



Grade 1

Grade 1

Grade 1

Units 1-7

Writing Studio

Teacher Guide



ISBN 978-1-63948-816-2

© 2021 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any other language in any form or by any means without the written permission of Amplify Education, Inc., except current authorized users of Writing Studio, who may photocopy this publication for use exclusively in connection with Writing Studio so long as (i) any portion photocopied is duplicated in its entirety and not edited, altered or changed in any way and (ii) no monetary charge is made for the photocopied material (other than reasonable duplication fees).

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021



Contents

Unit 1 Introducing Narrative Writing	1
<hr/>	
Unit 2 Developing Narrative Writing	55
<hr/>	
Unit 3 Introducing Opinion Writing	103
<hr/>	
Unit 4 Developing Opinion Writing	153
<hr/>	
Unit 5 Introducing Informative Writing	197
<hr/>	
Unit 6 Developing Informative Writing	247
<hr/>	
Unit 7 Purposeful Writing	293
<hr/>	

Writing Studio 1

Introducing Narrative Writing



Contents

INTRODUCING NARRATIVE WRITING

Lesson 1 5

Introducing Narrative Writing (30 min.)

- Connections: Parts of a Story
- Introduce the Prompt
- Narrative Pre-Assessment
- Wrap-Up

Lesson 2 10

Introducing Narrative Writing (30 min.)

- Connections: Stories
- Parts of a Narrative
- Read-Aloud: “Addison’s Apple”
- Story Map: “Addison’s Apple”
- Wrap-Up

Lesson 3 16

Introducing Narrative Writing (30 min.)

- Connections: Learning from Stories
- Modeling: Planning Narratives with Story Maps
- Planning Narratives with Story Maps
- Wrap-Up

Lesson 4 24

Introducing Narrative Writing (30 min.)

- Connections: Story Maps
- Modeling: Writing a Narrative
- Writing a Narrative
- Wrap-Up

Lesson 5

30

Introducing Narrative Writing (30 min.)

- Connections: Jenner & Pasteur as Problem Solvers
- Modeling: Planning Narratives with Story Maps
- Planning Narratives with Story Maps
- Wrap-Up

Lesson 6

36

Introducing Narrative Writing (30 min.)

- Connections: Plot and Temporal Words
- Modeling: Drafting Narratives with Temporal Words
- Drafting Narratives with Temporal Words
- Wrap-Up

Lesson 7

43

Introducing Narrative Writing (30 min.)

- Connections: Details Matter
- Modeling: Adding Detail to Narratives
- Adding Detail to Narratives
- Wrap-Up

Lesson 8

48

Introducing Narrative Writing (30 min.)

- Connections: Food Details
- Modeling: Revising Narratives
- Revising Narratives
- Wrap-Up

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students write a story about someone who gets to eat a special treat.

FORMATIVE ASSESSMENT

Activity Page 1.1

Eating My Favorite Food Students write a story about someone who gets to eat a special treat.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Parts of a Story	Whole Group	5 min.	<input type="checkbox"/> optional: assorted Image Cards from Domain 1
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See *First Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 2, *Developing Narrative Writing*.

Universal Access

- Prepare relevant images to use for support in introducing the writing prompt. Possible examples include images of popular food items (a piece of chocolate, an orange) and images of a treat (a dog with a bone, a child with a balloon, children swinging).

Lesson 1

Introducing Narrative Writing



Primary Focus: Students write a story about someone who gets to eat a special treat.

CONNECTIONS: PARTS OF A STORY (5 MIN.)

- Ask a few student volunteers to name their favorite story.
 - » Answers may vary, but as long as students name narratives, their answers are acceptable.
- Remind students that earlier in the year they heard many fables and folktales and that fables and folktales are both kinds of stories.
- Remind students that they learned the elements of a story, then ask them to name some of those elements.
 - » Possible answers include character, plot, and setting.
- Ask students to name some characters from their favorite stories. This may be a fable or folktale they studied in class, or it could be a story they heard elsewhere.
 - » Answers may vary, but they may include characters from the fables and folktales in Domain 1.
- Ask students to name the plot, or some of the things that happen in their favorite stories.
 - » Answers may vary but should include events from a narrative.
- Ask students to tell a peer a few things about their favorite story.
 - » Answers may vary but should reflect the narrative students selected.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will get to write their own stories.

Support

Provide Image Cards to help students recall the fables and folktales they studied in Domain 1.

Challenge

Have students review the definition of each element of a story: character (who the story is about), setting (where and when the story takes place), and plot (the events in a story).



Access

Entering/Emerging

Review the prompt and discuss relevant images, such as of different food items or toys, with students before they begin writing.

Transitioning/Expanding

Review the prompt and allow pairs of students to discuss relevant images, such as of different food items or toys, before they begin writing.

Bridging

Review the prompt and provide relevant images, such as of different food items or toys, for students to consult before they begin writing.

Activity Page 1.1



- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ **Writing Prompt for Activity Page 1.1**

Most people enjoy a special treat—something they love to eat, do, or play with, but that they only get at a special time. Write a story about a day when someone gets a special treat. Remember that your story may be true or fictional.

- Review the definition of *fiction*.



Check for Understanding

Ask a volunteer to explain the prompt in their own words.

NARRATIVE PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a story in response to the prompt.
- Remind students that they should write as complete a story as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *First Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessments to compare it to their work on the final narrative writing activity, which they will complete in Writing Studio Unit 2, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if they
 - included a character in their story.
 - included a setting in their story.
 - told about an event, or something that happened, in their story.
 - included a title in their story.
- If time permits, ask students to tell a partner the character and treats they wrote about in their stories.
- Tell students that in the next Writing Studio session, they will spend more time thinking about stories and learning how to write them.

~~~~~End Lesson~~~~~

## 2

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students use a story map to identify the elements of a narrative.

**FORMATIVE ASSESSMENT**

Activity Page 2.1

**Blank Story Map** Students use a story map to identify the elements of a narrative.

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                  |
|------------------------------------------------|-------------|---------|------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                            |
| Connections: Stories                           | Whole Group | 3 min.  |                                                            |
| Parts of a Narrative                           | Whole Group | 7 min.  | ❑ Parts of a Narrative poster                              |
| Read-Aloud: “Addison’s Apple”                  | Whole Group | 5 min.  |                                                            |
| Story Map: “Addison’s Apple”                   | Whole Group | 10 min. | ❑ Activity Page 2.1<br>❑ Image Cards for “Addison’s Apple” |
| Wrap-Up                                        | Partner     | 5 min.  |                                                            |

## ADVANCE PREPARATION

- Prepare the Parts of a Narrative poster for display, either copying it onto chart paper or preparing to project it. See Parts of a Narrative poster in Teacher Resources.
- If preparing the poster on chart paper, print and affix the relevant icon for each item listed, as shown in Teacher Resources.
- Prepare to project or display a blank story map for the class. See Teacher Resources for a Blackline Master. Students will use this map as Activity Page 2.1. Prepare additional copies for each student to complete individually.

### Universal Access

- Prepare Image Cards to accompany “Addison’s Apple.” See Teacher Resources for a Blackline Master.

## Lesson 2



# Introducing Narrative Writing

**Primary Focus:** Students use a story map to identify the elements of a narrative.

## CONNECTIONS: STORIES (3 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote stories about a character eating their favorite food.
- Ask students to tell a partner what character and food appeared in their narratives.
- Ask students to name the parts of a story.
  - » Answers may vary, but students should recall the terms *title*, *plot*, *setting*, *character*, and *conclusion* from the previous lesson.
- Tell students that you have a poster to help them remember the parts of a story.

## PARTS OF A NARRATIVE (7 MIN.)

- Display the Parts of a Narrative poster prepared in advance.

### ➤ Parts of a Narrative poster

- Review the title and tell students that *narrative* is another word for *story*.
- Explain that the poster shows a picture for each part of a story or narrative to help students remember it.
  - The pencil reminds us that narratives need a title.
  - The person reminds us that narratives need to be about at least one character.
  - The castle reminds us that narratives take place in a setting.
  - The climber hiking up the mountain reminds us that narratives have to have a plot, or things that happen in them.

- The gold star at the end reminds us that narratives need a conclusion or last thought.



### Check for Understanding

What is another word for *narrative*?

- » Another word for *narrative* is *story*.

### READ-ALoud: “ADDISON’S APPLE” (5 MIN.)

- Ask students to raise a silent hand if they have ever wanted their favorite food when they could not have it.
- Tell students that you have a story about a first grader named Addison and her favorite food.

Addison’s favorite food starts with the letter ‘a’, just like Addison’s first name. Think silently about foods that start with the letter ‘a’ and which one of them might be Addison’s favorite. Turn and whisper to your neighbor what you think her favorite food might be.

- Ask one or two volunteers to share their guesses. Regardless of what students suggest, tell them that they will need to listen closely to the story to find out if their guess is right.
- Read aloud the story “Addison’s Apple.”

Addison’s first grade class had snack time every afternoon. At the beginning of the school year Addison took an apple to school for snack. She liked eating all kinds of apples. She liked red apples and even yellow apples, but green apples were her favorite. Then one day Addison had a loose tooth. She could not eat apples with her loose tooth. She took grapes for a snack

then. Finally Addison lost her tooth. She took an apple for snack again. It was a green apple—her favorite. She bit into it. It made a loud crunching sound. It tasted sweet. Addison was happy to eat her favorite food again!

- 
- Ask students to raise their hands silently if they predicted that Addison's favorite food would be apples.

---









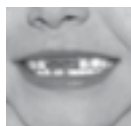


### STORY MAP: "ADDISON'S APPLE" (10 MIN.)

#### Activity Page 2.1



- Distribute a blank story map to students. Ask students to locate the phrase *Activity Page* \_\_\_\_ in the top left-hand corner of the blank story map. Instruct students to fill in the blank with *2.1*, as this is Activity Page 2.1.
- Review the terms and icons on the story map, reminding students that they used this form to record the parts of a fable and parts of a folktale in Domain 1. Explain that this story map has the same images as the Parts of a Narrative poster to help students remember the parts of a story or narrative.
- Tell students that you will read the story again and fill out the story map. Students should fill out their own story maps along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read the title *Addison's Apple*, then say, "I know that's the title of the story, because it appears at the top before any of the story's sentences. I'll put that on the story map by *Title*. I know which word is *title* because it has the picture of the pencil next to it."
- When you reach the plot, remind students that it is divided into beginning, middle, and end. Highlight the transition words and phrases *at the beginning*, *then*, and *finally* to help students sequence the plot's events.

A completed story map follows. This example has both the verbal descriptions that you might complete with your whole class and the images provided for Universal Access.

|                                                                                                                                                                                                                           |                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b><br><i>Addison's Apple</i>                                                                                                  |                                                                                                                                                                                                           |
|  <b>Character(s)</b><br><br><i>Addison</i>              |  <b>Setting(s)</b><br><br><i>school</i> |
|  <b>Plot</b>                                                                                                                            | <b>Beginning</b><br><br><i>Addison took apples for snack.</i>                                                            |
|                                                                                                                                                                                                                           | <b>Middle</b><br><br><i>Addison had a loose tooth; Addison took grapes for snack.</i>                                   |
|                                                                                                                                                                                                                           | <br><i>Addison lost her tooth and ate apples again.</i> <b>End</b>                                                     |
|  <b>Conclusion</b><br><br><i>Addison was happy.</i> |                                                                                                                                                                                                           |

### WRAP-UP (5 MIN.)

- Ask students to use their completed story maps to retell the story “Addison’s Apple” in their own words to a partner.
- Tell students that in the next Writing Studio lesson they will use a story map to help them plan a new story about eating lunch at school.

~~~~~End Lesson~~~~~

Challenge

Ask students to complete the story map’s plot section in their own words rather than copying the model.

Support

If students have difficulty completing the story map, reread pertinent lines of the Read-Aloud and review the definition of each part of a narrative. For example, “A character is who the story is about. Who is this story about?”



Access

Entering/Emerging

Preteach the Parts of a Narrative poster and “Addison’s Apple.” Provide Image Cards for students to connect to each part of the story. For example, you might provide an image of a girl labeled Addison and an image of an apple labeled “apple.”

Transitioning/Expanding

Preteach the Parts of a Narrative poster and provide Image Cards for students to connect to each part of the story.

Bridging

Provide Image Cards for students to connect to each part of the story.

3

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students use a story map and collaborate to plan a narrative about the best school lunch.

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Story Map Students use a story map and collaborate to plan a narrative about the best school lunch.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--------------------------------------|
| Introducing Narrative Writing (30 min.) | | | |
| Connections:
Learning from Stories | Whole Group | 5 min. | ☐ Parts of a Narrative poster |
| Modeling: Planning Narratives with Story Maps | Whole Group | 10 min. | ☐ one blank story map for projection |
| Planning Narratives with Story Maps | Whole Group | 10 min. | ☐ Activity Page 3.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Parts of a Narrative poster.
- Prepare to project a blank story map, available in Teacher Resources, for the Modeling activity. You will need to save your work and reuse it in the next Writing Studio lesson, so make sure to prepare a version you can save. Alternatively, you may use chart paper to recreate a blank story map.
- Prepare to project a second blank story map. You will also save this completed story map, which students will use as Activity Page 3.1, for display in the next Writing Studio lesson. Prepare to distribute a copy for each student to complete in the Planning Narratives with Story Maps activity.

Universal Access

- Prepare to preteach vocabulary (such as *menu*, *cafeteria*, *tray*, etc.) and concepts or routines (such as line leader, cafeteria monitor, seating charts, etc.) related to school lunch.

Lesson 3



Introducing Narrative Writing

Primary Focus: Students use a story map and collaborate to plan a narrative about the best school lunch.

CONNECTIONS: LEARNING FROM STORIES (5 MIN.)

- Ask students to think about some stories they have heard or read.
- Ask students to raise their hand when they think of a story that has a lesson or that has taught them something. If desired, you may show them Image Cards from various fables and folktales from Domain 1, *Fables and Stories*.
- Allow students to share things they have learned from stories.

MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Ask students to raise their hands if they remember one of their first trips to the doctor's office.
- Tell students that you know children who are sometimes nervous to visit the doctor for a check up. Tell them you want to write a narrative that teaches children what it is like to get a check up so they will not be nervous.
- Explain that you will write a fictional narrative about Dominic, a child who goes to Dr. Welbody for a check up. Remind students that fiction is a kind of narrative that is made up. Even though you are making up this narrative, you will use what you know about going to the doctor and what you have learned from Dr. Welbody to write your narrative.
- Tell students that when you write a narrative, you like to plan your ideas. Explain that it is important to plan carefully to make sure your story contains all the parts of a narrative.



Check for Understanding

Ask students to name and describe the parts of a narrative.

- Ask students what they have used story maps for so far.
 - » Students have used story maps to record and understand what information appears in a story they have read or heard.
- Explain that story maps can also help you plan a story you want to write or tell. Students will learn more about that in this lesson.
- Project a blank story map.

➤ Blank Story Map

- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample text follows; however, you may feel free to customize it to your classroom.

I know I want to write a story about going to the doctor for a check up, so I'll use a story map to help me organize my ideas.

The first thing on the story map is the title. I think I might call my story "Getting a Check Up." I know I can change my mind later, but for now I'll write that on the story map.

For characters, I want to write about a boy in first grade. I think I'll name my character Dominic. His doctor is Dr. Welbody.






[Write *Dominic* and *Dr. Welbody* on the story map.] First in the story, Dominic is worried about his check up. [Write *Dominic felt worried.* in Beginning.] What systems do you think Dr. Welbody checked during Dominic's check up? [Allow students to volunteer responses if you like. You may affirm correct responses. For example, "Yes, When a doctor looks down our throat, they are checking part of our digestive system."]

Support

If students need assistance naming the parts of a narrative, display and review the Parts of a Narrative poster.

Write *Dr. Welbody checked Dominic's heart, lungs, and throat.*
in Middle.] Dominic was healthy. Dr. Welbody seems very nice.
I think at the end of the check up, she might give Dominic a
sticker. [Write *Dominic got a sticker.* by End.] I think Dominic
learned something from his check up. He learned that check
ups aren't as scary as he thought. [Write *Check ups aren't scary.*
in Conclusion.]

Your completed story map should look as follows:

| | |
|---|--|
|  Title
<i>Getting a Check Up</i> | |
|  Character(s)
<i>Dominic</i>
<i>Dr. Welbody</i> |  Setting(s)
<i>Dr. Welbody's office</i> |
|  Plot | Beginning
<i>Dominic felt worried.</i> |
| | Middle
<i>Dr. Welbody checked Dominic's heart, lungs, and throat.</i> |
| | End
<i>Dominic got a sticker.</i> |
|  Conclusion
<i>Check ups aren't scary.</i> | |

- Explain that now that you have a plan for your story, you can use that plan to help you write it. You will do that in the next Writing Studio lesson. Save your completed model story map; you will use it again in the next lesson.

PLANNING NARRATIVES WITH STORY MAPS (10 MIN.)

- Tell students that now they will use a story map to work together to plan a narrative about the best school lunch ever. They should use the story map to help their planning.
- Explain that this story may be fiction, and ask a student to define *fiction*.
- Ask students to turn and talk to a partner about the following things. Read each in order, allowing students 10–15 seconds to discuss each one before moving to the next item.
 - the best food they could eat at school lunch
 - the best thing that happens at school lunch
 - the coolest visitor who could come to school lunch
 - the best decorations for the cafeteria
 - the best kind of seats or seating arrangement to have at school lunch
 - the best things to hear or see at school lunch
- Display Activity Page 3.1 and distribute a copy of it to each student.
- Tell students that sometimes before completing a story map, it helps to talk about your ideas for the story.
- Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a story about eating school lunch. You will fill out the story map projection, and students should fill out their individual story maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the story map. One sample example appears below, but you should customize your story map to reflect your school and students' suggestions.

Activity Page 3.1



Support

Review the current school lunch menu to help students brainstorm different foods they might eat for lunch at school.

Challenge

Ask students to turn the story map phrases into complete sentences



Access

Entering/Emerging

Preteach vocabulary and concepts related to school lunch; provide heavy support as students discuss lunchtime routines and menus.

Transitioning/Expanding

Preteach vocabulary and concepts related to school lunch; provide moderate support as students discuss lunchtime routines and menus.

Bridging

Preteach vocabulary and concepts related to school lunch; provide light support as students discuss lunchtime routines and menus.

| | | |
|---|--|--|
| | Title
<i>Best Lunch Ever</i> | |
| | Character(s)
<i>our class</i>
<i>surprise visitors</i> | Setting(s)
<i>school cafeteria</i> |
| | Beginning
<i>The cafeteria seemed different.</i> | |
| | Middle
<i>we were so excited; good food; surprise visitors</i> | |
| | End
<i>ate, had fun</i> | |
| Conclusion
<i>It was the best lunch ever!</i> | | |

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class story about the best school lunch.
- Explain that the story map offers an outline of important parts of a story, but it doesn't include all the details. Tell students that in the next class they will work together to write their class story about the best school lunchtime. Use the following list as a guide to help students anticipate different details to write about; feel free to tailor the poll items to your school if desired.

Let's think about details to include in the story. Raise a silent hand if you have a good detail about the following:

- what we talk about at lunchtime
- visitors to school lunch
- special foods at school lunch
- something that makes lunch fun
- cool things to do at lunch

-
- You may wish to keep a note of these details to incorporate into the story you will draft in the next lesson.
 - Tell students to pay extra attention during their next school lunchtime to see if they can gather even more details to add to the class story.

End Lesson

4

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students use a story map to collaboratively draft a narrative about the best school lunch.

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper Students use a story map to collaboratively draft a narrative about the best school lunch.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Story Maps | Whole Group | 2 min. | <input type="checkbox"/> Parts of a Narrative poster |
| Modeling: Writing a Narrative | Whole Group | 10 min. | <input type="checkbox"/> story map for “Getting a Check Up” (completed in Lesson 3)
<input type="checkbox"/> optional: word processor and projector |
| Writing a Narrative | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> optional: student devices with word processing capabilities |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to display the Parts of a Narrative poster.
- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another (Activity Page 3.1) from the Planning Narratives with Story Maps activity.
- Prepare to compose the Modeling draft in a format you may display to the class. For example, you may project it or may write the draft on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master). A master drafting paper template is available in Teacher Resources.
- Alternatively, you may use this as an opportunity to instruct your students on keyboarding and word processing. If you choose to do this, prepare to have students compose their drafts directly into word processing files.

Universal Access

- Assemble materials used in the previous lesson to preteach vocabulary and concepts or routines related to school lunch.

- This lesson has the option of allowing students to draft their narrative on word processors. If your students have no prior experience with word processors, you may wish to preteach basic concepts such as using the return and shift keys.

Start Lesson

Lesson 4

Introducing Narrative Writing



Primary Focus: Students use a story map to collaboratively draft a narrative about the best school lunch.

CONNECTIONS: STORY MAPS (2 MIN.)

- Remind students that in the previous Writing Studio lesson you used a story map to plan your narrative about getting a check up. Explain that in this lesson, you will use the story map as a guide while you write your narrative.

MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the “Getting a Check Up” story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a narrative based on the story map. (An example appears below, but you may customize this as needed for your class.)
- As you talk, project a word processing file and type your work directly into the file. Explain to students that you are using a technique called keyboarding. If digital tools are not available, you may write the relevant text onto chart paper.

Now that I’ve planned my narrative, it’s time to start writing.

First, a narrative needs a title. I know from my story map that I want to call my narrative “Getting a Check Up.” [Type *Getting a Check Up* at the top of your document.]

Next, a narrative needs a sentence that introduces the characters. First I’ll write something about Dominic, the main character. [Write *When Dominic turned six, it was time for a check up.* Read the text aloud.]

I should say something about what Dominic was doing or feeling. That's part of the plot. The first thing that happened in my plot was that Dominic had some anxious feelings. [Write *Dominic felt worried while waiting for the doctor.* Read this aloud.]

The story map reminded me that I need to write something about Dr. Welbody, too. Maybe I'll do that when I write about the setting. [Write *When Dr. Welbody came into the exam room, she smiled and said, "Hi."* Read this aloud.] The story map didn't tell me that Dr. Welbody smiled, but I know that she's nice. I added that to help make my narrative stronger. That kind of information is called a detail. Details give more information about something. They help explain it.

Now I need to see what's next on my story map. More plot! Well, next Dr. Welbody checked on Dominic. I want to give more detail about that so readers know what happens in a check up. We know she checked Dominic's heart, lungs, and throat, so I'll write about those things. Maybe I should add some words to help readers know the order of those things. I'll use the words *first*, *next*, and *last*. [Write *Dr. Welbody started the check up. First she listened to Dominic's heart. Read this aloud. Next she told Dominic to take a deep breath. She listened to Dominic's lungs. Read this aloud. At last she told Dominic to open wide and say "Ah" so she could check Dominic's throat. Read this aloud.*]

Those are a lot of details! I think the words *first*, *next*, and *last* help show what order Dr. Welbody used. Now, my story map says I still have one last part of my plot: the end of the check up. [Write *Dr. Welbody gave Dominic a sticker and said, "Everything looks fine!"* Read this aloud.]

