



# Day 1

## Introducing the Essay

### Lesson Objective

Writing: Students will be introduced to the essay expectations and the essay prompt, choose a moment to write about, and find evidence to support their ideas.

Speaking & Listening: Students will discuss the essay prompt, posing and responding to specific questions, and sharing comments and ideas that will contribute to their writing process.

## Essay Prompt

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Whom does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

**Brainstorm: Create a list of reasons for both sides of the essay**

Examples of adults causing trouble:

Examples of kids causing trouble:

# Pick your side and find evidence to support your claim.

| Quote from the text (copy and paste it in this box - no more than 2 sentences long) | Chapter | Paragraph # | Elaborate (how does this support your claim?) |
|---|---------|-------------|---|
|   |         |             |   |
|   |         |             |   |

More examples - if you pick one, find that spot in the text and select a quote to use

| What is the trouble caused in this moment?  | Who causes the trouble?  |
|---|--|
| The boys think the candy is made from disgusting ingredients.                           | Mr. Thwaites (He tells Thwaites stories and says he knows because he is a doctor.) |
| The boys linger at the candy store and annoy Mrs. Pratchett.                            | The boys (They go to the store every day.)   |
| Mrs. Pratchett says mean things that make the boys feel unwelcome in the store.         | Mrs. Pratchett (She doesn't like boys.)  |
| The boys put a dead mouse into the candy jar in order to frighten Mrs. Pratchett.       | The boys (They think this is a brilliant idea.)                                    |
| Dahl thinks that he has murdered Mrs. Pratchett and will go to jail.                    | Thwaites (He comes up with this explanation for Dahl.)                             |
| The boys are caught and punished by Mr. Coombes for putting the mouse in the candy jar. | Mrs. Pratchett (She gleefully identifies the boys to Mr. Coombes.)                 |
| The boys are caned violently.   | Mrs. Pratchett (She encourages Mr. Coombes to beat them harshly.)                  |
| The boys are caned violently.   | Mr. Coombes (He canes them.)   |

| What is the trouble caused in this moment?   | Who causes the trouble?   |
|--|---|
| Dahl has "scarlett stripes" and "deep blue bruising" after being caned.                    | Mr. Coombes (He canes them.)  |
| The boys are given as little food as possible at boarding school.                          | The Headmaster (He wants to save money and not buy so much food for the cafeteria.)             |
| The Matron tries to catch the boys talking and take them to the Headmaster for punishment. | The Matron (She prowls the hallways at night.)  |
| The Matron doesn't let the boys use the bathroom at night.                                 | The Matron (She will give them nasty medicine if they try to use the bathroom.)                 |
| Wragg sprinkles sugar down the dormitory hallway.  | A boy - Wragg (He wants the Matron to walk through it.)   |
| The boys have the food in their tuck-boxes taken away for 6 weeks.                         | The Headmaster (He is punishing all of them for not saying who sprinkled sugar in the hallway.) |
| The Matron shaves soap into Tweedie's mouth when he is sleeping.                           | The Matron (She is annoyed at the noise of his snoring.)  |
|  |   |

# Read a Sample Essay

Open [Amplify](#) and follow the directions on the screen.

Goal: I can identify the theme and the evidence used in a sample essay.

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### Calendar of Lesson Days

1—Discuss the Essay Prompt and gather evidence.

2—Write the body paragraph(s).

3—Write the introduction and revise the body paragraph(s).

4—Write a transition and edit the final draft.

### Elements of Your Essay

#### An Introduction

- Lead sentence(s)
- Title of the book and author's name
- Claim statement where you state your idea about who causes more trouble

#### Body Paragraph(s)

- Focus on one part of the reading that supports your claim
- 2–3 pieces of evidence, including direct quotes
- Explanations of how the evidence connects to your claim (idea)

# Wrap Up

Open [Amplify](#) and answer the poll questions.



## Day 2

### Writing the body paragraph

**Lesson Objective**  
Writing: Students will develop a claim for their essays and draft their body paragraph(s), using evidence to support the claim.



### Calendar of Lesson Days

1—Discuss the Essay Prompt and gather evidence.

2—Write the body paragraph(s).

3—Write the introduction and revise the body paragraph(s).

4—Write a transition and edit the final draft.

### Elements of Your Essay

#### An Introduction

- Lead sentence(s)
- Title of the book and author's name
- Claim statement where you state your idea about who causes more trouble

#### Body Paragraph(s)

- Focus on one part of the reading that supports your claim
- 2–3 pieces of evidence, including direct quotes
- Explanations of how the evidence connects to your claim (idea)

# Read a Sample Essay

Open [Amplify](#) and follow the directions on the screen.

