade you to read a book? What kind of things could a reviewer say to persuade you *not* to read a book?**

- Tell the students that they will be writing book reviews to persuade students from other classes to either read a book that they really liked or not read a book that they did not like. Explain that they will submit their reviews to websites that post kids' reviews, and you will display a list of their review titles and the websites in their school library.
- Explain that the students will need to summarize the books they review as part of their reviews.



## Writing Summaries

### Craft Lesson

#### Teacher Presentation

- Ask the students to think of their favorite books or movies, and have them tell their partners about them.
- Use Think-Pair-Share to ask the students if they told their partners the entire stories or just parts of them and how they decided which parts to tell. [*Just told the favorite or important parts.*]
- Explain that when you tell someone about a book or movie, you tell a very short version of the story in your own words. Tell the students that to do that, they need to pick out the important parts from the beginning, middle, and end of the story. Tell the students that this is called summarizing.
- Explain that summaries can be written too. Display the Summary transparency and read it aloud to the students.

#### Summary

Fisher Tyler is a very good skier. He wants to try out for the ski team. At tryouts the coach of the team tells all the boys and girls that each person will get to ski down the hill only one time. When Fisher takes his run down the hill, he falls, so he is asked to leave the tryouts. The next Saturday, Fisher goes skiing with his friends, and the coach happens to be there. The coach sees Fisher skiing and thinks he's great. The coach offers Fisher the last spot on the team. Fisher goes on to win the state championship for the team.

- Point out that this summary tells about only the important ideas and events in the story, the story elements, and nothing more.

**This summary includes the most important ideas and events in the story. From reading it we know who the main character is, where he is, his problem, important events, and how his problem is solved. The summary doesn't give extra information to make the story interesting, like what Fisher is wearing or the name of his school. That type of information doesn't belong in a summary because it is not part of the story elements.**

- Also point out that the summary doesn't copy sentences from the story; the summary is written in the author's own words.
- Distribute a copy of Another Exploration to each team. Explain that this is a story that you want the students to help you summarize. Read or ask a student to read the story aloud.

#### Another Exploration by Phyllis Miller

Damien was an explorer. He liked to pretend that he was on dangerous explorations as he walked home from school. He never took the shortest route home. He would always go through the park or wander through the woods. He did this so often that his parents were used to it and were never worried about him. Then one day something happened.

School closed early on Thursday because it was snowing very hard. Damien was so excited! That meant that he could spend more time exploring in the woods. He walked into the woods and noticed things he had never seen before. Some trees had fallen down, animals were building new homes, and the creek was frozen. Damien

walked around the woods for hours! Then he realized it was getting dark and he thought about going home.

Damien looked around and started getting nervous. He had no idea where he was! He ran one way and then the other. He screamed for help, but the scream sounded like a whisper because of all the snow. Damien was terrified that no one would even know that he was missing. Damien stopped moving and looked around. He noticed the old oak tree that he used to sit under. He walked toward it, and then he saw other familiar things in the woods—the beaver’s den, the red flag that hung on the pine tree for years, and the big rock. He knew once he passed the big rock he was out of the woods.

Damien made it home, and his parents hugged him when he walked through the door. They were frightened because they didn’t know where Damien had been. Damien told them about his trip into the woods. They all decided that Damien would not wander too deep into the woods again.

- Remind the students that when you write a summary of a story, you pick out the most important ideas and events and write only those. Point out that identifying the story elements is a good way to decide what’s important.
- Model, using a Think Aloud, how to summarize the first paragraph. Write the summary on the chart paper.

**I will start by summarizing the first paragraph. I need to remember to pick out only the most important ideas and events and to write the summary in my own words. First, I need to reread the**

**paragraph.** Read the paragraph aloud. **I think this paragraph is about getting to know the main character, Damien. The most important parts of this paragraph are: he likes to pretend that he is an explorer; he takes lots of walks through the park and woods; and today is different from other days. I need to put those ideas into sentences now. I’ll write** write on chart paper **“Damien is a boy who likes to pretend that he is an explorer. He walks home from school through the park or the woods, but today his walk home is different from his walk on other days.”**

- Prompt the students to summarize the second paragraph with you. Ask them first to pick out the important ideas and events and then to dictate sentences to you in their own words. If appropriate, ask questions about the story elements—the problem, important events, and resolution—to help them decide what’s important. Write their sentences on the chart paper.
- Have the students work in teams to finish writing the summary. Remind them to follow the same routine that you used.
- Use Numbered Heads to listen to each team’s review and give appropriate feedback.
- Tell the students that they will write summaries of other stories for Teamwork.

#### Team Practice

- Distribute the Teamwork to the students. Have the students look at the Team Practice section.

**Team Practice**

Ray and Roy were bored one Saturday. They had already played cards and watched a movie. They had already built a huge tower of blocks and thrown balls at the tower to knock it down. And they had already played smash-up derby on their bikes. They sat in Ray's room and thought about what to do next. Then Roy had an idea.

"Let's sell lemonade!" Roy announced.

"Great idea, Roy," Ray agreed.

The boys made a huge pitcher of lemonade and added a lot of ice to make it cold. Then they made big posters that said "Lemonade 50 cents." They got some paper cups and took everything outside. Roy set up a table and Ray put up the posters.

At first no one was coming by for the boys' lemonade. Then Mr. Hopper from across the street asked if he could buy a cup.

"Wow! This is great stuff!" Mr. Hopper screamed.

Mrs. Taylor and her three children heard him and headed over to try the lemonade. Soon everyone on the street was tasting, and loving, Roy and Ray's lemonade. In fact, they had to make four more pitchers of lemonade before the day was over. Roy and Ray decided that they would sell lemonade every Saturday since it was such a great hit.

- Explain that the students will work in teams to read the story, and then they will choose and write the main ideas and events of the story in a few sentences. Remind them that identifying the story elements may help them decide what is important and that the summaries should be in their own words, not copied from the story.
- Allow time for the students to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce appropriate changes and to correct errors.

**Team Mastery**

- Ask the students to look at the Team Mastery section of Teamwork. Explain that they will follow the same process for this passage that they did in Team Practice.

**Team Mastery**

Angel heard the alarm going off, but she couldn't get out of bed. She rolled over and tried to ignore it.

"Angel, it's time for school," Tina sang. Tina was Angel's younger, perfect sister.

"Get out of my room!" Angel snapped back and threw her shoe at Tina.

Angel dreaded getting up today. Today was going to be the worst day of her life. First, it was class picture day. Angel's mom wanted her to wear the frilly dress. Kent Maguire was going to make so much fun of her for wearing that!

Then, there was the weekly spelling bee. Angel was the worst speller in the world, and she knew it. Last week Angel was the first person in the class to sit down because she misspelled *people*. Everyone knows it's *peo* not *poe*.

To top off the awful day, today was Angel’s violin lesson. She hadn’t practiced, and she knew Miss Kim was going to be angry.

“If you don’t practice, how will you ever play in the symphony?” Miss Kim would ask.

Angel didn’t want to play in the symphony.

Slowly Angel made her way out of bed, got dressed, and brushed her teeth. She went to the kitchen for breakfast. There on the table were pancakes—her favorite food of all! She looked at her mom and smiled. Angel thought, “Maybe it won’t be the WORST day of my life.”

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

### Quick Check

- Distribute the Quick Check to the students. 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 use summarizing in their writing. Tell the students 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.





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## Craft Lesson Scoring Guide

**100 points:** The summary includes the most important ideas and events in the story, does not include unnecessary detail, is written in a few sentences, and is in the student's own words.

**90 points:** The summary includes the most important ideas and events and a few extra ones, is written in a few sentences, and is in the student's own words.

**80 points:** The summary includes the most important ideas and events and many extra ones, is written in a few sentences, and is in the student's own words.

If the student does not show an understanding of summarizing, 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.

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## Book Reviews

### Teacher Presentation: Writing Instruction

- Tell the students that now they will see how a summary is included in a book review.
- Display the *My One True Love* review. Read it or ask a volunteer to read it aloud.

### **My One True Love** by Jared Quentin

The hilarious and charming book, *My One True Love*, starts where Cinderella finished. Prince Charming and Cinderella have a beautiful wedding and they live happily ever after...or so we are meant to think. When Cinderella moves into the castle, she insists on bringing all of her friends from the dungeon she used to live in, including Beatrice, the mouse. You remember Beatrice. She was one of the horses that helped Cinderella get to the ball. Beatrice looks and acts like a mouse, but she is different from other mice. And this is where the story takes a delightful twist. Beatrice is in love with Prince Charming, but Prince Charming is terrified of mice. Day in and day out, Beatrice follows Prince Charming around the castle. Every time he sees Beatrice, he screams like a baby and runs away. Finally, Prince Charming can't stand it any longer! He decides he must do something about that scary mouse. Read the wonderful *My One True Love* and find out what happens to Beatrice, Prince Charming, and Cinderella.

*Reviewed by Thomas Geller*

- Explain that in a book review, the summary of the story is not complete. Tell the students that the reviewer doesn't give away the ending of the book because that would leave no reason for the audience to read the book.
- Point out that in addition to giving the summary of the important events, a book review also states how the reviewer feels about the book, uses persuasive words that support the statement, and has a strong closing.
- Use Think-Pair-Share to ask the students if the reviewer liked the book [*Yes.*] and how that was stated at the beginning of the review. [*"The hilarious and charming book..."*] Also ask what words the reviewer used to support that statement. [*Delightful, wonderful.*]
- Explain that the purpose of a strong closing is to get the audience excited about reading the book or convince them that they shouldn't read the book. Explain that a strong closing might be a question or statement about what might happen at the end of the story, or it might be one more strong reason you don't recommend the book.

- Use Think-Pair-Share to have the students identify the strong closing in the *My One True Love* review. [*“Read the wonderful My One True Love and find out what happens to Beatrice, Prince Charming, and Cinderella.”*]
- Display The Skateboard Party transparency. Read it or ask a volunteer to read it aloud.

## The Skateboard Party by Nolan Pierce

This book is about a party, but for me the party wasn't much fun. Ralph R. Burger is a skateboard nut. He'd rather skateboard than do anything, so he plans to have his birthday party at the skateboard park. He plans what he will wear to the party, what he and the guests will eat, and even some games they can play if anyone gets tired of skateboarding. The one thing that Ralph doesn't plan, though, is what to do if it rains. The day of the party Ralph is really excited and doesn't even notice the clouds in the sky. He doesn't even think much about a few raindrops when they start to fall once they get to the park. Well, you guessed it, the guests arrive and the rain starts to pour. You'll have to read this book yourself to find out what Ralph does at this point. I wish Ralph had cancelled the party, so the book would have just ended. I love to skateboard, but I didn't like Ralph or this story. It was too much talk and too much description and not enough action for me. I like action stories, and I thought that a skateboard story would be full of it. Not so, so be warned—this story may not be your kind of party either.

*Reviewed by Anya Frisch*

- Use Think-Pair-Share to ask the students if the reviewer liked this book. [*No.*]
- Use Think-Pair-Share to ask the students what words the reviewer used to state her feelings about the book [*“wasn't much fun”; “didn't like...this story”*], what persuasive words she used to support that statement [*“too much talk and too much description,” “not enough action”*], and the strong closing [*“be warned—this story may not be your kind of party either”*].
- Review the parts of a summary (states how the reviewer feels about the book, uses persuasive words to support that statement, summarizes the story events, and has a strong closing) with the students.
- Ask the students if they think some of these elements should get more points than others in the Content Checklist. Have them consider which elements will make their reviews better and more interesting to read.
- Distribute the scoring guide, point out that these items make up the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My book review:	
<input type="checkbox"/> states my feelings about a book at the beginning.	<b>20</b>
<input type="checkbox"/> uses persuasive words to support that statement.	<b>15</b>
<input type="checkbox"/> summarizes the story without giving away the ending.	<b>25</b>
<input type="checkbox"/> has a strong closing.	<b>20</b>

## Prewriting

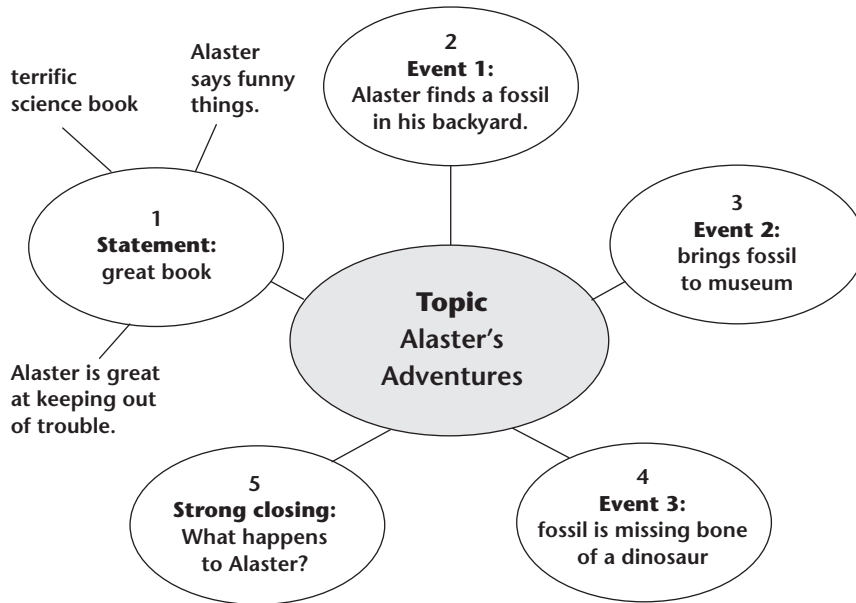
- Tell the students that they are ready to plan their book reviews.
- Use Think-Pair-Share to ask the students what books they will review and how they feel about them. Remind them that they will need to remember enough of the story to summarize it.
- Use Think-Pair-Share to have the students identify the important events from their books and the strong closing they will include in their reviews.
- Use Think-Pair-Share to have the students identify the TAP-F information for their reviews, making sure that they understand the persuasive purpose of the writing. Model if necessary.
- Explain that a web will help them organize and remember the plans they have for their reviews.
- Have the students record their plans on their webs. Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

---

<b>Topic:</b> book review	<b>Audience:</b> other students
<b>Purpose:</b> to persuade	<b>Form:</b> paragraph

---

**Web**



- When the students have completed their organizers, remind them that the information in a book review should appear in a particular order. Use Think-Pair-Share to ask the students what this order should be; have the students number the items on their web accordingly (as in the example).
- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

**Drafting**

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they are trying to persuade other students to either read or not read certain books, so they need to include persuasive words and have strong closings for their reviews.

- Have the students write a first draft, skipping lines to leave room for comments and revision notes. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- Tell the students that they are now ready to publish their book reviews. Remind them that they are going to submit these to a website that posts students' reviews. Point out that other students around the world will then be able to read their reviews.
- Have the students type their reviews on the computer, including all of their revisions and edits and any revisions that you may have suggested.
- Have the students submit their reviews to an acceptable website.
- Remind the students to initial the publishing step on their scoring guides.
- Celebrate by having the students read their reviews for the class. Also celebrate by having the class read the online reviews. Post a list of the reviews, authors, and websites in the library to share the information with others in the school.





## Summary

Fisher Tyler is a very good skier. He wants to try out for the ski team. At tryouts the coach of the team tells all the boys and girls that each person will get to ski down the hill only one time. When Fisher takes his run down the hill, he falls, so he is asked to leave the tryouts. The next Saturday, Fisher goes skiing with his friends, and the coach happens to be there. The coach sees Fisher skiing and thinks he's great. The coach offers Fisher the last spot on the team. Fisher goes on to win the state championship for the team.



## Another Exploration by Phyllis Miller

Damien was an explorer. He liked to pretend that he was on dangerous explorations as he walked home from school. He never took the shortest route home. He would always go through the park or wander through the woods. He did this so often that his parents were used to it and were never worried about him. Then one day something happened.

School closed early on Thursday because it was snowing very hard. Damien was so excited! That meant that he could spend more time exploring in the woods. He walked into the woods and noticed things he had never seen before. Some trees had fallen down, animals were building new homes, and the creek was frozen. Damien walked around the woods for hours! Then he realized it was getting dark and he thought about going home.

Damien looked around and started getting nervous. He had no idea where he was! He ran one way and then the other. He screamed for help, but the scream sounded like a whisper because of all the snow. Damien was terrified that no one would even know that he was missing. Damien stopped moving and looked around. He noticed the old oak tree that he used to sit under. He walked toward it, and then he saw other familiar things in the woods—the beaver’s den, the red flag that hung on the pine tree for years, and the big rock. He knew once he passed the big rock he was out of the woods.

Damien made it home, and his parents hugged him when he walked through the door. They were frightened because they didn’t know where Damien had been. Damien told them about his trip into the woods. They all decided that Damien would not wander too deep into the woods again.



## Teamwork

### Team Practice

Ray and Roy were bored one Saturday. They had already played cards and watched a movie. They had already built a huge tower of blocks and thrown balls at the tower to knock it down. And they had already played smash-up derby on their bikes. They sat in Ray's room and thought about what to do next. Then Roy had an idea.

"Let's sell lemonade!" Roy announced.

"Great idea, Roy," Ray agreed.

The boys made a huge pitcher of lemonade and added a lot of ice to make it cold. Then they made big posters that said "Lemonade 50 cents." They got some paper cups and took everything outside. Roy set up a table and Ray put up the posters.

At first no one was coming by for the boys' lemonade. Then Mr. Hopper from across the street asked if he could buy a cup.

"Wow! This is great stuff!" Mr. Hopper screamed.

Mrs. Taylor and her three children heard him and headed over to try the lemonade. Soon everyone on the street was tasting, and loving, Roy and Ray's lemonade. In fact, they had to make four more pitchers of lemonade before the day was over. Roy and Ray decided that they would sell lemonade every Saturday since it was such a great hit.



## Teamwork

### Team Mastery

Angel heard the alarm going off, but she couldn't get out of bed. She rolled over and tried to ignore it.

"Angel, it's time for school," Tina sang. Tina was Angel's younger, perfect sister.

"Get out of my room!" Angel snapped back and threw her shoe at Tina.