All I need now is a conclusion, or a final thought. I think it should show how Dominic's feelings have changed. Before the check up, Dominic felt worried. But now Dominic knows everything is okay. [Write *Dominic decided check ups aren't so bad after all!* Read this aloud.]

- Tell students that now that you have written your narrative, you want to read it all the way through to hear how it sounds.
- Read the narrative aloud.

Getting a Check Up

When Dominic turned six, it was time for a check up. Dominic felt worried while waiting for the doctor. When Dr. Welbody came into the exam room, she smiled and said, “Hi.” Dr. Welbody started the check up. First she listened to Dominic’s heart. Next she told Dominic to take a deep breath. She listened to Dominic’s lungs. At last she told Dominic to open wide and say “Ah” so she could check Dominic’s throat. Dr. Welbody gave Dominic a sticker and said, “Everything looks fine!” Dominic decided check ups aren’t so bad after all!

-
- Remind students that you wanted to write this narrative to show children that they should not worry about going to the doctor.
 - Ask students to give a silent thumbs up if this narrative would help them not worry about going to the doctor.

WRITING A NARRATIVE (15 MIN.)

- Tell students that now they will use the story map completed in the previous class to work together to write a story about the best school lunch ever.
- Remind students that this story may be fiction, and ask a student to define *fiction*.
 - » Fictional stories are stories that are invented or imagined. They have details that are made up.
- Display the story map completed in the previous class, and ask each student to get out their copy.
- Review the map aloud with students.



Check for Understanding

Ask students to explain each part of a narrative as you review the story map.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part.
 - Example:
We said in the last class that we thought the best lunch ever would include some surprise visitors. Turn and tell one of your classmates who you would want to come visit school lunch. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you know who you'd like to have visit our lunchroom. [Call on a few students to gather suggestions, then incorporate some of them into the writing. Example: "It would be exciting if the mayor came to visit our school! Let's write a sentence about that." Model how to take phrases or words such as "mayor's visit" and transform them into sentences such as "The mayor came to eat lunch at our school."]
- As you write, have students copy the story on Activity Page 4.1 or word processors. If students are using word processors, you may wish to have them save their work.
- Make sure to read the story aloud at the end of the drafting process.

WRAP-UP (3 MIN.)

- Have students take turns retelling the class story to a partner.
- Tell students that in the next Writing Studio lesson, they'll learn how to collect information to add detail to a story.

End Lesson

Challenge

Ask students to suggest where to use the temporal words *first*, *next*, and *last* in the story.

Support

Using the story map, remind students that the temporal words *first*, *next*, and *last* connect to the plot's beginning, middle, and end.

Activity Page 4.1



Access

Entering/Emerging

Use vocabulary from the previous lesson to facilitate a preteaching discussion of the story map, providing heavy support to students as they discuss their ideas for the best lunch ever.

Transitioning/Expanding

Use vocabulary from the previous lesson to facilitate a preteaching discussion of the story map, providing moderate support to students.

Bridging

Use vocabulary from the previous lesson to facilitate a preteaching discussion of the story map, providing light support to students.

5

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students work collaboratively, using a story map to brainstorm and plan a narrative about solving a problem.

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Story Map Students work collaboratively, using a story map to brainstorm and plan a narrative about solving a problem.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|-------------------------------|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Jenner & Pasteur as Problem Solvers | Whole Group | 5 min. | ☐ board or chart paper |
| Modeling: Planning Narratives with Story Maps | Whole Group | 10 min. | ☐ blank story map for display |
| Planning Narratives with Story Maps | Small Group | 10 min. | ☐ Activity Page 5.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in Domain 2, *The Human Body*, Lesson 7. Make sure students have completed the Read-Aloud for that lesson prior to beginning this Writing Studio lesson.
- Prepare a blank story map to display or project during the Modeling activity. You will also display this completed story map in a subsequent Writing Studio lesson.
- Prepare to distribute copies of Activity Page 5.1 to each student.
- Prepare to write a student-generated list of problems on the board or chart paper.
- Prepare to arrange students into groups of three to five.

Universal Access

- In this assignment, students will plan narratives about solving a problem. If your class is ready for a challenge, have each student group pick a different problem for its narrative. If your class needs additional support, you may wish to have each group write about the same problem, though the resulting narratives will be unique.
- Compose a list of possible problems (such as difficulty waking up on time, difficulty remembering to bring necessary items to school, etc.) for student groups to use as the subjects of their narratives.

- Determine in advance which problem or problems students will write about, then prepare relevant vocabulary and sentence starters for those topics. For example, if students will write about difficulty getting up in the morning, you might include such vocabulary terms as *alarm*, *snooze*, and *exhausted* or such sentence starters as “One thing that makes it hard to wake up in the morning is _____.”

Start Lesson

Lesson 5

Introducing Narrative Writing



Primary Focus: Students use a story map to collaboratively draft a narrative about solving a problem.






CONNECTIONS: JENNER & PASTEUR AS PROBLEM SOLVERS (5 MIN.)

- Tell students that in this Writing Studio lesson, they will start working on a new narrative about solving a problem.
 - Explain that Dr. Welbody’s heroes were both people who tried to solve problems.
 - Ask students to name Dr. Welbody’s heroes.
 - » Edward Jenner and Louis Pasteur
 - Remind students that both Edward Jenner and Louis Pasteur saw problems and tried to solve them.
1. Jenner thought it was a problem that so many people who had never had cowpox got sick with smallpox. What did he think could stop that?
 - » He thought getting cowpox could keep people from getting smallpox.
 2. Pasteur thought it was a problem that people got diseases such as rabies. What did he create to stop those diseases from spreading?
 - » He created a vaccine.
- Tell students that Jenner and Pasteur tried to solve big problems, such as how to keep people from getting sick. Some people solve smaller problems, and those are important, too. For example, many people have a problem getting up early in the morning or remembering to leave home with everything they need for work or school.

- Ask students to name problems, big or small, that they have experienced or heard about. Record suggestions on chart paper.
- Tell students that they will work in groups to write narratives about solving some of the problems they name. These narratives may be fiction.

MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that later in the lesson students will work together in groups to plan their stories about solving a problem.
- Explain that first you all will practice filling out a story map with one problem. You will fill out the story map projection based on the group's ideas.
- Use the think-aloud strategy to guide students' suggestions about how to complete the story map.
- As you take suggestions for the plot, link the beginning, middle, and end to the character's problem, solution, and results. One sample example appears below, but you should customize your story map to reflect your school and students' suggestions. For instance, if your class contains a student named Mason, you may wish to change the name of the character in the example below.

| | |
|--|---|
|  Title
<i>Always Oversleeping</i> | |
|  Character(s)
<i>Mason</i> |  Setting(s)
<i>Mason's house</i> |
|  Plot | Beginning
<i>Mason's problem: he always oversleeps</i> |
| | Middle
<i>Mason's solution: get a louder alarm clock and go to bed earlier</i> |
| | End
<i>Mason's results: he gets up on time</i> |
|  Conclusion
<i>Mason doesn't have to run to catch the school bus anymore.</i> | |



Check for Understanding

Ask students to review transition words such as *first*, *next*, and *last* as they prepare to plan their own narratives.

Activity Page 5.1



Challenge






Ask students to turn the story map phrases into complete sentences.

Support

Compile a list of problems in advance and assign one to each group as its narrative's subject.

PLANNING NARRATIVES WITH STORY MAPS (10 MIN.)

- Establish groups and the topic each group will write about.
- Distribute Activity Page 5.1 to each student.
- Have students work together in groups to complete Activity Page 5.1. Call out each category on the story map one by one, starting with the title, moving to the conclusion, and pausing for one or two minutes between each category to allow student groups to discuss ideas and complete that category on their maps.
- If time permits, you may have students volunteer how they completed a particular category.
- Answers may vary based on the problem selected, but a sample story map follows.

| | |
|---|--|
|  Title
<i>Where's My Homework?</i> | |
|  Character(s)
<i>Jenni</i> |  Setting(s)
<i>Jenni's house and school</i> |
|  Plot | Beginning
<i>Jenni's problem: she never remembers her homework</i> |
| | Middle
<i>Jenni's solution: set reminders and always put her homework in her book bag before bed</i> |
| | End
<i>Jenni's results: It works! She remembers her homework.</i> |
|  Conclusion
<i>Jenni's parents were proud.</i> | |

WRAP-UP (5 MIN.)