Goal: I can identify how many sentences of elaboration are used for each quote in the sample essay.

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# Drafting your claim statement

Identify your side and fill in the rest of the claim statement.

Dahl describes the (boys/adults) as causing more trouble because \_\_\_\_\_.

*Example:* Dahl describes the adults as causing more trouble because Mrs. Pratchett is a horror to the boys, and Mr. Coombes gives out harsh punishments.

REMINDER:

How to cite the text correctly.

See the following two slides.

## Adding a quote with citation

ICE -- Introduce, Cite, Explain

In *Boy*, the prank on Mrs. Pratchett starts when Dahl and his friends find a mouse. Dahl says they can put the mouse in her jar of candy. He explained, “Then when she puts her dirty hand in to grab a handful, she’ll grab a stinky dead mouse instead” (*The Great Mouse Plot*, 7). This shows us how the boys were causing trouble and it was a well thought-out plan. They took the time to create a diversion and everything when they went to the shop. They are trouble makers.

Make sure when you:

- put quotation marks around the entire quote

- the first word in the quote should be capitalized

- do NOT put punctuation at the end of the quote unless it is ! or ?

- Put the chapter title and paragraph number, separated by a comma, inside parentheses

- put a period outside the parentheses

→ name the subject; don't just use pronouns

At the start of his story,

introduce your quote

Dahl said, "My four friends

Put quotation marks around your quote

and I had come across a loose floor-board at the back of the classroom"

no punctuation here unless its ! or ?

(The Great Mouse Plot, 1).

period after the citation

Chapter title comma paragraph #

# Write your body paragraph



Topic sentence

Introduce

Cite

Explain

Transition

Introduce

Cite

Explain

Wrap Up

# Sample body paragraph

The kids caused trouble for themselves when they were touring around the chocolate factory. The very first kid to cause trouble was Augustus Gloop. In the beginning of the tour, he “knelt down on his hands and knees and drank chocolate right from the river” (The Tour, 24). Even after Wonka was asking him to stop, he didn’t listen. He was so selfish, that he just kept drinking and ultimately fell in the river. Wonka tried to warn him, but it was Gloop’s own fault that he got sucked up the tubes. Later in the book, Violet Beauregarde met a similar fate. Wonka showed them some new gum that he had developed that changed flavors like the courses of a meal. Violet loved gum, and she took and ate some even after Wonka warned her that it was still in development phases. She turned blue and swelled up like a blueberry which prompted her father to say, “Violet! You’re turning violet!” (Gum, 16). The Oompa Loompas took her away to be juiced, a natural consequence of her actions. Once again, Wonka had tried to warn her, but she didn’t listen and caused trouble for herself. Towards the end of the book, even the hero Charlie caused trouble for himself. After being shown some special soda, Charlie and Uncle Joe drank some and floated up towards a dangerous fan. “Burp, Charlie, you have to burp!’ said Uncle Joe” and they landed safely (Soda, 18). He may not have had as terrible of consequences as the others, but Charlie still caused trouble. It was yet another example of the kids causing all of the trouble, not Wonka himself.

- Topic sentence
- Introduce
  - Cite
  - Explain
- Transition
- Introduce
  - Cite
  - Explain
- Transition
  - Introduce
  - Cite
  - Explain
- Wrap Up



# Wrap Up

Open [Amplify](#) and answer the poll questions.



## Day 3

### Revising and Writing an Introduction

Lesson Objective

Writing: Students will compare sample introductions and then write an introduction for their essays, including a lead.

Revision: Students will revise their essays to add and explain details from the text that support their claim.

### Calendar of Lesson Days

1—Discuss the Essay Prompt and gather evidence.

2—Write the body paragraph(s).

3—Write the introduction and revise the body paragraph(s).

4—Write a transition and edit the final draft.

### Elements of Your Essay

#### An Introduction

- Lead sentence(s)
- Title of the book and author's name
- Claim statement where you state your idea about who causes more trouble

#### Body Paragraph(s)

- Focus on one part of the reading that supports your claim
- 2–3 pieces of evidence, including direct quotes
- Explanations of how the evidence connects to your claim (idea)

# Revising Your Claim Statement

1. Go back and reread your body paragraph from yesterday (slide 15).
2. Go back and reread your claim statement from yesterday (slide 11)

In the space below, rewrite your claim statement. Tweak it to see if you can make it any better:

*Ask yourself: Does it adequately address the prompt? (Slide 2). Does it preview all pieces of evidence you have in your body paragraphs?*

STOP!