Angel dreaded getting up today. Today was going to be the worst day of her life. First, it was class picture day. Angel's mom wanted her to wear the frilly dress. Kent Maguire was going to make so much fun of her for wearing that!

Then, there was the weekly spelling bee. Angel was the worst speller in the world, and she knew it. Last week Angel was the first person in the class to sit down because she misspelled *people*. Everyone knows it's *peo* not *poe*.

To top off the awful day, today was Angel's violin lesson. She hadn't practiced, and she knew Miss Kim was going to be angry.

"If you don't practice, how will you ever play in the symphony?" Miss Kim would ask.

Angel didn't want to play in the symphony.

Slowly Angel made her way out of bed, got dressed, and brushed her teeth. She went to the kitchen for breakfast. There on the table were pancakes—her favorite food of all! She looked at her mom and smiled. Angel thought, "Maybe it won't be the WORST day of my life."



## Teamwork

### Quick Check

Morgan went to bed at her normal bedtime, read a few pages of her book, *Macy's Trip to Planet Deltron*, and dozed off to sleep. When she woke up the next morning, something felt different. She looked around her room and everything was where it was supposed to be. The Hot Shot poster still hung above her bed, the books were still stacked on the floor, and the outfit she had picked out for Tate's party was still folded over her chair. Morgan got out of bed still feeling like something wasn't quite right.

"Good morning," Morgan heard her mom say from the hallway.

"Good morning, Mom," answered Morgan.

Morgan's mom walked into Morgan's room to put some laundry away and the sight of her made Morgan jump back. It wasn't her mother, but an alien that sounded like her mom.

"Mom, what happened to you?" Morgan asked.

"Nothing, dear. Why do you ask?" the alien replied.

Morgan was freaked out. She ran downstairs and out the front door, but she had no idea where she was. Her yard was replaced with red, clay, and the trees looked like steel beams. She ran to the street and saw that all of the houses looked like domes or igloos.

Morgan knocked on a few doors and at every house was greeted by another alien. Morgan tried to scream for help, but...

"Good morning! It's 7:00 on this beautiful Thursday morning." the radio DJ said. Morgan sat up and felt so relieved. She had been having a dream about Planet Deltron.



## Book Reviews

### **My One True Love** by Jared Quentin

The hilarious and charming book, *My One True Love*, starts where Cinderella finished. Prince Charming and Cinderella have a beautiful wedding and they live happily ever after...or so we are meant to think. When Cinderella moves into the castle, she insists on bringing all of her friends from the dungeon she used to live in, including Beatrice, the mouse. You remember Beatrice. She was one of the horses that helped Cinderella get to the ball. Beatrice looks and acts like a mouse, but she is different from other mice. And this is where the story takes a delightful twist. Beatrice is in love with Prince Charming, but Prince Charming is terrified of mice. Day in and day out, Beatrice follows Prince Charming around the castle. Every time he sees Beatrice, he screams like a baby and runs away. Finally, Prince Charming can't stand it any longer! He decides he must do something about that scary mouse. Read the wonderful *My One True Love* and find out what happens to Beatrice, Prince Charming, and Cinderella.

*Reviewed by Thomas Geller*



## Book Reviews

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This book is about a party, but for me the party wasn't much fun. Ralph R. Burger is a skateboard nut. He'd rather skateboard than do anything, so he plans to have his birthday party at the skateboard park. He plans what he will wear to the party, what he and the guests will eat, and even some games they can play if anyone gets tired of skateboarding. The one thing that Ralph doesn't plan, though, is what to do if it rains. The day of the party Ralph is really excited and doesn't even notice the clouds in the sky. He doesn't even think much about a few raindrops when they start to fall once they get to the park. Well, you guessed it, the guests arrive and the rain starts to pour. You'll have to read this book yourself to find out what Ralph does at this point. I wish Ralph had cancelled the party, so the book would have just ended. I love to skateboard, but I didn't like Ralph or this story. It was too much talk and too much description and not enough action for me. I like action stories, and I thought that a skateboard story would be full of it. Not so, so be warned—this story may not be your kind of party either.

*Reviewed by Anya Frisch*

Name \_\_\_\_\_

Date \_\_\_\_\_

## Book Reviews Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My book review:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> states my feelings about a book at the beginning.	20			
<input type="checkbox"/> uses persuasive words to support that statement.	15			
<input type="checkbox"/> summarizes the story without giving away the ending.	25			
<input type="checkbox"/> has a strong closing.	20			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding	

Editing Checklist (20 Points)				
I checked my book review for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



 **Travel Brochures**

## Summary

The students will write travel brochures for an imaginary place in outer space. In the Craft Lesson, the students will learn to sort information and write paragraphs using it.

## Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Obtain chart paper and markers. **CL**
- If possible, obtain some travel brochures from a travel agency, or visit <http://www.100bestvacations.com/index3.php> for free brochures.

## Teacher Presentation: Set the Stage

- Use Think-Pair-share to ask the students what places they would visit if they could and why. Model your own ideas.

**If you could go anywhere in the world, where would you go? What places would you like to visit? Why would you want to go there? What would you want to do there?**

- Ask the students how they know about the places they would like to visit. Ask if they've seen pictures or advertisements of these places, seen commercials for them on television, or heard other people describe them.
- Explain that one way people find out about places they would like to visit is by reading travel brochures.
- If you collected brochures, show them to the students and ask them what they see on the brochures. If not, explain that travel brochures try to persuade people to visit a particular place. Explain that the brochures use persuasive language to describe places and show beautiful pictures to attract people to these places.

- Tell the students that this week they are going to create travel brochures for real or made-up places in outer space. Tell them that when they finish the brochures, they will display them in the library and ask other classes to decide where they would like to go according to the brochures.
- Ask the students questions to get them thinking about the topic, audience, and purpose of their brochures.

**If you were inventing a cool place for kids to visit, what would the place be like? What kinds of things do you think kids would enjoy? Remember, you are inventing the place, so you can use your imagination. What would you put into a brochure to advertise the place to kids? What would make them want to come?**

- Explain to the students that travel brochures give a lot of information about different things to do at a certain place. The information needs to be organized so that it will be clear to the reader and easy to read.



## Organizing Information

### Craft Lesson

#### Teacher Presentation

- Tell the students that you want to play a guessing game with them. Read each row of words below, and then ask the students what the words have in common.

cat	dog	elephant	horse	mouse
<i>[They are all animals.]</i>				
shirt	gloves	pants	hat	socks
<i>[They are all clothes.]</i>				
car	boat	airplane	train	subway
<i>[They are all forms of transportation.]</i>				
girl	gum	lollipop	boy	man
<i>[They are mixed up.]</i>				

- Use Think-Pair-Share to ask the students what was different with the last set of words. *[You couldn't say how they were alike. Some words were people, and some were candy.]*
- Point out that when the words were organized by similarities, they stood out as topics, such as animals or clothes, but when they were mixed up, it was hard to identify a topic.
- Explain that if our ideas get mixed together like that when we write, readers get confused because the topics are not clear, but if information is well organized, topics stand out, making the ideas easy to understand.
- Tell the students that when they plan their travel brochures, it will be important to organize their ideas by topic on their webs so that it's easier to draft a well-organized brochure.

- Distribute the Birthday Card or the Zoo handout. Draw each topic circle on a piece of chart paper.

Tracy making  
her mom's  
birthday card

Leon's trip  
to the zoo

- Get paper, paint, and markers.
- Paint a tulip on the front of the card.
- Monkeys hang from tree branches.
- Write "Happy Birthday" inside card.
- Penguins dive off rocks into water.
- Giraffes are really big.
- Attach card to gift.
- Lions roared at me.
- It was hard to wait for the party.
- Rode an elephant.

- Explain that you want to complete two webs using the circles and the list of ideas. Tell the students that you need their help in creating the webs because the ideas are mixed together.
- Point out that the topics are already in the center of the circles. Ask a student to read the topics.
- Model how to organize the first three items and write them next to the correct circle on the chart papers to make webs.

**We need to organize this list of ideas to make two webs by deciding which ideas belong with which topic. The first idea is, "Get paper, paint, and markers." You need those materials to make a birthday card, not to go to the**

**zoo. I will write that idea next to this circle. Write the idea next to the “Tracey” circle. The next idea is “Paint a tulip on the front of the card.” That’s about making the card too. It even has the word *card* in the phrase. I will add that to the circle about Tracey too.** Write the second idea next to the “Tracey” circle. **The third idea is “Monkeys hang from tree branches.” I know you can see monkeys at the zoo, so I’ll put this idea next to the “Leon” circle.** Write the idea next to the “Leon” circle.

- Have the students work in teams to continue separating the ideas into two different topics and writing them next to the circles to make two webs. Use Numbered Heads to check responses, and complete the webs on the chart papers using the students’ correct answers.
- Point out that now that the information is organized, you can draft a paragraph from one of the webs. Model writing a paragraph on another piece of chart paper from the “Tracey” web, and explain that you added details to the web to make the paragraph more interesting. A sample paragraph appears below.

Tracey was excited to make her mother’s birthday card. She took out her paper, paints, and markers. She painted a picture of a tulip on the front of the card because that is her mom’s favorite flower. On the inside of the card she wrote “Happy Birthday, Mom!” She attached the card to the gift she bought for her mom. Now she just had to wait for the party.

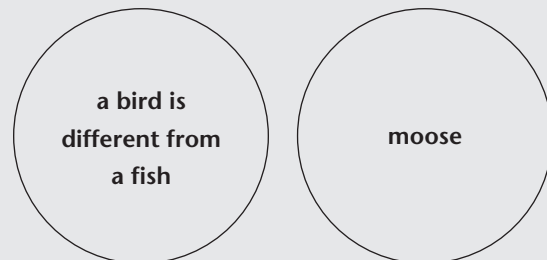
- Have the students work in teams to write a paragraph using the ideas from the “Leon” web. Use Numbered Heads to listen to the teams’ responses.

- Explain that if we plan, organize, and write about our topics separately, our writing will be more clear and easier to read.

### Team Practice

- Tell the students that for Teamwork they will organize information into two webs and then use one of the webs to draft a paragraph that will be clear for their audiences.
- Distribute the Teamwork handout to the students. Ask the students to look at the Team Practice section.

### Team Practice



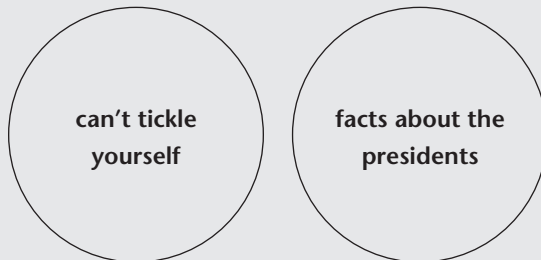
- Bird has feathers.
  - Fish has fins.
  - Moose is really a deer.
  - Moose can weigh from 700 to 1,400 pounds.
  - Lives in a nest in a tree.
  - Boy moose have antlers that can weigh up to 85 pounds.
  - Fish live in water.
  - Moose live in cold parts of the United States.
- Explain that you want the students to work in teams to make two webs by writing the ideas next to the correct circles. Tell them when they are done sorting the ideas, the teams need to choose the ideas from one of the webs and draft a paragraph.

- Allow time for the students to complete Team Practice.
- Use Numbered Heads to review the students' work, both the webs and the paragraphs. Give feedback to reinforce appropriate responses and to correct errors.

### Team Mastery

- Ask the students to look at the Team Mastery section of the Teamwork. Explain that they will follow the same process that they did in Team Practice, but this time they will work on it individually and then share it with their teammates.

#### Team Mastery



- Brain can't tickle itself.
- Abraham Lincoln used to make fences.
- Your brain knows you are trying to tickle yourself and ignores signal.
- George Washington's favorite food was ice cream.
- When others tickle you, your brain is surprised.
- Teddy Roosevelt was the youngest president.

- If necessary, remind the students that they will first complete the two webs with the ideas listed below them and then use one of the webs to draft a paragraph.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

### Quick Check

- Distribute the Quick Check to the students. 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 organize information in their writing. Tell the students 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.



---

## Craft Lesson Scoring Guide

**100 points:** The ideas were sorted correctly to make two webs. The paragraph included all the ideas from the web.

**90 points:** six or seven ideas were sorted correctly to make two webs. The paragraph included most of the ideas from the web.

**80 points:** four or five ideas were sorted correctly to make two webs. The paragraph included most of the ideas from the web.

If the student does not show an understanding of organizing information, 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.

---



## Travel Brochures

### Teacher Presentation: Writing Instruction

- Distribute the Brochure handout, and tell the students that they will now have a chance to see organized information in a travel brochure.

<b>Come to Planet Perfect!</b>			
<b>Planet Perfect</b>	<b>Outdoors in Outer Space</b>	<b>Sweet Tooth?</b>	<b>Very Crafty</b>
Planet Perfect is the perfect place for kids! It is a little planet in the Happy Galaxy. You can stay free. The houses are filled with foods that all kids love! It has pizza, burgers, and ice cream. Kids can jump on the beds because they are really trampolines. The best part is that kids make all the rules at Planet Perfect.	Do you like to play baseball? Do you want to learn to ski? Would you rather hang out at the pool? Planet Perfect has every outdoor sport you can think of. We can show you how to skateboard around the planet. You can play field hockey using a star instead of a ball. If you can dream about doing something, you can do it here.	Do you like chocolate? Do you like chewy candies? Do you like hard candies? Candy-A-Rama has it all and it's free! If you love candy, this is the place for you. All the candy is made at the shop. Our Kid Testers taste every kind of candy to make sure it is all yummy. If they don't like it, we don't sell it. The only bad part of Candy-A-Rama is trying to choose which candy you want!	Do you love to paint? Are you into stamping? Maybe you like to build model cars. If you like these or other crafts, then you will love Craft Corner. Craft Corner has every craft you can think of. And the materials are free! Do you want to make a new necklace or bracelet? The Jeweler's Room is the place for you. Do you want to build a log cabin? The Block Room is the place for you. Let your imagination run wild in Craft Corner!

- Ask the students to look at the brochure without reading it, and ask them what they see. [*Columns of text, headings.*] Tell the students that the columns and headings are used to organize the information in the brochure.

- Read the title of the brochure. Point out that Planet Perfect isn't a real place, and when they write their brochures about a place in space, they may make up a place too.
- Read the brochure aloud to the students. Use Think-Pair-Share to ask the students what topic each column of text covers. [*1st: description of the planet, 2nd: outside fun in outer space, 3rd: a candy store, 4th: a place to do different crafts.*] Point out that each column has its own topic, and that they should organize their brochures in the same way.
- Explain that when the students write their brochures they will include a description of their places and at least two highlights, or special features, of the place.
- Point out that as in the other persuasive writings, persuasive words are included in the brochure. Ask the students to work in teams to identify the words. Use Numbered Heads to check the teams' responses, and circle the persuasive words on the transparency.
- Review what will be in their brochures (naming a place in space; describing it; telling about at least two things that can be done at that place; organizing the information; and using persuasive words) with the students.
- Ask the students if they think some of the elements should get more points in the Content Checklist than others and why. Ask them to consider which elements will make their brochures more persuasive and interesting to other students.
- Distribute the scoring guide, and point out that these things all appear on the Content Checklist.

Content Checklist (80 points)	
My travel brochure:	
<input type="checkbox"/> names a place in space.	<b>10</b>
<input type="checkbox"/> describes the place.	<b>15</b>
<input type="checkbox"/> tells about at least two specific things you can do at that place.	<b>30</b>
<input type="checkbox"/> has the information organized into different columns with headings.	<b>15</b>
<input type="checkbox"/> includes persuasive words.	<b>10</b>



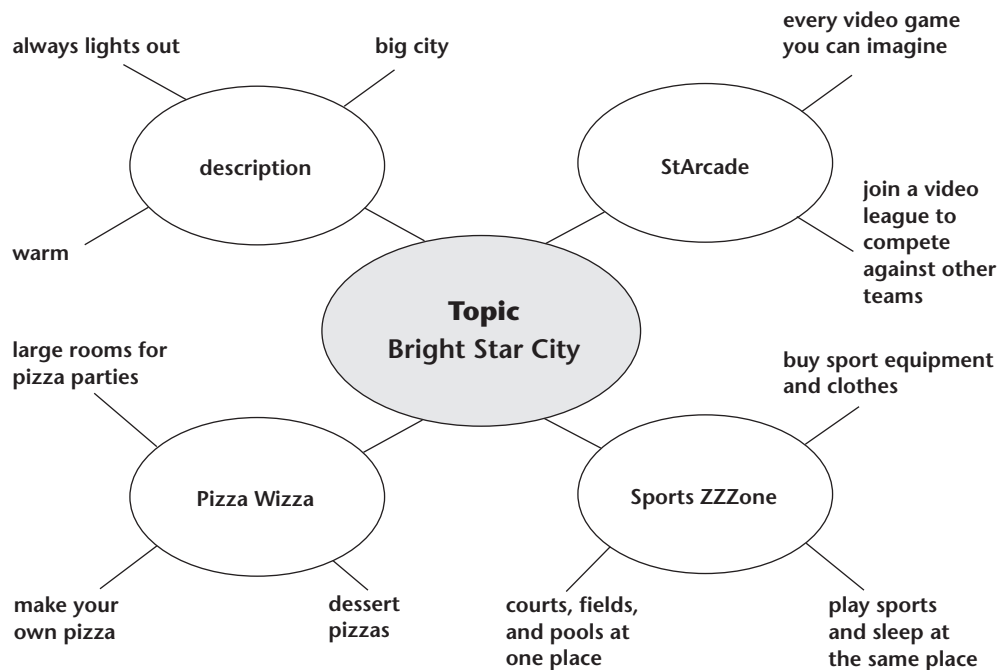
## Prewriting

- Tell the students that they are ready to plan their brochures.
- Use Think-Pair-Share to ask the students what kinds of places in space they will write about and the names for these places. Explain that the places may be real planets, stars, galaxies, or moons, or they may be made-up, like Planet Perfect. Model if necessary.
- Use Think-Pair-Share to have the students describe what their places will be like, thinking about what would appeal to other kids. Model if necessary.
- Use Think-Pair-Share to have the students identify at least two specific things that can be done at their places. Again, explain that these may be real activities, such as those they enjoy or know about, or they may be made-up activities. Point out that Planet Perfect included some of both. Model if necessary.
- Use Think-Pair-Share to have the students identify the TAP-F information for their travel brochures, making sure that they understand the brochure's persuasive purpose and student audience. Model if necessary.
- Use Think-Pair-Share to ask the students what kind of graphic organizer will work best to help them organize the information about their places. *[Web.]*
- Have the students use a web to further plan and record their ideas for the brochures. Remind them to include the TAP-F information on the same page. Model completing a web with your own ideas to the extent necessary, as shown in the example that follows.
- For students who cannot fit ideas on one page, model making one web, as in the example, with just the central topic and subtopics, and then model separate webs for each subtopic.