- Ask students to partner with a member of another group and use the story map as a guide to tell their story aloud. Encourage students to add details to the information on the story map as they tell their story to a partner.
- Tell students that in the next Writing Studio lesson they will work in their small groups to write their narratives, which may include some of the details they mentioned when they told the story to their partners.

~~~~~  
End Lesson~~~~~



### Access

#### **Entering/Emerging**

Select each group's topic in advance. Preteach topics, offering heavy support through topic-relevant vocabulary and sentence starters.

#### **Transitioning/Expanding**

Select each group's topic in advance. Preteach topics, offering moderate support through topic-relevant vocabulary and sentence starters.

#### **Bridging**

Select each group's topic in advance. Preteach topics, offering light support through topic-relevant vocabulary and sentence starters.

## 6

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students work collaboratively to compose a narrative about a problem solver.

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Drafting Paper** Students work collaboratively to compose a narrative about a problem solver.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Plot and Temporal Words	Whole Group	7 min.	☐ Temporal Words chart
Modeling: Drafting Narratives with Temporal Words	Whole Group	8 min.	☐ story map from Modeling activity in Lesson 5 ☐ optional: word processor and projector
Drafting Narratives with Temporal Words	Small Group	12 min.	☐ Activity Page 5.1 ☐ Activity Page 6.1 ☐ optional: student devices with word processing capabilities
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- Prepare a chart with the following temporal words:

Temporal Words	
<b>beginning</b>	first
<b>middle</b>	next, then
<b>end</b>	last, finally

- Prepare to compose the Modeling draft on chart paper. Alternatively, if students will compose on word processors, you may wish to project your own work as you model how to compose directly into a word processing file.
- Ensure that each student has Activity Page 5.1, which was completed in the previous lesson.
- Prepare Activity Page 6.1 (blank drafting paper, available as a Blackline Master). You may also ask students to draft directly into word processors if you would like to use this lesson as an activity to teach keyboarding and technology skills.

## Universal Access

- Add visuals to the Temporal Words chart to help students remember the order of common temporal words. For example, under *beginning* you might include an image of planting seeds. Under *middle* you might include an image of using a watering can to water the ground. Under *end* you might show an image of a flower blooming.

Start Lesson

### Lesson 6

# Introducing Narrative Writing



**Primary Focus:** Students work collaboratively to compose a narrative about a problem solver.

## CONNECTIONS: PLOT AND TEMPORAL WORDS (7 MIN.)

- Remind students that in the previous Writing Studio lesson, you used story maps to plan your narratives. The story maps help you think of a beginning, middle, and end to your plot.
- Ask students to review how the problem, solution, and results of their narrative plots relate to the beginning, middle, and end of the narratives.
  - » In the beginning of the narrative, the character has a problem. In the middle of the narrative, the character finds a solution to the problem. The end of the narrative shows the results of the solution, or how the problem gets fixed.
- Explain that writers use a certain kind of word, called temporal words, to show the order of parts of a plot. These words help readers know when something happened.
- Present the Temporal Words chart and review the words listed and the order they signal.



### Check for Understanding

Ask students to name additional temporal words and their meanings. You may add these words to the chart if desired.

## MODELING: DRAFTING NARRATIVES WITH TEMPORAL WORDS (8 MIN.)

- Display “Always Oversleeping,” the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a narrative based on the story map. (An example appears below, but you may customize this as needed for your class.)
- Highlight using words from the Temporal Words chart to signal the order in which events happen in the plot.
- As you talk, write the relevant text onto chart paper. If you are using the optional word processor, you may project a word processing file and type your work directly into it as you explain keyboarding and drafting with digital tools.

---

Now that I’ve planned my narrative, it’s time to start writing.

First, a narrative needs a title. I know from my story map that I want to call my narrative “Always Oversleeping.” [Write *Always Oversleeping* at the top of your document.]

Next, a narrative needs a sentence that introduces the characters. First I’ll write something about Mason, the main character, and the problem he has. We know that at the start of the story, he was always oversleeping. [Write *At the beginning of the school year, morning was a hard time at Mason’s house. Mason always slept too late. Sometimes he even had to run to catch the school bus.* Read the text aloud.]

I should say something about the middle part of the plot, or how Mason tried to fix his problem. Mason tried to fix his problem by going to bed earlier and getting an alarm clock. I’ll use the word *then* to show the order in which Mason did those things. [Write *One night Mason started going to sleep earlier. Then he got an alarm clock.* Read this aloud.]

Now, my story map says I still have one last part of my plot: the end or results of the solution to Mason’s problem. When Mason set his alarm, he got up on time and walked to the bus. I want



to make sure to use a temporal word to show that this was near the end of the plot. [Write *Finally one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning.* Read this aloud.]

All I need now is a conclusion, or the narrative's end. It should show how Mason's life has changed. Before he got an alarm clock, Mason overslept and ran to catch the school bus. But now Mason doesn't have to do that. [Write *Mason decided to set his alarm clock every day, and he doesn't have to run to the school bus any more!* Read this aloud.]

- 
- Ask students what good writers do after they finish writing a draft.
    - » They read the draft all the way through to see if it makes sense.
  - Read the narrative aloud.
- 

### **Always Oversleeping**

At the beginning of the school year, morning was a hard time at Mason's house. Mason always slept too late. Sometimes he even had to run to catch the school bus. One night Mason started going to sleep earlier. Then he got an alarm clock. Finally one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning. Mason decided to set his alarm clock every day, and he doesn't have to run to the school bus any more.

### **Challenge**

Write down sentences from the sample narrative on individual slips of paper. While omitting the temporal words, read the sentences in a random order and ask students to reorder them.

- 
- Ask students to name the temporal words in the narrative.
    - » *beginning, then, and finally*

## DRAFTING WITH TEMPORAL WORDS (12 MIN.)

- Tell students that now they will use the story maps they completed in the previous class (Activity Page 5.1) to work together to write a story about their problem and its solution.
- Remind students that this story may be fiction, and ask a student to define *fiction*.
  - » Fictional works are invented or imagined.
- Distribute Activity Page 6.1, which students will use to draft their work.
- Have students work together in groups to draft their narratives. Call out each category on the story map one by one, starting with the title, moving to the conclusion, and pausing for one or two minutes between each category to allow student groups to discuss ideas and write a sentence for that category.
- Remind students to add temporal words to show the order of the events in their narrative's plot.
- If using a word processor, make sure students save their work. They will revise these drafts in Lesson 8.
- A sample essay appears in Lesson 8.

## WRAP-UP (3 MIN.)

- Remind students that many different temporal words exist, and part of being a writer is deciding which one to use in a particular sentence.
- Tell students you will take a quick poll to see how many different temporal words the class used in its narratives in this lesson.

## Support

Add visuals to the Temporal Words chart to help students remember the order of common temporal words. For example, under *beginning* you might include an image of planting seeds. Under *middle* you might include an image of using a watering can to water the ground. Under *end* you might show an image of a flower blooming.

## Activity Page 6.1





### Access

#### Entering/Emerging

Preteach the Temporal Words chart and ask students to sequence sample events (for example: an egg in a nest, a baby bird eating a worm, an adult bird in flight), offering heavy support as students practice using the appropriate words to signal order.

#### Transitioning/Expanding

Preteach the Temporal Words chart and ask students to sequence sample events, offering moderate support as students practice using the appropriate words to signal order.

#### Bridging

Preteach the Temporal Words chart and ask students to sequence sample events, offering light support as students practice using the appropriate words to signal order.

---

Raise your hand if you used the word or phrase

- *first* in your narrative.
- *last* in your narrative.
- *beginning* in your narrative.
- *end* in your narrative.
- *next* in your narrative.
- *then* in your narrative.
- *middle* in your narrative.
- *finally* in your narrative.

- 
- If time permits, allow students to volunteer other temporal words they used in their narratives.
  - Tell students that in the next Writing Studio lesson they will work on revising their narratives and may add more details to them then.

---

End Lesson

---

# Introducing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students give feedback on a draft of a narrative.

## FORMATIVE ASSESSMENT

**Activity Page 7.1**

**Drafting Paper** Students give feedback on a draft of a narrative.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Details Matter	Whole Group	5 min.	
Modeling: Adding Detail to Narratives	Whole Group	10 min.	<input type="checkbox"/> draft of “Always Oversleeping” created in the previous lesson <input type="checkbox"/> chart paper
Adding Detail to Narratives	Small Group	12 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 7.1
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- Prepare to pair student groups so that each group asks questions about another group’s story.
- Prepare chart paper for recording student questions in the Modeling activity.
- Distribute Activity Page 6.1 (completed in the previous lesson) and Activity Page 7.1.

## Universal Access

- Prepare a list of the five primary question words (*how*, *who*, *what*, *where*, and *when*) if desired for support.

## Lesson 7

# Introducing Narrative Writing



**Primary Focus:** Students give feedback on a draft of a narrative.

## CONNECTIONS: DETAILS MATTER (5 MIN.)

- Tell students that in this Writing Studio lesson, they will learn how to add detail to the narratives they drafted in the previous lesson.
- Tell students that details are pieces of information that make a narrative stronger. Details describe things and help explain them. Sometimes they explain who, how, what, where, or when.
- Ask students to listen to the following sentences. As they listen, they should use the descriptions to decide which food they would rather eat.
  - Sophia ate an ice cream sundae.
  - On Saturday, because it was her birthday, Sophia ate an ice cream sundae that was made of a warm, gooey brownie; cool, creamy vanilla ice cream; sweet chocolate fudge sauce; fluffy whipped cream, crunchy chocolate sprinkles, and a cherry on top.
- If time permits, allow students to explain why they would choose to eat one sundae or the other. While student responses may vary, it is typical for detailed descriptions of food, such as the second example above, to be more attractive to listeners than basic descriptions.
- Tell students that when writing, it is important to think about adding details to make your story better.

## MODELING: ADDING DETAIL TO NARRATIVES (10 MIN.)

- Tell students that together they will look at the story you drafted in the previous lesson and find places to add details to it.
- Explain that one way to help writers think about adding details is to ask questions about things you would like to know about the story. These questions should connect to the story. They may use the words *who*, *what*, *when*, *where*, and *how*.

- Tell students that you will reread the draft of your story from the previous lesson, and as they listen, they should think silently about questions they would like to ask about it.
- Read the story aloud. If you customized your draft, please read the version you prepared. If you are using the sample text, it appears below.

---

### **Always Oversleeping**

At the beginning of the school year, morning was a hard time at Mason's house. Mason always slept too late. Sometimes he even had to run to catch the school bus. One night Mason started going to sleep earlier. Then he got an alarm clock. Finally, one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning. Mason decided to set his alarm clock every day, and he doesn't have to run to the school bus any more.

- 
- Ask students to volunteer questions about the narrative. You may wish to give them a sample question: Where did Mason get his alarm clock?
  - Record the students' questions; in the next lesson, you will demonstrate how to use revision to answer them.



### **Check for Understanding**

Ask students to explain what detail is and why it is important to use details in writing.

---

### **ADDING DETAIL TO NARRATIVES (12 MIN.)**

- Explain that students will work in their groups to read a narrative and ask questions to help the narrative's authors add more detail to their work.
- Arrange student groups in pairs and instruct each group to exchange their narratives, which they drafted on Activity Page 6.1 in the previous lesson.

- Explain that each student should read the partner's narrative, then write one or more questions about it on Activity Page 7.1.
- Circulate to offer support.
- If groups complete the task with time remaining, encourage them to write additional questions for their peers.
- When time elapses, have students exchange questions so that students in each group have a list of questions to help them add detail to their writing.
- Feedback will vary based on student work, but it should relate to the writing shared. For example, if a student mentions that his character's parents were proud when the character solved her problem, the feedback might be that the student should add a detail that shows how the parents were proud.

### WRAP-UP (3 MIN.)

- Ask students to explain in their own words why it is important to add detail to writing.
  - » Answers may vary, but students should recognize that detail makes a narrative more interesting and provides readers more information about the topic.
- Tell students that in the next Writing Studio lesson, they will use the questions that their classmates asked to find ways to add at least one more detail to their narratives.

End Lesson

### Activity Page 7.1



### Challenge

Challenge each group of students to ask one question using each of the five primary question words: *how*, *who*, *what*, *where*, and *when*.

### Support

Remind students of the five primary question words: *how*, *who*, *what*, *where*, and *when*.



### Access

#### Entering/Emerging

Preteach the five primary question words and provide a list of them for students to use in crafting their questions. Provide heavy support as students develop their questions.

#### Transitioning/Expanding

Preteach and provide a list of the five primary question words. Provide moderate support as students develop their questions.

#### Bridging

Preteach and provide a list of the five primary question words. Provide light support as students develop their questions.



## 8

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students respond to peer feedback by adding one more detail to their narratives.

**FORMATIVE ASSESSMENT**

**Activity Page 8.1**

**Drafting Paper** Students respond to peer feedback by adding one more detail to their narratives.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Food Details	Whole Group	5 min.	
Modeling: Revising Narratives	Whole Group	7 min.	<input type="checkbox"/> model narrative draft and question list
Revising Narratives	Small Group	12 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 8.1
Wrap-Up	Small Group	6 min.	

## ADVANCE PREPARATION

- Prepare to revise the sample narrative “Always Oversleeping” drafted in previous lessons. You may wish to use a word processor to aid in displaying the revision process and to prevent the need to recopy the story entirely.
- Provide Activity Page 6.1, Activity Page 7.1, and Activity Page 8.1.
- For the Wrap-Up activity, prepare to pair student groups using the same pairings as in Lesson 7.
- Prepare to pair students for the Connections activity.

### Universal Access

- Prepare sentence starters and vocabulary banks based on student question lists for support during “Revising Narratives.”

## Lesson 8



# Introducing Narrative Writing

**Primary Focus:** Students respond to peer feedback by adding one more detail to their narratives.

**CONNECTIONS: FOOD DETAILS (5 MIN.)**

- Tell students that in this Writing Studio lesson, they will use their classmates' questions to help them add details to their narratives.
- Tell students that first they will practice creating good details. In the next exercise, students will think about their favorite food, but they should not tell their partner what it is. Instead, students will describe their favorite food and see if their partner can guess it.
- Read the following list aloud, pausing between each item to have students complete the sentence aloud while speaking to a partner. Remind students not to name their favorite food.
  - I eat my favorite food when \_\_\_\_\_.
  - When I eat my favorite food you can hear \_\_\_\_\_.
  - The color of my favorite food is \_\_\_\_\_.
  - When I eat my favorite food I use a \_\_\_\_\_.
  - My favorite food tastes as good as \_\_\_\_\_.
  - My favorite food looks like \_\_\_\_\_.
  - My favorite food smells like \_\_\_\_\_.
- Ask students to guess their partner's favorite food.
- If time permits, have a student who correctly guessed their partner's favorite food explain what detail helped reveal that food.
- Remind students that details help readers or listeners know what you are talking about, so they are very important.

## MODELING: REVISING NARRATIVES (7 MIN.)

- Review the question list students generated in response to the model narrative in the previous lesson.
- Pick a question from the list and use the think-aloud strategy to model revising the narrative in response to the question. A sample appears below, but you may customize it based on the questions your students generated.
- Think Aloud: “Okay, so I know that one question readers had about my story was where Mason got his alarm clock. I think his parents gave it to him, so I’ll add that detail to the narrative.” [Add *It was a gift from his parents.* after the sentence *Then he got an alarm clock.*]
- Continue revising to answer other questions from the class-generated list.
- Explain that it is important to reread your work after you revise it to make sure the changes work in the overall story.
- Reread your revised narrative aloud. Following is the text of the revised narrative based on the example above.

### Always Oversleeping

At the beginning of the school year, morning was a hard time at Mason’s house. Mason always slept too late. Sometimes he even had to run to catch the school bus. One night Mason started going to sleep earlier. Then he got an alarm clock. It was a gift from his parents. Finally, one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning. Mason decided to set his alarm clock every day, and he doesn’t have to run to the school bus any more.

## REVISING NARRATIVES (12 MIN.)

- Have student groups pick a question from their peer feedback and revise their narratives to add a detail that answers that question. Students may revise their work on Activity Page 8.1.
- If time permits, have groups respond to additional questions.

### Challenge

Have students in the group suggest different ways to revise in response to a question, then discuss which revision to implement and why.

### Support

Provide sentence starters for students. For example, a sentence starter for the question “Where did Mason get the alarm clock?” could be “Mason got his alarm clock from \_\_\_\_\_.”

### Activity Page 8.1





## Access

### Entering/Emerging

Provide sentence starters and a vocabulary bank based on the list of student questions. Offer heavy support to help students use these tools to craft responses to the questions.

### Transitioning/Expanding

Provide sentence starters and a vocabulary bank based on the list of student questions. Offer moderate support to help students use these tools to craft responses to the questions.

### Bridging

Provide sentence starters and a vocabulary bank based on the list of student questions. Offer light support to help students use these tools to craft responses to the questions.

- Make sure each group rereads its narrative to ensure that the revision fits the rest of the piece.
- If students are drafting on word processors, make sure they save their work.



## Check for Understanding

Ask each group to share a question it was asked and the revision it made to answer the question.

- Answers will vary, but students should revise in a way that clearly addresses the feedback they receive from peers. For example, if the feedback suggests students need to add more detail to the description of the messy room, students might add a sentence explaining that there were stinky socks on the floor, and the pet hamster was running around loose!
- Answers may vary, but a sample narrative follows.

### Where's My Homework?

Once there was a first grader named Jenni. Jenni loved school, but she had a big problem. She never remembered her homework!

Finally Jenni's parents got tired of reminding her. They told Jenni to fix her problem! She decided to write a note to remind herself. She also decided to put her homework in her book bag every night before bed.

Jenni's tricks worked! She remembers her homework every day now. Jenni's parents were so proud that they even took her to her favorite park to celebrate.

---

**WRAP-UP (6 MIN.)**

- Arrange student groups so that each group is paired with the group that provided feedback on its narrative in the previous lesson.
- Instruct the groups to take turns sharing their revised narratives.
- Tell students that they will learn about other kinds of revision in future Writing Studio lessons.
- If time permits, you may invite selected groups to share their narratives with the whole class, highlighting the detail they added to enhance their narratives.

---

End Lesson

---



Writing Studio 2

---

# Developing Narrative Writing

---







# Contents

## DEVELOPING NARRATIVE WRITING

### Lesson 1 59

#### Developing Narrative Writing (30 min.)

- Connections: Reviewing Narrative Writing
- Modeling: Once Upon a Time
- Writing: A Story Beginning
- Wrap-Up

### Lesson 2 65

#### Developing Narrative Writing (30 min.)

- Connections: What's Next?
- Modeling: Retelling a Story
- Writing: "Tom Thumb" Story Map
- Wrap-Up

### Lesson 3 71

#### Developing Narrative Writing (30 min.)

- Connections: Oral and Written Retelling
- Modeling: Story Map Review
- Planning: Retelling with Writing
- Wrap-Up

### Lesson 4 76

#### Developing Narrative Writing (30 min.)

- Connections: Storytelling
- Modeling: Drafting a Retelling
- Writing: Drafting a Retelling
- Wrap-Up

### Lesson 5 83

#### Developing Narrative Writing (30 min.)

- Connections: Details
- Writing: Retelling Drafts
- Writing: Giving and Receiving Feedback
- Wrap-Up

## Lesson 6

88

### Developing Narrative Writing (30 min.)

- Connections: What Makes a Good Story?
- Modeling: Revising to Add Detail
- Writing: Revising to Add Detail
- Wrap-Up

## Lesson 7

94

### Developing Narrative Writing (30 min.)

- Connections: What Makes a Good Storyteller?
- Publishing a Final Copy
- Publishing: Video Storybook
- Wrap-Up

## Lesson 8

99

### Developing Narrative Writing (30 min.)

- Connections: Story Illustrations
- Video Storybook Recording
- Wrap-Up

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students retell the beginning of a familiar story.

## FORMATIVE ASSESSMENT

Exit Ticket

**Once Upon a Time** Students write their own beginning for the story “Cinderella.”

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Narrative Writing (30 min.)</b>			
Connections: Reviewing Narrative Writing	Whole Group	5 min.	<input type="checkbox"/> Parts of a Narrative poster
Modeling: Once Upon a Time	Whole Group	10 min.	<input type="checkbox"/> blank story map
Writing: A Story Beginning	Independent	10 min.	<input type="checkbox"/> Domain 3 Flip Book <input type="checkbox"/> drafting paper
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in core instruction Domain 3, Lesson 2 (“The Girl with the Red Slippers”). Make sure students have completed the Read-Aloud for that lesson prior to beginning this Writing Studio lesson.
- Prepare to display the Parts of a Narrative poster and the blank story map found in the Teacher Resources.
- Prepare to display the Domain 3 Flip Book and provide access to it for students.

## Universal Access

- Invite a storyteller to the classroom to tell a story. Alternately, invite guests from inside or outside the school (e.g., a principal, custodian, or older student) to read a favorite story to the class.
- Use a variety of image cards from previously studied domains that show a range of fictional and informational images (including diagrams or charts). Show the images one by one and ask whether the image came from a make-believe story or is real or shows a fact. Have students explain their reasoning.

## Lesson 1

# Developing Narrative Writing



**Primary Focus:** Students retell the beginning of a familiar story.

**CONNECTIONS: REVIEWING NARRATIVE WRITING (5 MIN.)**

- Remind students that they learned how to write a narrative, or story, when they studied Domain 2, *The Human Body*.
- Ask students to explain what type of writing is in a story.
  - » Answers may vary but could include that stories can be made up, may have things that could or could not really happen, may come from a writer's imagination, or may be fictional.
- Tell students that they are going to continue to write narratives with a focus on stories and fables from around the world.
- Remind students that the stories they have heard during Read-Alouds have similarities, but they also have some differences.
- Explain that even though the stories have some differences, or variations, all stories have the same basic elements.
- Ask students to name parts of a narrative. Tell students to recall the story map from the previous unit.
  - » Answers may vary but should include a title, characters, setting, plot (beginning, middle, and end), and a conclusion.
- Display the Parts of a Narrative poster. Review each of the definitions.

**➤ Parts of a Narrative poster**

**Title:** hints at what the narrative is about

**Setting:** where and when the narrative takes place

**Character:** who is in the narrative

**Plot:** what happens in the narrative

**Conclusion:** the narrative's last thought

- Ask students to name the word from the Read-Alouds that means a problem that the character or characters must deal with in the story.
  - » conflict



### Check for Understanding

Tell students to raise their hands when they hear the part of the narrative where the conflict would occur:

- Title (no hands)
- Character (no hands)
- Setting (no hands)
- Plot (hands)
- Conclusion (no hands)

### MODELING: ONCE UPON A TIME (10 MIN.)

- Tell students that you are going to read the beginnings of some stories they have heard so far in *Different Lands, Similar Stories*. Ask them to listen carefully and try to name the title of the story you are reading. Tell them you are going to leave out the characters' names to make it a little harder to identify.

Once there was a poor girl who was called \_\_\_\_\_. \_\_\_\_\_ lived with her stepmother and two stepsisters.

Her stepmother was mean to \_\_\_\_\_ and forced her to do the hardest and dirtiest work in the house. The poor girl had to scour the dishes, scrub the floors, and wash the clothes, all by herself. When her work was finally done, \_\_\_\_\_ would sit, tired and alone, by the fireplace, among the ashes and cinders.

- Ask students the title of the story that you read.
  - » "Cinderella"

- Tell students to listen carefully to the beginning of the next story.

---

A long time ago, in Ancient Egypt, there lived a beautiful young girl called \_\_\_\_\_. \_\_\_\_\_ was a slave. She had been born in Greece but had been kidnapped by pirates. The pirates sold the young girl to a rich Egyptian merchant. \_\_\_\_\_ now worked as a servant in his house. Because \_\_\_\_\_ was from another land, she did not look like the other servants or her master. Whereas they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten those curls. The other servants teased \_\_\_\_\_. They also made her work even harder than they did. She had to get up before the sun rose, and she had to work while the stars twinkled in the night sky. She cleaned her master's house, she baked bread, she washed her master's clothes, she sewed, and she even tended to the garden. \_\_\_\_\_ lived a lonely life.

---

- Ask students the title of the story that you read.
  - » "The Girl with the Red Slippers"
- Remind students that the stories have both similarities and differences. Ask students to name the similarities they noticed in each of the story beginnings.
  - » Answers may vary but should include that they are both about girls who have to work very hard, are not treated very well, are both lonely, etc.
- Display the blank story map.

### ➤ **Blank story map**

- Ask students to think about both story beginnings you read aloud. Ask them to raise their hands if the beginning of the story had the following information:
  - Character (hands)
  - Setting (hands)
  - Beginning (hands)
  - Middle (no hands)
  - End (no hands)
  - Conclusion (no hands)



- Explain that the beginning of the story has a lot of information, but it does not tell everything that happens in the story. For example, the main character is usually introduced in the beginning, but some characters do not appear until later.

### WRITING: A STORY BEGINNING (10 MIN.)

- Tell students that they will retell the beginning of either “Cinderella” or “The Girl with the Red Slippers” in their own words. They may use words and pictures in their writing.
- Remind students that the beginning of the story will not have all the events that happened in the story, but it should have the main character, setting, and the problem or conflict they are experiencing. Remind students that in both “Cinderella” and “The Girl with the Red Slippers,” the main character has to work very hard, is treated badly by others, and is lonely.
- Distribute drafting paper and tell them to begin their writing.
- Tell students that they may take turns reviewing the Domain 3 Flip Book images to help with their writing.
- Circulate as students write, providing prompting and support.
- Student answers will vary, but students should write and/or draw the beginning of “Cinderella” or “The Girl with the Red Slippers.” A sample answer follows.
  - » Once upon a time there was a girl named Cinderella. Cinderella was poor and sad. She had to live with her stepmother and stepsisters. They were mean to Cinderella. They made her sleep on the floor and do all the work.

### WRAP-UP (5 MIN.)

- Have students share their writing with a partner.
- If time allows, have some students share their writing with the whole class.

End Lesson

#### Support

Reread the beginning of “Cinderella” or “The Girl with the Red Slippers.” Have students make a list of the characters, setting, and some beginning details.

#### Challenge

Encourage students to add vivid words and descriptive details to their writing.



#### Access

##### Entering/Emerging

Ask simple yes or no questions, such as “Does Rhodopis wash clothes in her job?” or “Is Cinderella sad at the beginning of the story?”

##### Transitioning/Expanding

Provide sentence frames for each of the beginning elements, such as “The main character of the story is \_\_\_\_\_.” or “The story takes place \_\_\_\_\_.”

##### Bridging

Encourage students to write in complete sentences and to use descriptive details.

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students work with peers to gather information about a story.

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students complete a story map of “Tom Thumb.”

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Narrative Writing (30 min.)</b>			
Connections: What's Next?	Whole Group	5 min.	
Modeling: Retelling a Story	Whole Group	10 min.	☐ "Billy Beg" Story Map
Writing: "Tom Thumb" Story Map	Partner	10 min.	☐ Domain 3 Flip Book ☐ blank story map
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in core instruction in Domain 3, Lessons 3 and 4 ("Billy Beg" and "Tom Thumb"). Make sure students have completed the Read-Alouds for those lessons prior to beginning this Writing Studio lesson.
- Prepare to project the Domain 3 Flip Book *Different Lands, Similar Stories*.
- Prepare to project the "Billy Beg" Story Map found in Teacher Resources.
- Prepare student copies of the Blank Story Map found in Teacher Resources.
- Pair students in advance for the partner writing activity.

## Universal Access

- Provide a collection of books that have stories, fables, or fairy tales. Have students browse the books and identify different parts of a narrative, such as the title, character, setting, and major events, by pointing at words or illustrations.

## Lesson 2

# Developing Narrative Writing



**Primary Focus:** Students work with peers to gather information about a story.

**CONNECTIONS: WHAT'S NEXT? (5 MIN.)**

- Ask students to describe what temporal words do.
  - » Answers may vary but should include that temporal words show the order of events in the plot of a story.
- Ask students to list some temporal words that can be used in their writing. Write the words on chart paper so the students can reference them later in the lesson. Save the chart for lessons later in the unit.
  - » Answers may vary but could include *first, second, next, then, after, finally, last, etc.*
- Continue to brainstorm more words to add to the list.



## Check for Understanding

Point to the words listed on the chart. Ask students to name whether the word would come at the beginning, middle, or end of the plot in the story.

- » Answers may vary depending on the list that was generated:
  - First: beginning
  - Second: middle
  - Next: middle
  - Then: middle
  - After: middle or end
  - Finally: end
  - Last: end

## MODELING: RETELLING A STORY (10 MIN.)

- Ask students to explain what it means to retell a story.
  - » Answers may vary but should include that *retelling* means to explain the events of a story, including the title, characters, setting, plot, and conclusion.
- Project the “Billy Beg” Story Map or recreate it on chart paper or a whiteboard.

### ➤ “Billy Beg” Story Map

- Explain that you prepared a story map of “Billy Beg” to help you retell the story.
- Use the think-aloud strategy to show students how to use the information from the story map to orally retell the story. Model using temporal words as you retell the story.

The title of this story is “Billy Beg.” It’s an old folktale from Ireland.

Once there was a prince named Billy Beg who lived in Ireland. He worked very hard herding cattle. His best friend was the oldest bull in the herd. When his friend the bull was sent to market, Billy was very upset. The bull told Billy not to worry and gave him three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him. [Stop here and explain that you have just finished the beginning of the plot of the story. Remind students that you have described the character, the setting, and the main problem or conflict.]

Next, Billy went out into the world and found a job taking care of an old gentleman’s animals. When a giant came to eat the animals, Billy used his magical stick and belt to send the giant flying off a cliff and into the sea. [Tell students that this is the first event in the middle of the plot and point to it on the “Billy Beg” Story Map.]

One day, the old gentleman suddenly announced he was going to town because he heard that a dragon had demanded the king give him his daughter, the princess, as a prisoner. Billy felt bad for the princess and decided to go and fight the dragon. [Tell students that this is the second event in the middle of the plot.]

Billy fought the dragon and beat him, but he left before anyone knew who he was, leaving just one boot. The king sent his men out to see if the boot fit anyone in the kingdom. Finally, Billy tried on the boot, and it fit. The king had found the brave knight who beat the dragon! [Tell students that this event is at the end of the plot.]

At last, the king's men brought Billy back to the village, where he married the princess and became the prince. [Explain that this is the conclusion at the end of the story.]

- 
- Tell students that your retelling of “Billy Beg” has the most important points of the story, but it does not have everything that they heard during the Read-Aloud. Ask students what is different about your story.
    - » Answers may vary but could include that it is shorter or has fewer details than the Read-Aloud.

### WRITING: “TOM THUMB” STORY MAP (10 MIN.)

- Prepare to display or project images from “Tom Thumb” in the Domain 3 Flip Book.
- Ask students to recall the Read-Aloud “Tom Thumb.”
- Tell students that you are going to show the images from the Read-Aloud to refresh their memories of the events in the story.
- Go through each image in the story. Ask students to briefly describe each event shown in the images.
- Tell students that they will work with a partner to complete a story map of “Tom Thumb.”
- Remind students that the story map has the most important events and information in the story, but it does not include everything.
- Divide students into pairs and distribute a blank story map to each pair.
- Circulate as students work, providing prompting and support.
- Answers may vary, but a sample completed story map follows.

### Support

Work with a small group to complete the story map. Reread portions of the story if needed.

### Challenge

Have students write complete sentences for each item on their story map, using temporal words when appropriate.

### Activity Page 2.1



### Access

#### Entering/Emerging

Ask students to point to the correct image or part of an image in the Domain 3 Flip Book “Tom Thumb” that corresponds to a section of the story map. For example, have students point to an image that shows an event in the middle of the story.






#### Transitioning/Expanding

Have students use a combination of words and pictures when completing the story map.

#### Bridging

Encourage students to use more detail in their story maps.

## "Tom Thumb" Story Map

	<b>Title</b> <i>Tom Thumb</i>	
	 <b>Character(s)</b> <i>Tom Thumb</i>	 <b>Setting(s)</b> <i>a farm in England</i>
 <b>Plot</b>	<b>Beginning</b> <i>A farmer and his wife want a baby. They have a little boy named Tom Thumb who is no bigger than a thumb.</i>	
	<b>Middle</b> <i>Tom leaves his family and has adventures. He escapes from a man and stops a robbery. He gets swallowed and sneezed back up by a cow. He gets captured by a wolf.</i>	
	<b>End</b> <i>Tom convinces the wolf to take him home. Tom's father scares the wolf away. Tom is safe.</i>	
	<b>Conclusion</b> <i>Tom decides to stay home with his family from now on.</i>	

### WRAP-UP (5 MIN.)

- Have students take turns orally retelling "Tom Thumb" to their partners using the story map as a guide. Remind them to use temporal words while retelling the events.

~~~~~ End Lesson ~~~~~

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students gather information to plan writing.

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Story Map Students complete story maps to plan writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|-------------------------|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Oral and Written Retelling | Whole Group | 5 min. | |
| Modeling: Story Map Review | Whole Group | 5 min. | ☐ “Billy Beg” Story Map |
| Planning: Retelling with Writing | Small Group | 15 min. | ☐ blank story map |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in core instruction Domain 3, Lesson 5 (“Thumbelina”). Make sure students have completed the Read-Aloud for that lesson prior to beginning this Writing Studio lesson.
- Prepare to project the Domain 3 *Different Lands, Similar Stories* Flip Book.
- Provide student access to the Domain 3 *Different Lands, Similar Stories* Flip Book.
- Prepare to project the “Billy Beg” Story Map found in Teacher Resources.
- Prepare student copies of the Blank Story Map found in Teacher Resources.

Universal Access

- Use index cards to create a temporal words card deck. These cards can be used for sorting into sequence, or individual cards could be used as a sentence prompt by having students write a complete sentence using a word from the deck.

Lesson 3

Developing Narrative Writing



Primary Focus: Students gather information to plan writing.

CONNECTIONS: ORAL AND WRITTEN RETELLING (5 MIN.)

- Ask students to describe the types of stories they have been listening to during the Read-Alouds.
 - » Answers may vary but should include that the stories are similar but come from different places in the world.
- Tell students that the stories they have heard during the Read-Alouds are very old and have been told or written again many times. They have been retold. When we tell a story again, it is called *retelling*.
- Explain that because these are fictional or made-up stories, people who retell or rewrite the stories sometimes change some details, but the main story stays the same.
- Remind students that in the previous Writing Studio lesson, you used a story map of “Billy Beg” to help you retell the story orally, meaning you used your voice to retell the story instead of writing down the words.

**Check for Understanding**

Tell students to raise their hand when they hear an important detail that must be included in a retelling:

- the main character (raise hand)
- the color of the main character’s house (no hand)
- the title (raise hand)
- what the main character ate for lunch (no hand)
- the problem or conflict in the story (raise hand)

MODELING: STORY MAP REVIEW (5 MIN.)

- Display the “Billy Beg” Story Map from the previous Writing Studio lesson.

➤ “Billy Beg” Story Map

- Remind students that the information you put in the story map helped you retell the story by reminding you of the most important details and the order of events.
- Tell students that you could use the same story map to help you plan for writing the retelling of “Billy Beg” with words.
- Think-Pair-Share: Have students turn to a partner to answer the question “Where would temporal words like *first*, *next*, *then*, *after*, etc., belong on the story map?”
 - » Answers may vary but should correspond to the beginning, middle, and end.

PLANNING: RETELLING WITH WRITING (15 MIN.)

- Tell students that they will work on a written retelling of one of the stories they have listened to during the Read-Alouds.
- Tell students that to decide which stories they will write, you will conduct a class vote.
- Ask students to list the stories they have heard so far; write the list on the board or on chart paper.
 - “Cinderella”
 - “The Girl with the Red Slippers”
 - “Billy Beg”
 - “Tom Thumb”
 - “Thumbelina”
- Tell students to raise their hands when you read the title of the story they would most like to retell. Count the students’ votes and record. At this point, you may have all students write a retelling of the story with the most votes, or you may allow them to choose from the two or three titles with the most votes.
- Tell students that they will work in small groups to plan their writing. Divide students into groups of 3–4 students each. If students were given a choice about the story, group students together who are working on the same story.

Support

You may choose to assign students who need additional support the story “Tom Thumb,” for which they began a story map in the previous lesson. They may use that story map as a starting point for this activity, either completing it (if they needed more time) or developing the ideas on it.

- Distribute a blank story map to each student.
- Explain that they will use their story maps to plan their retelling.
- Explain that they will share ideas and help each other complete their story maps.
- Tell students that the groups can take turns reviewing the images in the Domain 3 *Different Lands, Similar Stories* Flip Book.
- Circulate as students work, providing prompting and support.
- Collect the story maps or tell students to store them in their desks until the next Writing Studio lesson.
- Answers may vary based on the story selected. For reference, a sample completed story map of “Tom Thumb” appears in the previous lesson.

WRAP-UP (5 MIN.)

- Have students share details from their story maps, such as the main character, how the story ended, an event that happened in the middle, etc.

End Lesson

Activity Page 3.1



Support

Work with a small group to complete the story map. Reread portions of the story if needed.

Challenge

Once the story map is complete, have students create a list of details they want to include in their writing, such as a character description or words that describe action.



Access

Entering/Emerging

Ask simple yes or no questions, such as “Did Tom Thumb capture the robbers?” or “Does this event go in the beginning of the story?”

Transitioning/Expanding

Provide oral sentence frames to prompt students, such as “The _____ tried to eat the animals.”

Bridging

Encourage students to use more detail in their story maps.

4

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students draft a narrative retelling of a familiar story.

FORMATIVE ASSESSMENT

Retelling Draft

Retelling Draft Students draft a narrative retelling of a story.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Storytelling | Whole Group | 5 min. | |
| Modeling: Drafting a Retelling | Whole Group | 10 min. | ❑ “Billy Beg” Story Map |
| Writing: Drafting a Retelling | Independent | 10 min. | ❑ story maps (from previous lesson)
❑ drafting paper
❑ Temporal Words chart (from earlier lesson) |
| Wrap-Up | Partner | 5 min. | ❑ Domain 3 Flip Book |

ADVANCE PREPARATION

- Prepare to project the “Billy Beg” Story Map found in Teacher Resources.
- Display the Temporal Words chart created in Lesson 2.
- Prepare to display the Domain 3 *Different Lands, Similar Stories* Flip Book.