Find a partner.

Have your partner read both of your claim statements and see which one is most clear (slides 11 and 15)

# Read some sample introductions

Open [Amplify](#) and follow the directions on the screen.

Goal: I can identify what causes a reader to be hooked by an introductory paragraph.

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# Gather information for your introductory paragraph

When you write an introductory paragraph, you need to include certain information so your reader knows what you are talking about.

Find the information below and fill in the table:

|                                    |  |
|------------------------------------|--|
| Title of book ( <i>italicize</i> ) | <i>Boy: Tales of Childhood</i>   |
| Author                             | Roald Dahl   |
| Short synopsis (think Netflix)     | A memoir about Dahl's childhood that details funny antics he and his friends |

# Gather information for your body paragraphs

When you write an introductory paragraph, you need to include certain information so your reader knows what you are talking about.

Find the information below and fill in the table:

# EXAMPLE

|                                |  |
|--------------------------------|--|
| Title of book                  | <i>Charlie and the Chocolate Factory</i>   |
| Author                         | Roald Dahl   |
| Short synopsis (think Netflix) | This is a story about a group of children who get to tour a mysterious candy factory and get into trouble, one by one, as the tour progresses. |



# Discover how to write a lead

Open [Amplify](#) and follow the directions on the screen.

Goal: I can identify three types of leads I can use to begin my writing.

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# Practice Writing a Lead

You will write three leads - one of each kind - to practice writing them.

|                                     |  |
|-------------------------------------|--|
| Ask a Question                      |  |
| Quotes the Text                     |  |
| Includes a fun detail from the text |  |

*After writing three leads, pick the one that is your favorite for your writing.*

# Put it all together

Start with your lead (slide 26).

Then include the background information (slide 23)

Finish with your claim statement (slide 20).



- Lead
- Background Information
  - Title
  - Author
- Claim

# SAMPLE INTRODUCTION

Did you ever dream of touring a chocolate factory? Beware, it might not be as great as it seems. A story about this happened in *Charlie and the Chocolate Factory* by Roald Dahl. This is a story about a group of children who get to tour a mysterious candy factory and get into trouble, one by one, as the tour progresses. The trouble caused during the tour is caused by the kids, not Willy Wonka, because they do not listen to his warnings during the tour. Natural consequences happened to Augustus Gloop, Violet Beauregarde, and Charlie Bucket.

- Lead
- Background Information
  - Title
  - Author
- Claim

# Wrap Up

Open [Amplify](#) and answer the poll questions.



# Day 4

## Editing for Clarity and Cohesion

**Lesson Objective**  
Writing: Students will write a transition sentence to connect their introduction to the body of the essay, and then they will edit their essays for clarity, cohesion, spelling, and punctuation.

### Calendar of Lesson Days

1—Discuss the Essay Prompt and gather evidence.

2—Write the body paragraph(s).

3—Write the introduction and revise the body paragraph(s).

4—Write a transition and edit the final draft.

### Elements of Your Essay

#### An Introduction

- Lead sentence(s)
- Title of the book and author's name
- Claim statement where you state your idea about who causes more trouble

#### Body Paragraph(s)

- Focus on one part of the reading that supports your claim
- 2–3 pieces of evidence, including direct quotes
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## STOP:

1. Open the Google Doc “6A Unit Essay”  
(attached to the same assignment as this)
2. Copy and paste your paragraphs into a Google Doc
  - a. First, copy your introduction (slide 27)
  - b. Then, copy your body paragraph (slide 15)
3. Proceed through the rest of the slide for the editing/revision process



# Revise Transitions

## Directions: Revising Transitions

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1. Reread your introduction and body paragraphs in their final order.

2. Ask yourself the following questions:

- When I finish reading one paragraph and begin reading the next paragraph, is the relationship between the paragraphs clear?
- Do I use words that clearly explain how my evidence is connected to my claim?

For example:

**Time connection:**

“**After** the character realizes her mistake...”

**Contrast connection:**

“**Despite** the government’s efforts...”

“**Other** evidence shows that...”

**A cause and effect connection:**

“**Because** the narrator believed...”

“**As a result** of the scientists’ careful investigation...”

3. Experiment by creating a new transition between each body paragraph or within a sentence that connects your evidence to a claim.