**Topic:** Bright Star City  
**Purpose:** to persuade

**Audience:** students  
**Form:** travel brochure

### Web



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they should organize their writing with separate headings and columns for each topic. Explain that this will make it easy to copy the writing into the brochures so they look like the one they saw during writing instruction.

- Also remind the students that they want to persuade other students to travel to the places that they are writing about, so they need to include persuasive words that fit their audiences. Point out that their headings should catch the audiences' attention and persuade them to continue to read the brochure.
- Have the students write a first draft, skipping lines to leave room for comments and revision notes. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

#### **Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share an example of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

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

## Publishing

- Tell the students that they are now ready to publish their brochures.
- Distribute a brochure paper to each student. Have the students fold the paper into thirds on the dotted lines.
- Have the students recopy their work on the brochure paper, starting on the left and including the headings for each section. Explain that each topic should be written in a separate column, so the students need to be mindful of the size of their writing.
- For students who have more than three topics, or for those who need more space for their writing, tape or glue two sheets of paper together, blank sides facing each other, to make columns on the front and back of a brochure. Tell the students that they may carry topics over to a new column as needed, but they should begin new topics in a new column. They may wish to add additional pictures for topics that are carried over.
- Tell the students to make sure they include all of their revisions and edits and any revisions you may have suggested.
- Have the students illustrate their brochures.
- Tell the students to write the names of their places on the front of the brochure and illustrate the cover if desired.
- Celebrate completing the brochures by allowing the students to share their brochures with the class. Then display the brochures in the library, and have other students decide which places they would like to visit if they could.



## Birthday Card or the Zoo

Tracy making  
her mom's  
birthday card

Leon's trip  
to the zoo

- Get paper, paint, and markers.
- Paint a tulip on the front of the card.
- Monkeys hang from tree branches.
- Write "Happy Birthday" inside card.
- Penguins dive off rocks into water.
- Giraffes are really big.
- Attach card to gift.
- Lions roared at me.
- It was hard to wait for the party.
- Rode an elephant.



## Teamwork

### Team Practice

**a bird is  
different from  
a fish**

**moose**

- Bird has feathers.
- Fish has fins.
- Moose is really a deer.
- Moose can weigh from 700 to 1,400 pounds.
- Lives in a nest in a tree.
- Boy moose have antlers that can weigh up to 85 pounds.
- Fish live in water.
- Moose live in cold parts of the United States.



## Teamwork

### Team Mastery

**can't  
tickle yourself**

**facts about  
the presidents**

- Brain can't tickle itself.
- Abraham Lincoln used to make fences.
- Your brain knows you are trying to tickle yourself and ignores signal.
- George Washington's favorite food was ice cream.
- When others tickle you, your brain is surprised.
- Teddy Roosevelt was the youngest president.





## Teamwork

### Quick Check

**Nathan loves  
airplanes**

**Paul going  
to movies**

- Going to movies with his dad
- Loves flying in them
- Going to see *Laser Tag*
- Goes to airport to watch them
- Runs to the car to get to theater on time
- Wants to be a pilot
- Saw commercial for movie
- Favorite plane is the 747



## Brochure

<b>Come to Planet Perfect!</b>			
<b>Planet Perfect</b>	<b>Outdoors in Outer Space</b>	<b>Sweet Tooth?</b>	<b>Very Crafty</b>
<p>Planet Perfect is the perfect place for kids! It is a little planet in the Happy Galaxy. You can stay free. The houses are filled with foods that all kids love! It has pizza, burgers, and ice cream. Kids can jump on the beds because they are really trampolines. The best part is that kids make all the rules at Planet Perfect.</p>	<p>Do you like to play baseball? Do you want to learn to ski? Would you rather hang out at the pool? Planet Perfect has every outdoor sport you can think of. We can show you how to skateboard around the planet. You can play field hockey using a star instead of a ball. If you can dream about doing something, you can do it here.</p>	<p>Do you like chocolate? Do you like chewy candies? Do you like hard candies? Candy-A-Rama has it all and it's free! If you love candy, this is the place for you. All the candy is made at the shop. Our Kid Testers taste every kind of candy to make sure it is all yummy. If they don't like it, we don't sell it. The only bad part of Candy-A-Rama is trying to choose which candy you want!</p>	<p>Do you love to paint? Are you into stamping? Maybe you like to build model cars. If you like these or other crafts, then you will love Craft Corner. Craft Corner has every craft you can think of. And the materials are free! Do you want to make a new necklace or bracelet? The Jeweler's Room is the place for you. Do you want to build a log cabin? The Block Room is the place for you. Let your imagination run wild in Craft Corner!</p>



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Name \_\_\_\_\_

Date \_\_\_\_\_

## Travel Brochure Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My travel brochure:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> names a place in space.	10			
<input type="checkbox"/> describes the place.	15			
<input type="checkbox"/> tells about at least two specific things that you can do at that place.	30			
<input type="checkbox"/> has the information organized into different columns with headings.	15			
<input type="checkbox"/> includes persuasive words.	10			
<b>Partner Ratings Key:</b>		? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding

Editing Checklist (20 Points)				
I checked my travel brochure for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				

## Unit Six

# Poetic Writing

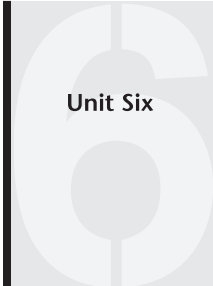


### Background

Students should be exposed to different forms of poetry and have opportunities to experiment with a variety of poetic patterns, sounds, and rhythms.

Good poetry, like good narrative writing, is often sensory, descriptive, and expressive. As you teach this unit, read aloud, and encourage the students to read poems that will appeal to them aloud as well. In addition to enhancing their enjoyment, this is a great way to work on fluency and expression. The overriding goal of teaching the students to write poetry should be to acquaint them with the pleasures of the genre.

## Activities and Craft Lessons



- **Acrostic Poems**  
Craft Lesson: Description
- **Color Poems**  
Craft Lesson: Repetition
- **If I...Poems**  
Craft Lesson: Rhyme

## Notes About Instruction

In this unit, the students will learn the importance of word choice when writing poetry. In the Acrostic Poems activity, the students will learn that descriptive language can be used when writing poetry as well as stories. The students will write poems that include repetition about their favorite colors in the Color Poem activity. For the last activity, If I...Poems, the students will write poems that include rhyme. The students will imagine something they could do if they had the opportunity.

## How to Introduce the Unit

- Tell the students that the next kind of writing they will do is called poetic writing.
- Ask the students if they are familiar with any poems or poets. Explain that songs and advertisement jingles are types of poetry.
- Tell the students that poets use words, sounds, and language patterns to express their ideas in creative ways.
- Tell the students about the writing activities in which they will participate in this unit.

 **Acrostic Poems**

## Summary

The students will write acrostic poems for a word of their choosing. In the Craft Lesson, the students will learn how to add descriptive words to their poems.

## Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Choose a book-publishing option from Appendix C: How to Publish Student Books, and gather the necessary materials.
- Detach the Quick Check portion of the Teamwork handout before distributing it to the students. **CL**
- If possible, obtain examples of poetry that should interest your students. Some suggested authors are:
  - Jack Prelutsky
  - Shel Silverstein
  - Paul Fleischman

## Teacher Presentation: Set the Stage

- Tell the students you have more poems to share with them. Read the poems you have selected aloud, and ask questions about them.

**Did you like these poems? What did you like about them? What do you think the author was trying to say or do?**
- Explain that poets write poems for many different reasons: to express a feeling, to tell about an event, or to describe someone or something.
- Display The Attic transparency and read it aloud.

**The Attic**

The brown boxes are all up in the musty attic.  
Sometimes I go up there, in the dust,  
And look through them.

There's a picture of Casey and me,  
My brother, playing tag in the backyard.  
We are laughing and running.

Here's a trophy, shiny and gleaming,  
From when we came in first place  
In Little League.

Here's a funny picture I drew,  
When I was really young, with bright colors,  
That almost glowed on the page.

There are many memories in these  
Beat up boxes.  
I will pack them away to look at another day.

- Point out that this poem, like many other poems, describes something. Ask the students what the poem describes. [*Different objects that were stored in boxes in an attic.*]
- Tell the students that a fun way to describe something is to write an acrostic poem. Explain that acrostic poems use the spelling of the topics to help as part of the description.
- Explain to the students that they will write acrostic poems. Tell them that they will publish a class anthology for their acrostic poems so the whole class can enjoy them.
- Tell the students that when poets write acrostic poems, they use descriptive words to make their poems more interesting and to help the readers create vivid mind movies.



**Description****Craft Lesson****Teacher Presentation**

- Draw a circle on the board and write the word *apple* inside it. Ask the students to give you words that describe the apple, such as how it tastes, smells, feels, and looks. Write their responses around the circle, making a web.
- Explain to the students that the words around the apple are called descriptive words. Tell them that authors use their senses to describe different things in their writing.
- Write the following sentence on the board.

---

I bit into the apple.

---

- Tell the students that this sentence is blah, or boring, but you can make it more interesting by adding some of the words from the web.
- Rewrite the sentence inserting descriptive words from the apple web.
- Tell the students that by inserting the words, they help the reader create a vivid mind movie. Explain to the students that poets add descriptive words to their poems for the same reason.
- Write the following sentence on the board.

---

The girl was wearing a dress and a hat.

---

- Tell the students this is another blah sentence that you want them to help you make more interesting by adding descriptive words.

- Have the students work in teams to identify words in the sentence that they could describe. [*They could describe girl, dress, and hat.*] Use Numbered Heads to check the students' responses, and circle the words in the sentence.
- Brainstorm with the students some words that could be used to describe the girl. Choose at least one of the words and add it to the sentence.
- Have the students work in teams to rewrite the rest of the sentence, adding words to describe the dress and hat.
- Use Numbered Heads to listen to the teams' sentences. Give feedback to reinforce good work and to correct errors.
- Remind the students that descriptive words help the reader create vivid mind movies. Tell the students that they will include descriptive words in their acrostic poems.

**Team Practice**

- Tell the students they are ready to practice using descriptive words in their writing.
- Distribute the Teamwork to the students. Have the students look at the Team Practice section.

**Team Practice**

1. Paul made breakfast for his mom and served it to her in bed.
2. Lois hid behind the tree during the game of hide and seek.
3. The storm blew leaves and branches everywhere!
4. The car slid down the road.
5. We decorated the house with streamers and balloons.

- Explain to the students that you want them to work with their teammates to discuss how they could rewrite the sentences to include descriptive words. Remind them to first identify the words they can describe and then think of words that would help the reader make vivid mind movies.
- Tell the students that after they talk in their teams, they will each write their own sentences. Point out that teammates may write different sentences on the basis of the team's discussion.
- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the student's work. Give feedback to reinforce good work and to correct errors.

### Team Mastery

- Have the students look at the Team Mastery section of Teamwork.

#### Team Mastery

1. Ike sold lemonade and cookies to his neighbors.
2. Percy ate pizza, cake, and ice cream at the party.
3. Nancy read a book at the beach.
4. We found the dog's toy in the garden.
5. Oliver rested on the hammock and listened to the birds.

- Explain to the students that they will rewrite these sentences individually during Team Mastery. Tell them that they will share their sentences with their teammates when they have finished.

- Explain that the students will write these sentences in their journals. Remind them to add descriptive words that will help their audiences create vivid mind movies.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their work with their teammates.
- Use Numbered Heads to have the students share their responses with the class, and give appropriate feedback.

### Quick Check

- Distribute the Quick Check to the students. Explain that they 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 use descriptive words in their poetry. 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.



---

### Craft Lesson Scoring Guide

**100 points:** Includes descriptive words in all of the sentences. All the sentences help the reader create vivid mind movies.

**90 points:** Includes descriptive words in four of the sentences. All the sentences help the reader create vivid mind movies.

**80 points:** Includes descriptive words in three of the sentences. Most of the sentences help the reader create vivid mind movies.

If the student does not show an understanding of descriptive words, 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.

---



## Acrostic Poems

### Teacher Presentation: Writing Instruction

- Tell the students that they will have an opportunity to see description used in an acrostic poem.
- Display the first poem on the Poems transparency.

#### Poems

**S**o cold on the tip of my red nose  
**N**eatly covering the frozen ground  
**O**nly in the frosty winter  
**W**eighing down the thick tree branches

- Tell the students that this is an example of an acrostic poem. Explain that an acrostic poem is one in which each line of the poem starts with a letter of a word. Read the poem or ask a student to read the poem aloud.
- Point out the bold letters. Ask the students what they notice about them. If necessary, point to these letters and ask what they spell. Tell the students that snow is the topic of the acrostic poem.
- Use Think-Pair-Share to ask the students to identify descriptive words in the poem. [*The words tip, red, frozen, frosty, and thick are descriptive.*]
- Explain that each line of an acrostic poem describes the topic of the poem. If necessary, explain how each line of the poem describes something about snow.
- Display the second poem. Point out that the poem is incomplete and you would like the students to help you complete it. Use Think-Pair-Share to ask the students what the topic of the poem is and how they know. [*The topic of the poem is a tree. The word tree is in bold letters.*]

**T**rees make nice homes for colorful birds.  
**R**oots look like an octopus growing underground.  
**E**  
**E**

- Remind the students that each line of the poem should describe the topic of the poem—the bold word.

- Read the first two lines. Use Think-Pair-Share to have the students identify what each line describes about the topic [*Homes for birds; roots.*] and what describing words are included in these lines. [*The words nice, colorful, and like an octopus are included.*]
- Have the students work in teams to complete the last two lines of the poem. Use Numbered Heads to listen to responses, and choose one team's ideas to complete the poem on the board.
- Review the characteristics of the acrostic poem: identifies an object or person; the first letter of the first word on each line all spell the name of the object or person; each line describes something about the object or person; and includes descriptive words.
- Ask the students if they think some elements should get more points than others in the Content Checklist. Have them consider which elements will make their poems better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
In my acrostic poems:	
<input type="checkbox"/> I name an object or person.	<b>10</b>
<input type="checkbox"/> each line describes something about the object or person.	<b>20</b>
<input type="checkbox"/> the first letter of the first word on each line all spell the name of the object or person.	<b>10</b>
<input type="checkbox"/> I include descriptive words.	<b>20</b>
<hr/>	
<input type="checkbox"/> I have written at least two poems.	<b>20</b>

## Prewriting

- Explain to the students that they will be writing at least two acrostic poems, and they will plan and complete organizers for each.
- Use Think-Pair-Share to have the students think of topics for their poems. Remind them that they can write the poems about objects or people. Model if necessary.
- Use Think-Pair-Share to have the students select one of their topics and think about how they would describe it. Prompt their thinking with specific questions such as:

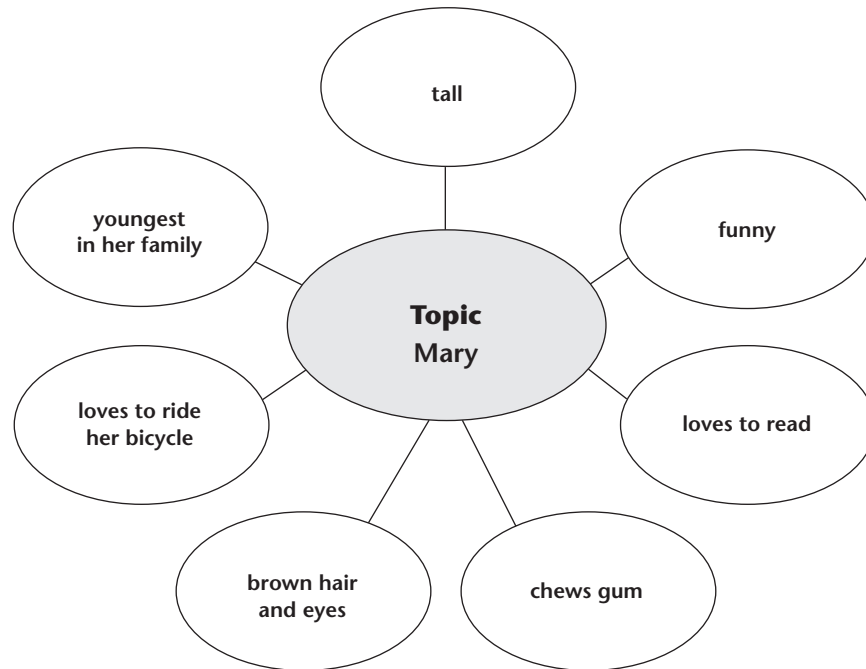
**What does it look like? If it is an object, how is it used? Can you describe it with different senses? If it is a person, can you tell what you know about him or her? Model thoughts about your own topic if necessary.**

- Model thoughts about your own topic if necessary.
- Use Think-Pair-Share to have the students identify the TAP-F information for their acrostic poems. Model if necessary.
- Remind the students that as they prepare to write their acrostic poems they need to organize their ideas about a topic. Use Think-Pair-Share to ask the students what graphic organizer they should use to plan their acrostic poems. *[A web.]*
- Have the students use a graphic organizer to plan their first acrostic poems. Remind the students to include the TAP-F information on their graphic organizers. Model completing a web with your own plans to the extent necessary, as shown in the example below.
- Explain that when the students complete their graphic organizers, they should try to write down a lot of ideas, including descriptive words, so it will be easier to draft their poems.