Universal Access

- Provide a collection of books that include stories, fables, and fairy tales. Ask students to choose a favorite and orally retell the story using pictures in the book.

Lesson 4

Developing Narrative Writing



Primary Focus: Students draft a narrative retelling of a familiar story.

CONNECTIONS: STORYTELLING (5 MIN.)

- Tell students that storytelling is a very old tradition around the world. Ask students why people tell stories.
 - » Answers may vary but should include to entertain or to teach a lesson.
- Explain that they have learned that stories are also called *narratives*.
- Remind students that narratives have the same elements, or parts. Ask students to name the parts of a narrative.
 - » Answers may vary but should include title, characters, setting, plot (beginning, middle, ending), and a conclusion.
- Have students turn to a partner and share what they like best about stories. If time permits, have a few students share with the class.

MODELING: DRAFTING A RETELLING (10 MIN.)

- Display the “Billy Beg” Story Map from the previous Writing Studio lesson.

➤ “Billy Beg” Story Map

- Explain that the information you put in the story map helped you retell the story by reminding you of the most important details and the order of events in the story.
- Use the think-aloud strategy to show students how to use the information from the story map to write a retelling of the story.
- Use chart paper to model writing the narrative.

The title of my story is “Billy Beg.” I’m going to write that at the top of my page. [Write the title at the top.]

Next, a narrative needs a sentence to introduce the main character. First, I'll write something about Billy Beg. [Write *Billy Beg was a prince who lived in Ireland a long time ago.*] This sentence not only explains who Billy Beg is, but it also tells us the setting. What is the setting? [Answers may vary but should include a long time ago in Ireland.]

I need to explain why Billy Beg is the main character and why he's important in the story. I'm going to write about what he was doing and how he was feeling. [Write *Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market.* Read this text aloud.]

When I look at my story map, I can see that there is some important information that I haven't written about yet that happens in the beginning of the story. Can you tell me what that is? [The bull gave Billy three magical items: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.]

[Write *The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.* Read this text aloud.]

Now that I've written the beginning of the story, I need to look at my story map to see what events happened in the middle of the story. Can you tell me what those are? [Billy beats a giant; Billy beats a dragon.]

I know that there are more details to the story. I want to explain where Billy went before he fought against the giant. [Write *Next, Billy left his home and went to work for an old gentleman taking care of his animals.* Read this aloud.]

When I look at my story map, I see that in the middle of the story, a giant came to eat the animals that Billy cared for, and Billy defeated him using his magical stick and belt. [Write *When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.* Read this aloud. Mention that you did not write all the details in your story map,

but you remembered from hearing the story that Billy threw the giant off a cliff.]

Another big event took place in the middle of the story that I need to include. Can you tell me what it is? [Billy beats a dragon.]

Do you remember why Billy fought the dragon? [Answers may vary but should include that the dragon was going to take a princess prisoner.]

I'm going to write a sentence about Billy fighting the dragon. [Write *One day, Billy heard that a dragon was going to take a princess prisoner.* Read this aloud.]

I remember that Billy felt sorry for the princess and decided to fight the dragon. I also remember that he dressed up in a knight's old armor to fight the dragon. [Write *He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon.* Read this aloud.]

When I check my story map, I can see that I've finished the beginning and middle of the story. Now I have to work on the ending. The story map says that Billy left his boot behind, and the king's men used the boot to find Billy. [Write *After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!* Read this aloud.]

The conclusion of the story is the last thought. The story map says that Billy married the princess. I remember that the king's men brought Billy back to the village after they found him. [Write *Finally, the king's men brought Billy back to the village. He married the princess and became the prince.* Read this aloud.]

I know that there are more details I can add to my story to make it more interesting to a reader. This is my first draft. I'll read my story again and again and look for places I can add more detail. But right now, I'd like to read the whole draft aloud.

The title of my story is "Billy Beg."

Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king's men brought Billy back to the village. He married the princess and became the prince.



Check for Understanding

Read through the story again and tell students to raise their hands when they hear a temporal word. Have a volunteer circle the word on the chart paper.

Note: Save this chart paper draft of “Billy Beg” for the next Writing Studio lesson.

WRITING: DRAFTING A RETELLING (10 MIN.)

- Tell students that they will start a draft of their retelling narratives today. Remind students that a draft is a first copy. They will revise their narratives by adding details in later lessons.
- Redistribute the story maps from the previous Writing Studio lesson or tell students to take out their story maps.

Support

Conference with students one-on-one to ensure their story maps have enough details to guide their writing. Provide sentence starters such as “Once there was a _____ named _____.”

Challenge

Encourage students to expand their sentences by using descriptive words and details.



Access

Entering/Emerging

Provide sentence strips with the beginning, middle, and end events of the story. Have students sort the sentences into the correct order, then copy the sentences as their first draft.

Transitioning/Expanding

Have students work with a partner while writing.

Bridging

Encourage students to write in complete sentences, using the appropriate temporal words.

- Explain that students will use the story map to help write their narrative, just like when you wrote your draft of “Billy Beg.”
- Explain that they are writing the first draft and should focus on writing complete sentences. Tell them they can add pictures as details later when they revise their drafts.
- Distribute writing paper.
- Tell students they will work on their drafts independently.
- Remind students to include temporal words in their narrative to help the reader know the order of events. Direct students to the temporal words chart you created earlier in the unit.
- Circulate while students are working to provide prompting and support.
- Collect the students’ drafts and story maps or tell students to store them for the next lesson.

WRAP-UP (5 MIN.)

- Project an image from the Domain 3 *Different Lands, Similar Stories* Flip Book from a story that has not yet been read during the Read-Alouds, such as “Little Red Riding Hood,” “Hu Gu Po,” or “Tselane.” Tell students to look carefully at details in the image.
- Tell students to imagine a story to go along with the image. Have students share their story with a partner.

~~~~~End Lesson~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students use feedback from peers to add details to their writing.

## FORMATIVE ASSESSMENT

### Exit Ticket

**Feedback** Students describe a detail they received from feedback they will add to their writing.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                        |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                  |
| Connections: Details                          | Whole Group | 3 min.  |                                                                  |
| Writing: Retelling Drafts                     | Independent | 10 min. | ❑ retelling drafts and story maps (from previous lesson)         |
| Writing: Giving and Receiving Feedback        | Partner     | 12 min. | ❑ “Billy Beg” draft (from previous lesson)<br>❑ retelling drafts |
| Wrap-Up                                       | Independent | 5 min.  | ❑ paper                                                          |

## ADVANCE PREPARATION

- Prepare to display the “Billy Beg” draft on chart paper from the previous lesson.
- Determine student pairs in advance for giving and receiving feedback.

## Universal Access

- Have students identify words or sentences that explain one or more of the following: *who*, *how*, *what*, *where*, and *when*. For example, *Ella bounced a big red ball on the sidewalk.* describes *who*, *what*, and *where*.

## Lesson 5

# Developing Narrative Writing



**Primary Focus:** Students use feedback from peers to add details to their writing.

**CONNECTIONS: DETAILS (3 MIN.)**

- Ask students what it means to add details to your writing.
  - » Answers may vary but should include that adding details means putting in information that makes the writing stronger.
- Tell students to turn and talk to a partner to answer the question “Why do details make writing stronger?”
- Call on a few volunteers to share what they discussed with their partners.
- Explain that details make the writing stronger because they help paint a picture in the reader’s mind of what is happening in the story. Details help describe the *who*, *how*, *what*, *where*, and *when* in the story. Details make writing more interesting to the reader.

**Check for Understanding**

Write the following sentence on the board or chart paper:

- Micah walked through the woods.

Ask students to add details to the sentence to help make it more interesting and descriptive for a reader. Record the students’ suggestions on the board.

**WRITING: RETELLING DRAFTS (10 MIN.)**

- Tell students to take out their retelling drafts and story maps from the previous Writing Studio lesson or redistribute if collected.
- Explain that they will finish their drafts in this lesson. Remind students that their narratives must have a beginning, middle, ending, and a conclusion.

- Conduct brief one-on-one conferences with students, providing prompting and support as needed.

### **WRITING: GIVING AND RECEIVING FEEDBACK (12 MIN.)**

- Tell students they will look at the story you drafted in the previous lesson and find places to add details to it.
- Explain you are sharing the draft so they will give you feedback, or suggestions on how to improve the writing by adding details.
- Remind students that one part of giving feedback is to ask the writer questions about their writing.
- Read aloud the draft of “Billy Beg” you completed on chart paper in the previous Writing Studio lesson.

---

Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king's men brought Billy back to the village. He married the princess and became the prince.

---

- Tell students that they may ask questions about your writing. Briefly answer their questions.
- Explain that you would like some suggestions about details you can add to your writing to make it stronger. Create a list of the students' suggestions and save for the next lesson.

**Note:** Save the chart paper draft of “Billy Beg” and the list of students' suggestions for the next Writing Studio lesson.

- Tell students they will now work with partners to give and receive feedback about their retelling drafts.
- Divide students into previously determined pairs.
- Tell students that one person will read the story while their partner listens carefully. The partner will then ask at least one question about the writing.
- After the writer answers the question, the partner will then share an idea or detail that could strengthen their partner's writing.
- Tell students they will then switch roles so that the other student shares while the first student listens, asks a question, and offers a suggestion.
- Monitor the feedback discussions and provide guidance if needed.
- Answers may vary, but students should ask questions and offer feedback relevant to the stories shared. For example, in response to a retelling of “Tom Thumb,” students may ask how Tom left the farm, then suggest adding a detail about how he traveled from one place to another.
- Collect the students' drafts or tell them to store them for the next lesson.

### WRAP-UP (5 MIN.)

- **Exit Ticket:** Tell students to write down a detail suggested by their feedback partner that they will add to their writing.

End Lesson

### Support

Provide support by asking questions and guiding the feedback discussion.

### Challenge

Ask students to create a list of details they plan to add to their writing, made up of their own ideas and ideas suggested by their partner.



### Access

#### Entering/Emerging

Provide simple yes or no questions, such as “Should you add a detail that explains that Tom Thumb was no bigger than a thumb?”

#### Transitioning/Expanding

Provide prompting and support to partners as needed.

#### Bridging

Encourage students to ask their partner questions and to give feedback using complete sentences and descriptive words.

### Exit Ticket





## 6

# Developing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students respond to peer feedback by adding one or more details to their writing.

**FORMATIVE ASSESSMENT**

Activity Page 6.1

**Feedback** Students revise writing to incorporate feedback from peers.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                          |
| Connections: What Makes a Good Story?         | Whole Group | 3 min.  |                                                                                                                                          |
| Modeling: Revising to Add Detail              | Whole Group | 7 min.  | <input type="checkbox"/> “Billy Beg” draft (from previous lesson)<br><input type="checkbox"/> list of suggestions (from previous lesson) |
| Writing: Revising to Add Detail               | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> retelling drafts                                                  |
| Wrap-Up                                       | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 6.1                                                                                               |

## ADVANCE PREPARATION

- Prepare to display the “Billy Beg” draft on chart paper from the previous lesson.
- Prepare to project Activity Page 6.1.
- Prepare student copies of Activity Page 6.1.

### Universal Access

- Provide a collection of books that include stories, fables, and fairy tales and ask students to find an illustration that they like. Have students discuss why they like the illustration.

## Lesson 6

# Developing Narrative Writing



**Primary Focus:** Students respond to peer feedback by adding one or more details to their writing.

**CONNECTIONS: WHAT MAKES A GOOD STORY? (3 MIN.)**

- Review that a narrative is writing that tells a story. Some narratives are fictional or made-up, such as fairy tales, fables, folktales, and other stories.
- Tell students some narratives are not fictional—they are true. Those narratives have all the parts of a narrative so it sounds like a story. A personal narrative is a story the writer tells about himself or herself.
- Turn and Talk: have students discuss with a shoulder partner what makes a story good.

**MODELING: REVISING TO ADD DETAIL (7 MIN.)**

- Display the chart paper draft of “Billy Beg” from the previous lesson.
- Remind students that in the previous lesson, you invited them to ask questions and suggest details to help improve your draft of “Billy Beg.”
- Explain that now you will use their suggestions to revise your draft. Explain that the word *revise* means to make changes.
- Tell students you are going to revise your draft with some of their suggestions from the previous lesson.
- Use the think-aloud strategy to model adding two or three details. The draft is below; added details may vary based on your students’ feedback. Add the details in the appropriate places, reminding students that it is a first draft, so it will not look like a clean, final copy yet.

Billy Beg was a prince who lived in Ireland a long time ago. Billy worked very hard herding cattle. He was very upset when his best friend, a bull, was sold to market. The bull gave Billy three

magical gifts: a tablecloth, so he would never be hungry; a stick, so he would have the strength of a thousand men; and a belt, so no enemy would ever defeat him.

Next, Billy left his home and went to work for an old gentleman taking care of his animals. When a giant came to eat the animals, Billy used his magical stick and belt to fling the giant off a cliff and out to sea.

One day, Billy heard that a dragon was going to take a princess prisoner. He decided to fight the dragon. He dressed up in knight's armor so no one could see who he was. Billy defeated the dragon.

After Billy defeated the dragon, he ran away, leaving only a boot behind. The king told his men to have every man in the kingdom try on the boot. At last, Billy tried on the boot, and it fit!

Finally, the king's men brought Billy back to the village. He married the princess and became the prince.

- 
- Student feedback, and the revisions that you make as a result of them, will vary, but they should concern how to add details to the draft. For example, students may suggest that you explain how Billy defeats the dragon. In response, you may revise the sentence *Billy defeated the dragon* to read *Billy defeated the dragon with his magical stick and belt*.
  - Project Activity Page 6.1.

### ➤ Activity Page 6.1

- Tell students you are going to use a checklist to do a final check of your draft to make sure all the parts of a narrative have been included.
- Read through each item on the checklist, stopping after each to ask if it is included in your draft.

### Activity Page 6.1



## Support

Provide one-on-one support as needed.

## Challenge

Encourage students to expand their sentences and add more descriptive words and imagery.



## Access

### Entering/Emerging

Help students complete their drafts by providing oral sentence frames and taking dictation.

### Transitioning/Expanding

Encourage students to read their draft aloud to you and provide guidance for revising.

### Bridging

Discuss students' ideas for revision and provide guidance as needed.



## Check for Understanding

Ask students what important part of writing is not listed on the checklist.

- » Answers may vary but should include *details*.

Ask students why details are important.

- » Answers may vary but should include that they make writing stronger, help the reader visualize or see pictures in their mind, give information, make writing more interesting, etc.

## WRITING: REVISING TO ADD DETAIL (15 MIN.)

- Tell students to take out their retelling drafts or redistribute them if collected in the previous lesson.
- Tell them to read their drafts to themselves using a whisper voice. Explain that reading their writing out loud will help them to find places to add details or sentences that could be written more clearly.
- After students finish reading, tell them to add more details to their stories, based on the feedback they received in the previous lesson and additional ideas of their own.
- After several minutes, distribute Activity Page 6.1.
- Tell students that they will be using the Writing Checklist to look at their drafts one more time before they create a final, published piece.
- Read the items on the checklist one by one and have students put a check next to each item they have in their draft.
- Tell students to review the checklist and add whatever item does not have a check mark to their writing.
- Collect the students' drafts or tell them to store them for the next lesson.
- Student revisions will vary but should reflect the feedback received. For example, students asked to describe how Tom Thumb got to town might add that he traveled on the brim of a man's hat.

**Note:** Before the next Writing Studio lesson, create a finished copy of your "Billy Beg" draft, either on chart paper or with a word processing program, so it can be projected. This final version serves as a model for student publishing.

---

**WRAP-UP (5 MIN.)**

- **Illustration Brainstorm:** have students discuss illustration ideas for their final published story with a partner.

~~~~~End Lesson~~~~~

7

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students publish their retelling narratives as part of a video storybook.

FORMATIVE ASSESSMENT

Exit Ticket

Video Publishing Students describe how they would publish a video story.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: What Makes a Good Storyteller? | Whole Group | 2 min. | |
| Publishing a Final Copy | Independent | 18 min. | <input type="checkbox"/> “Billy Beg” final copy
<input type="checkbox"/> retelling drafts
<input type="checkbox"/> writing paper |
| Publishing: Video Storybook | Partner | 5 min. | <input type="checkbox"/> paper (can be cut in halves) |
| Wrap-Up | Whole Group | 5 min. | <input type="checkbox"/> trade book or story from Teacher Guide |

ADVANCE PREPARATION

- Prepare a final copy of “Billy Beg” to use as a model for publishing, either on chart paper or with a word processing program for projection.
- Secure a way to record students reading their stories on video, either with a camera or a computer with camera and recording capabilities. Recording will take place in Lesson 8.
- If you choose not to create a video storybook, students will still create published versions of their retellings.

Universal Access

- Show brief sections of online videos of people telling a variety of children’s stories. Ask students to answer the following questions:
 - What does the storyteller do with their voice?
 - What does the storyteller do with their hands?
 - Can you tell what part of the story is the most exciting?
 - Do pictures help to tell the story?

Lesson 7

Developing Narrative Writing



Primary Focus: Students publish their retelling narratives as part of a video storybook.

CONNECTIONS: WHAT MAKES A GOOD STORYTELLER? (2 MIN.)

- Ask students to think about how a good storyteller reads or tells a story.
- Have students share their ideas aloud and record them on chart paper or the board. Save the list for Lesson 8.



Check for Understanding

Ask students if a storyteller is someone who writes the story. Why or why not?

- » Answers may vary but should include that the storyteller is someone who reads or tells the story. They might have written or made up the stories themselves, or they may be telling a story written by someone else.

PUBLISHING A FINAL COPY (18 MIN.)

- Display or project your published version of “Billy Beg.”
- Remind students they have been working on a draft, or the first version, of their stories.
- Explain that they revised the draft to add new ideas and details. The draft might look a little messy and may have some mistakes that need to be corrected, like making sure that the first word in each sentence starts with a capital letter and all sentences have ending punctuation.
- Explain that when we publish writing, we want to make sure that we have done our best work and that the writing is clean, easy to read, and has no mistakes that make reading difficult.

- Tell students you have published your retelling, “Billy Beg,” by rewriting the story (on either chart paper or computer) with the new details you added and correcting any mistakes you had. Point out the details you added in the previous lesson.
- Distribute drafting paper. Tell students that they will rewrite their stories on the new paper.
- Remind students to check their work to make sure all the words and details from the first draft are included. Remind students to make sure they have written in complete sentences with appropriate capitalization and punctuation.
- Collect the students’ final copies or tell them to store them for the next lesson.
- Student narratives may vary but should be a retelling of the selected story. A sample follows.

Tom Thumb

Once in England there lived a farmer and his wife. They had a baby. They named him Tom Thumb because he was as small as a thumb.

Tom got older and wanted to have some adventures. He rode to town on the brim of a man’s hat. Then he escaped the man. He stopped a robbery and got swallowed by a cow!

But it sneezed him back up.

Finally, Tom was grabbed by a wolf. He got the wolf to go to his farm. Then Tom’s dad came and ran the wolf away.

Tom was safe, and he decided to stay home. His family was very happy.

PUBLISHING: VIDEO STORYBOOK (5 MIN.)

- Tell students they will publish their stories in a different way in the next Writing Studio lesson. Explain that they will create a video storybook.
- Ask students to turn to a shoulder partner to discuss what a video storybook might look like and how they would create it.

Support

Conference one-on-one with students to ensure they understand how to correct any errors in their draft.

Challenge

Have students use references, such as a beginner’s dictionary, to check spelling.



Access

Entering/Emerging

Provide one-on-one support as students copy their drafts. Some students may require you to take dictation.

Transitioning/Expanding

Allow students to discuss with a partner how to correct any mistakes.

Bridging

Ask students to explain how they will correct any mistakes, and offer guidance if needed.

Exit Ticket



- **Exit Ticket:** Distribute paper halves. Ask students to write a sentence and draw a picture describing how they would create their video story.

WRAP-UP (5 MIN.)

- Choose a story from your classroom collection or from the Domain 3 Teacher Guide to read aloud to students. Model good storytelling techniques such as changing your voice for different characters, using facial expressions and hand gestures, and reading faster or slower (or louder or softer) to match the action.

End Lesson

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students publish narrative writing, both in print and video.

FORMATIVE ASSESSMENT

Final Copy

Retelling Narrative Students publish a retelling narrative of story.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Story Illustrations | Whole Group | 5 min. | <input type="checkbox"/> paper
<input type="checkbox"/> crayons or markers |
| Video Storybook Recording | Independent | 20 min. | <input type="checkbox"/> retelling final copy
<input type="checkbox"/> recording equipment |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare equipment to record students reading their stories aloud.
- It would be helpful to have one or two adult volunteers to assist in recording.
- Prepare a place in the room where recording can take place, preferably away from where the rest of the students will be working.
- If you choose not to create a video storybook, students can use the time to practice reading their stories, first to themselves, then to each other. Alternatively, have each student read aloud to the whole class.

Universal Access

- Prepare students for recording by doing practice recordings in advance. Have students view their recording and discuss how to make it better.

Lesson 8

Developing Narrative Writing



Primary Focus: Students publish narrative writing, both in print and video.

CONNECTIONS: STORY ILLUSTRATIONS (5 MIN.)

- Remind students that illustrations help bring stories to life.
- Distribute paper and drawing utensils and ask students to draw an illustration that best shows what their story is about. Remind them to include details.



Check for Understanding

Ask students to describe the details in their illustration and explain why they included them.

VIDEO STORYBOOK RECORDING (20 MIN.)

- Explain that during this time, two things will happen at once, so it will be very important to follow directions.
- Explain that students will be recorded reading their stories one at a time, and you will call them when it is their turn.
- Tell them that when it is not their turn to record, they should be working on two things in this order: finishing their illustrations and practicing reading their story aloud.
- Explain that when they practice reading their stories, they should use a quiet voice.
- Tell them that when their name is called to record, they need to have the final copy of their retelling and illustration.
- Before recording, remind students of the good storytelling techniques discussed in previous lessons. Refer to the chart created during the Connections activity in Lesson 7.

Support

Allow students to practice a sample sentence as a warm-up before you start recording.

Challenge

Have students write a different ending to their story.



Access

Entering/Emerging

Record the video storybook using an echo technique, where you read a sentence and the student repeats the sentence.

Transitioning/Expanding

Have students work with a partner when practicing reading their stories aloud.

Bridging

Encourage students to use expressive voices while they are reading aloud.

- Some extra time may be needed to record every student.
- If possible, compile the finished recordings into a single file to watch at a future date or to share with other classrooms.
- When recording is completed, collect the students' final copies of their narratives.

Note: Use the *First Grade Writing Rubric: Narrative Writing* to assess students' narratives and to compare with the Pre-Assessment given in Unit 1 Lesson 1.

WRAP-UP (5 MIN.)

- Think-Pair-Share: have students discuss whether or not they liked recording their stories on video.
- If time permits, have students share their opinions aloud.

~~~~~  
End Lesson  
~~~~~

Writing Studio 3

Introducing Opinion Writing



Contents

INTRODUCING OPINION WRITING

Lesson 1 107

Introducing Opinion Writing (30 min.)