4. Reread your essay and keep the transitions and connections you like best.

# Revise Transitions

## Directions

1. Read the introduction and the body paragraph.
2. Look at the first sentence of your body paragraph and copy it below.
3. Ask yourself: Does this sentence transition my reader from my introduction and claim? Does it tell the reader what my body paragraph is about?

# Read Your Essay Out Loud

Read your essay aloud to listen for how sentences work and flow for your reader:

- Is it clear how each sentence follows from the sentence before it? Rewrite sentences in order to make that connection obvious to the reader.
- Does your writing sound like a written essay or do you have any words and phrases that sound out of place in a school essay?

# Edit for Spelling/Punctuation

1. Address anything Google points out to you (anything underlined in blue or red).
2. Check the punctuation for your quotes/citations

**Guidelines for Citing and Punctuating a Direct Quote**

The diagram illustrates two examples of direct quotes with callouts explaining punctuation and citation rules. The first example shows a quote about chloroform with callouts for double quotation marks and a citation. The second example shows a quote about Tonsil Ticklers with callouts for a comma, single quotation marks, and end punctuation.

**Example 1:**

Use double quotation marks to show where the quote begins and ends.

The Tonsil Tickler "tasted and smelled very strongly of chloroform" (The bicycle and the sweet-shop, 19).

Cite the chapter title and paragraph number in parentheses at the end of the sentence.

**Example 2:**

Add a comma to separate your introduction to the quote and the direct quote itself.

When Thwaites explains that Tonsil Ticklers are made of chloroform, the boys ask, "but why sell them to children?" because it seems strange to them that adults would want to harm children (The bicycle and the sweet-shop, 23).

Use single quotation marks around any dialogue within the direct quote.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

Use this or my notes from slides 13/14

# Rules for Editing

1. Indent the first sentence of each paragraph.
2. Capitalize the first letter of every sentence.
3. Make sure every sentence ends with a period, a question mark, or an exclamation point.
4. Review your spelling, particularly commonly misspelled words. If there is a word you aren't sure how to spell, look it up.
5. Check that direct quotes are cited according to the Guidelines for Citing and Punctuating a Direct Quote.

*This is a great step to have someone else do as well.  
Find a peer, parent, or teacher to help out if you can!*

# Rules for Editing

1. Indent the first sentence of each paragraph.
2. Capitalize the first letter of every sentence.
3. Make sure every sentence ends with a period, a question mark, or an exclamation point.
4. Review your spelling, particularly commonly misspelled words. If there is a word you aren't sure how to spell, look it up.
5. Check that direct quotes are cited according to the Guidelines for Citing and Punctuating a Direct Quote.

*This is a great step to have someone else do as well.  
Find a peer, parent, or teacher to help out if you can!*

# Think about the rubric

Your essay will be graded on the following criteria:

- Use of evidence (selecting, describing, explaining)
- Focus and logical structure (introduction)
- Focus and logical structure (body)
- Conventions (spelling, grammar, punctuation)

*This is a great step to have someone else do as well.  
Find a peer, parent, or teacher to help out if you can!*

# Think about the rubric

GRADE YOURSELF! Drag the Xs down to where you fall along each scale.



I didn't use any quotes in my essay



I made sure to introduce, cite, and explain three or more quotes.



My introduction is confusing for the reader.



My introduction included a lead, background information, and claim.



My body paragraph is hard for the reader to follow.



My body paragraph has a topic, examples, and transitions between each point.



Errors in punctuation and grammar are distracting to my readers.








I corrected all errors in my writing, and I had someone else edit my work as well.



# Think about the standards

GRADE YOURSELF! Drag the Xs over the box (meeting - cover the words) where you think you are.

| Expanding   | Meeting  | Progressing | Getting Started |
|---|--|-------------|-----------------|
|   | Key Ideas & Details - Uses evidence to understand how different elements of text connect to one another in grade level texts.  |             |                 |
|   | Vocabulary - Uses strategies to figure out unknown words.  |             |                 |
|   | Grammar - Uses appropriate language conventions in speaking and writing.   |             |                 |
|   | Writing - Able to write for a variety of purposes independently using appropriate organizational structures and all steps of the writing process with teacher support. |             |                 |
|  | Citations - Properly gives credit to sources to avoid plagiarism.  |             |                 |

# Wrap Up

Open [Amplify](#) and answer the poll questions.

Turn your essay in:  
Open the “6A Unit Essay”  
assignment.

Attach the Google Doc you made  
(the slide deck is also there).

Turn it in.