---

**Topic:** Mary**Purpose:** to describe**Audience:** other students**Form:** acrostic

---

**Web**

- Have the students plan and organize their additional poems. Explain that they need to add only the topic information for each additional poem since the audience, purpose, and form remain the same.
- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class, and celebrate completing this part of the process.

**Drafting**

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they will write the topic of their poems down the left side of their papers in capital letters. Tell them that those letters will be the first letters of the first words on each line.

- Remind the students that their poems have to include descriptive words so the audience can create vivid mind movies.
- Have the students look at the ideas for their topics on one of their graphic organizers. Tell them that the ideas on the organizers will need to be worded in ways that will make them fit the poems. Model with your own plan if necessary.
- Have the students write a first draft for each poem, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.



### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work, and celebrate completing this step of the process.

## Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the poems they plan to publish.
- Explain that you will use the scoring guides to determine a score for their poems as a whole; you will not score each poem.
- Tell the students that you will write comments about individual poems to give additional feedback.
- Score the students' work and return their papers.

## Publishing

- Tell the students that they are now ready to publish their acrostic poems.
- Follow the directions provided in Appendix A. As the students rewrite their work, have them include their edits and any revisions you may have suggested.
- Have the students illustrate their poems.
- Celebrate by having the students share their poems with the class.
- Place the book in the class library for the students to enjoy.



### The Attic

The brown boxes are all up in the musty attic.  
Sometimes I go up there, in the dust,  
And look through them.

There's a picture of Casey and me,  
My brother, playing tag in the backyard.  
We are laughing and running.

Here's a trophy, shiny and gleaming,  
From when we came in first place  
In Little League.

Here's a funny picture I drew,  
When I was really young, with bright colors,  
That almost glowed on the page.

There are many memories in these  
Beat up boxes.  
I will pack them away to look at another day.



## Description

### Teamwork

#### Team Practice

1. Paul made breakfast for his mom and served it to her in bed.
2. Lois hid behind the tree during the game of hide and seek.
3. The storm blew leaves and branches everywhere!
4. The car slid down the road.
5. We decorated the house with streamers and balloons.

#### Team Mastery

1. Ike sold lemonade and cookies to his neighbors.
2. Percy ate pizza, cake, and ice cream at the party.
3. Nancy read a book at the beach.
4. We found the dog's toy in the garden.
5. Oliver rested on the hammock and listened to the birds.



---

#### Quick Check

1. The fruit salad was made with apples, oranges, and bananas.
2. The baby spilled food on her pajamas.
3. Spence drew a picture for his dad.
4. The boy rolled down the hill.
5. The store was crowded because of the sale.



## Acrostic Poems

### Poems

**S**o cold on the tip of my red nose  
**N**eatly covering the frozen ground  
**O**nly in the frosty winter  
**W**eighing down the thick tree branches

---

**T**rees make nice homes for colorful birds.  
**R**oots look like an octopus growing underground.  
**E**  
**E**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Acrostic Poem Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
In my acrostic poems:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> I name an object or person.	10			
<input type="checkbox"/> each line describes something about the object or person.	20			
<input type="checkbox"/> the first letter of the first word on each line all spell the name of the object or person.	10			
<input type="checkbox"/> I include descriptive words.	20			
<input type="checkbox"/> I have written at least two poems.	20			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding	

Editing Checklist (20 Points)				
I checked my acrostic poems for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				

 **Color Poems**

## Summary

The students will write poems about their favorite colors by describing objects that represent these colors. In the Craft Lesson, the students will learn how to use repetition in poems.

## Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- If possible, obtain the book *Hailstones and Halibut Bones* by Mary O’Neill or other examples of poems. Other suggested authors are:
  - Jack Prelutsky
  - Shel Silverstein
  - Paul Fleischman
- Obtain paper for the students to complete Quick Check. **CL**

## Teacher Presentation: Set the Stage

- Tell the students you want to share a new kind of literature with them. Explain that you will ask them to identify the kind of writing. Read some of the poems you have selected aloud.
- Instead, or in addition, say the first two lines of “Twinkle, Twinkle Little Star,” and ask the students to complete the nursery rhyme.

---

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!

---

- Use Think-Pair-Share to ask the students what kind of writing “Twinkle, Twinkle Little Star” and the other selections you have read aloud are. Explain, if necessary, that these are all examples of poetry.

- Use Think-Pair-Share to ask the students what we call the authors of poems. [*Poets.*] Tell the students that this week they will be poets as they write their own poems about their favorite colors. Explain that they will display their finished poems in the classroom for all the students to read and enjoy.
- Use Think-Pair-Share to ask the students questions about topics, audience, and purpose for poetry and to get them thinking about their own poems.

**Can you think of other poems that you know, you've read, or you especially like? Nursery rhymes are poems, so sometimes we may know poems by another name. Riddles are also poems. We know that poems come in books, but where else do we find poetry? What about songs? What is it that people like about poetry? Why would someone choose to write his or her ideas in a poem, rather than as a story? This week you will write poems about your favorite colors. What are your favorite colors? What are some things that are those colors?**

- Explain to the students that some poems have words or phrases that are repeated throughout.



**Repetition****Craft Lesson****Teacher Presentation**

- Tell the students that you are going to perform some actions, and when you stop you want them to do what should come next.
- Follow the patterns below from left-to-right, and then have the students do what comes next in the pattern.

snap	clap	snap	clap	snap	clap
[snap]					
clap	stomp	stomp	clap	stomp	stomp
[clap]					

- Use Think-Pair-Share to ask the students how they knew what to do next. Explain that they could predict these actions because they recognized how you repeated the actions.
- Explain to the students that when things are repeated, they are said or done again and again. Tell the students this can also be called repetition.
- Tell the students that repetition is sometimes used in writing to help readers predict what will come next, just as the students predicted what action to do next.
- Explain that writers sometimes repeat what happens in a story, what the characters do, or what they say.
- Ask the students to think about *The Three Little Pigs* (or another story with repetition such as *The Gingerbread Man* or *Rapunzel*). Use Think-Pair-Share to ask the students how repetition is used in the story. [Each pig builds a house; the houses get blown down; the dialogue between the pigs and the wolf is repeated each time.]

**I want you to think about the repetition in *The Three Little Pigs*. Think about what is repeated again and again. Think about the events—the things that happen to the characters and the things they do—and what the characters say. Share your ideas with your partners.**

Allow volunteers to share their ideas with the class.

- Tell the students that repetition is often used in poetry. Explain that poets repeat words in a poem to make them sound interesting. Tell them that they also repeat ideas, using different examples, to create interesting mind movies for their readers.
- Display the I Wonder transparency, covering up the last, incomplete stanza. Read the first three stanzas aloud.

**I Wonder**

Frogs are green to blend with the leaves.  
Frogs have long legs to help them jump.  
Frogs say, "Ribbit" to talk to other frogs.  
I wonder how it feels to be a frog.

Birds have wings to help them fly.  
Birds have beaks to eat worms.  
Birds have feathers to keep them warm.  
I wonder how it feels to be a bird.

Fish have fins so they can swim through the water.  
Fish have gills so they can breathe under water.  
Fish lay eggs to make more fish.  
I wonder how it feels to be a fish.

- Point out that words and phrases are repeated throughout this poem. Use Think-Pair-Share to ask the students what words and phrases are repeated and where those words and phrases are in the poem. [*The words frogs, birds, and fish are repeated at the beginning of most lines in each stanza, and “I wonder how it feels to be a \_\_\_” is repeated at the end of each stanza.*]
- Explain to the students that there is another verse to this poem that is incomplete. Uncover this part of the transparency.

Giraffes have long necks \_\_\_\_\_.  
Giraffes have long legs \_\_\_\_\_.  
\_\_\_\_\_ have brown spots \_\_\_\_\_.  
\_\_\_\_\_.

- Explain that this verse follows the same repetitive pattern as the other verses. Tell the students that you want their help to finish the poem.
- Read the first line aloud. Use Think-Pair-Share to ask the students how they would complete the line, and write one of their ideas on the transparency.
- Tell the students that you want them to complete lines two and three of the poem in their teams. Point out that they will have to fill in the first word and complete the phrase for the third line.
- Allow time for the students to work together, and then check their responses using Numbered Heads. Choose a team’s response for each line and write it on the transparency.
- Use Think-Pair-Share to ask the students what the last line of the poem should be and how they know. [*“I wonder how it feels to be a giraffe.” It follows the repeated pattern from the other verses.*]

### Team Practice

- Tell the students they are ready to practice using repetition in their writing.
- Write the following lines on the board.

I wish I \_\_\_\_\_.  
I wish I \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_.

- Explain that this is an unfinished poem that should have four lines repeating the same pattern. Point out that two of the lines are blank lines. Tell the students that they will finish the poem, adding what they wish for on the first two lines and repeating the whole sentence on the last two lines.
- Explain that the students will work in teams to complete the poem. Tell the students that they can complete the lines with any words that make sense. Also tell them that they will each write their own poems in their journals. Point out that teammates may finish the poem with different ideas, on the basis of the team’s discussion.
- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the student’s work. Give feedback to reinforce good work and to correct errors.

**Team Mastery**

- Write the following lines on the board.

**My Favorite Season**

I like \_\_\_\_\_ because \_\_\_\_\_.

I like \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

- Explain to the students that the lines are for a poem that they will complete during Team Mastery. Explain that they will complete this poem individually and then share it with their teammates.
- Tell the students that this poem is titled “My Favorite Season.” Explain that the students will write these poems in their journals. Tell them that on the first blank of each line, they will write the name of their favorite season: winter, spring, summer, or fall. On the second blank line, they will write a reason why they like that season. Also point out that they will have to write the whole sentence for the last two lines.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their work with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

**Quick Check**

- Write the following lines on the board, and distribute paper to the students.

When I was younger I used to \_\_\_\_\_

But now I can \_\_\_\_\_.

When I was younger I used to \_\_\_\_\_.

But now I can \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

- 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, remind them that in the first two stanzas they will complete the sentences. Tell them that for the last two stanzas they will write entire sentences, including the repeated words.
- If necessary, model an example of how the students would complete this poem. An example follows.

When I was younger I used to crawl.

But now I can walk, run, and jump.

- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use repetition in their poetry. 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.

- 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.



### Craft Lesson Scoring Guide

**100 points:** Demonstrates a strong understanding of repetition by completing all four verses of the poem.

**90 points:** Demonstrates a good understanding of repetition by completing three verses of the poem.

**80 points:** Demonstrates some understanding of repetition by completing two verses of the poem.

If the student does not show an understanding of repetition, 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.

---

 **Color Poems****Teacher Presentation: Writing Instruction**

- Tell the students that they will have more opportunities to see repetition used in poetry.
- Display the “Red” poem, cover the “Green” poem, and read the “Red” poem aloud.

**Red**

Red is the smooth, shiny ball that bounces high.

Red is the bright cardinal in its nest.

Red is the ripe tomato delicious in my mouth.

Red is the chewing gum in my pocket.

Red is the valentine on my dresser.

Red is the summer sun at sunset.

Red is one of my favorite colors.

- Use Think-Pair-Share to ask the students how repetition is used in this poem [*Every line starts with Red.*] and how the last line is different from the other lines. [*It does not describe something that is red; it states that red is one of the poet’s favorite colors.*]
- Use Think-Pair-Share to ask the students if the poet just named objects (ball, cardinal, gum) or also used descriptive words for each. [*The poet also used descriptive words.*]
- Tell the students that the poet used her senses to describe the objects in the poem. Give an example (The words *smooth, shiny* tell how the ball feels and looks.), and ask the students to identify other words that describe a sense and what senses they describe. [*The words bright cardinal describe sight; the words tomato delicious describe taste.*]
- Explain that the descriptive words made the poem more enjoyable and helped the reader create vivid mind movies.
- Tell the students that you have another color poem to share with them.
- Display the second poem and read it aloud.

**Green**

Green is a big, round balloon floating into the clouds.  
 Green is my brother's favorite old shirt.  
 Green is the spring leaves covering the oak tree.  
 Green is the rolling pea on my dinner plate.  
 Green is the squawking parrot in the jungle trees.

\_\_\_\_\_.

Green is one of my favorite colors.

- Explain that this poem is incomplete and you would like the students to help you finish it.
- Use Think-Pair-Share to ask the students what line they would add to this poem. List several of the students' responses on the transparency to show that any of these ideas would work, as long as it repeated the sentence pattern and described something green.
- Review the parts of a color poem: has repetition; is about one color; uses descriptive words; and ends with the sentence, "\_\_\_ is one of my favorite colors."
- Ask the students if some elements should get more points than others in the Content Checklist. Have them consider which elements will make their poems better and more interesting to read.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each.

**Content Checklist (80 points)**

My color poems:

- |                          |  |           |
|--------------------------|--|-----------|
| <input type="checkbox"/> | describe at least four objects of the same color.                    | <b>20</b> |
| <input type="checkbox"/> | use descriptive details to help the reader create vivid mind movies. | <b>15</b> |
| <input type="checkbox"/> | end with "___ is one of my favorite colors."                         | <b>15</b> |
| <input type="checkbox"/> | use repetition.  | <b>20</b> |
| <hr/>                    |  |           |
| <input type="checkbox"/> | I have written at least two color poems.                             | <b>10</b> |

## Prewriting

- Explain to the students that they will be writing at least two poems and they will plan and complete organizers for each. Use Think-Pair-Share to have the students think about two colors that they would like to write about in their color poems.
- Use Think-Pair-Share to have students think about one of these colors and identify at least four objects that are those colors. Model this to the extent necessary.
- Use Think-Pair-Share to have the students think of descriptive words for the objects they choose. Model this to the extent necessary.
- Use Think-Pair-Share to have the students identify the TAP-F information for their poems. Model if necessary, reminding them, if necessary, that the purpose of their poetry is to entertain other students.
- Use Think-Pair-Share to ask the students what graphic organizer would help them organize the information for their poems. [*A web.*]
- Have the students make a web and use it to organize their ideas for their first poem. Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.
- Have the students plan and organize their additional poems. Explain that they need only add the topic information for each additional poem since the audience, purpose, and form remain the same.
- Tell the students that they will add descriptive words to their poems when they write them in drafting.

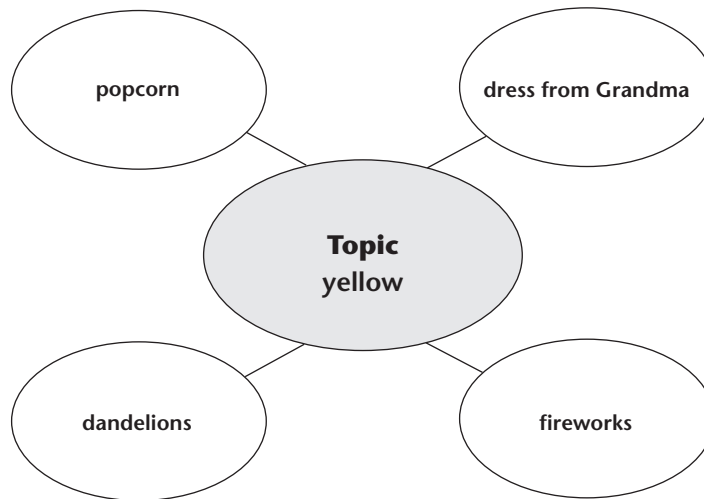
---

**Topic:** the color yellow  
**Purpose:** to entertain

**Audience:** other students  
**Form:** poem

---

### Web



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students to repeat the pattern sentence on each line, except the last, and to add descriptive words to their color poems to create more vivid mind movies for their audiences.
- Have the students write a first draft, skipping lines to leave room for comments and revisions. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included.



- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.

- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

## Editing

### Teach the language mechanics lesson here.

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share examples of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the poems they plan to publish.
- Explain that you will use the scoring guides to determine a score for their poems as a whole; you will not score each poem.
- Tell the students that you will write comments about individual poems to give additional feedback.
- Score the students' work and return their papers.

## Publishing

- Tell the students that they are now ready to publish their color poems.
- Have the students recopy their poems. If possible, have them write their poems in the color that their poems are about. Tell the students to make sure they include all of their revisions and edits and any revisions you may have suggested.
- Have the students choose one of the objects from each of their poems to illustrate to go along with the poems.
- Celebrate by letting the students share their color poems with the class.
- Display the poems on a bulletin board for the students to enjoy.



Repetition

## I Wonder

Frogs are green to blend with the leaves.  
Frogs have long legs to help them jump.  
Frogs say, "Ribbit" to talk to other frogs.  
I wonder how it feels to be a frog.

Birds have wings to help them fly.  
Birds have beaks to eat worms.  
Birds have feathers to keep them warm.  
I wonder how it feels to be a bird.

Fish have fins so they can swim through the water.  
Fish have gills so they can breathe under water.  
Fish lay eggs to make more fish.  
I wonder how it feels to be a fish.

Giraffes have long necks \_\_\_\_\_.  
Giraffes have long legs \_\_\_\_\_.  
\_\_\_\_\_ have brown spots \_\_\_\_\_.  
\_\_\_\_\_.



### Red

Red is the smooth, shiny ball that bounces high.

Red is the bright cardinal in its nest.

Red is the ripe tomato delicious in my mouth.

Red is the chewing gum in my pocket.

Red is the valentine on my dresser.

Red is the summer sun at sunset.

Red is one of my favorite colors.

### Green

Green is a big, round balloon floating into the clouds.

Green is my brother's favorite old shirt.

Green is the spring leaves covering the oak tree.

Green is the rolling pea on my dinner plate.

Green is the squawking parrot in the jungle trees.

---

Green is one of my favorite colors.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Color Poem Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My color poems:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> describe at least four objects of the same color.	20			
<input type="checkbox"/> use descriptive details to help the reader create vivid mind movies.	15			
<input type="checkbox"/> end with "_____ is one of my favorite colors."	15			
<input type="checkbox"/> use repetition.	20			
<input type="checkbox"/> I have written at least two color poems.	10			
<b>Partner Ratings Key:</b>	? missing or needs to be improved	✓ here and complete	+ here, complete, and outstanding	

Editing Checklist (20 Points)				
I checked my color poems for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



## If I...Poems

### Summary

The students will write If I...poems that tell about things they would do if they had the opportunities. In the Craft Lesson, they will learn how to use rhyme in their poems to make them more enjoyable to read.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make transparencies and copies of materials found at the end of the activity.
- Make arrangements with another teacher for a poetry reading.