- Connections: In My Opinion
- Introduce the Prompt
- Opinion Pre-Assessment
- Wrap-Up

Lesson 2 113

Introducing Opinion Writing (30 min.)

- Connections: Opinion Review
- Modeling: Writing an Opinion
- Writing: Living in Ancient Egypt
- Wrap-Up

Lesson 3 119

Introducing Opinion Writing (30 min.)

- Connections: King Hammurabi
- Modeling: Writing a Topic Sentence
- Writing: The Golden Rule
- Wrap-Up

Lesson 4 124

Introducing Opinion Writing (30 min.)

- Connections: Review Topic Sentence
- Modeling: Reasons
- Writing: Which Would I Most Like to See?
- Wrap-Up

Lesson 5 129

Introducing Opinion Writing (30 min.)

- Connections: Review Reasons
- Introduce Writing Prompt
- Research: Hatshepsut
- Wrap-Up

Lesson 6

135

Introducing Opinion Writing (30 min.)

- Connections: My Favorite
- Research: Tutankhamun
- Review the Research
- Wrap-Up

Lesson 7

142

Introducing Opinion Writing (30 min.)

- Connections: Collaboration
- Discussion: My Favorite Egyptian
- Writing: My Favorite Egyptian
- Wrap-Up

Lesson 8

147

Introducing Opinion Writing (30 min.)

- Connections: Sharing and Feedback
- Discussion: Giving and Receiving Feedback
- Writing: Revising to Add Details
- Wrap-Up

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion that states the topic, expresses an opinion, provides a reason, and gives a sense of closure.

FORMATIVE ASSESSMENT

Activity Page 1.1

Writing Prompt Students express an opinion about using letters or hieroglyphs to write.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|----------------------|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: In My Opinion | Whole Group | 10 min. | ☐ Class Survey chart |
| Introduce the Prompt | Whole Group | 5 min. | ☐ Activity Page 1.1 |
| Opinion Pre-Assessment | Independent | 10 min. | ☐ Activity Page 1.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare a Class Survey chart using chart paper or art paper. Write this question on the top of the chart: “Which is better: reading a book or watching a movie?” Draw a T-Chart with *Book* on one side and *Movie* on the other. It would be helpful to include a drawing or picture of each category in the corresponding column. Place the chart where the students can easily access it.
- Have markers ready to write on the chart.
- When students enter the room at the beginning of the day, ask each student if they would rather read a book or watch a movie. Some students may be able to read the question on their own. Have the student draw a checkmark in the column of their choice.
- Prepare to project “Book or Movie?” found in Teacher Resources.
- Prepare to project Activity Page 1.1.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *First Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final opinion writing activity in Unit 4, *Developing Opinion Writing*.

Universal Access

- Name a story that you read aloud in the class. Have students raise their hands if they liked the story. Ask them why they liked the story. Ask the students who did not raise their hands why they did not like the story. Explain that each student was expressing an opinion, or how they felt about the story. Pair students together and have them take turns naming stories (or food, games, etc.) and asking their partner if they like or do not like it.

Start Lesson

Lesson 1

Introducing Opinion Writing



Primary Focus: Students write an opinion that states the topic, expresses an opinion, provides a reason, and gives a sense of closure.

CONNECTIONS: IN MY OPINION (10 MIN.)

- Remind students that during the first two Writing Studio units, they worked on narrative writing.
- Explain there is another type of writing called opinion writing. Explain that an opinion is your personal view or belief. It is what you think or feel about something.
- Read this example of an opinion: “I think chicken noodle soup is the best kind of soup.”
- Ask students to raise their hand if they think chicken noodle soup is the best kind of soup.
- Explain that this is your personal belief or view about soup, and people may agree or disagree with your opinion. Ask students who did not raise their hands what kind of soup they think is the best.
- Tell students to look at the Class Survey chart they filled out at the beginning of the day that asked if reading a book or watching a movie is better. Explain that the survey was one way they were able to share their opinion because they had to choose which activity they would rather do.
- Point to the *Book* column and have students count the number of checkmarks aloud with you. Do the same with the *Movie* column.

- After counting up the checkmarks on each side, make the statement “More students think (reading a book/watching a movie) is better than (reading a book/watching a movie).”
- Project the “Book or Movie?” document.

➤ **Book or Movie?**

- Tell students that you have written your opinion about whether you think a book or a movie is better. Read the text aloud:

In my opinion, reading a book is better than watching a movie. When I read a book I can imagine what the characters look like or how they sound when they speak. I can put a book down when I want to take a break and pick it up again when I’m ready to start reading. I would rather read a book than watch a movie.

- Explain that in this text, you stated the topic you were discussing and your opinion. (Point to first sentence.) Ask students what the topic is.
 - » reading a book or watching a movie
- Ask them what your opinion is regarding which is better, a book or a movie.
 - » Reading a book is better than watching a movie.
- Point to and reread the second and third sentences in the paragraph.
 - *When I read a book I can imagine what the characters look like or how they sound when they speak. I can put a book down when I want to take a break and pick it up again when I’m ready to start reading.*
- Explain that those sentences give the reasons you feel the way you do.
- Point to the last sentence and read aloud.
 - *I would rather read a book than watch a movie.*
- Explain that this sentence provides an ending or closure to your opinion by restating your opinion in a slightly different way.



Check for Understanding

Ask students to explain in their own words what an opinion is.

- » your personal view or belief; how you think or feel about something

INTRODUCE THE PROMPT (5 MIN.)

- Remind students that they have been studying ancient civilizations in Domain 4, *Early World Civilizations*.
- Ask students to name the type of writing used by the ancient Egyptians.
 - » hieroglyphics
- Ask students what the word *hieroglyphs* means.
 - » Answers may vary but should include pictures that represent sounds, letters, or words.
- Project Activity Page 1.1. Read the prompt at the top of the page.
 - *Would you rather write using letters or hieroglyphs?*

➤ Activity Page 1.1

- Remind students that they will write their opinion, or how they feel about the topic.

OPINION PRE-ASSESSMENT (10 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write their opinion about using letters or hieroglyphs on Activity Page 1.1. Remind them to state the reasons they feel the way they do and to finish their writing by giving it a closure that wraps up the opinion.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when ten minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

Support

Create a list of sentences (a mix of opinion and fact) and have students identify which sentences express an opinion.

Challenge

Have students create sentences (orally or written) that express an opinion.

Activity Page 1.1





Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about opinions.

Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about opinions.

Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about opinions.

- Collect each pre-assessment as the work is completed. You will use the *First Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final opinion writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to stand up if their opinion was that using letters to write is better. Have those students line up on one side of the room.
- Ask students who wrote that using hieroglyphs is better to line up on the other side of the room. Both lines should face each other. It does not matter if the distribution of students is unequal.
- Choose a student from the “letters are better” line to explain their reason to the students in the “hieroglyphs are better” line. Then have a student from the “hieroglyphs are better” line explain their reason to the students in the “letters are better” line. Continue to choose students back and forth from each line to explain their reasons.

~~~~~  
End Lesson~~~~~

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students write an opinion that states the topic, expresses an opinion, provides a reason, and gives a sense of closure.

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Living In Ancient Egypt** Students express an opinion about whether they would like to live in ancient Egypt.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Connections: Opinion Review	Whole Group	5 min.	
Modeling: Writing an Opinion	Whole Group	10 min.	❑ Writing: Parts of an Opinion poster
Writing: Living in Ancient Egypt	Independent	10 min.	❑ Activity Page 2.1
Wrap-Up	Small Groups	5 min.	❑ Activity Page 2.1

## ADVANCE PREPARATION

- Ensure students have completed Lesson 7 in Domain 4, *Early World Civilizations*, prior to this Writing Studio Lesson.
- Prepare to project the Writing: Parts of an Opinion poster found in Teacher Resources.
- Prepare an anchor chart based on the Writing: Parts of an Opinion poster to be displayed as a reference throughout the unit.
- Prepare to project Activity Page 2.1.
- Prepare student copies of Activity Page 2.1 to distribute.

## Universal Access

- Continue conducting class surveys as modeled in Writing Studio Lesson 1 using a variety of topics.
- Ask students if they have any younger brothers or sisters at home. Explain that sometimes young children will ask “Why?” almost every time you tell them something because that is how they learn about the world. Tell students you are going to state an opinion and that they must make up a “why” statement to support the opinion. For example, say, “I think dogs make the best pets.” Choose a student and ask them to name a reason that explains the opinion, even if it is not their opinion.

## Lesson 2

# Introducing Opinion Writing



**Primary Focus:** Students write an opinion that states the topic, expresses an opinion, provides a reason, and gives a sense of closure.

## CONNECTIONS: OPINION REVIEW (5 MIN.)

- Remind students that stating your opinion means you are telling how you think or feel about something. You are expressing your personal belief.
- Explain that they express their opinions every day about many different topics.
- Ask students to state their opinion about whether they would rather eat a pickle or a carrot.
  - » Answers may vary.
- Explain that when they write an opinion piece, they must state the topic, their opinion, and why they think or feel the way they do about the topic.
- Say that when we explain why we feel the way we do, we are giving reasons for our opinion.
- Have students turn to their partner and state their opinion about whether they would rather eat a pickle or a carrot and give a reason for their opinion.



## Check for Understanding

Ask students to define *opinion* and *reason*.

- » An opinion is how you think or feel about something; a reason is an explanation for why you think or feel the way you do.

## MODELING: WRITING AN OPINION (10 MIN.)

- Display the Writing: Parts of an Opinion poster

### ➤ Writing: Parts of an Opinion poster

- Go through each section on the first page of the poster: *Introduction*, *Reasons*, and *Conclusion*, and explain the bullet points in each section.
- Show the second page of the Writing: Parts of an Opinion poster titled “Apple or Banana?”

### ➤ **Apple or Banana?**

- Use the think-aloud strategy to show how you composed the opinion.

#### **Support**

Provide a list of familiar topics and ask students to orally express an opinion and reason for each. For example, ask students to express an opinion about a favorite book or favorite game.

#### **Challenge**

Have students write several sentences that express an opinion and a reason on different topics.

I wrote my opinion about whether I would rather have an apple or a banana in my lunch. To make sure it has all the parts of a narrative, I wrote each part in a different section. [Read the title of the page, “Apple or Banana?” aloud.]

The first section after the title is the introduction. In the introduction I wrote about the topic and my opinion. [Read the first sentence aloud: “I would rather have an apple in my lunch than a banana.”] The topic is in the title and also in my first sentence.

What is the topic?

» Answers may vary but should include apples or bananas.

What is my opinion?

» You would rather have an apple than a banana.

I must give reasons for my opinion. Let’s look at the second section. While I was making up my mind about whether I would rather have an apple or a banana, I had to think about both fruits. I like bananas, but I had to think about which one I would rather have in my lunch and why. I wrote two reasons that I feel the way I do. [Read the reasons aloud: “The first reason is that an apple doesn’t get as mushy as a banana when I carry it in my lunch bag.” and “The second reason is that I don’t have to peel the apple before I eat it.”]

Once I gave my opinion and my reasons, I finished my opinion with a conclusion, or ending. The conclusion is how I wrapped up my writing by stating my opinion again. I didn’t want to write the exact same sentence that I wrote in the introduction.

Instead, I wrote, “As you can see, I would rather have an apple in my lunch than a banana.” Who was I talking to when I wrote, “As you can see . . . ?”

» the reader

Which fruit would you rather have in your lunch?

» Answers may vary and could include any kind of fruit, such as oranges, mango, grapes, etc.

---

### WRITING: LIVING IN ANCIENT EGYPT (10 MIN.)

- Project Activity Page 2.1.

#### ➤ Activity Page 2.1

- Remind students that in the previous lesson, they wrote an opinion about whether they would rather write using letters or hieroglyphs.
- Explain that today they will also write about ancient Egypt.
- Remind them that so far they have learned about life in ancient Egypt from three Read-Alouds in Domain 4: “People of the Nile,” “Writing in Ancient Egypt,” and “Amon-Ra and the Gods of Ancient Egypt.”
- Tell students to think about and decide whether or not they would like to live in ancient Egypt.
- Distribute Activity Page 2.1.
- Read the title, “Living in Ancient Egypt,” aloud. Explain that the title gives a hint or clue as to what the writing is about.
- Direct students to look at the box titled *Introduction*. Tell them the first sentence has already been written. Read the sentence, “I would/would not like to live in ancient Egypt” aloud. Tell students to think about their opinion and circle either the word *would* or the words *would not*.
- Tell them to think of two reasons for their opinion and write them in the boxes marked *Reason 1* and *Reason 2*.
- Circulate as students work, providing prompting and support.
- Once students have finished writing their reasons, explain that they must write a conclusion. Remind students that the conclusion restates their opinion and topic.

#### Activity Page 2.1





### Access

#### Entering/Emerging

Create yes or no questions, such as “Would it be difficult to work on a farm in ancient Egypt?” to help students orally express their reasons.

#### Transitioning/Expanding

Have students work with partners to discuss their reasons before writing.

#### Bridging

Encourage students to add details or examples to their reasons.

- Brainstorm ways that students can write their conclusions and write these on the board or on chart paper. Some examples:
  - In conclusion, I would . . .
  - As you can see . . .
  - That is why I would . . .
  - I think living in ancient Egypt would be \_\_\_\_\_.

### WRAP-UP (5 MIN.)

- Divide the students into small groups of four to five students each. Ask students to share their writing aloud within their groups. Remind them to take turns and to be respectful of the speaker and the listeners.

~~~~~End Lesson~~~~~

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion that states the topic, expresses an opinion, provides a reason, and gives a sense of closure.

FORMATIVE ASSESSMENT

Activity Page 3.1

The Golden Rule Students express an opinion about the Golden Rule.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: King Hammurabi | Whole Group | 5 min. | |
| Modeling: Writing a Topic Sentence | Whole Group | 10 min. | ❑ Writing: Parts of an Opinion chart (from previous lesson) |
| Writing: The Golden Rule | Independent | 10 min. | ❑ Activity Page 3.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Writing: Parts of an Opinion anchor chart prepared in the previous lesson or project the poster found in Teacher Resources.
- Prepare to project Activity Page 3.1.
- Prepare student copies of Activity Page 3.1 to distribute.

Universal Access

- Continue conducting class surveys as modeled in Writing Studio Lesson 1, using a variety of topics.
- Read aloud several rules from a list of classroom or school rules. After reading a rule, ask students what could happen if that rule did not exist. After a discussion of each rule, ask students if in their opinion it is a good rule to have or not.

Lesson 3

Introducing Opinion Writing



Primary Focus: Students write an opinion that states the topic, expresses an opinion, provides a reason, and gives a sense of closure.

CONNECTIONS: KING HAMMURABI (5 MIN.)

- Remind students that they learned about King Hammurabi of Mesopotamia during the Read-Alouds.
- Read this excerpt from “A Father and His Son in Mesopotamia.”
 - “Babylon!” exclaimed Iddin. “Our king, Hammurabi, must be the best king of all, father.” Warad agreed, “He is, indeed, a great king.”
- Explain that Iddin and his father were both expressing their opinions that King Hammurabi was a great king.
- Ask students to name some reasons people considered King Hammurabi to be a great king.
 - » Answers may vary but should include that he had canals dug so people who lived farther away from the rivers could get water more easily, and he had a reservoir built to collect and store rain water for times when there was no rain. This allowed people to settle in one place until it grew into the city of Babylon. He also created a set of laws called the Code of Hammurabi that everyone in the country had to follow.
- Think-Pair-Share: Have students think about and discuss the following question with a partner:
 - Which of King Hammurabi’s achievements was more important: making sure the people had access to water or creating the Code of Hammurabi?

MODELING: WRITING A TOPIC SENTENCE (10 MIN.)

- Display the Writing: Parts of an Opinion poster or chart from the previous lesson.

➤ Writing: Parts of an Opinion poster or chart

- Go through each section on the first page of the poster: *Introduction*, *Reasons*, and *Conclusion* and explain the bullet points in each section.

Support

Create a chart on paper or on the board with “King Hammurabi was a great king.” at the top. Write down the reasons discussed in class. Ask students to provide a concluding sentence.

Challenge

Have students create their own “code” that has rules for the classroom. Have them share the code with a partner to get their partner’s opinion.

- Draw attention to the introduction. Remind students that the introduction states your opinion about the topic.
- Tell students a topic is the subject or main idea that you are writing about. Explain that a topic sentence introduces that idea to your reader.
- Explain that in opinion writing, the topic sentence states the main idea and also your opinion of the main idea.
- Read the opinion words on the chart and explain that these phrases can help start the topic sentence:
 - Opinion words:
 - I think
 - I feel
 - I believe
 - In my opinion
 - The best
 - The worst
 - I would or I would not
- Tell students that you will ask for their help in writing a topic sentence.
- Explain that the topic you are going to write about is the Golden Rule that they learned about during the Read-Alouds. Remind students that the Golden Rule says, “Do unto others as you would have them do unto you.”
- Ask students to explain in their own words what the sentence means.
 - » Answers may vary but should include treating people the way you would like them to treat you.
- Tell students that your opinion is that you think that everyone should follow the Golden Rule. Ask them to help you write your topic sentence by looking at the Opinion Words on the chart.
- Write down the students’ suggestions on chart paper or on the board. Point out parts of the sentence that show the opinion and the topic. For example:
 - I believe that all people should follow the Golden Rule.

opinion
topic



Check for Understanding

Ask students to define *topic sentence*.

- » A sentence that introduces the subject you are writing about.

Ask students to give an example of a topic sentence for opinion writing.

- » Answers may vary, but the sentence should include a topic and an opinion about the topic.

WRITING: THE GOLDEN RULE (10 MIN.)

- Project and distribute Activity Page 3.1

➤ Activity Page 3.1

- Tell students that they will write their opinion about the Golden Rule.
- Tell them to think about the question at the top of Activity Page 3.1: “Do you think everyone should follow the Golden Rule?”
- Explain that once they have formed their opinion—either yes, they think everyone should follow the Golden Rule or no, they do not think everyone should—they will write their topic sentence.
- Tell students to write their topic sentence in the *Introduction* box.
- After students have written their topic sentence, they should write one reason that they feel the way they do in the *Reason* box, then write their closing sentence in the *Conclusion* box.
- Circulate as students write, providing prompting and support.

WRAP-UP (5 MIN.)

- Have students give examples of times they have followed the Golden Rule. Provide the example below as a prompt:
 - A student dropped his books in the hallway so I stopped to help him pick them up.

End Lesson

Activity Page 3.1



Access

Entering/Emerging

Provide an oral word bank to assist in stating a reason that includes suggestions such as *friendship, kindness, being nice*, etc.

Transitioning/Expanding

Provide students with a specific sentence frame such as “People should follow the Golden Rule because _____.”

Bridging

Encourage students to provide more details or descriptive words to describe their reason.

4

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students gather information to help answer a question.

FORMATIVE ASSESSMENT

Activity Page 4.1

Which Structure? Students gather details about structures in ancient Egypt to form an opinion.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Review Topic Sentence | Whole Group | 5 min. | |
| Modeling: Reasons | Whole Group | 15 min. | <input type="checkbox"/> Writing: Parts of an Opinion chart (from previous lesson)
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Domain 4 Flip Book (optional) |
| Writing: Which Would I Most Like to See? | Independent | 5 min. | <input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Ensure that students have participated in Lesson 10 of Domain 4, *Early World Civilizations*, prior to this lesson.
- Prepare to display the Writing: Parts of an Opinion anchor chart prepared in the previous lesson or project the poster found in Teacher Resources.
- Prepare to project Activity Page 4.1.
- Prepare student copies of Activity Page 4.1 to distribute.
- Prepare to use chart paper for the Modeling activity.

Universal Access

- Provide a collection of books about ancient Egypt. Show students pictures of buildings, statues, or other artifacts and have them find and describe the details.

Lesson 4



Introducing Opinion Writing

Primary Focus: Students gather information to help answer a question.

CONNECTIONS: REVIEW TOPIC SENTENCE (5 MIN.)

- Remind students that in the last Writing Studio lesson, they wrote an opinion about the Golden Rule.
- Ask students to define the term *topic sentence*.
 - » Answers may vary but should include a sentence that introduces the reader to the subject the writer is writing about.
- Ask what a topic sentence for an opinion piece must have, besides just the topic or subject.
 - » It must have an opinion, or what the writer thinks, feels, or believes about the topic.
- Ask students ideas about words they can use to start a topic sentence for an opinion piece.
 - » Answers may vary but could include *I think, I believe, I feel, In my opinion, I like,* and many more.

**Check for Understanding**

Have students construct a topic sentence for the following: The topic is popsicles; the opinion is that grape is the best.

- » Answers may vary (e.g. I believe grape popsicles are the best.).

MODELING: REASONS (15 MIN.)

- Display the Writing: Parts of an Opinion poster or chart from the previous lesson.

➤ Writing: Parts of an Opinion poster or chart

- Briefly review each section on the poster: *Introduction*, *Reasons*, and *Conclusion*.
- Draw attention to the *Reasons* section of the poster. Remind students that reasons explain why you feel the way you do.
- Project Activity Page 4.1.

➤ Activity Page 4.1

- Read the title, “Which Structure?” aloud.
- Point to the bottom of the page and read aloud the sentence frame, “The structure I would most like to see in Egypt is the _____ because _____.”
- Tell students that you have not made up your mind yet, so you want to record what you know about each to help you decide. Explain that the chart will help you find the reasons why you would want to visit each structure.
- On chart paper or the board, create a T-Chart with the following:

| Which Structure? | |
|-------------------|------------|
| The Great Pyramid | The Sphinx |
| | |

- Distribute Activity Page 4.1.
- Ask students to think about what they have learned about the Great Pyramids in Egypt from the Read-Alouds. Write down the students’ ideas and recollections under the column titled *The Great Pyramid*. Tell students to record details about the structure on Activity Page 4.1 in the same column. After each detail is added, circulate while students work to ensure they are recording the information.
- You may wish to show images from the Domain 4 Flip Book to refresh their memories or reread portions of the Read-Alouds in Domain 4, Lessons 8 and 9.

Activity Page 4.1



Support

Remind students that details are pieces of information that help us understand the topic better.

Challenge

Have students create a chart comparing the Hanging Gardens of Babylon to either the Great Pyramid or the Sphinx and determine which one they would rather visit if they could go back in time.



Access

Entering/Emerging

Guide students in selecting a detail from the T-Chart to use in expressing their opinion and reason.

Transitioning/Expanding

Allow students to speak in pairs about the kinds of details they might add to their work.

Bridging

Encourage students to provide more details or descriptive words to describe their reason.

- Follow the same procedure for details about the Sphinx. Circulate after each piece of information is added to the chart to ensure students are recording. The following chart provides sample details:

Which Structure?

| The Great Pyramid | The Sphinx |
|---|---|
| <ul style="list-style-type: none">- shaped like a triangle with four sides and a square base- people and treasures buried there long ago- enormous- made of stone- top used to be covered in gold | <ul style="list-style-type: none">- shaped like a lion with a man's head- giant, but not as big as the Great Pyramid- made of stone- built to guard the pyramids |

- Explain that now that you have listed the details about each of the structures, you can decide which one you most want to see.