### Teacher Presentation: Set the Stage

- Use Think-Pair-Share to ask the students what they would do: if they were king or queen for the day, if they were in charge of the school lunch menu, and if they could live in space.
- Explain to the students that this week they will write poems called If I...poems, and they can choose to write about one of the topics they just discussed or one of their own ideas.
- Tell the students that when they finish their poems, they will publish them and have a poetry reading, where they will have the opportunity to share their poems with students from another class. Tell them that after sharing their poems, you will display the poems on a bulletin board.
- Display the “If I were Invisible” transparency. Explain to the students that this is an example of an If I...poem. Read it aloud or read it aloud chorally with the students.

**If I Were Invisible**

If I were invisible,  
I'd travel the world in style  
By ship and plane and hot air balloon  
Maybe even by crocodile!

If I were invisible,  
I'd wander through the zoos  
Growling at the lions and tigers  
And scaring the elephants with an enormous, "Boo!"

If I were invisible,  
I would have fun  
Playing all the time  
Until the day was done.

- Use Think-Pair-Share to have the students discuss the topic of the poem.  
*[Being invisible.]*
- Ask the students what they notice about the form of this poem. If necessary, call their attention to the repetition of "If I were invisible" and to the words that rhyme.
- Tell the students that poets often include rhyme in their poetry. Tell the students they will learn about rhyme so they can include it in their If I...poems.





**Rhyme**

**Craft Lesson**

**Teacher Presentation**

- Tell the students that you are going to say a word and you want them to think of words that rhyme with that word. Say the following words one at a time, and allow time for the students to respond after each one.

cat      fog      black      bench      sheet

- Tell the students that you want their help in remembering some familiar poems that include rhyming words. Explain that you will read the beginning of each line in the poems, and they will complete some of the lines.
- Display the Nursery Rhymes transparency. Read the text and pause when you get to the blanks. Have the students tell you the missing words, and write those words in the blanks.

**Nursery Rhymes**

Humpty Dumpty sat on a \_\_\_\_\_,  
 Humpty Dumpty had a great \_\_\_\_\_.  
 All the king's horses and all the king's  
 \_\_\_\_\_,  
 Couldn't put Humpty together \_\_\_\_\_.

Rain, rain go \_\_\_\_\_.  
 Come again another \_\_\_\_\_.

Hey diddle diddle the cat and the fiddle,  
 The cow jumped over the \_\_\_\_\_.  
 The little dog laughed to see such sport,  
 And the dish ran away with the \_\_\_\_\_.

- Use Think-Pair-Share to have the students identify the rhyming words on the transparency. [*The rhyming words are wall and fall; men and again; away and day; moon and spoon.*] If necessary, point out the first two. Use Think-Pair-Share to have the students identify where the rhyming words are located on each line. [*At the end of the line.*]
- Explain that many poets use rhyming words in their poems, but the rhymes appear in different places. Tell the students that poems follow different rhyming patterns. Point out the rhyming pattern in “Humpty Dumpty” (first two lines and last two lines rhyme) and in “Hey Diddle Diddle” (second and fourth lines rhyme).
- Display the Rhyming Poems transparency. Explain that the groups of lines in a poem are called stanzas. Point out an example of a stanza in the first poem, and draw a bracket around it. Tell the students that in each of these poems the rhyming pattern is the same in each stanza.

**Rhyming Poems**

**In the Land of Books**

Who knows what you'll find  
 When you open up a book?  
 Who knows what will happen?  
 Come inside and take a look!

You can explore new worlds  
 And familiar old places.  
 You'll meet some new people  
 And see familiar faces.

Reading is a pleasure,  
 And a delight.  
 I read in the morning,  
 At noon, and at night!

### Rhyming Poems

#### A Baby

A baby can't eat potatoes,  
Or pick vine ripe tomatoes.

A baby can't run or even walk,  
Or draw on the sidewalk with chalk.

A baby can't talk on the phone,  
Or eat an ice cream cone.

A baby can't dance and sing,  
A baby can't do anything!

- Read the first poem aloud. Use Think-Pair-Share to have the students identify what words rhyme. Circle those words on the transparency. Follow the same procedure for the second poem.
- Explain that these poems follow different rhyming patterns. Tell the students that in the poem "In the Land of Books," the second and fourth lines of each stanza rhyme. Use Think-Pair-Share to ask the students to identify the rhyming pattern in "A Baby." [*The first line in each stanza rhymes with the second.*]
- Explain to the students that you would like them to help you write a poem. Write the following poem on the board.

#### I Wish

I wish that candy were good for you,  
I wish I came to school in a canoe.

- Use Think-Pair-Share to ask the students what rhyming pattern this poem follows. [*The first line rhymes with the second line.*]

- Explain that you want each team to write a verse to this poem that follows the same rhyming pattern. Tell them that each of the lines should begin with the words "I wish."
- Allow time for the students to work together, and then check their responses using Numbered Heads. Write each teams' verse on the board. Ask the students to read the completed poem with you.

#### Team Practice

- Tell the students they are ready to practice using rhyme in their writing.
- Write the following lines on the board.

There once was a cat,

\_\_\_\_\_.

There once was a dog,

\_\_\_\_\_.

There once was a pig,

\_\_\_\_\_.

There once was a mouse,

\_\_\_\_\_.

- Explain to the students that you want them to work with their teammates to complete the poem. Point out that the first lines are provided for them, and they will come up with the second lines. Tell the students that the last word in each line they write should rhyme with the last word in the previous line.
- Tell the students that they will each write their own complete poems in their journals. Point out that teammates may write different poems on the basis of the team's discussion.

- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce good work and to correct errors.

**Team Mastery**

- Write the following lines on the board.

I like to fly my kite,	_____.
I like to ride my bike,	_____.
I like to read a book,	_____.
I like to ride in a car,	_____.

- Explain to the students that they will complete this poem individually during Team Mastery. Tell them that they will share their poems with their teammates when they have finished.
- Explain that the students will write these poems in their journals. Tell them that the last word in each line that they write should rhyme with the last word of the previous line.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their work with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

**Quick Check**

- Write the following lines on the board.

**Which Way Should I Go?**

A traveling, a traveling, a traveling I went.  
A postcard of my journey, to you I sent.

First I went west,  
\_\_\_\_\_.

Then I went east,  
\_\_\_\_\_.

Next I traveled north,  
\_\_\_\_\_.

Last I traveled south,  
\_\_\_\_\_.

- 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.
- Tell the students that they do not have to write the title or the first two lines of this poem, but they will write the remaining lines.
- If necessary, remind the students that they will complete the poems by filling in the blank lines. Also remind them that the last word on each line they write has to rhyme with the last word of the preceding line.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to use rhyme in their poetry. 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.

- 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.



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### Craft Lesson Scoring Guide

**100 points:** Demonstrates a strong understanding of rhyme by ending each line of the poem with a word that rhymes with the last word of the preceding line.

**90 points:** Demonstrates a good understanding of rhyme by ending at least three lines of the poem with a word that rhymes with the last word of the preceding line.

**80 points:** Demonstrates some understanding of rhyme by ending at least two lines of the poem with a word that rhymes with the last word of the preceding line.

If the student does not show an understanding of rhyming, 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.

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## If I...Poems

### Teacher Presentation: Writing Instruction

- Tell the students that they will have more opportunities to see rhyme in another If I...poem.
- Display the “If I were a Dog” transparency and read it aloud.

#### **If I Were a Dog**

If I were a dog, I'd have such fun!  
All day I would bark, sniff, and run.

If I were a dog, I would chase the neighbor's cat.  
Then I would nap on the welcome mat.

If I were a dog, I would rest all day,  
So at night, I'd be ready to play.

If I were a dog, I'd leave dirty paw prints all over the place!  
Well, not on my master's face.

- Remind the students that an If I...poem tells the audience what the poet would do if he or she could be a particular idea or object. Use Think-Pair-Share to ask the students to identify what the poet wants to be in this poem. [*A dog.*]
- Use Think-Pair-Share to ask the students to identify the words that rhyme in this poem. [*The words that rhyme are fun and run, cat and mat, day and play, place and face.*] Also ask how repetition was used. [*Every verse starts with “If I were a dog.”*]
- Display both If I...poems, and have the students reread “If I were Invisible.”
- Use Think-Pair-Share to ask the students how the rhyming patterns in the two poems differ. [*“If I were Invisible” has four-line stanzas, and the second and fourth lines rhyme. “If I were a Dog” has two-line stanzas, and the first and second lines rhyme.*]
- Explain that when the students write their poems, they will select one of these rhyming patterns and use that same pattern throughout their entire poems.
- Review the parts of the If I...poem: tells what the poet would do if he or she could be a particular object or idea, has rhyme, follows a rhyming pattern, and includes repetition.

- Ask the students which elements they think are the most important to include in their poems.
- Distribute the scoring guide, point out the items in the Content Checklist, and review how many points are allotted for each item.

Content Checklist (80 points)	
My If I...Poems:	
<input type="checkbox"/> tell what I would do if I were a particular object or idea.	<b>15</b>
<input type="checkbox"/> include at least four verses.	<b>10</b>
<input type="checkbox"/> use rhyme.	<b>20</b>
<input type="checkbox"/> follow the same rhyming pattern throughout.	<b>10</b>
<input type="checkbox"/> use repetition.	<b>5</b>
<hr/>	
<input type="checkbox"/> I have written at least two poems.	<b>10</b>

## Prewriting

- Write “If I were \_\_\_” on the board. Use Think-Pair-Share to have students fill in the blank with two things they would like to be. Model this to the extent necessary.
- Use Think-Pair-Share to have the students tell four actions they would do for each object or idea they choose. Tell them that these activities will make up the verses in their poems. Model this to the extent necessary.
- Tell the students that they will complete two graphic organizers, one for each poem.
- Use Think-Pair-Share to have the students identify the TAP-F information for their poems. Model if necessary.
- Use Think-Pair-Share to ask the students what graphic organizer would help them organize the information for each poem. *[A web.]*

- Have the students use two webs to plan their poems. Remind the students to include the TAP-F information on their webs. Model completing a web with your own ideas to the extent necessary, as shown in the example below.

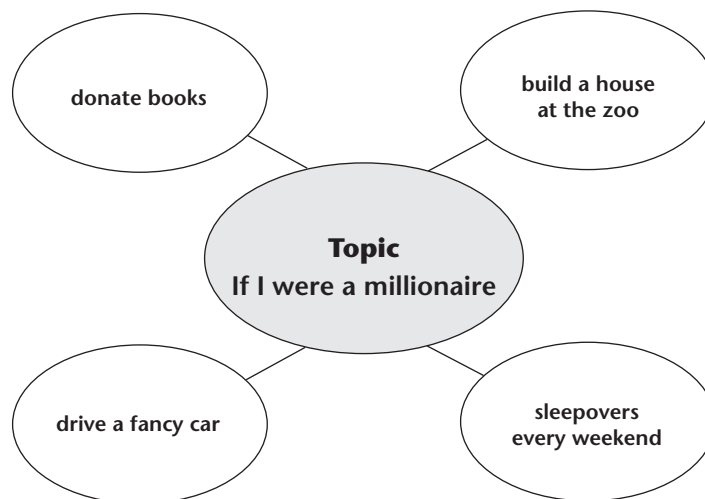
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**Topic:** If I were a millionaire  
**Purpose:** to entertain

**Audience:** other students  
**Form:** poem

---

### Web



- Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they have finished, have the students initial prewriting on their scoring guides to show they have completed this step.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

### Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Remind the students that they must include rhyming words in their poems, and their poems must follow the same rhyming pattern throughout the whole poem.
- If possible, allow the students to use the following website to assist them in finding rhyming words: [www.rhymezone.com](http://www.rhymezone.com).
- Have the students write a first draft for each poem, skipping lines to leave room for comments and revisions. Model if necessary.

- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class, and celebrate completing this part of the process.

## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.



### Revising

- Have the students consider how they will revise their work, on basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes.
- Hold brief conferences with as many students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share an example of the items they edited on their work. Celebrate completing this step of the process.

## Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the poems they plan to publish.
- Explain that you will use the scoring guides to determine a score for their poems as a whole; you will not score each poem.
- Tell the students that you will write comments about individual poems to give additional feedback.
- Score the students' work and return their papers.

## Publishing

- Tell the students that they are now ready to publish their If I...poems.
- Have the students recopy their poems. Tell the students to make sure they include all of their revisions and edits and any revisions you may have suggested.
- Have the students illustrate their poems.
- Celebrate by inviting another class to a poetry reading. Allow each of the students to read at least one of their poems aloud.
- Display the poems on a bulletin board for the students to enjoy.



## If I were Invisible

If I were invisible,  
I'd travel the world in style  
By ship and plane and hot air balloon,  
Maybe even by crocodile!

If I were invisible,  
I'd wander through the zoos  
Growling at the lions and tigers  
And scaring the elephants with an enormous, "Boo!"

If I were invisible,  
I would have fun  
Playing all the time  
Until the day was done.



## Nursery Rhymes

Humpty Dumpty sat on a \_\_\_\_\_,  
Humpty Dumpty had a great \_\_\_\_\_.  
All the king's horses and all the king's \_\_\_\_\_,  
Couldn't put Humpty together \_\_\_\_\_.

Rain, rain go \_\_\_\_\_.  
Come again another \_\_\_\_\_.

Hey diddle diddle the cat and the fiddle,  
The cow jumped over the \_\_\_\_\_.  
The little dog laughed to see such sport,  
And the dish ran away with the \_\_\_\_\_.



## Rhyming Poems

### In the Land of Books

Who knows what you'll find  
When you open up a book?  
Who knows what will happen?  
Come inside and take a look!

You can explore new worlds  
And familiar old places.  
You'll meet some new people  
And see familiar faces.

Reading is a pleasure,  
And a delight.  
I read in the morning,  
At noon, and at night!

## Rhyming Poems *continued*

### A Baby

A baby can't eat potatoes,  
Or pick vine ripe tomatoes.

A baby can't run or even walk,  
Or draw on the sidewalk with chalk.

A baby can't talk on the phone,  
Or eat an ice cream cone.

A baby can't dance and sing,  
A baby can't do anything!



## If I Were a Dog

If I were a dog, I'd have such fun!

All day I would bark, sniff, and run.

If I were a dog, I would chase the neighbor's cat.

Then I would nap on the welcome mat.

If I were a dog, I would rest all day,

So at night, I'd be ready to play.

If I were a dog, I'd leave dirty paw prints all over the place!

Well, not on my master's face.

## If I...Poem Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My If I...poems:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> tell what I would do if I were a particular object or idea.	<b>15</b>			
<input type="checkbox"/> include at least four verses.	<b>10</b>			
<input type="checkbox"/> use rhyme.	<b>20</b>			
<input type="checkbox"/> follow the same rhyming pattern throughout.	<b>10</b>			
<input type="checkbox"/> use repetition.	<b>5</b>			
<input type="checkbox"/> I have written at least two poems.	<b>20</b>			
<b>Partner Ratings Key:</b> ? missing or needs to be improved    ✓ here and complete    + here, complete, and outstanding				

Editing Checklist (20 Points)				
I checked my If I...poems for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				



## Unit Seven

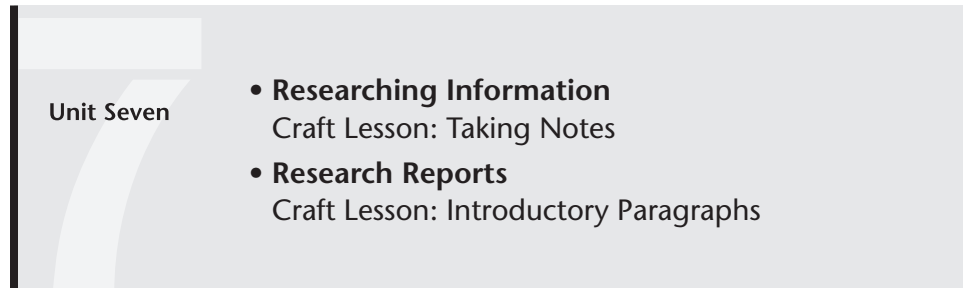
# Research Writing



### Background

The students are asked to research topics and write reports throughout their schooling. What happens to many, if not most, students is that they are given these assignments without instruction in how to do them. Often they do not know how to plan a topic, gather information, or organize the information in a way that is appropriate to meet the goals of the task. Without these skills, many students are unable to demonstrate what they know, so they miss fulfilling the purpose of writing a report. This unit assumes that research skills must be taught explicitly before the students can be expected to use them.

## Activities and Craft Lessons



Unit Seven

- **Researching Information**  
Craft Lesson: Taking Notes
- **Research Reports**  
Craft Lesson: Introductory Paragraphs

## Notes About Instruction

The two activities in this unit work together to help the students create one final product: the research report. The first activity, Researching Information, instructs the students in how to gather information and takes them through the prewriting step of the writing process. The placement of the Craft Lesson has been adjusted to instruct the skill, taking notes, where it is most appropriate. Suggestions for technology use are included in the Researching Information activity; however, the students can conduct their research without technology if the resources are unavailable. In the second activity, Research Reports, the students learn more about the structure of a report and how to write introductory paragraphs, and continue through the remaining steps of the writing process. The time frame necessary for these activities may vary greatly from that of the activities in previous units. Adjust time allotments as needed to ensure that the students have adequate time to conduct research for their reports.

## How to Introduce the Unit

- Use Think-Pair-Share to have the students identify the types of informative writing they completed earlier. [*All About Books, Letter to a Pen Pal, and How-to Instructions.*]
- Tell the students that the next kind of writing they will do, research writing, is a kind of informative writing.
- Explain to the students that research writing involves finding information and then writing to tell what you found.
- Tell the students about the writing activities in which they will participate in this unit.



## Researching Information

### Summary

The students will gather and organize information in preparation for writing a research report. The Craft Lesson will teach the students how to take notes using webs.

### Preparation

- Make copies and transparencies of materials found at the end of the activity.
- Collect books about different animals the students are researching, or arrange to visit the school or local library.
- Obtain chart paper (one piece for each team and one for you) and markers. **CL**
- **Note:** This activity prepares the students to write their research reports. Instruction focuses on planning, and the students do not complete all parts of the writing process until the next activity. Because of this, the scoring guide is not included in this lesson. Use the scoring guide found at the end of the next lesson, *Research Reports*, for students to initial at the end of prewriting.
- **Note:** This activity and the next introduce the students to the concept of citing sources. The lists that they create are not complete formal citations. In grade 5 the students build on this introduction to create complete formal citations.

### Teacher Presentation: Set the Stage

- Create interest in the activity by asking the students what they would do if they wanted to learn about a new hobby, like coin collecting or playing chess. *[They would ask someone about it, look for the information in a book, or look on the Internet.]* Tell the students that often, when we want to find out about something new, we ask questions and try to find the answers.
- Explain that some people, called researchers, do the same things as part of their work. Tell them that they start with questions and they look for answers. Explain that once researchers gather information, they write reports about their findings. Tell the students that often researchers publish their work in magazines and books, and sometimes they present their research to an audience.
- Explain to the students that they will be researchers and write reports about different animals. Tell the students that they will publish their reports by creating a display to be shared during It's a Zoo in Here Day.

## Writing Instruction

- Distribute the Green Sea Turtle report. (**Note:** The Green Sea Turtles report will be used again in the next lesson, Research Reports.)
- Tell the students that this is an example of a research report. Read the report aloud or have volunteers take turns reading it.

## Green Sea Turtle

Green sea turtles are amphibians that live in the ocean. How do the male and female green sea turtles look different? Why do people hunt the green sea turtle? This report will answer these questions and tell you more about green sea turtles.

### What does the green sea turtle look like?

The green sea turtle is really brownish-greenish. Its name comes from the greenish fat on the turtle's body. Some of the turtles have yellow spots on their shells. Their shells are heart shaped. The male green sea turtle has a little bit longer, narrower shell than the female. Young green sea turtles look a little different from adults. The tops of their shells are dark brown. The bottoms are white. The babies are born black and are about the size of a bar of soap. The green sea turtle is different from land turtles because it has large flippers instead of legs.

### How big is the green sea turtle?

An adult green sea turtle is three to four feet long. The longest green sea turtle was 60-3/8 inches long. That's just over five feet long! The turtles can weigh from 250 to 450 pounds. The heaviest one weighed 650 pounds.

### What does the green sea turtle eat?

The green sea turtle eats mostly sea grass and seaweed. Sometimes it eats jellyfish or sponges. The green sea turtle is the only turtle whose diet is mostly made up of plants.

### Where does the green sea turtle live?

The green sea turtle lives in warm seawater. It can be found in warm waters all over the world. It lives in shallow water that has a lot of plants. Green sea turtles lay eggs in the same spot every year. They often have to travel very far to go from where they live to where they lay their eggs.

### Is the green sea turtle endangered? Why?

The number of green sea turtles has declined so much that they are now endangered. The green sea turtle has been hunted for many years. People enjoy eating the turtle meat. These turtles are protected in the United States. Other countries still hunt the green sea turtles and their eggs. Also people looking for the eggs are destroying the green sea turtles' habitat.

- Use Think-Pair-Share to have the students discuss what the report is about. [*Green sea turtles.*] Remind the students that this is called the topic of the report. Write “Topic: Green Sea Turtle” on the board.
- Have the students work in teams to reread the report and determine what each section is mainly about. Use Numbered Heads to check responses, listing them on the board under the topic. [*What the green sea turtle looks like, its size, what it eats, where it lives, and that it’s endangered and why.*]
- Tell the students that these are the important ideas the writer wants to share about green sea turtles and they are called subtopics. Point out that the author was able to give several details for each subtopic.
- Further demonstrate the idea of topic and subtopics. Tell the students to pretend that the class is writing a report about different kinds of food. Write “Topic: Kinds of Food” on the board and put a circle around it.
- Model identifying one idea (category) related to this topic (for example, dairy), writing it outside the circle, and drawing a line to connect it to the circle. Give examples of this idea (cheese, milk) that would be supporting details.
- Use Think-Pair-Share to have the students identify other ideas related to the topic. Write these ideas outside the circle, and draw lines connecting them to the circle. Remind the students that they should be able to give several details about each idea. [*Possible ideas: meat, fruit, vegetables, grain, junk food.*] Tell the students that they just listed possible subtopics for a report about kinds of food.
- Point out that the report is written in sections with headings. Tell the students that the first section is an introductory paragraph. Point out that each additional section in the report is about a different subtopic. Explain to the students that they will organize their reports this way.
- Tell the students that they are now ready to plan their topics and subtopics for their reports.

## Prewriting

- Explain to the students that the first step in research is selecting a topic. Remind the students that the topic of their reports will be an animal. Have the students choose an animal for their reports.
- Tell the students that researchers usually determine their subtopics by the questions they ask about the topics. Use Think-Pair-Share to have the students brainstorm questions they might have about the animals they will research. Have them also think about information that other people might want about the animals. List the students’ questions on chart paper.

- Explain to the students that they will answer their subtopic questions in their reports. Tell the students that the questions they asked about their animals can be subtopics in their reports if they can find supporting details for those questions.
- Point out that the author of the Green Sea Turtles report wrote four or five sentences for each subtopic question. Tell the students that a question will not make a good subtopic if you find you can write only one or two sentences about it.
- Review the list of questions, pointing out which questions could be answered with several sentences of supporting details. Model additional questions of this type if necessary. Some sample questions are: Where does the animal live? What does the animal look like? What are the animal's enemies?
- Tell the students that they need to choose the subtopic questions for their reports. Explain to the students that they can use questions from the list or make up their own; remind them that the questions should require several sentences of supporting details. Tell the students that they should have at least four subtopic questions.
- When the students have finished, have them share their questions with their teams. Use Numbered Heads to have the students share their subtopic questions with the class.
- Use Think-Pair-Share to ask the students what kind of graphic organizer they should use to plan their reports. Tell them they should keep in mind the organizer they use when they are explaining or describing something. *[A web.]*
- Have the students use a web to plan the topics and subtopics for their reports. Remind them to include the TAP-F information on their graphic organizers. Model this to the extent necessary, as shown in the example below, using an animal not assigned to one of the students.

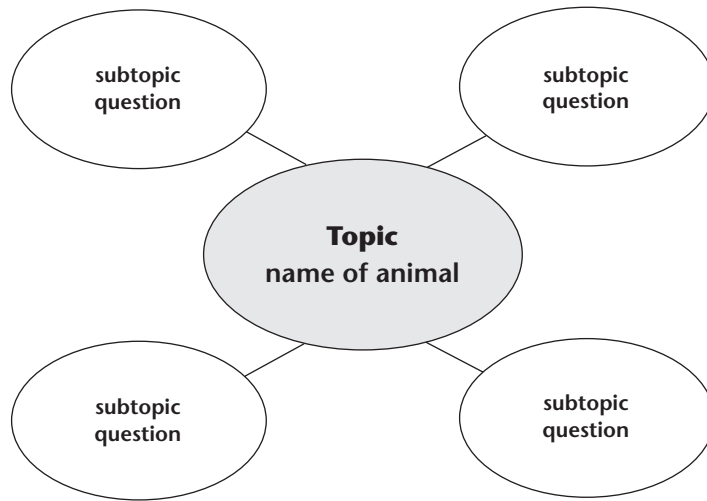
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**Topic:** name of animal  
**Purpose:** to inform

**Audience:** classmates, parents, principal, teachers  
**Form:** research report

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**Web**



- Tell the students that the next step researchers take as they prepare to write a report is to gather information about their topics and subtopics.
- Explain that when gathering information, writers organize their information in a way that makes writing the report easy. Tell the students that in the Craft Lesson they will learn how to take notes using webs.



## Taking Notes

## Craft Lesson

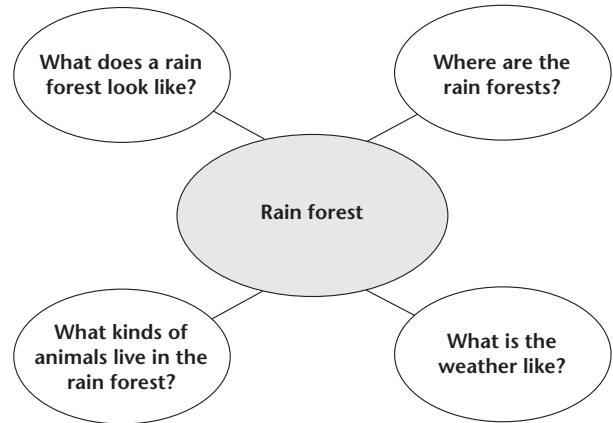
### Teacher Presentation

- Tell the students that you are going to say a list of numbers, and when you have finished, you will ask them to repeat the numbers to you. Explain that they can use any materials they want to help them remember the numbers.
- Say the following numbers slowly.

5, 7, 1, 13, 56, 32

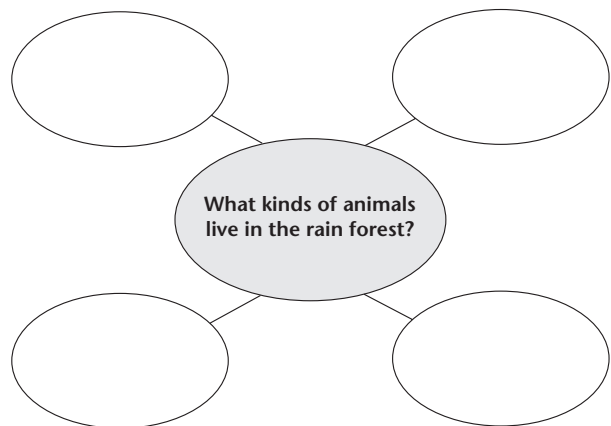
- Ask the students to say the numbers back to you chorally. Ask the students what they did to remember the numbers. *[Possible answers: wrote them down; repeated them in their heads.]*
- Explain that writing information down is a good way to remember it at a later time. Tell the students that as they research, they will find a lot of information they will need to remember. Explain that taking notes will help them organize the information and write their reports in their own words.
- Display the following web on the board. Point out that this web looks like the one the students completed earlier. Have the students identify the topic and subtopics.

### Web



- Tell the students that as they take notes, they will have a lot of information to write. Explain that they will create a separate web on a separate page for each subtopic. Demonstrate this by creating a web for one of the subtopics on a separate sheet of chart paper. (See the example below.)

### Web



- Distribute the Rain Forest Research Sources handout. Read it aloud or have volunteers take turns reading.



**Rain Forest Research Sources****Source #1**

Rain forests are very hot and steamy. They get a lot of rain every year. Rain forests are filled with many different kinds of plants and animals. You might see monkeys or jaguars in a rain forest. Most rain forests can be found near the equator. Most are found in South and Central America, Asia, Africa, and Australia.

**Source #2**

Rain forests have different levels. A level is called a stratum, and more than one are called strata. The lowest of the strata is the understory. Palms, tree seedlings, and saplings live here. This part of the rain forest does not get very much light. The plants that live here are able to survive in very little light. The next stratum is called the midstory. Here you will find large shrubs and midsized trees. The canopy is the next stratum. Here the treetops touch each other. This layer of leaves catches a lot of rainwater and sunlight. The highest level of the rain forest is made up of very tall trees. Their tops stick up above the canopy. These trees can be as tall as 230 feet!

**Source #3**

Many animals live in the rain forest. Almost 90 percent of the rain forest animals are insects. But there are other kinds of animals too. There are bats, gorillas, elephants, and wild pigs.

- Point out that all the information the students are looking for may not be included in one source, so they should look at all the sources. Also point out that some of the information in the passages may not be helpful. Tell the students to list only information that tells more about their subtopics.
  - Assign each team a subtopic. Pass out a piece of chart paper to each team, and have them create a web for their subtopic. If necessary, assign a subtopic to more than one team.
  - Have the students work in teams to add information to the webs using the sources on the “Rain Forest Research Sources” page. Tell them that they should add at least two details to their webs. Explain that they should include, not only the information that answers the question, but also information that gives more explanation or detail. Remind them to put the information into their own words.  
*[What does a rain forest look like? Made of many layers: the understory, midstory, canopy, and tall trees. Where are rain forests? South and Central America, Asia, Africa, and Australia. What is the weather like? It's hot and steamy, and there is a lot of rain. What kinds of animals live in the rain forest? Insects, gorillas, wild pigs, monkeys, elephants, and bats.]*
- Model adding one or two details from the different sources to the subtopic web for “What kinds of animals live in the rain forest?” Summarize the information in your own words, using a sentence, phrase, or words.  
*[Possible details: insects, gorillas.]*

- Use Numbered Heads to check responses, having each team share their webs. Make sure the students have at least two details for each web and that the details are listed in their own words.
- Remind the students that taking notes can help them to organize their information and write their reports in their own words. Tell the students that they should look through all of their sources to determine if they have included all the information for each subtopic.

#### Team Practice

- Create a web on the board. Write “Mount Rushmore” in the topic circle. Write the following subtopics around the topic: “What presidents are carved into Mount Rushmore?” “How long did it take to complete?” Ask the students to make a web for each subtopic in their journals, leaving enough room to write notes.
- Distribute the Teamwork page, and have the students look at the Team Practice section. Ask for volunteers to take turns reading the sources. Explain that the students will work in their teams to make notes on their webs using these sources. Explain that they should have at least two details for each subtopic and that they must write the information in their own words.

#### Team Practice

##### Mount Rushmore

###### Source #1

Mount Rushmore is in South Dakota. It is a memorial for four U.S. presidents. A man named Gutzon Borglum was in charge of sculpting it. He and a team of men began working on it in 1927. It took fourteen years to complete. Each face is sixty feet tall. That is more than three times the size of the Statue of Liberty. Borglum had some problems with the project. One problem was that he ran out of room for Jefferson’s head! It was supposed to be on Washington’s right. Borglum moved it to Washington’s left because there was more room there.

###### Source #2

Mount Rushmore was finished in 1941. There are four presidents’ heads carved into the stone. The presidents are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The men were picked because they were great leaders. They all did a lot for our country. More than two million people visit Mount Rushmore every year. There are lots of things to do there. You can camp, hike, mountain bike, and fish.

- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the students’ work. Give feedback to reinforce appropriate note taking and to correct errors.

**Team Mastery**

- Create a web on the board. Write “Stars” in the topic circle. Write the following subtopics: “Why are some stars different colors?” “How is distance measured in space?” Have the students create webs for each subtopic in their journals, leaving enough room to write notes.
- Explain that the students will follow the same procedures that they did in Team Practice, but this time they will work on their webs individually and then share them with their teammates. Remind the students that they should list at least two details for each subtopic and that they must write the information in their own words.

**Team Mastery****Stars****Source #1**

The sun is the star closest to Earth. It is very far away: 93 million miles. Distances in space are measured in light years. One light year is about 6,000,000,000,000 miles. The next closest star after the sun is the Proxima Centauri. It is 4.2 light years away. The largest star in the galaxy is the Pistol Star. It’s about 100 times the size of the sun. You can’t see this star without a telescope because it’s too far away from Earth.

**Source #2**

Stars are different colors because of their temperatures. A blue-white star is hot. A red star is cooler. As stars get older, they get bigger and bigger until they collapse and die. Stars are big balls of gas. When a star runs out of fuel, it reaches the end of its life.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

**Quick Check**

- Tell the students that it is time for Quick Check. Create a web on the board. Write “Volcanoes” in the topic circle. Write the following subtopics around the circle: “What happens when a volcano is about to explode?” “Why do volcanoes erupt?”
- Distribute “Volcanoes Research Sources.” 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 take notes for their research report. 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.



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## Craft Lesson Scoring Guide

**100 points:** The student took notes for each subtopic and included at least two details for each. The notes are written in the student's own words.

**90 points:** The student took notes for each subtopic and included at least one detail for each. The notes are written in the student's own words.

**80 points:** The student took notes for one subtopic and included at least two details. The notes are written in the student's own words.

If the student does not show an understanding of note taking, 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.

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## Researching Information

- Tell the students that they are ready to begin gathering information for their research reports. Remind the students that they will have a lot of information, so they will create webs for each subtopic on a separate sheet of paper.
- Explain to the students that they need to write down the sources they used, or where they got their information, on separate sheets of paper as they take notes. Point out that they need to list the source only if they took information from it. Tell the students that researchers write down the sources to show where the information came from and to give credit to the authors of the sources.
- Tell the students that the information they list for each source depends on the type of source. Explain that the information they list for a book will be different from the information they list for a website.
- Distribute the Sources handout. Explain that these are examples of how to list some of the sources they may use during their research. Tell the students that they will use this handout as a guide in listing their own sources.

### Sources

#### Book

Baskin-Salzberg, Anita and Salzberg, Allen. Turtles, pp. 44, 49.

#### Encyclopedia

"Green Sea Turtle." Endangered Wildlife and Plants of the World.

#### Magazine

Roberts, Nyla. "Marine Life." National Geographic Kids, pp. 3–8.

#### Website

[http://encarta.msn.com/media\\_461562065/Green\\_Turtle.html](http://encarta.msn.com/media_461562065/Green_Turtle.html).

- Review the list with the students noting the following:
  - The author's name is listed, the last name first followed by the first name.
  - Some names of authors are not listed because the author is unknown.
  - The titles of books, encyclopedias, magazines, and brochures are underlined.
  - The title of the encyclopedia entry is in quotation marks.
  - The title of the magazine article is in quotation marks and includes page numbers of the article.
  - Periods are used to separate names and titles.
  - The complete Web address is listed.