WRITING: WHICH WOULD I MOST WANT TO SEE? (5 MIN.)

- Ask students to review both columns on Activity Page 4.1 to help them decide which structure they would most like to see.
- Tell them to complete the sentence "The structure I would most like to see in Egypt is _____ because _____."
- Although answers may vary, students should select either the Great Pyramid or the Sphinx and give a reason for their choice.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students think about and discuss the following question with a partner:
 - If you could build an enormous structure like the ancient Egyptians, what would it be? Why?

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students conduct research and record information on a specific topic.

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Research: Hatshepsut** Students record information about the Egyptian pharaoh Hatshepsut.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                            |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                      |
| Connections: Review Reasons                  | Whole Group | 5 min.  |                                                                                                      |
| Introduce Writing Prompt                     | Whole Group | 5 min.  |                                                                                                      |
| Research: Hatshepsut                         | Small Group | 15 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Domain 4 Flip Book (optional) |
| Wrap-Up                                      | Independent | 5 min.  | <input type="checkbox"/> paper (half sheets)                                                         |

## ADVANCE PREPARATION

- Ensure that students have participated in Lesson 11, Domain 4, *Early World Civilizations*, prior to this lesson.
- Prepare to project Activity Page 5.1.
- Prepare student copies of Activity Page 5.1 to distribute.
- Prepare to use chart paper for the Research segment of the lesson.

## Universal Access

- Provide a collection of books about ancient Egypt. Have students look at the illustrations, captions, and text and create a list of facts and details they have found.

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students conduct research and record information on a specific topic.

**CONNECTIONS: REVIEW REASONS (5 MIN.)**

- Remind students that in the last Writing Studio lesson, they created reasons for their opinion about which ancient Egyptian structure they would most like to visit.
- Ask students to stand and strike an “Egyptian” pose, like the ones they have seen in the Flip Book, if they chose the Great Pyramid (demonstrate if needed). Ask them to sit down.
- Ask students to stand and strike an “Egyptian” pose if they chose the Sphinx as the structure they would most like to visit. Ask them to sit down.
- Remind students that reasons support our opinion. Reasons explain why we think or feel the way we do.
- Ask some students to share the reason from their writing explaining why they would rather visit the Great Pyramid or the Sphinx.

**INTRODUCE THE WRITING PROMPT (5 MIN.)**

- Tell students that they have learned much about ancient Egypt and the people who lived there during the Read-Alouds.
- Explain that there are two famous ancient Egyptians they have just learned about. Ask students to name the Egyptians.
  - » Hatshepsut and Tutankhamun
- Ask students what role they played in ancient Egypt.
  - » They were both pharaohs.
- Explain that for the next opinion piece they will write about which pharaoh is their favorite—Hatshepsut or Tutankhamun.
- Tell students that they will conduct research and gather information to help them decide which is their favorite.



### Check for Understanding

Ask students how someone researches a topic.

- » Answers may vary but should include they look at different resources, such as books, to find information about the topic and record it.

### RESEARCH: HATSHEPSUT (15 MIN.)

- Divide students into groups of four or five students each.
- Distribute Activity Page 5.1.
- Create the organizer on chart paper as shown below, leaving out the information in the second column. This information will be added during the lesson.

#### Activity Page 5.1



| Research: Hatshepsut |                                                                                                                                                                                                                                                                  |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who?                 | <ul style="list-style-type: none"><li>• <i>was a princess, daughter of the pharaoh</i></li></ul>                                                                                                                                                                 |
| What did she do?     | <ul style="list-style-type: none"><li>• <i>declared herself to be pharaoh along with her nephew</i></li><li>• <i>had pictures and statues put up with her dressed like a man with a beard</i></li></ul>                                                          |
| What happened?       | <ul style="list-style-type: none"><li>• <i>built one of the greatest temples to the Egyptian gods</i></li><li>• <i>built up trade between Egypt and some distant neighbors</i></li><li>• <i>builders carved her accomplishments into the buildings</i></li></ul> |

- Tell students that you are going to read some parts of the Read-Aloud “The Story of Hatshepsut.” Tell them to listen carefully to find information to record on their Research organizer.

Hatshepsut—think of her name as “hat, shep, soot”—was the daughter of a pharaoh named Thutmose [/thoot\*moe\*sə/] the First. Thutmose was already fairly old when he became pharaoh, and he wanted to do all he could for Egypt in the time he had left.

Hatshepsut said “I will help you run Egypt, father.”

“Thank you, daughter,” he replied, and he gave her more and more of his responsibilities to handle. Hatshepsut enjoyed this and did a fine job. But sadly, Thutmose the First grew ill and died.

---

- Ask students to look at the *Who?* section of the organizer. Tell them to discuss in their small group what information they should write in the box next to *Who?* and write it there.
  - After they have discussed the information for a few minutes, ask students to share the information aloud. Write this information on the organizer on your chart. Tell students to add this information to their organizer if they do not already have it.
  - Tell students to listen carefully to the next part of the Read-Aloud for more information.
- 

But Hatshepsut had had enough of doing all the work and being called a counselor while someone else got to be pharaoh. She announced, “I have decided to become co-ruler of Egypt with my nephew, Thutmose the Third. I declare that we will be pharaohs together.”

For this and many other reasons, some people have called her “the first great woman in human history.”

So Hatshepsut and Thutmose the Third were both called “pharaoh,” but she ran the country. She directed builders and artists to put up pictures and statues of herself dressed as a man, even wearing a beard.

---

- Ask students to look at the *What did she do?* section of the organizer. Tell them to discuss what information they should write in the box next to *What did she do?* and write it there.

- After they have discussed the information for a few minutes, ask them to share the information aloud. Write this information on the organizer on your chart. Tell students to add this information to their organizer if they do not already have it.
- Tell students to listen carefully to the next part of the Read-Aloud for more information.

### Support

Guide small groups during their discussions, rereading parts of the text if needed.

### Challenge

Have students research and add additional information about Hatshepsut using resources from the library or the Internet.



### Access

#### Entering/Emerging

Ask students yes or no questions to guide them in recording information such as, “Did Hatshepsut become a pharaoh?”

#### Transitioning/Expanding

Provide simple sentence frames, such as “Hatshepsut declared herself to be a \_\_\_\_\_.”

#### Bridging

Encourage students to add additional information from the Read-Aloud.

Hatshepsut was an excellent pharaoh. She constructed one of the greatest temples to the Egyptian gods, and she built up trade between Egypt and some of her distant neighbors. Every time she did something good, her builders would carve advertisements into the walls of buildings, describing what a terrific job Hatshepsut was doing.

- Ask students to look at the *What happened?* section of the organizer. Tell them to discuss what information they should write in the box next to *What happened?* and write it there.
- After they have discussed the information for a few minutes, ask students to share the information aloud. Write this information on the organizer on your chart. Tell students to add this information to their organizer if they do not already have it.
- Tell students to store Activity Page 5.1 or collect it for the next lesson.
- Explain that in the next Writing Studio lesson, they will research and record information on Tutankhamun.

### WRAP-UP (5 MIN.)

- Distribute half sheet of paper and have students draw a picture of Hatshepsut and write a caption. Have students share it with a partner, if time allows.

End Lesson

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students conduct research and record information on a specific topic.

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Research: Tutankhamun** Students record information about the Egyptian pharaoh Tutankhamun.



## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                            |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                      |
| Connections: My Favorite                     | Whole Group | 5 min.  |                                                                                                      |
| Research: Tutankhamun                        | Small Group | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Domain 4 Flip Book (optional) |
| Review the Research                          | Independent | 5 min.  | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1             |
| Wrap-Up                                      | Independent | 5 min.  | <input type="checkbox"/> paper (half sheets)                                                         |

## ADVANCE PREPARATION

- Ensure that students have participated in Lesson 12 of Domain 4, *Early World Civilizations*, prior to this lesson.
- Prepare student copies of Activity Page 6.1 to distribute.
- Prepare to use chart paper for the Research activity of the lesson.

## Universal Access

- Provide a collection of books about ancient Egypt. Have students look at the illustrations, captions, and text and create a list of facts and details they have found.

## Lesson 6

# Introducing Opinion Writing



**Primary Focus:** Students conduct research and record information on a specific topic.

**CONNECTIONS: MY FAVORITE (5 MIN.)**

- Remind students that there are many different ways to express an opinion.
- Ask students to name some opinion words and phrases.
  - » Answers may vary but should include words from the Writing: Parts of an Opinion poster such as *I think, I feel, I believe, in my opinion, the best*, etc.
- Ask students what it means to say that something is your favorite.
  - » Answers may vary but could include that you like that thing more than any other thing.
- Explain that when you decide something is your favorite it is because you have compared two or more things and decided that you like one of them more than the rest.
- Tell students you are going to read pairs of items and they should think about both items before choosing which is their favorite. After reading each pair, have students raise their hands to show which one is their favorite. You may customize the list for your own classroom. Which one is your favorite?
  - alligators or snakes
  - butterflies or bees
  - shoes or sandals
  - fruits or vegetables

**Check for Understanding**

Have students orally create a variety of topic sentences for an opinion about a sport. For example, "My favorite sport is soccer."

## RESEARCH: TUTANKHAMUN (15 MIN.)

### Activity Page 6.1



- Divide students into groups of four or five students each.
- Distribute Activity Page 6.1.
- Create the organizer on chart paper as shown below, leaving out the information in the second column. This information will be added during the lesson.

| Research: Tutankhamun |                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who?                  | <ul style="list-style-type: none"> <li>• <i>He became a pharaoh at age nine.</i></li> <li>• <i>called "King Tut"</i></li> </ul>                                                                                                                                                                                                                                                                              |
| What did he do?       | <ul style="list-style-type: none"> <li>• <i>died at a young age, nineteen</i></li> <li>• <i>buried in the Valley of the Kings in a tomb</i></li> <li>• <i>He was buried with treasure and forgotten by the world.</i></li> </ul>                                                                                                                                                                             |
| What happened?        | <ul style="list-style-type: none"> <li>• <i>An archeologist named Howard Carter found King Tut's tomb over 3,000 years later.</i></li> <li>• <i>The tomb was filled with objects made of gold and jewels.</i></li> <li>• <i>The tomb had a sarcophagus with King Tut's mummy inside.</i></li> <li>• <i>People all over the world were excited by the discovery of King Tut and his treasures.</i></li> </ul> |

- Tell students that you are going to read some parts of the Read-Alouds "Tutankhamun, The Golden Pharaoh, Parts I and II." Remind them to listen carefully to help them find information to record on their Research organizer.

Many years after Hatshepsut ruled, another pharaoh would rule for nine years and then be almost completely forgotten for three thousand years. His name was Tutankhamun [/too\*tang\*kom\*un/], although he is known all over the world as "King Tut." Tutankhamun was only nine years old when he became pharaoh, and he died when he was only nineteen.

- Ask students to look at the *Who?* section of the organizer. Tell them to discuss in their small group what information they should write in the box next to *Who?* and write it there.

- After they have discussed the information for a few minutes, ask students to share the information aloud. Write this information in the organizer on your chart. Tell students to add this information to their organizer if they do not already have it.
- Tell students to listen carefully to the next part of the Read-Aloud for more information.

---

When he died, he was not buried in a pyramid like the pharaohs in Hatshepsut's time. Instead, during King Tut's time, pharaohs were buried in the hillsides of a valley. That valley was called the Valley of the Kings. None of the tombs of the pharaohs in the Valley of the Kings were marked. So, in an unmarked tomb in that valley, Pharaoh Tutankhamun would rest, surrounded by treasures and forgotten by the world for nearly thirty-three centuries—a very long time.

- 
- Ask students to look at the *What did he do?* section of the organizer. Tell them to discuss what information they should write in the box next to *What did he do?* and write it there.
  - After they have discussed the information for a few minutes, ask them to share the information aloud. Write this information in the organizer on your chart. Tell students to add this information to their organizer if they do not already have it.
  - Tell students to listen carefully to the next part of the Read-Aloud for more information

---

For six years, archeologist Howard Carter searched for the tomb of Tutankhamun. All that was left was the ground beneath some huts in which ancient workers had lived while digging the royal tombs. Carter decided to give this area one last try. He and his men removed the huts and leveled off the soil below. As Carter finished removing the first of the workers' huts, he found something very exciting! For there—lost to the world for nearly thirty-three centuries, overlooked by Carter and his partner Carnarvon in six years of digging—was a stone staircase leading down to the rocky floor of the valley!

### Support

Guide small groups during their discussions, rereading parts of the text if needed.

### Challenge

Have students research and add additional information about Tutankhamun using resources from the library or the Internet.



### Access

#### Entering/Emerging

Ask students yes or no questions to guide them in recording information, such as “Was King Tut buried in a pyramid?”

#### Transitioning/Expanding

Provide simple sentence frames, such as “The people of the world were \_\_\_\_\_ when King Tut’s tomb was found.”

#### Bridging

Encourage students to add additional information from the Read-Aloud.

After clearing what turned out to be the last of sixteen stairs, Howard Carter and Lord Carnarvon saw, carved into the door a few inches lower than Carter had been able to see the first time, the royal sign of Tutankhamun.

Looking around, Carter and Carnarvon saw ancient Egyptian art pieces of great beauty, some unlike any they had ever seen before. These were priceless not only for the gold and jewels all over them, but also because they would give new clues to the religious beliefs and way of life of the ancient Egyptians.

The sarcophagus itself turned out to hold a series of cases, one inside the next, some of wood covered with gold. The innermost case, holding the mummy, would become one of the most famous images in the world. It was made of solid gold. Inside it was the king’s mummy, with a mask over his face, made of gold and of shining blue stone.

The discovery of King Tut and his treasures excited people all over the world.

- Ask students to look at the *What happened?* section of the organizer. Tell them to discuss what information they should write in the box next to *What happened?* and write it there.
- After they have discussed the information for a few minutes, ask students to share the information aloud. Write this information in the organizer on your chart. Tell students to add this information to their organizer if they do not already have it.

### REVIEW THE RESEARCH (5 MIN.)

- Tell students to take out Activity Page 5.1 or redistribute.
- Explain that they have now completed their research on each of the pharaohs, Hatshepsut and Tutankhamun.

- Read through the information that you recorded on your chart.
- Ask students to take a few minutes to think about who their favorite Egyptian pharaoh is.
- Tell those who chose Hatshepsut as their favorite to “walk like an ancient Egyptian” to one side of the room (demonstrate if needed). Explain that ancient Egyptians did not really walk that way, but it is fun to pretend to be one of the pictures or carvings from the ancient buildings come to life!
- Tell those who chose Tutankhamun as their favorite to “walk like an ancient Egyptian” to the other side of the room.
- Explain that they will write about their favorite Egyptian in the next Writing Studio lesson. They will write their opinion, give their reasons, and finish their writing with a conclusion.
- Tell students to store Activity Pages 5.1 and 6.1 or collect to redistribute in the next lesson.

---

**WRAP-UP (5 MIN.)**

- Distribute paper and have students draw a picture of Tutankhamun and write a caption. Have students share it with a partner if time allows.

---

End Lesson

## 7

# Introducing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students compose an opinion that has a topic sentence, reasons, and a conclusion.

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**

**My Favorite Egyptian** Students write an opinion about their favorite Egyptian.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                       |
|----------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                 |
| Connections: Collaboration                   | Whole Group | 5 min.  |                                                                                                                                 |
| Discussion: My Favorite Egyptian             | Partners    | 5 min.  | <input type="checkbox"/> Activity Page 5.1 or Activity Page 6.1<br><input type="checkbox"/> Writing: Parts of an Opinion poster |
| Writing: My Favorite Egyptian                | Independent | 15 min. | <input type="checkbox"/> Activity Page 7.1                                                                                      |
| Wrap-Up                                      | Whole Group | 5 min.  |                                                                                                                                 |

## ADVANCE PREPARATION

- You may wish to create student pairs in advance for the Discussion activity, making sure that students are writing about the same ancient Egyptian.
- Prepare to project Activity Page 7.1.
- Prepare student copies of Activity Page 7.1 to distribute.

### Universal Access

- Have students review any opinion writing they have composed so far. Have them discuss what goes into the introduction, reasons, and conclusion of an opinion piece. Refer to the Writing: Parts of an Opinion poster, if needed.



## Lesson 7



# Introducing Opinion Writing

**Primary Focus:** Students compose an opinion that has a topic sentence, reasons, and a conclusion.

## CONNECTIONS: COLLABORATION (5 MIN.)

- Divide students into pairs and designate “Partner 1” and “Partner 2.”
- Ask students what the term *collaboration* means.
  - » Answers may vary but should include working together.
- Explain that when we collaborate, our ideas can become even better because the people we are working with can build on those ideas and add new ideas we never even thought of.
- Tell students you are going to name a familiar topic and have them work with their partner to come up with ideas and build on them.
- Say, “The topic is pizza. What ingredients would be on top of the best pizza ever?”
- Ask Partner 1 to tell their partner one ingredient they think should go on the best pizza ever.
- Ask Partner 2 to respond to that idea and add a new ingredient.
- Have partners share ideas back and forth several times as time allows.



## Check for Understanding

Ask students to define *collaboration* in their own words.

- » Answers may vary but should include working together.

## DISCUSSION: MY FAVORITE EGYPTIAN (5 MIN.)

- Divide students into pairs of students writing about the same Egyptian.
- Tell students to take out either Activity Page 5.1 or 6.1, depending on which ancient Egyptian they chose to write about.
- Project the Writing: Parts of an Opinion poster or display the chart you created earlier in the unit.

### ➤ Writing: Parts of an Opinion poster

- Review the sections on the poster: *Introduction*, *Reasons*, and *Conclusion*.
- Tell students they will discuss with their partners what they might write in their opinion. Explain that this collaboration will help them think of ideas for when it is time to start writing.
- Explain that the details they gathered during their research will help them write the reasons for their opinion.
- Have students also discuss ways they can conclude or end their opinion piece.
- Circulate while student pairs discuss, providing prompting and support as needed.

## WRITING: MY FAVORITE EGYPTIAN (15 MIN.)

- Project and distribute Activity Page 7.1.

### ➤ Activity Page 7.1

- Tell students that they will work independently.
- Remind them to use the information from Activity Page 5.1 or 6.1 to help compose their opinion.
- Go through Activity Page 7.1, explaining the following:
  - **Introduction:** has a topic sentence stating the topic and their opinion. Remind students that the topic is their favorite Egyptian, and they need to state that person's name.
  - **Reasons 1 and 2:** two reasons why they feel they way they do. They should use the details from their research to help write their reasons.
  - **Conclusion:** a sentence that restates their opinion

### Activity Page 7.1



### **Support**

Conference with small groups or individuals to provide support where needed.

### **Challenge**

Encourage students to use domain vocabulary and descriptive words in their writing.



### **Access**

#### **Entering/Emerging**

Provide simple sentence frames, such as "My favorite Egyptian is \_\_\_\_."

#### **Transitioning/Expanding**

Have students work with partners on their writing.

#### **Bridging**

Encourage students to use complete sentences with descriptive words.

- Circulate while students work, providing prompting and support.
- Tell students to store Activity Page 7.1 or collect to redistribute in the next lesson.

### **WRAP-UP (5 MIN.)**

- Have students help you create a list of rules for collaboration. Record these on chart paper or on the board. Discuss what the rules mean in your classroom. Save the list for the next Writing Studio lesson.
  - Examples:
    - Listen carefully.
    - Take turns speaking.
    - Keep comments positive.
    - Be respectful.

~~~~~End Lesson~~~~~

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students give and receive feedback from peers to revise writing.

FORMATIVE ASSESSMENT

Activity Page 7.1

My Favorite Students add details to their writing based on feedback.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Sharing and Feedback | Whole Group | 5 min. | ☐ “Rules” anchor chart (from previous lesson) |
| Discussion: Giving and Receiving Feedback | Small Group | 15 min. | ☐ Activity Page 7.1 |
| Writing: Revising to Add Details | Independent | 5 min. | ☐ Activity Page 7.1 |
| Wrap-Up | Independent | 5 min. | ☐ paper (half sheets) |

ADVANCE PREPARATION

- Determine small groups of four students each before beginning the lesson.
- Prepare to use chart paper or the board for the Discussion: Giving and Receiving Feedback activity.

Universal Access

- Tell students to listen carefully to an opinion you wrote about cats and dogs.
 - I think that cats make better pets than dogs. Cats are quiet. Cats do not bark.
- Ask students what they like about your writing.
 - » Answers may vary but could include that the reason is clear.
- Tell them to think of a question they can ask about your writing and share it.
 - » Answers may vary, but students may ask about when cats meow or yowl.
- Tell students to think about a way you can improve your writing and share it.
 - » Answers may vary but could include that the final two sentences (*Cats are quiet.* and *Cats do not bark.*) can be combined into one sentence that provides a reason. Also, the opinion does not have a conclusion.
- Thank students for their ideas to improve your writing.

Lesson 8

Introducing Opinion Writing



Primary Focus: Students give and receive feedback from peers to revise writing.

CONNECTIONS: GIVING AND RECEIVING FEEDBACK (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they helped create a list of rules for collaborating with others.
- Ask students what the word *collaboration* means.
 - » Answers may vary but should include working together.
- Direct attention to the list you created on chart paper or the board in the previous lesson. Some examples of rules to follow are below. Read through each rule and discuss why it is important.
 - Examples:
 - Listen carefully.
 - Take turns speaking.
 - Keep comments positive.
 - Be respectful.

**Check for Understanding**

Ask students to give examples of times they collaborated with other students.

- » Answers may vary but could include giving feedback in earlier Writing Studio lessons.

DISCUSSION: GIVING AND RECEIVING FEEDBACK (15 MIN.)

Activity Page 7.1



Access

Entering/Emerging

Provide yes or no questions, such as “Did the writer explain their reason?”

Transitioning/Expanding

Provide oral sentence frames, such as “I like _____ in your writing.”

Bridging

Encourage students to provide detailed feedback using complete sentences and specific details.

Support

Conference with students in small groups or individually to provide support.

- Explain that one way students can collaborate with others is to share their work and ask for ideas on how to improve it. When we ask for someone’s opinion on what they think about the work and for ideas to make it better, what they tell us is called *feedback*.
- Remind them that they have given and received feedback in previous Writing Studio units.
- Ask students to list the things that should happen when giving and receiving feedback. You may wish to list these on the board or on chart paper as a reference.
 - » Answers may vary but should include that they should listen carefully when the writer reads their writing, tell the writer what they liked about the writing, ask questions, and think about an idea that can help the writer, such as adding details.
- Tell students to take out Activity Page 7.1 or redistribute.
- Group students into previously determined small groups of four students each.
- Explain the following procedure for feedback:
 1. Ask each group to form a circle.
 2. Choose one student in each group to start reading their writing to the group.
 3. Other members will respond to the writer with positive comments, questions, and ideas to help the writer.
 4. After the first student has shared, repeat the procedure until all students have shared and received feedback.
- Circulate while groups share, providing prompting and support as needed.
- Student feedback will vary but should be based on the content of each paper. It should also give the writer a way to improve the work, such as suggesting a place that could use more detail.

WRITING: REVISING TO ADD DETAILS (5 MIN.)

- Tell students that now that they have shared and received feedback from others, they will reread their writing to themselves and add additional details that were either given during feedback or some ideas they thought of themselves.
- Circulate while students work, providing prompting and support.
- Answers may vary but should reflect a response to the feedback received. For example, a student who was asked to provide more detail may revise *Tutankhamun wore a mask* to *Tutankhamun wore a mask of solid gold and blue stone*.
- You may wish to collect student writing to compare to the pre-assessment.
- Answers may vary, but a sample essay follows.

My Favorite Egyptian

My favorite Egyptian is very special. Her name is Hatshepsut, and she was a pharaoh.

Hatshepsut was not going to become pharaoh at first. Girls did not usually become pharaohs. But she ruled herself a pharaoh with her nephew. She had art made of her that made her look like a man.

Hatshepsut was a good pharaoh. She built a huge temple. She also made friends with Egypt's neighbors.

People still remember Hatshepsut today. This is why she is my favorite Egyptian.

WRAP-UP (5 MIN.)

- Pass out half sheets of paper to the students. Ask them to list three important things they learned during the opinion writing unit. Collect and use an additional formative assessment.

End Lesson

Challenge

Ask students to write an additional reason for their opinion.

Writing Studio 4

Developing Opinion Writing



Contents

DEVELOPING OPINION WRITING

Lesson 1 157

Developing Opinion Writing (30 min.)

- Connections: Opinion Review
- Opinion Paragraph Puzzle
- Writing: My Favorite Part of the Story
- Wrap-Up

Lesson 2 162

Developing Opinion Writing (30 min.)

- Connections: Give a Reason
- Shared Writing: School Festival
- Wrap-Up

Lesson 3 167

Developing Opinion Writing (30 min.)

- Connections: Research Review
- Introduce the Prompt: Time Machine
- Research: Maya Civilization
- Wrap-Up

Lesson 4 172

Developing Opinion Writing (30 min.)

- Connections: Prompt Review
- Research: Aztec Civilization
- Compare and Contrast
- Wrap-Up

Lesson 5 177

Developing Opinion Writing (30 min.)

- Connections: What is a Paragraph?
- Planning: Time Machine
- Writing: Time Machine
- Wrap-Up

Lesson 6

182

Developing Opinion Writing (30 min.)

- Connections: Writing Reasons
- Writing: Time Machine
- Wrap-Up

Lesson 7

186

Developing Opinion Writing (30 min.)

- Connections: Adding Details
- Giving and Receiving Feedback
- Writing: Revising to Add Detail
- Wrap-Up

Lesson 8

191

Developing Opinion Writing (30 min.)

- Connections: Why Write an Opinion?
- Publishing: Time Machine
- Sharing
- Wrap-Up

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion about “The Aztec: The Legend of the Eagle and the Serpent.”

FORMATIVE ASSESSMENT

Activity Page 1.1

My Favorite Part of the Story Students write an opinion about their favorite part of “The Aztec: The Legend of the Eagle and the Serpent.”

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Opinion Review | Whole Group | 5 min. | ❑ Writing: Parts of an Opinion poster or anchor chart from previous unit |
| Opinion Paragraph Puzzle | Small Group | 10 min. | ❑ Opinion Paragraph Puzzles |
| Writing: My Favorite Part of the Story | Independent | 10 min. | ❑ Flip Book
❑ Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Ensure students have completed Lesson 5 in Domain 5, *Early American Civilizations* prior to this Writing Studio Lesson.
- Prepare to project Writing: Parts of an Opinion poster found in Teacher Resources or display the anchor chart prepared in Unit 3.
- Prepare the Opinion Paragraph Puzzle found in Teacher Resources. Make enough copies for several small groups of four to five students each. Cut out the sentence strips, mix them so they are out of order, and put them in an envelope for each group.
- Prepare to project or display the Domain 5 Flip Book.
- Prepare to project Activity Page 1.1.
- Prepare student copies of Activity Page 1.1 to distribute.

Note: The final lesson in this unit, Lesson 8, contains a technology component that includes publishing the opinion using a word processing program and choosing online images to go with the opinion. If you choose to publish using technology, find adult volunteers who can type the students' opinions for publishing. Students can participate by choosing an online image to go with their opinion. If this is not an option, students can publish handwritten opinions.

Universal Access

- Write the following sentences on the board or chart paper. Have students provide ways to turn the sentences into an opinion.
 - It is a sunny day.
 - I had carrots for my snack.
 - The girl had a stuffed bear.

Start Lesson

Lesson 1

Developing Opinion Writing



Primary Focus: Students write an opinion about “The Aztec: The Legend of the Eagle and the Serpent.”

CONNECTIONS: OPINION REVIEW (5 MIN.)

- Remind students that when they state an opinion, they are telling how they feel about something.
- Ask students to state an opinion about a topic of their choice. Encourage students to speak in complete sentences, and use opinion phrases such as *I like, I think, I feel*, etc.
 - » Answers may vary but should reflect an opinion.
- Ask students why it is important to support an opinion with a reason or reasons.
 - » Answers may vary but should include that it helps explain why you feel the way you do.
- Project the Writing: Parts of an Opinion poster or display the anchor chart created in the previous unit.

➤ Writing: Parts of an Opinion poster

Introduction: states your opinion about a topic

- Opinion words:
 - I think
 - I feel
 - I believe
 - In my opinion
 - The best
 - The worst
 - I would or I would not

Support

Work with each small group to help them identify the correct sequence by finding the topic sentence and looking for linking words and phrases.

Challenge

Have students write a sentence that provides an additional reason for the opinion and insert it correctly into the sequence.

Reasons: explain why you feel that way

- Reasons have details.
- Reasons have words like *because*.

Closing: restates your opinion

- Review each part of an opinion.

OPINION PARAGRAPH PUZZLE (10 MIN.)

- Divide students into groups of four to five students.
- Distribute Opinion Paragraph Puzzles prepared in advance to each group.
- Tell students to work in their groups to sequence the sentences in the correct order. Remind them that the opinion will have a topic sentence stating the opinion, a reason or reasons for the opinion, and a conclusion.
- Circulate as students work to provide assistance.
- When the groups have completed their puzzles, call on them to read the complete paragraph aloud. Ask students to identify the topic sentence, reasons, and concluding sentence.

WRITING: MY FAVORITE PART OF THE STORY (10 MIN.)

- Remind students that in the Read-Aloud “The Aztec: The Legend of the Eagle and the Serpent,” they heard a story about why the Aztecs chose to make their home at Lake Texcoco.
- Display or project the Domain 5 Flip Book.
- Summarize the events in the story while viewing the images.



Check for Understanding

Ask students what the difference is between a legend and an opinion.

- » Answers may vary but should include that the legend is a story that may or may not be true and an opinion is a statement about how someone thinks or feels about something.

- Project Activity Page 1.1

➤ **Activity Page 1.1**

- Distribute Activity Page 1.1.
- Tell students that they will write an opinion that states their favorite part of the story. Tell them to write their opinion before they draw a picture of that part of the story.
- Circulate while students are working to provide prompting and support.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students turn to their shoulder partners and read their opinions aloud. If time permits, have students share aloud with the whole class.

~~~~~  
End Lesson

### **Activity Page 1.1**



### **Access**

#### **Entering/Emerging**

Ask students to point to an image in the Flip Book that shows their favorite part of the story.

#### **Transitioning/Expanding**

Provide written sentence frames such as “My favorite part of the story is when \_\_\_\_\_.”

#### **Bridging**

Have students explain why it is their favorite part of the story.

## 2

# Developing Opinion Writing

---

**PRIMARY FOCUS OF LESSON**

Students participate in a shared writing activity stating an opinion about a school festival.

---

**FORMATIVE ASSESSMENT**

**Activity Page 2.1**

**School Festival** Students record the parts of an opinion from a shared writing activity.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Give a Reason	Partner	5 min.	
Shared Writing: School Festival	Whole Group	20 min.	☐ Activity Page 2.1
Wrap-Up	Independent	5 min.	☐ half sheets of paper

## ADVANCE PREPARATION

- Display Writing: Parts of an Opinion poster or chart.
- Prepare to use chart paper for the Shared Writing activity.
- Prepare to project Activity Page 2.1.
- Prepare student copies of Activity Page 2.1 to distribute.
- Prepare half sheets of paper for the Wrap-Up activity.

### Universal Access

- Have students orally complete the sentences from the Writing: Opinion Words poster with the topic of their choice:
  - I think . . .
  - I feel . . .
  - I believe . . .
  - In my opinion . . .
  - The best . . .
  - The worst . . .
  - I would or I would not . . .

## Lesson 2

# Developing Opinion Writing



**Primary Focus:** Students participate in a shared writing activity stating an opinion about a school festival.

## CONNECTIONS: GIVE ME A REASON (5 MIN.)

- Have students form two lines, numbered one and two. Have students turn to face a partner in the opposite line. Tell students that you will state a topic to the students in line one and they will form an opinion and state it to their partner in line two. The partner in line two will say, “What is your reason?” and partner one will offer one reason to support the opinion. Repeat the activity and have partner two supply the opinion and reason.



## Check for Understanding

Ask students if supplying a reason for an opinion might help change the other person's mind about the topic.

- » Answers may vary, but students should understand that reasons can help convince people of an opinion.

## SHARED WRITING: SCHOOL FESTIVAL (20 MIN.)

- Ask students to summarize the Read-Aloud from Domain 5, “The Festival of the First Star.”
  - » Answers may vary but should include that the Maya studied the stars and planets and figured out exactly when planets and stars would appear in certain places in the sky. They had festivals centered on the appearance of stars and planets. The Festival of the First Star marked when the planet Venus appeared in the sky. There would be singing and dancing, and the people would make offerings to the god Kukulcán.

- Tell students that today they will be helping to write an opinion essay about creating a school festival. Explain that it will state the topic and opinion, give reasons for the opinion, and have a conclusion. Say that if the idea for a festival is a good one, the opinion could help convince others at the school to hold the festival.
- Project Activity Page 2.1 and distribute student copies.

### ➤ Activity Page 2.1

- Brainstorm ideas for a school festival, then have a class vote to choose one to write about.
- Model writing each part of the opinion, drawing on suggestions and ideas from students. Have students refer to the Writing: Parts of an Opinion poster or chart, if necessary.
- Have students write each part of the opinion on Activity Page 2.1 as you write. Circulate after each opinion section to ensure students are recording the information correctly.
- Answers may vary based on the class responses, but a sample completed Activity Page follows.

#### School Festival

##### Topic Sentence

*Our school should have a fall festival.*

##### Reason 1

Decorations would be easy. They could be pumpkins and leaves in fall colors, like red, yellow, and orange.

##### Reason 2

*We could have fun fall activities. These could include hay rides, decorating pumpkins, and races or field games.*

##### Conclusion

*A fall festival would make our school even greater!*

#### Activity Page 2.1



#### Support

Provide individual or small group support as needed, and discuss the definition of *festival* if students need review.

#### Challenge

Ask students to write down a list of their festival ideas.



#### Access

##### Entering/Emerging

Ask yes or no questions, such as “Do you think that having a book festival is a good idea?”

##### Transitioning/Expanding

Have students work with a partner during the shared writing activity.

##### Bridging

Encourage students to state ideas in complete sentences using descriptive words and details.

---

**WRAP-UP (5 MIN.)**

- Distribute a half sheet of paper to each student and have them write and draw about a fun activity they would like to include in the school festival. Have them share with the whole class if time permits.

---

End Lesson

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students conduct research and record information on a specific topic.

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Time Machine Research** Students record information about the Maya civilization.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Research Review	Whole Group	3 min.	
Introduce the Prompt: Time Machine	Whole Group	4 min.	<input type="checkbox"/> Writing Prompt: "Time Machine"
Research: Maya Civilization	Whole Group	20 min.	<input type="checkbox"/> Student paragraphs and notes from Read-Alouds/Application Activities <input type="checkbox"/> trade books <input type="checkbox"/> Activity Page 3.1
Wrap-Up	Partner	3 min.	

## ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about the Maya and the Aztecs that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Put them in an area where students can access them easily. Determine a method for distributing the books for the Research activity.
- Use the paragraphs and information gathered during Domain 5 Knowledge lessons and Application activities as an additional research source.
- Prepare to project Activity Page 3.1.
- Prepare student copies of Activity Page 3.1 to distribute.

## Universal Access

- Show students a trade book about ancient American civilizations and have them find and describe details in the illustrations.

## Lesson 3

# Developing Opinion Writing



**Primary Focus:** Students conduct research and record information on a specific topic.

**CONNECTIONS: RESEARCH REVIEW (3 MIN.)**

- Ask students why doing research about a topic is important.
  - » Answers may vary but should include that it helps you build knowledge about a topic.

**Check for Understanding**

Where can you find information for research?

- » Answers may vary but should include books, movies, discussions, and online resources.

**INTRODUCE THE PROMPT: TIME MACHINE (4 MIN.)**

- Project Writing Prompt: "Time Machine."

**➤ Writing Prompt: "Time Machine"**

Look what we found in the storage room at the school: a time machine! Just in time for our study of ancient American civilizations.

If you could use the time machine to travel back in time, would you rather visit the Maya or the Aztecs? Write a paragraph that states your opinion, gives reasons for your opinion, and has a conclusion.

- Read the prompt aloud to the students.
- Explain that before students write their paragraph, they will research each civilization to help them decide which civilization they would most like to travel back in time to visit.

## RESEARCH: MAYA CIVILIZATION (20 MIN.)

### Activity Page 3.1



### Support

Work with small groups to find additional details in the trade books or other resources.

### Challenge

Work with individuals or a small group to find additional information online.



### Access

#### Entering/Emerging

Provide oral sentence frames such as “Did the Maya have festivals?”

#### Transitioning/Expanding

Have students work with a partner to find information about the Maya.

#### Bridging

Encourage students to include descriptive details in their notes.

- Project Activity Page 3.1 and distribute to students.

### Activity Page 3.1

- Explain that they will record the information they gather about the Maya on Activity Page 3.1.
- Read through each category of information they will record.
  - What were they like?
  - What did they do for fun?
  - What would I see there?
- Remind students that they have already gathered information during the Knowledge lessons. Hand these paragraphs back to students, if possible.
- For each of the three categories, ask students to share information they learned and record it on chart paper or the board. See the chart below for possible facts to record:

What were they like?	<ul style="list-style-type: none"><li>• lived in villages</li><li>• farmed for food, including maize (corn)</li><li>• lived in stone houses</li></ul>
What did they do for fun?	<ul style="list-style-type: none"><li>• had festivals like the Festival of the First Star</li><li>• singing and dancing</li><li>• took journeys to large cities</li></ul>
What would I see there?	<ul style="list-style-type: none"><li>• the great city of Bakaal</li><li>• large temples and buildings in the city</li><li>• pyramids</li><li>• King Pakal's tomb</li></ul>

- Tell students they will spend the rest of the time in this lesson segment finding more information from the additional books and materials that you provided. Distribute the books using the method previously determined in Advance Preparation. You may also include the Flip Book and Image Cards as additional resources.
- Tell students to look for information in pictures and words that they can add to their research.

- Circulate as students work, providing prompting and support.
- Tell students to store Activity Page 3.1 or collect to redistribute.

---

**WRAP-UP (3 MIN.)**

- Think-Pair-Share: Tell students to think about whether they would have liked to have lived in the time of the Maya, then have them turn to a partner and share their opinion.

~~~~~End Lesson~~~~~

4

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students conduct research and record information on a specific topic.

FORMATIVE ASSESSMENT

Activity Page 4.1

Time Machine Research Students record information about the Aztec civilization.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Prompt Review | Whole Group | 3 min. | <input type="checkbox"/> Writing Prompt: "Time Machine" |
| Research: Aztec Civilization | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Student paragraphs and notes from Read-Alouds/Application Activities
<input type="checkbox"/> Trade books |
| Compare and Contrast | Whole Group | 4 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about the Maya and the Aztecs that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Put them in an area where students can access them easily. Determine a method for distributing the books for the Research activity.
- Use the paragraphs and information gathered during Domain 5 Knowledge lessons and Application activities as an additional research source.
- Prepare to project Activity Page 4.1.
- Prepare to distribute student copies of Activity Page 4.1.

Universal Access

- Show images from the Domain 5 Flip Book from Read-Alouds about the Maya and the Aztecs. Have students find similarities and differences between the two civilizations in the images.

Lesson 4

Developing Opinion Writing



Primary Focus: Students conduct research and record information on a specific topic.

CONNECTIONS: PROMPT REVIEW (3 MIN.)

- Remind students that they are researching both the Maya and Aztec civilizations to help them write an opinion.

- Read the prompt aloud to the students:

Look what we found in the storage room at the school: a time machine! Just in time for our study of ancient American civilizations.

If you could use the time machine to travel back in time, would you rather visit the Maya or the Aztecs? Write a paragraph that states your opinion, gives reasons for your opinion, and has a conclusion.

- Tell students that they will decide which civilization they will choose to write about after they complete their research.

RESEARCH: AZTEC CIVILIZATION (20 MIN.)

- Project Activity Page 4.1 and distribute copies to students.

➤ Activity Page 4.1

- Tell students they will continue to do research for their opinion paragraph.
- Remind students of the categories of the information they will record.
 - What were they like?
 - What did they do for fun?
 - What would I see there?
- Tell students they can also use information they gathered in the Knowledge lessons. Hand these paragraphs back, if possible.

Activity Page 4.1



- For each of the three categories, ask students to share information they learned and record it on chart paper or the board. See the chart below for possible facts to record:

| | |
|---------------------------|---|
| What were they like? | <ul style="list-style-type: none"> • farmed for food, including maize (corn) • used cacao beans for money • friendly and courteous to each other |
| What did they do for fun? | <ul style="list-style-type: none"> • traveled by canoes to visit other cities • went to markets to buy all kinds of food, clothing, and other goods • told stories |
| What would I see there? | <ul style="list-style-type: none"> • Tenochtitlan, the capital city • Xochimilco, a village with floating gardens • palace where Moctezuma, the emperor, lived |

- Tell students they will now find more information from the additional books and materials that you provided. Distribute the books using the method previously determined in Advance Preparation. You may also include the Flip Book and Image Cards as additional resources.
- Tell students to look for information in pictures and words that they can add to their research.
- Circulate as students work, providing prompting and support.

COMPARE AND CONTRAST (4 MIN.)

- Tell students to take out Activity Page 3.1 or redistribute.
- Have them read through their notes on Activity Page 3.1 and Activity Page 4.1.
- Ask them what is similar about the Maya and the Aztecs.
 - » Answers may vary but should include they lived in cities and villages, farmed for food, and traveled to large cities.
- Ask students what is different about the Maya and the Aztecs.
 - » Answers may vary but should include the Aztecs farmed differently, creating floating islands to grow flowers and food, and that they had a single emperor who ruled over the whole civilization.

Support

Work with small groups to find additional details in the trade books or other resources.

Challenge

Work with individuals or a small group to find additional information online.



Access

Entering/Emerging

Provide oral sentence frames such as “The Aztecs grew _____ on floating islands.”

Transitioning/Expanding

Have students work with a partner to find information about the Aztecs.

Bridging

Encourage students to include descriptive details in their notes.



Check for Understanding

Ask students how comparing the two civilizations will help them with their opinion writing.

- » Answers may vary, but students should understand that you have to have some knowledge on a topic in order to form an opinion of it.

-
- Have students store Activity Pages 3.1 and 4.1 or collect to redistribute.

WRAP-UP (3 MIN.)

- Think-Share: Have students think about which of the two civilizations they would most like to travel back to in the time machine, then have them share their choice with the class.

End Lesson

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students plan and draft an opinion about which early American civilization they would most like to visit.

FORMATIVE ASSESSMENT

Activity Page 5.1

Time Machine Planning Students plan and draft an opinion about which civilization they would most like to visit.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: What is a Paragraph? | Whole Group | 3 min. | |
| Planning: Time Machine | Whole Group | 14 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Writing: Parts of an Opinion poster |
| Writing: Time Machine | Independent | 10 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> drafting paper |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 5.1.
- Prepare student copies of Activity Page 5.1 to distribute.
- Prepare to project or display the Writing: Parts of an Opinion poster.

Universal Access

- Preteach the parts of a paragraph using short examples from texts you have in the classroom. Point out the topic sentence, supporting sentences, and the conclusion. Alternately, use a shared writing activity to write a short paragraph.

Lesson 5

Developing Opinion Writing



Primary Focus: Students plan and draft an opinion about which early American civilization they would most like to visit.

CONNECTIONS: WHAT IS A PARAGRAPH? (3 MIN.)

- Tell students that a paragraph is a series of related sentences about a specific topic.
- Explain that the three main parts of a paragraph are the introduction, the supporting information, and a conclusion.
- Point out that an opinion paragraph will have an introduction with a topic sentence stating the opinion and topic, reasons that provide the supporting information, and a conclusion that wraps up the opinion.
- Explain that it is important that each sentence in the paragraph is a complete sentence. Remind students that a complete sentence has a noun and a verb, shows a complete thought or idea, and has an end mark like a period, question mark, or exclamation point.
- Read each sentence that follows and ask students if it is a complete sentence:
 - the man in a canoe (not a complete sentence)
 - The floating islands had flowers growing on them. (complete sentence)
 - Moctezuma was very rich. (complete sentence)
 - the eagle and the serpent (not a complete sentence)



Check for Understanding

Ask students to explain what a paragraph is.

- » Answers may vary but should include that it is a series of related complete sentences about a topic.

PLANNING: TIME MACHINE (14 MIN.)

- Have students raise their hand if they are going to write about going back in time to the Maya civilization. Ask those students to take out Activity Page 3.1 or redistribute.
- Have students raise their hand if they are going to write about going back in time to the Aztec civilization. Ask those students to take out Activity Page 4.1 or redistribute.
- Tell them they will use their research to help them plan their opinion.
- Project Activity Page 5.1 and distribute student copies.

Activity Page 5.1



➤ Activity Page 5.1

- Tell students to look at the first box on the page, labeled Introduction. Tell students to write the civilization to which they would like to travel in that box. Remind them that during planning they do not have to write complete sentences, but they should write as many details as they can that will help them write the paragraph.
- Next, tell them to write their reasons for their opinion. They will need to write ideas for two reasons and write their notes in the boxes numbered Reason 1 and Reason 2. Remind them to use the details from their research to help them write.
- Tell students to write down ideas for their opinion's conclusion in the box labeled Conclusion.



Access

Entering/Emerging

Provide yes or no questions, such as "Is one reason you would like to visit the Maya civilization to go to a festival?"

Transitioning/Expanding

Have students work with a partner to complete each part of the opinion plan.

Bridging

Encourage students to include descriptive details in their notes.

WRITING: TIME MACHINE (10 MIN.)

- Distribute drafting paper.
- Tell students to write the title of the opinion, "Time Machine," at the top of the paper along with their name.
- Tell students that they will begin their paragraph by writing a topic sentence that introduces the reader to the subject or main idea and their opinion about the topic. Tell them to use the ideas from Activity Page 5.1 to help them write a complete sentence.

- Brainstorm some ways to begin the sentence. Refer to the Writing: Parts of an Opinion poster for ideas. Write some examples on the board for student reference. Some possibilities include:
 - I would like to travel in a time machine to the _____ civilization.
 - I think traveling to the _____ civilization would be great.
 - Traveling to the _____ civilization in a time machine would be really fun.
 - I would rather travel in a time machine to the _____ civilization than the _____ civilization.
- Time permitting, have students begin to write sentences to explain their reasons. Students will have additional time in Lesson 6 to complete their drafts.

WRAP-UP (3 MIN.)

- Pair students together and have them review each other's Time Machine plan.
- Have students store their Activity Pages and drafts or collect to redistribute.