- Remind the students that their notes should be in their own words. Tell the students that they will be required to include at least three sentences with supporting details for each subtopic when they write their reports, so they need to make sure that they get enough information when taking notes.
- Make sure the students have enough sources and opportunities to conduct their research. Use the following suggestions for gathering sources and information:
  - Take a field trip to the local library.
  - Visit the school’s library.
  - Have the students use the Internet. Some sites appropriate for kids are:  
<http://yahooligans.yahoo.com/content/animals/> and <http://encarta.msn.com/>
- Over the next few days, have the students research and take notes for their reports. As the students take notes, monitor their progress to make sure that they record the information in their own words, include at least three details for each subtopic, and list their sources. Tell the students that, if they are having difficulty finding information about a particular subtopic, they should consider using another question.
- Each day have the students celebrate by sharing any new information that they have learned and added to their organizers.
- When they finish, have the students initial prewriting on their scoring guides to show they have completed this step.
- Tell the students that they are ready to learn how to write their reports.



## Researching Information

### Green Sea Turtle

Green sea turtles are amphibians that live in the ocean. How do the male and female green sea turtles look different? Why do people hunt the green sea turtle? This report will answer these questions and tell you more about green sea turtles.

#### **What does the green sea turtle look like?**

The green sea turtle is really brownish-greenish. Its name comes from the greenish fat on the turtle's body. Some of the turtles have yellow spots on their shells. Their shells are heart shaped. The male green sea turtle has a little bit longer, narrower shell than the female. Young green sea turtles look a little different from adults. The tops of their shells are dark brown. The bottoms are white. The babies are born black and are about the size of a bar of soap. The green sea turtle is different from land turtles because it has large flippers instead of legs.

#### **How big is the green sea turtle?**

An adult green sea turtle is three to four feet long. The longest green sea turtle was 60-3/8 inches long. That's just over five feet long! The turtles can weigh from 250 to 450 pounds. The heaviest one weighed 650 pounds.

#### **What does the green sea turtle eat?**

The green sea turtle eats mostly sea grass and seaweed. Sometimes it eats jellyfish or sponges. The green sea turtle is the only turtle whose diet is mostly made up of plants.

## **Green Sea Turtle** *continued*

### **Where does the green sea turtle live?**

The green sea turtle lives in warm seawater. It can be found in warm waters all over the world. It lives in shallow water that has a lot of plants. Green sea turtles lay eggs in the same spot every year. They often have to travel very far to go from where they live to where they lay their eggs.

### **Is the green sea turtle endangered? Why?**

The number of green sea turtles has declined so much that they are now endangered. The green sea turtle has been hunted for many years. People enjoy eating the turtle meat. These turtles are protected in the United States. Other countries still hunt the green sea turtles and their eggs. Also people looking for the eggs are destroying the green sea turtles' habitat.





## Rain Forest Research Sources

### Source #1

Rain forests are very hot and steamy. They get a lot of rain every year. Rain forests are filled with many different kinds of plants and animals. You might see monkeys or jaguars in a rain forest. Most rain forests can be found near the equator. Most are found in South and Central America, Asia, Africa, and Australia.

### Source #2

Rain forests have different levels. A level is called a stratum and more than one are called strata. The lowest of the strata is the understory. Palms, tree seedlings and saplings live here. This part of the rain forest does not get very much light. The plants that live here are able to survive in very little light. The next level is called the midstory. Here you will find large shrubs and midsized trees. The canopy is the next stratum. Here the treetops touch each other. This layer of leaves catches a lot of rainwater and sunlight. The highest level of the rain forest is made up of very tall trees. Their tops stick up above the canopy. These trees can be as tall as 230 feet!

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Taking Notes

Teamwork

Team Practice

## Mount Rushmore

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Taking Notes

Teamwork

Team Mastery

## Stars

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Taking Notes

Teamwork

Quick Check

## Volcanoes Research Sources

### Source #1

Volcanoes erupt because there is too much pressure under the Earth's crust. There is a hot liquid called magma under the crust. Sometimes this magma gives off bubbles. These bubbles get trapped. If they build up for too long and can't escape, they explode. A volcano erupting looks like a can of soda that is opened after being shaken.

### Source #2

Usually there are signs that a volcano is going to erupt soon. Most of the time there are earthquakes right before a volcano erupts. There are also gassy fumes that smell really bad. An eruption can last from a few seconds to years. Some volcanoes erupt all the time. Others erupt for a short time and then rest. Some volcanoes are quiet when they erupt. Others sound like huge explosions.



## Researching Information

### Sources

#### Book

Baskin-Salzberg, Anita and Salzberg, Allen. Turtles, pp. 44, 49.

#### Encyclopedia

“Green Sea Turtle.” Endangered Wildlife and Plants of the World.

#### Magazine

Roberts, Nyla. “Marine Life.” National Geographic Kids, pp. 3–8.

#### Website

[http://encarta.msn.com/media\\_461562065/Green\\_Turtle.html](http://encarta.msn.com/media_461562065/Green_Turtle.html).



## Research Reports

### Summary

The students will write research reports about an animal. In the Craft Lesson, they will practice writing introductory paragraphs.

### Preparation

- Select a language mechanics lesson to teach with this activity.
- Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
- Make copies and transparencies of materials found at the end of the activity.
- Obtain chart paper and markers. **CL**

### Teacher Presentation: Set the Stage

- Use Think-Pair-Share to have the students review what they have learned so far about the animals they have researched.
- Tell the students that they are ready to write their reports. Remind them that they will publish their reports by creating displays to share during the It's a Zoo in Here Day.
- Explain to the students that one of the first things authors do when they write a report is introduce the topic in an introductory paragraph. Tell the students they will learn how to write an introductory paragraph during the Craft Lesson.



## Introductory Paragraphs

### Teacher Presentation

- Create interest by having the students pretend that they don't know the students sitting next to them. Tell the students that they need to introduce themselves to these people in three to four sentences. Use Think-Pair-Share to have the students introduce themselves.
- Ask the students if they told the class everything about themselves when they made their introductions. *[No.]*
- Point out that when authors write introductions for their work, they do not go into great detail about the topic. Tell the students that authors give just enough information to let readers know what the work is about.
- Distribute the Niagara Falls handout. Read it aloud or have a volunteer read it.

### Niagara Falls

#### **Where is Niagara Falls?**

Niagara Falls is really two waterfalls. The American Falls is in New York. It is 180 feet high and 1,100 feet long. The Canadian, or Horseshoe, Falls is located in Ontario, Canada. The Horseshoe Falls is 170 feet high and 2,500 feet long.

#### **Does the Niagara Falls freeze in the winter?**

The water that goes over the falls does not freeze. But the water and mist around the edges of the falls does. Some of this ice can be as thick as 50 feet! Some years the ice has stretched across the river. This is called an ice bridge. Long ago people were allowed to walk on the ice bridges. You are not allowed to walk on them today. It is dangerous.

#### **Do people really go over the falls?**

Fifteen people have traveled over the falls. In 1901 the first person went over the falls in a barrel. Her name was Annie Edison Taylor. She was sixty-three years old. Red Hill, Jr. tried a different method in 1951. He made a raft out of thirteen inner tubes and tied them together with rope. When he went down the falls, the inner tubes came untied and floated to the surface. Hill was found a day after his trip. He was alive but badly hurt. On June 18, 1995, Steven Trotter and Lori Martin became the first man and woman to go over the falls together in one barrel.

- Use Think-Pair-Share to have the students identify the topic of the report [*Niagara Falls.*], the subtopics, and some details that support each subtopic. [*Where is Niagara Falls? In New York and Ontario, Canada; does Niagara Falls freeze in the winter? Parts freeze but the water still flows over the falls; do people really go over the falls? 15 people have gone over the Horseshoe Falls—Annie Edison Taylor in 1901, Red Hill, Jr. in 1951, and Steven Trotter and Lori Martin in 1995.*]
- Tell the students that the introductory paragraph is the first thing a reader will see while reading the report. Explain that the introductory paragraph introduces and defines the topic and sets a purpose for reading. Tell the students that introductory paragraphs should be short (about three or four sentences) and should get the readers' attention.
- Explain that authors can get their readers' attention in many ways. Tell the students that one way to interest readers is to ask questions about the topic. Point out that the questions need to be answered in the report.

- Use a Think Aloud to model writing the introductory paragraph.

**I am going to write an introductory paragraph for the Niagara Falls report. I'm going to start my paragraph by introducing the topic and telling what Niagara Falls is. I will write "Niagara Falls is a huge waterfall." Next, I will write two questions that will get my reader's interest. I will write "How big is Niagara Falls? What is an ice bridge?" Now I need to set a purpose for reading the rest of the report. I will write "Read on to find the answers to these questions and more about Niagara Falls."**

- Point out that the paragraph is brief (you were able to write it in four sentences).
- Explain to the students that the information in an introductory paragraph can be written in various ways. Tell the students that some authors start their reports with their questions and then define the topic and give the purpose, while others may give the purpose first. Point out that whatever order the information is presented in, the sentences should be organized in a way that flows and makes sense.
- Distribute the Rain Forests handout. Have the teams work together to read the report and write an introductory paragraph on the topic.



**Rain Forests****Where are rain forests?**

There are rain forests in many parts of the world. Asia, Africa, Australia, and South and Central America all have rain forests. Most rain forests are near the equator, so they are hot. They are also steamy because the moisture from the rain gets trapped by all of the trees.

**What kinds of animals live in rain forests?**

Rain forests have a lot of animals. Some are small like insects. Some are really big like elephants and gorillas. You can also find bats, wild pigs, and jaguars in a rain forest.

**What does a rain forest look like?**

A rain forest has many different levels. The understory is at the bottom. This part of the rain forest does not get very much light or rain. Only plants that do not need a lot of sun can survive here. The next level is the midstory. More trees can live here because this level gets some sunlight. Close to the top of the rain forest is the canopy. Here the treetops touch each other. This part gets a lot of rain and sunlight. The tallest trees are at the very top of the rain forest. Some of these trees can be 230 feet tall.

- Use Numbered Heads to check responses. Write an introductory paragraph on chart paper using one of the teams' responses. *[Example paragraph: How tall are the tallest trees in the rain forest? What is the weather like in a rain forest? Rain forests are homes to many plants and animals. Read on to learn more about rain forests.]* Point out that in this paragraph, you wrote the questions first and then introduced the topic and gave a purpose for reading the report.
- Use Think-Pair-Share to have the students review the characteristics of an introductory paragraph. *[It is a brief paragraph that introduces and defines the topic, gets the readers' interest with questions about the topic, and sets the purpose for reading.]* Remind the students that they will include introductory paragraphs in their research reports.

**Team Practice**

- Distribute the Teamwork page. Have the students look at the Team Practice section and have volunteers take turns reading the Mount Rushmore report.
- Explain that the students will work in their teams to discuss what they could write for an introductory paragraph to the Mount Rushmore report. Tell the students that each student will then write an introductory paragraph in their journals. Point out that teammates may write different paragraphs on the basis of the teams' discussion.
- Remind the students that their introductory paragraphs should introduce and define the topic, get the reader's interest with questions about the topic, set the purpose for reading, and be brief. Tell the students that they need to make sure that they present their ideas in an order that flows and makes sense.

### Team Practice

#### Mount Rushmore

##### What presidents are carved into Mount Rushmore?

There are four presidents' heads carved into the stone at Mount Rushmore. On the left is George Washington. Next to him is Thomas Jefferson. Theodore Roosevelt is the next in line. On the right is Abraham Lincoln.

##### How long did it take to complete Mount Rushmore?

Gutzon Borglum was a sculptor. He started working on Mount Rushmore in 1927. He completed the project in 1941. During those fourteen years, Borglum and the other sculptors had to deal with a lot of problems. The weather at times was awful. Sometimes it was very hot and other times very windy. One of the biggest problems that Borglum had was figuring out where to put Jefferson's head. It was supposed to be on Washington's left, but there was not enough rock there. He had to move it to the other side.

##### What can tourists do when they visit Mount Rushmore?

A lot of people visit Mount Rushmore every year. They all visit the monument, but there are other things for them to do too. There are many campsites, hiking trails, and places to ride your bike. People can also take a guided tour of the monument.

- Allow time for the teams to complete Team Practice. Use Numbered Heads to review the student's work. Give feedback to reinforce appropriate changes and to correct errors.

### Team Mastery

- Have the students look at the Team Mastery section of the Teamwork page.
- Explain that they will follow the same procedures that they did in Team Practice, but this time they will work on them individually and then share them with their teammates.
- Use Think-Pair-Share to review the characteristics of introductory paragraphs with the students. *[They are brief, introduce and define the topic, get the readers' attention with questions about the topic, set the purpose for reading.]* Remind the students to make sure the order of their ideas makes sense and flows.

### Team Mastery

#### Stars

##### Why are some stars different colors?

As stars age they get bigger. They also turn different colors. When a star is young it is very hot. It is a blue-white color. As it ages it starts turning red. When a star is red it is about to collapse and die.

##### How is distance measured in space?

Space is so big. Distances are not measured in feet or yards. Most are measured in light years. One light year is about 6 trillion miles. The star closest to us is the sun. It is only 93 million miles away. There is a star called Ross 128 that is 10.9 light years away.

##### What is the largest star in the galaxy?

The largest star that has been found so far is the Pistol Star. It is closer to the center of the galaxy. You need a telescope to see it. It is almost 100 times bigger than the sun. The brightest star that you can see without a telescope is Sirius. It is part of the Orion constellation.

- Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.
- Use Numbered Heads to have the students share their responses, and give appropriate feedback.

### Quick Check

- Distribute the Quick Check to the students.
- 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 use introductory paragraphs 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.



## Craft Lesson Scoring Guide

**100 points:** The student demonstrates a strong understanding of introductory paragraphs. The paragraph introduces and defines the topic, includes questions about the topic to get the readers' attention, sets the purpose for reading, and is brief. The paragraph is well written; the ideas are organized in a way that flows and makes sense.

**90 points:** The student demonstrates a good understanding of introductory paragraphs. The paragraph includes all of the characteristics listed above. The ideas are organized in a way that do not completely flow or make sense.

**80 points:** The student demonstrates some understanding of introductory paragraphs. The paragraph lacks one of the characteristics listed above. The ideas are organized in a way that does not completely flow or make sense.

If the student does not show an understanding of introductory paragraphs, 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.



## Research Reports

### Teacher Presentation: Writing Instruction

- Tell the students that before they write their own reports you want them to see how the ideas, including those for an introductory paragraph, look in a final report.
- Redistribute, if necessary, copies of the Green Sea Turtle report from the Researching Information lesson.

## Green Sea Turtle

Green sea turtles are amphibians that live in the ocean. How do the male and female green sea turtles look different? Why do people hunt the green sea turtle? This report will answer these questions and tell you more about green sea turtles.

### What does the green sea turtle look like?

The green sea turtle is really brownish-greenish. Its name comes from the greenish fat on the turtle's body. Some of the turtles have yellow spots on their shells. Their shells are heart shaped. The male green sea turtle has a little bit longer, narrower shell than the female. Young green sea turtles look a little different from adults. The tops of their shells are dark brown. The bottoms are white. The babies are born black and are about the size of a bar of soap. The green sea turtle is different from land turtles because it has large flippers instead of legs.

### How big is the green sea turtle?

An adult green sea turtle is three to four feet long. The longest green sea turtle was 60-3/8 inches long. That's just over five feet long! The turtles can weigh from 250 to 450 pounds. The heaviest one weighed 650 pounds.

### What does the green sea turtle eat?

The green sea turtle eats mostly sea grass and seaweed. Sometimes it eats jellyfish or sponges. The green sea turtle is the only turtle whose diet is mostly made up of plants.

### Where does the green sea turtle live?

The green sea turtle lives in warm seawater. It can be found in warm waters all over the world. It lives in shallow water that has a lot of plants. Green sea turtles lay eggs in the same spot every year. They often have to travel very far to go from where they live to where they lay their eggs.

**Is the green sea turtle endangered? Why?**

The number of green sea turtles has declined so much that they are now endangered. The green sea turtle has been hunted for many years. People enjoy eating the turtle meat. These turtles are protected in the United States. Other countries still hunt the green sea turtles and their eggs. Also people looking for the eggs are destroying the green sea turtles' habitat.

- Read the report aloud or have volunteers take turns reading it aloud.
- Use Think-Pair-Share to have the students review the characteristics of introductory paragraphs and identify examples of each in the report. *[It is brief, four sentences; it introduces and defines the topic (Green sea turtles are amphibians that live in the ocean.); it asks questions about the topic to get the readers' attention (How do the male and female green sea turtles look different? Why do people hunt the green sea turtle?); it sets a purpose for reading (This report will answer these questions and tell you more about green sea turtles.).]*
- Use Think-Pair-Share to have the students discuss what they notice about the format of the rest of the report. *[The report has headings that are the subtopic questions, and the paragraph after each heading answers the subtopic question.]*
- Tell the students that each subtopic paragraph contains a main idea sentence and supporting details. Have the students work in teams to identify the main idea and supporting details in each paragraph. Use Numbered Heads to check responses.
- Explain to the students that this is the format they will use when they write their reports. Remind the students that their graphic organizers will help them write their subtopic paragraphs and that the information should be written in their own words.
- Review the characteristics of a report with the students, and list them on the board. *[Includes an introductory paragraph, the paragraphs are organized by subtopics with headings, each subtopic paragraph states a main idea and includes at least three details.]*
- Have the students discuss in their teams whether they think some characteristics should have more points than others on the Content Checklist and, if so, have them explain their reasons. Have them consider which characteristics will make a bigger difference in writing a good report. Use Numbered Heads to check responses.

- Distribute the scoring guide, and point out the items and their point values on the Content Checklist. If you wish, have the students adjust the point values to reflect the class consensus, on the basis of their discussion and your input.
- Point out that they must also include a list of their sources. Remind the students that they recorded their sources as they took their notes. Tell the students that they will organize their lists during drafting.

Content Checklist (80 points)	
My research report:	
<input type="checkbox"/> includes an introductory paragraph about my animal.	<b>20</b>
<input type="checkbox"/> is organized in subtopic paragraphs with headings.	<b>15</b>
<input type="checkbox"/> includes a main idea about my animal and at least three supporting details for each paragraph.	<b>35</b>
<input type="checkbox"/> includes a list of sources.	<b>10</b>

## Drafting

- Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.
- Explain to the students that they will first write their reports and then write their introductory paragraphs. Tell the students that they will write their introductory paragraphs on a separate sheet of paper.
- Remind the students that they will take the information from their subtopic graphic organizers to create their subtopic paragraphs. Tell the students that each subtopic paragraph needs a heading and should state a main idea and at least three details. Remind the students that the headings for their subtopic paragraphs should come from their graphic organizers and should be in question form.
- Tell the students that after they write their reports, they will need to write a list of sources. Use Think-Pair-Share to have the students review why it is important to list their sources. *[Shows where the information came from; gives credit to the author of the source.]*

- Explain to the students that they will need to organize their lists so they are easy to read. Display the Sources transparency.

**Sources**

Baskin-Salzberg, Anita and Salzberg, Allen. Turtles, pp. 44, 49.

Gibbons, Gail. Sea Turtles.

“Green Sea Turtle.” Endangered Wildlife and Plants of the World.

Roberts, Nyla. “Marine Life.” National Geographic Kids, pp 3–8.

[http://encarta.msn.com/media\\_461562065/Green\\_Turtle.html](http://encarta.msn.com/media_461562065/Green_Turtle.html).

<http://www.floridaconservation.org/viewing/species/greenturtle.htm>.

<http://www.nature.ca/notebooks/english/gnturtle.htm>.

- Explain to the students that they will list the sources in alphabetical order according to the author’s last name. Tell the students that if the author of a source is unknown, they will list the title alphabetically instead. Point out this information on the list. Tell the students that they will list the Internet addresses last, pointing out these sources on the list. Tell the students to skip a line between each source.
- Have the students write a first draft of their reports, skipping lines to leave room for comments and revisions. Remind them to write their subtopic paragraphs first and then write the introductory paragraph on a separate page. Tell the students to list their sources on a separate sheet of paper as well. Model if necessary.
- When the students have finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.
- Have the students make changes to their drafts if necessary. When they have finished, have them initial drafting on their scoring guides to show completion of this step.
- Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.



## Sharing, Responding, and Revising

### Modeling Partner Feedback

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

### Partner Feedback

- Have partners read their work to each other and give each other ratings with feedback using the items on the scoring guide. Tell the students to note helpful suggestions on their drafts.
- Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

### Revising

- Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.
- Tell the students to rewrite their drafts to include the changes. Point out that they will write their introductory paragraphs first, followed by the subtopic paragraphs. Tell the students to write their list of sources on a separate page and to put it at the end of the reports.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.
- Have the students reread their revised drafts to their partners to demonstrate how they made the changes and to practice for Team Response by fluently reading their work.
- Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.



### Team Response

- Have the authors read their drafts to their teammates. Ask them to read as fluently (correctly, smoothly, and with expression) as possible.
- Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.
- Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.

### Editing

**Teach the language mechanics lesson here.**

- Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for each skill. The students should then do the same for their partners.
- At this time, work with individual students who need assistance with mechanics.
- When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.
- Ask one or two volunteers to share an example of the items they edited on their work. Celebrate completing this step of the process.

### Scoring

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

## Publishing

- Tell the students that they are now ready to publish their reports.
- Remind the students to include all of their revisions and edits, and any revisions that you may have suggested.
- Remind the students to initial the publishing step on their scoring guides when finished.
- If possible, allow time in class for students to create displays for their reports. Otherwise, assign their displays as homework. Discuss display options with the students, such as posters, pictures, or dioramas.
- When the students' displays are ready, schedule a date for the It's a Zoo in Here Day. Tell the students to decide whom they would like to invite from home as guests. Have the students create invitations for those guests, as well as invitations for other classes and the principal to attend.
- On It's a Zoo in Here Day, reorganize your classroom for the students to set up their displays, making room for guests to move about freely.
- Celebrate by having the students share their reports and displays with the guests.



## Niagara Falls

### Where is Niagara Falls?

Niagara Falls is really two waterfalls. The American Falls is in New York. It is 180 feet high and 1,100 feet long. The Canadian, or Horseshoe, Falls is located in Ontario, Canada. The Horseshoe Falls is 170 feet high and 2,500 feet long.

### Does the Niagara Falls freeze in the winter?

The water that goes over the falls does not freeze. But the water and mist around the edges of the falls does. Some of this ice can be as thick as 50 feet! Some years the ice has stretched across the river. This is called an ice bridge. Long ago people were allowed to walk on the ice bridges. You are not allowed to walk on them today. It is dangerous.

### Do people really go over the falls?

Fifteen people have traveled over the falls. In 1901 the first person went over the falls in a barrel. Her name was Annie Edison Taylor. She was sixty-three years old. Red Hill, Jr. tried a different method in 1951. He made a raft out of thirteen inner tubes and tied them together with rope. When he went down the falls, the inner tubes came untied and floated to the surface. Hill was found a day after his trip. He was alive but badly hurt. On June 18, 1995, Steven Trotter and Lori Martin became the first man and woman to go over the falls together in one barrel.



## Rain Forests

### Where are rain forests?

There are rain forests in many parts of the world. Asia, Africa, Australia, and South and Central America all have rain forests. Most rain forests are near the equator, so they are hot. They are also steamy because the moisture from the rain gets trapped by all of the trees.

### What kinds of animals live in rain forests?

Rain forests have a lot of animals. Some are small like insects. Some are really big like elephants and gorillas. You can also find bats, wild pigs, and jaguars in a rain forest.

### What does a rain forest look like?

A rain forest has many different levels. The understory is at the bottom. This part of the rain forest does not get very much light or rain. Only plants that do not need a lot of sun can survive here. The next level is the midstory. More trees can live here because this level gets some sunlight. Close to the top of the rain forest is the canopy. Here the treetops touch each other. This part gets a lot of rain and sunlight. The tallest trees are at the very top of the rain forest. Some of these trees can be 230 feet tall.



## Teamwork

### Team Practice

## Mount Rushmore

### What presidents are carved into Mount Rushmore?

There are four presidents' heads carved into the stone at Mount Rushmore. On the left is George Washington. Next to him is Thomas Jefferson. Theodore Roosevelt is the next in line. On the right is Abraham Lincoln.

### How long did it take to complete Mount Rushmore?

Gutzon Borglum was a sculptor. He started working on Mount Rushmore in 1927. He completed the project in 1941. During those fourteen years, Borglum and the other sculptors had to deal with a lot of problems. The weather at times was awful. Sometimes it was very hot and other times very windy. One of the biggest problems that Borglum had was figuring out where to put Jefferson's head. It was supposed to be on Washington's left, but there was not enough rock there. He had to move it to the other side.

### What can tourists do when they visit Mount Rushmore?

A lot of people visit Mount Rushmore every year. They all visit the monument, but there are other things for them to do too. There are many campsites, hiking trails, and places to ride your bike. People can also take a guided tour of the monument.



## Teamwork

### Team Mastery

## Stars

### Why are some stars different colors?

As stars age they get bigger. They also turn different colors. When a star is young, it is very hot. It is a blue-white color. As it ages it starts turning red. When a star is red, it is about to collapse and die.

### How is distance measured in space?

Space is so big. Distances are not measured in feet or yards. Most are measured in light years. One light year is about 6 trillion miles. The closest star to us is the sun. It is only 93 million miles away. There is a star called Ross 128 that is 10.9 light years away.

### What is the largest star in the galaxy?

The largest star that has been found so far is the Pistol Star. It is closer to the center of the galaxy. You need a telescope to see it. It is almost 100 times bigger than the sun. The brightest star that you can see without a telescope is Sirius. It is part of the Orion constellation.



## Teamwork

### Quick Check

## Volcanoes

### What happens when a volcano is about to explode?

There are usually signs that a volcano is going to explode. Earthquakes may occur before the volcano erupts. There are also smelly fumes that come out of the top of the volcano. The fumes smell like rotten eggs.

### Why do volcanoes erupt?

The earth is made of different layers. The top layer is the earth's crust. Under the crust is hot magma. Sometimes the magma makes bubbles, and the bubbles can get trapped under the crust. The crust cannot handle all of the pressure from the bubbles, so it explodes.

### Are all volcano eruptions the same?

Volcanic eruptions are different. Some eruptions are very loud and others are quiet. Some eruptions are short while others can last years. Most volcanoes follow a pattern: erupt, rest, erupt, rest.



## Research Reports

### Sources

Baskin-Salzberg, Anita and Salzberg, Allen. Turtles, pp. 44, 49.

Gibbons, Gail. Sea Turtles.

“Green Sea Turtle.” Endangered Wildlife and Plants of the World.

Roberts, Nyla. “Marine Life.” National Geographic Kids, pp. 3–8.

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<http://www.floridaconservation.org/viewing/species/greenturtle.htm>.

<http://www.nature.ca/notebooks/english/gnturtle.htm>.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Research Reports Scoring Guide

The Writing Process			
I've finished:	Author Initials	I've finished:	Author Initials
<input type="checkbox"/> prewriting		<input type="checkbox"/> editing	
<input type="checkbox"/> drafting		<input type="checkbox"/> publishing	
<input type="checkbox"/> sharing, responding, and revising			

Content Checklist (80 Points)				
My research report:	Points	Author Initials	Partner Ratings	Teacher Scores
<input type="checkbox"/> includes an introductory paragraph about my animal.	<b>20</b>			
<input type="checkbox"/> is organized in subtopic paragraphs with headings.	<b>15</b>			
<input type="checkbox"/> includes a main idea about my animal and at least three supporting details for each paragraph.	<b>35</b>			
<input type="checkbox"/> includes a list of sources.	<b>10</b>			
<b>Partner Ratings Key:</b>	<b>? missing or needs to be improved</b>	<b>✓ here and complete</b>	<b>+ here, complete, and outstanding</b>	

Editing Checklist (20 Points)				
I checked my research report for:	Points	Author Initials	Partner Initials	Teacher Scores
<input type="checkbox"/> capitalization				
<input type="checkbox"/> punctuation				
<input type="checkbox"/> spelling				
<input type="checkbox"/>				
<input type="checkbox"/>				
<b>Total Score:</b>				





**Appendix A**

**Team Score Sheet and Certificates**





# Team Score Sheet

# WritingWings

Team Name: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_

Team Members	Prewriting	Drafting	Revising	Editing	Publishing	Writing Process	Teacher Score			Total Score	Craft Lesson	Language Mechanics Lesson	Teamwork	Average of Shaded Areas
							From Content Checklist	From Editing Checklist						
										Total of Averaged Points				

Total of Averaged Points  $\div$  \_\_\_\_\_

Number of Team Members \_\_\_\_\_

Final Team Score \_\_\_\_\_





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Team Name

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Team Member

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Team Member

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Team Name

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Team Member





**Appendix B**

**Writing Process Goals and  
Progress Chart  
Record of Unit Scores**





# Writing Wings Process Skills

## Definitions of Skills and Criteria for Success:

**Planning:** The author considers all aspects of a written task in developing a written plan for a first draft.

*Criteria for Success:* The author develops ideas for writing that fit the writing task and support the content guidelines. He or she uses an organizer that suits the content (e.g., idea web to explain or describe, story map to narrate, sequence chain to show actions in time) and correctly identifies the topic, audience, purpose, and form of the intended writing. The author can articulate his or her ideas for planning and support others in developing their plans.

**Drafting:** The author expands and elaborates on the ideas in the plan to write a first draft.

*Criteria for Success:* The author writes a first draft from the plan, monitoring content guidelines to ensure that the writing complies with these guidelines. He or she uses the correct form for the task, skips lines to leave room for revision notes, and demonstrates a sense of the audience through the topic chosen, the detail used, and the quantity and quality of information. The author rereads the writing and makes changes if indicated.

**Sharing, Responding, and Revising:** The author reads his or her writing aloud with expression to get feedback from others. He or she listens to others do the same and gives positive and constructive feedback, considering general appeal and content requirements. The author takes the feedback into account, makes notes about constructive changes, and rewrites the draft to incorporate these changes.

*Criteria for Success:* When responding, a student shares positive feedback first, giving specifics from the writing to illustrate comments. He or she also gives specific comments about how the writing complies with the scoring guidelines. The student then makes a specific suggestion about how the writing could better comply with the scoring guidelines. When receiving this advice from others, the author makes notes about such suggestions and then rewrites the draft to include these changes.

**Editing:** The author edits his or her work and the work of others, using proofreading marks and incorporating corrections in a final draft.

*Criteria for Success:* The author is able to find and mark the majority of occurrences for the items in the editing checklist in his or her own writing and in the writing of others. The author can also rewrite the writing to incorporate the changes marked.

**To Record Progress:**

Observe and record successful use of each skill as follows (focus observations in the order listed, observing for successful performance with teaching first):

- T:** with Teaching—The student can use this skill with explanation and modeling (whole class or individual conferencing).
- P:** with Prompting—The student uses this skill with reminders or suggestions, but does not need explanation or modeling.
- I:** Independently—The student uses the skill when directed to without reminders, suggestions, or instruction in how to do so.











A large, light gray, stylized letter 'C' is centered on the page. It is composed of several segments, with a white vertical line running through its center. The text 'Appendix C' is positioned inside the upper part of the 'C'.

**Appendix C**

# How to Publish Student Books





# How to Publish Student Books

The procedures below present several options for publishing books with your students, ranging from very simple to more complex procedures. These procedures can be used when publishing individual books or class anthologies.

## Folder Book (or Three-Ring Binder Book)

### Materials

- Folder with brads or three-ring binder
- Three-hole punch
- White paper (optional)
- Crayons and markers

### Procedures

1. After the students have written the final copies of their work, punch holes in the left side using a three-hole punch if necessary.
2. Place the pages into a folder with brads or a three-ring binder.
3. Design the front cover of the folder or binder, or make a cover using white paper and glue it on. Include the title and author(s).

## Binding Tape Book

### Materials

- Binding tape
- Lined paper
- Construction paper
- Scissors
- Stapler
- Crayons and markers

### Procedures

1. Cut the lined writing paper in half, and pass out sheets for the students to write and illustrate the final copies of their work.
2. 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.
3. Staple the books at three points: near the top, in the middle, and near the bottom on the left-hand margin.
4. Cover the staples with binding tape.
5. 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.*

- 2 pieces of cardboard: 10 ½" x 8 ½" (same size as standard lined paper)
- 8 ½" x 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 (wallpaper, construction paper, wrapping paper, fabric, etc.) 10 ½" x 14"
- Glue
- Scissors
- Stapler (saddle staplers or swing staplers work well) or a thread and needle

### Procedures

1. 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.
2. Place the cover material on a flat surface face down. Put the two cardboard pieces on top of it. Leave a small space (about ½") between the cardboard pieces for the pages. Glue the cardboard in place.
3. Fold and glue the corners of the cover material over the corners of the cardboard.
4. Fold and glue the four sides down.
5. 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).
6. Have the students write the final copies of their work on the blank pages of the book.
7. Design the front cover of the book, including the title and author(s).

A large, light gray, stylized letter 'D' graphic that serves as a background for the section title. The letter is composed of a vertical bar on the left and a curved shape on the right.

**Appendix D**  
**Publishers**







# Publishers

## Websites

<http://www.amphi.com/~pgreenle/EEI/studentpublish.html>

<http://www.cs.ucf.edu/~MidLink/index.test.html>

<http://www.cyberkids.com/we/>

<http://www.gigglepoetry.com/index.cfm> (*for poetry*)

<http://www.kidnews.com>

<http://www.kidpub.org/kidpub/>

<http://www.kids-space.org>

<http://www.potatohill.com> (*for poetry*)

[http://www.ufews.org/forms/kidspub\\_online.html](http://www.ufews.org/forms/kidspub_online.html)

## Magazines

Creative Kids

P.O. Box 8813

Waco, TX 76714-8813

*\* Send a self-addressed, stamped envelope.*

Kids Byline

A Magazine for Kids by Kids

P.O. Box 1838

Frederick, MD 21702

*\* Send a self-addressed, stamped envelope.*

Playful Productions, Inc.

P.O. Box 10804

Wilmington, DE 19850-0804

*\* They require a submission form that can be retrieved from  
<http://www.worddance.com/blank.html>.*

Potato Hill Poetry

A Publication for Teachers and Students

361 Watertown Street

Newton, MA 02158

*\* Send a self-addressed, stamped envelope.*

Stone Soup

Submissions Dept.

P.O. Box 83

Santa Cruz, CA 95063

*\* Include student's name, school address, school number, and e-mail address (if available).*

Young Voices

P.O. Box 2321

Olympia, WA 98507

*\* Send a self-addressed, stamped envelope.*





**Appendix E**  
**Read-Aloud Titles**





# Read-Aloud Titles

## Picture Books

*Anansi Does the Impossible! An Ashanti Tale* by Verna Aardema

*My Name Is Maria Isabel* by Alma Flor Ada

*Miss Nelson Is Missing* by Harry Allard

*Cloudy With a Chance of Meatballs* by Judi Barret

*A Day's Work* by Eve Bunting

*The Name Jar* by Yangsook Choi

*Uncle Jed's Barbershop* by Margaree K. Mitchell

*Thank You, Mr. Falker* by Patricia Polacco

*Brave Irene* by William Steig

*A Chair for My Mother* by Vera B. Williams

## Short Novels

*Cam Jansen and the Mystery of the Dinosaur Bones* by David Adler

*The Stories Julian Tells* by Ann Cameron

*Muggie Maggie* by Beverly Cleary

*How to Be Cool in the Third Grade* by Betsy Duffey

*Wolf Story* by William McCleery

*The Littles* by John Peterson

## Long Novels

*Ramona the Pest* by Beverly Cleary

*Charlie and the Chocolate Factory* by Roald Dahl

*Winnie-the-Pooh* by A. A. Milne

*Charlotte's Web* by E. B. White







**Writing Wings** is a comprehensive writing program for students in grades three, four, and five. The teachers' manuals include lessons of writing instruction that are based on the writing process and meet state standards. Using these materials, teachers can teach students to write for descriptive, narrative, informative, personal, persuasive, poetic, and research purposes. Students will find engaging writing activities that they will develop with peers and share in a variety of ways with real audiences. Writing Wings, and the accompanying *Language Mechanics: Grammar, Mechanics, and Composition Lessons* manual of lessons, provide instruction in the writing skills that all students need to learn.



Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten, elementary, and middle schools. These programs were originally developed at Johns Hopkins University.

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