~~~~~  
End Lesson

### Support

Work one-on-one or in small groups to provide assistance.

### Challenge

Encourage students to use domain vocabulary words in their writing.

## 6

# Developing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students compose an opinion that has a topic sentence, reasons, and a conclusion.

**FORMATIVE ASSESSMENT****Time Machine Draft**

**Time Machine Draft** Students draft an opinion about which civilization they would most like to visit.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Writing Reasons	Whole Group	5 min.	
Writing: Time Machine	Independent	20 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Time Machine draft <input type="checkbox"/> Writing: Parts of an Opinion poster or chart (optional)
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Prepare to project Activity Page 5.1.
- Prepare to distribute student copies of Activity Page 5.1.
- Prepare to project or display the Writing: Parts of an Opinion poster.

### Universal Access

- Write simple words separately on index cards that can be used to form sentences. The cards should have a mix of pronouns (I, me my, he, she, they, etc.), verbs, nouns (people, places, things, ideas), and end marks (period, question mark, exclamation point). Mix the cards up and have students choose cards to create sentences. Ask them to explain why the cards they chose make a complete sentence.



## Lesson 6

# Developing Opinion Writing



**Primary Focus:** Students compose an opinion that has a topic sentence, reasons, and a conclusion.

**CONNECTIONS: WRITING REASONS (5 MIN.)**

- Ask students why reasons are important in an opinion.
  - » Answers may vary but should include that they help to support the opinion by explaining why you feel the way you do.
- Ask some students to share one of the reasons they planned to explain why they would like to travel to either the Maya or Aztec civilizations.
- Remind them that they will write their reasons in complete sentences. Use examples that students shared to model writing a complete sentence on the board.

**Check for Understanding**

Ask students to explain how to identify a complete sentence.

- » Answers may vary but should include that it has a noun and a verb, expresses a complete thought, and has an end mark.

**WRITING: TIME MACHINE (20 MIN.)**

- Tell students to take out Activity Page 5.1 and their draft from the previous Writing Studio lesson.
- Remind them that they composed the topic sentence of their opinion in the previous Writing Studio lesson.
- Explain that they will continue to work on their opinion paragraph by adding two reasons and a conclusion to their drafts. Review the Writing: Parts of an Opinion poster or chart, if needed.

- Remind students to use the ideas they wrote down on Activity Page 5.1 to help them write their sentences.
- Ask students why the opinion needs to have a conclusion.
  - » Answers may vary but should include that it restates the opinion and wraps up the writing.
- Brainstorm some ways to write a conclusion sentence. Examples include:
  - In conclusion . . .
  - As you can see . . .
  - That is why . . .
- Circulate as students work to provide prompting and support.
- Tell students to store their drafts or collect to redistribute.
- Answers will vary, but a sample essay appears in Lesson 8.

### WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students think about the following question, then share with a shoulder partner:
  - If you could take one thing with you in the time machine to show to a Mayan or Aztec child, what would you take with you and why?

~~~~~End Lesson~~~~~

Support

Work one-on-one or in small groups to provide assistance.

Challenge

Encourage students to use domain vocabulary words and descriptive details in their writing.



Access

Entering/Emerging

Provide sentence frames for students, such as “One reason that I would like to travel to _____ is because _____.” Take dictation if needed.

Transitioning/Expanding

Provide oral sentence starters, such as “The first reason is . . .”

Bridging

Provide support to help students use more descriptive words in their writing, as needed.

7

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students give and receive feedback from peers to revise writing.

FORMATIVE ASSESSMENT

Time Machine Draft

Time Machine Draft Students add details to their writing based on feedback.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|------------------------|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Adding Details | Whole Group | 3 min. | |
| Giving and Receiving Feedback | Small Group | 14 min. | ❑ Time Machine draft |
| Writing: Revising to Add Detail | Independent | 10 min. | ❑ Time Machine draft |
| Wrap-Up | Independent | 3 min. | ❑ half sheets of paper |

ADVANCE PREPARATION

- Determine small groups of four students each before the Giving and Receiving Feedback activity.
- Prepare half sheets of paper for Wrap-Up activity.

Note: The final lesson in this unit, Lesson 8, contains a technology component that includes publishing the opinion using a word processing program and choosing online images to go with the opinion. If you choose to publish using technology, find adult volunteers who can type the students' opinions for publishing. Students can participate by choosing an online image to go with their opinion. If this is not an option, students can publish handwritten opinions.

Universal Access

- Write the following sentence on the board and read it aloud. Tell students to listen carefully so they can give you feedback.
 - I would like to visit the Maya civilization. They had pyramids.
- Ask students what they like about your writing.
 - » Answers may vary.
- Tell them to think of and share a question they can ask about your writing.
 - » Answers may vary.
- Tell students to think about and share a way you can improve your writing.

- Revise your sentences based on suggestions from the students to model how to use feedback to revise writing. Read the revised sentences aloud.
- Thank students for their ideas to improve your writing.

Start Lesson

Lesson 7

Developing Opinion Writing



Primary Focus: Students give and receive feedback from peers to revise writing.

CONNECTIONS: ADDING DETAILS (3 MIN.)

- Tell students that you can keep readers interested and help them understand your ideas better when you have details in your writing.
- Explain that a detail is a word or phrase that gives the reader more information or a better description about the topic you are writing about.
- Read each sentence below and ask students to choose which one has more detail:
 - The Aztecs used canoes.
 - The Aztecs traveled in canoes they carved out of tree trunks.



Check for Understanding

Ask students to explain why details are important.

- » Answers may vary but should include that they give the reader more information or description about the topic you are writing about.

GIVING AND RECEIVING FEEDBACK (14 MIN.)

- Tell students to take out their draft from the previous Writing Studio lesson.
- Remind them that they have given and received feedback in previous Writing Studio units.
- Ask students to list the things that should happen when giving and receiving feedback. You may wish to list these on the board or on chart paper as a reference for the students.
 - » Answers may vary but should include that they should listen carefully when the writer reads their writing, tell the writer what they liked about the writing, ask questions, and think about an idea that can help the writer, such as adding details.
- Arrange students into small groups of four students each.
- Explain the following procedure for feedback:
 1. Ask each group to form a circle.
 2. Choose one student in each group to start reading their writing to the group.
 3. Other members will respond to the writer with positive comments, questions, and ideas to help the writer.
 4. After the first student has shared, repeat the procedure until all students have shared and received feedback.
- Circulate as groups share, providing prompting and support as needed.
- Student feedback will vary, but it should relate to the topic.

WRITING: REVISING TO ADD DETAIL (10 MIN.)

- Tell students that now that they have shared and received feedback from others, they will reread their writing to themselves and add additional details that were either given during feedback or some ideas they thought of themselves.
- Circulate while students are working, providing prompting and support.
- Tell students to store the drafts or collect to redistribute.
- Students will revise based on the feedback they receive. For example, if a student's group asked for more information about what they would see in an Aztec Civilization, students may add more details about places they might visit, such as Xochimilco or Tenochtitlan.



Access

Entering/Emerging

Provide yes or no questions, such as “Did the writer explain their reason?”

Transitioning/Expanding

Provide oral sentence frames, such as “I like _____ in your writing.”

Bridging

Encourage students to provide detailed feedback using complete sentences and specific details.

Support

Conference with students in small groups or individually to provide support.

Challenge

Ask students to write an additional reason for their opinion.

WRAP-UP (3 MIN.)

- Pass out half sheets of paper to the students. Ask students to write a note to someone explaining why they would like to read your Time Machine opinion.

~~~~~End Lesson~~~~~

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students use technology tools to publish writing, with assistance.

## FORMATIVE ASSESSMENT

### Time Machine Opinion

Students publish using technology, with assistance.



## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                                                                                                                                     |
|---------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                                               |
| Connections: Why Write an Opinion?          | Whole Group | 2 min.  |                                                                                                                                                                                                                                               |
| Publishing: Time Machine                    | Independent | 15 min. | <input type="checkbox"/> Time Machine draft<br><input type="checkbox"/> computer(s)<br><input type="checkbox"/> printer<br><input type="checkbox"/> Internet access<br><b>Or</b><br><input type="checkbox"/> drafting paper and drawing tools |
| Sharing                                     | Whole Group | 10 min. | <input type="checkbox"/> Time Machine final copy                                                                                                                                                                                              |
| Wrap-Up                                     | Whole Group | 3 min.  | <input type="checkbox"/> half sheets of paper                                                                                                                                                                                                 |

## ADVANCE PREPARATION

- Prepare for access to computers for online image access, word processing, and printing. Several options for publishing using technology include:
  - Have adult volunteers type a student's opinion in a document, then have the student choose an online image from a several pre-selected images to paste onto their writing.
  - More advanced students may be able to type their own opinions or search for images themselves.
  - Collect all the drafts and have adult volunteers type and print them. Students may then add or draw their own illustrations.
  - After opinions have been typed, create an electronic portfolio of student writing. Alternately, print out opinions and create a class book.
- Prepare half sheets of paper for the Wrap-Up activity.

## Universal Access

- Provide additional time for students to practice reading their opinions aloud.

## Lesson 8

# Developing Opinion Writing



**Primary Focus:** Students use technology tools to publish writing, with assistance.

## CONNECTIONS: WHY WRITE AN OPINION? (2 MIN.)

- Ask students why someone would want to write an opinion for someone else to read.
  - » Answers may vary but could include to give information to someone, to teach someone, or to try making someone feel or believe the same way you do about something.



### Check for Understanding

Ask students what words in an opinion help the reader know how the writer feels.

- » Answers may vary but should include *I think*, *I like*, *I don't like*, etc.

## PUBLISHING: TIME MACHINE (15 MIN.)

- Prepare computer access for adult volunteers in the classroom if possible. Volunteers can call students up one at a time and quickly type their opinion in a document. Next, the student can choose an image to add to the document.

**Note:** If you opt out of using technology to publish the opinions, have students use this time to create a clean, final copy of their opinion and draw an illustration.

- Tell students to take out their draft from the previous Writing Studio lesson or redistribute.
- Tell students that during this time, two things will be happening at the same time, so it will be very important to follow your directions.



### Access

#### Entering/Emerging

Have students practice reading using an echo technique where you read a sentence aloud and the student repeats the sentence.

#### Transitioning/Expanding

Have students work with a partner when practicing reading their stories aloud.

#### Bridging

Encourage students to use expressive voices while they read aloud.

### Support

Allow students to practice a few lines aloud before you begin recording.

### Challenge

Ask students to write about another ancient civilization they might want to visit, drawing on background knowledge from Domains 4 and 5.

- Tell them that when it is not their turn to work with the computer, they should practice reading their opinion aloud to themselves or to a partner.
- Explain that when they practice reading their stories, they should use a quiet voice.
- Tell them that when their name is called to the computer, they need to have their draft.

### SHARING (10 MIN.)

- There are several options to have students share their opinions, including:
  - Have students read aloud to the whole class.
  - Have students read aloud to partners or a small group.
  - Invite other classes to hear students read aloud.
  - Invite other guests like parents, administrators, or other staff members.
- Collect the Time Machine opinions for assessment.

**Note:** Use the *First Grade Writing Rubric: Opinion Writing* to assess students' opinions and to compare with the Pre-Assessment given in Unit 3, Lesson 1.

- Student work will vary based on the location each writer decided to visit. A sample essay follows.

#### My Time Machine

If I had a time machine, I would visit an Aztec civilization.

An Aztec civilization would be a great place to visit. Its people were friendly farmers. They liked to tell stories, and I do too.

It would also be good to visit because you could see cool things. I would want to see Xochimilco and its floating gardens. I have never seen anything like that.

For these reasons, I would fly my time machine to an Aztec civilization.

---

**WRAP-UP (3 MIN.)**

- Pass out half sheets of paper. Ask students to write a sentence that expresses an opinion about the topic of their choice.

~~~~~End Lesson~~~~~


Writing Studio 5

Introducing Informative Writing



Contents

INTRODUCING INFORMATIVE WRITING

Lesson 1 201

Introducing Informative Writing (30 min.)

- Connections: Types of Texts
- Introduce the Prompt: Our Solar System
- Informative Writing Pre-Assessment
- Wrap-Up

Lesson 2 206

Introducing Informative Writing (30 min.)

- Connections: Types of Informative Writing
- Read-Aloud: "Arctic Animals"
- Modeling: Informative Writing Graphic Organizer
- Wrap-Up

Lesson 3 214

Introducing Informative Writing (30 min.)

- Connections: Graphic Organizers
- Writing: Desert Animals
- Wrap-Up

Lesson 4 220

Introducing Informative Writing (30 min.)

- Connections: Compare and Contrast
- Modeling: Compare and Contrast
- Writing: Compare and Contrast
- Wrap-Up

Lesson 5 225

Introducing Informative Writing (30 min.)

- Connections: Review Compare and Contrast
- Research: Deciduous Forest Habitats
- Wrap-Up

Lesson 6

231

Introducing Informative Writing (30 min.)

- Connections: Facts and Details
- Research: Rainforest Habitats
- Wrap-Up

Lesson 7

237

Introducing Informative Writing (30 min.)

- Connections: Compare and Contrast Words
- Writing: Venn Diagram
- Writing: Compare and Contrast
- Wrap-Up

Lesson 8

243

Introducing Informative Writing (30 min.)

- Connections: Compare and Contrast
- Writing: Mini Poster
- Feedback and Revising: Mini Poster
- Wrap-Up

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students write an informative essay describing our solar system that names the topic, includes some facts about the topic, and provides a sense of closure.

FORMATIVE ASSESSMENT

Activity Page 1.1

Our Solar System Students write an informative essay describing our solar system.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|------------------------------------|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Types of Texts | Whole Group | 5 min. | |
| Introduce the Prompt: Our Solar System | Whole Group | 5 min. | □ Writing Prompt: Our Solar System |
| Informative Writing Pre-Assessment | Independent | 15 min. | □ Activity Page 1.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Writing Prompt: Our Solar System
- Prepare to use chart paper or the board for the Introduce the Prompt activity.
- Prepare to project Activity Page 1.1.
- Prepare copies of Activity Page 1.1 to distribute for the Informative Writing Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *First Grade Writing Rubric: Informative/Explanatory Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 6, Lesson 8.

Universal Access

- Read from an informational textbook, such as a science or social studies book. Show students the pages as you read. Ask students what they notice about the informational text that makes it different from other types of books they have read. Point out text features such as headings, bold type, illustrations or diagrams, labels, etc.

Lesson 1

Introducing Informative Writing



Primary Focus: Students write an informative essay describing our solar system that names the topic, includes some facts about the topic, and provides a sense of closure.

CONNECTIONS: TYPES OF TEXTS (5 MIN.)

- Remind students that they have worked on two types of writing so far in Writing Studio. Ask students to name the two types of writing.
 - » narrative and opinion
- Tell students that there is another type of writing that explains and describes a topic or subject, called *informative writing*. Ask students if there is a word inside the word *informative* that gives them a clue about what informative writing does.
 - the word *inform*
- Ask students to explain what it means to inform someone.
 - » Answers may vary but should include to give someone details and facts about something.
- Explain that when we read text that informs it is called *informational* text. An informational text focuses on a topic that can be a person, place, thing, or idea. Informational text contains facts or details about the topic.
- Tell students that facts are pieces of information about a topic that are true, meaning they can be proven. If a fact is proven it means you can find evidence that supports the fact.
- Ask students if they can name some books they have read or listened to that give information or facts about a topic.
 - » Answers may vary but could include a biography or other informational text.

Support

Provide sentences that have either facts or opinions, and have students identify the sentences that contain facts.

Challenge

Have students write a sentence that contains a fact.

Activity Page 1.1



Access

Entering/Emerging

Review the prompt and provide sentence frames, such as “At the center of our solar system is the _____.”

Transitioning/Expanding

Review the prompt and provide sentence starters, such as “Our solar system has _____.”

Bridging

Encourage students to include descriptive words and details in their writing.



Check for Understanding

Ask students to explain what informative writing is.

- » Answers may vary but should include writing that gives information and facts about a topic.

INTRODUCE THE PROMPT: OUR SOLAR SYSTEM (5 MIN.)

- Project Writing Prompt: Our Solar System.
- Remind students that they learned a lot of facts about our solar system in Domain 6, *Astronomy*.
- Read the writing prompt aloud.

➤ Writing Prompt: Our Solar System

Write an informative essay describing our solar system. You must state the topic, provide some important facts and details, and give a sense of closure by restating the topic.

- Explain that an essay is a short piece of writing about a topic.
- Ask students to name some facts they learned about our solar system. Record the students’ responses on chart paper or on the board.

INFORMATIVE WRITING PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write their informative essay on Activity Page 1.1. Remind them to name the topic, include important facts and details, and create an ending, or closure to the essay that restates the topic. Tell them they may use the facts about the solar system you wrote on the board to help them write their essays.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when ten minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students’ ability to write for longer periods of time.

- Collect each pre-assessment as the work is completed. You will use the *First Grade Writing Rubric: Informative/Explanatory Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 6, Lesson 8.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Pair students together and have them discuss the question, *What topic would you like to write about in an informative essay?*
- After students have discussed with a partner, have them share aloud with the class.

End Lesson

2

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to record information about Arctic animals.

FORMATIVE ASSESSMENT

Activity Page 2.1

Informative Writing Graphic Organizer

Students complete a graphic organizer about Arctic animals.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Types of Informative Writing | Whole Group | 5 min. | |
| Read-Aloud: "Arctic Animals" | Whole Group | 5 min. | <input type="checkbox"/> "Arctic Animals" |
| Modeling: Informative Writing Graphic Organizer | Whole Group | 15 min. | <input type="checkbox"/> "Arctic Animals"
<input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up | Independent | 5 min. | <input type="checkbox"/> half sheets of paper |

ADVANCE PREPARATION

- Prepare to use chart paper or the board during the Connections activity.
- Prepare to project "Arctic Animals," found in Teacher Resources.
- Prepare student copies of Activity Page 2.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- Prepare a graphic organizer on chart paper for the Modeling activity, as shown below:

| | | |
|--------------------|----------------|----------------|
| Topic: | | |
| Fact 1: | Fact 2: | Fact 3: |
| | | |
| Conclusion: | | |

- Prepare half sheets of paper for the Wrap-Up activity.

Universal Access

- Read from an informational trade book or article, or use a text from a Knowledge Strand Read-Aloud. Have students raise their hands when they hear a fact. Call on students to restate the fact.

Lesson 2

Introducing Informative Writing



Primary Focus: Students use a graphic organizer to record information about Arctic animals.

CONNECTIONS: TYPES OF INFORMATIVE WRITING (5 MIN.)

- Remind students that they learned about informational text in the previous Writing Studio lesson.
- Remind students that when we write a text that informs, we call it *informative writing*. When we read it or view it, we call it *informational text*.
- Explain that informative writing has information and facts about a topic. Tell them that it is important that the facts are true and not made up.
- Ask students how you can find out if a fact is true.
 - » Answers may vary but should include that you can find evidence that supports the fact.
- Explain that there are many different types of informational text. Ask students to name some informational texts they have seen or read.
 - » Answers may vary but could include a biography or newspaper.
- On chart paper or the board, write down students' responses and add other informational text types they may have missed. The list could include:
 - books
 - essays
 - newspaper or magazine articles
 - graphic organizers
 - illustrations, charts, and diagrams
 - reports
 - "how to" articles
 - posters
 - lists
 - internet articles
 - videos



Check for Understanding

Read some of the informational text types on the list and have students give an example of a topic that could be the focus of that text type.

- » Answers may vary but could include that the topic of a report could be an animal or the topic of a list could be healthy foods.

READ-ALOUD: “ARCTIC ANIMALS” (5 MIN.)

- Project “Arctic Animals.”

➤ Arctic Animals

- Tell students that you wrote an essay about Arctic animals using the facts and details from the Read-Aloud in Domain 8, Lesson 2, “Animals of the Arctic Habitat.” Remind students that an essay is a short piece of writing about a topic.
- Read “Arctic Animals” aloud to the students.

Arctic Animals

The animals of the Arctic tundra habitat survive in one of the coldest habitats on the planet because their bodies have adapted to the harsh conditions.

One animal that lives on the Arctic tundra is a muskox. A muskox is a large animal with a long, shaggy coat of hair that keeps it warm in the cold temperatures.

Another animal that lives on the tundra is a wolverine. A wolverine has thick fur to keep it warm and large paws that help it move across the ice and snow.

A third animal that lives on the tundra is an Arctic fox. It has a coat of fur that turns white in the winter to help it blend into its surroundings.

Support

Ask students to listen for key words while you reread portions of the text.

Challenge

Have students change the following sentence into an opinion.

A wolverine has thick fur to keep it warm and large paws that help it move across the ice and snow.

Activity Page 2.1



In conclusion, there are many different animals that live on the Arctic tundra because they have adapted to their habitat.

- Ask students to name some facts that are in the essay.
 - » Answers may vary but could include that wolverines adapted thick fur.
- Tell students to look at the photograph at the top of the essay. Tell them the words underneath the photograph are called a *caption*. A caption provides an explanation about a photograph, illustration, or other image in informational text.

MODELING: INFORMATIVE WRITING GRAPHIC ORGANIZER (15 MIN.)

- Continue to project “Arctic Animals.”
- Display the graphic organizer previously prepared in Advance Preparation.
- Distribute Activity Page 2.1.
- Remind students that they have used graphic organizers in both the Knowledge Strand and Writing Studio lessons.
- Explain that they will use the graphic organizer to map out key parts of the informational text, “Arctic Animals.”
- Remind students that informational text focuses on a topic. Ask students to state the topic of “Arctic Animals.”
 - » Arctic animals, or animals that live in the Arctic
- Write *Arctic animals* on your chart and tell students to write it in the box on their graphic organizer titled Topic.
- Read the first paragraph of “Arctic Animals” aloud.

The animals of the Arctic tundra habitat survive in one of the coldest habitats on the planet because their bodies have adapted to the harsh conditions.

- Ask students to name some facts in the first paragraph.
 - » Answers may vary but could include that animals live in an Arctic tundra habitat, it is one of the coldest places on earth, or they can live there because their bodies have adapted.
- Tell students that those are great facts to have in the beginning of the informational text. Explain that the next part of the text has information about specific animals.
- Read the second paragraph in the text aloud.

One animal that lives on the Arctic tundra is a muskox. A muskox is a large animal with a long, shaggy coat of hair that keeps it warm in the cold temperatures.

- Ask students to name some facts and details from the paragraph. Explain that the first fact is that a muskox is an Arctic animal. Write *Muskox* in the chart in the box titled Fact 1. Explain that there are important facts and details about the muskox that you also want to record. Write the details in the chart under Muskox and tell students to write the facts and details on their graphic organizer. Remind students that they are recording facts and do not have to write in complete sentences.

| Topic: Arctic animals | | |
|--|----------------|----------------|
| Fact 1:
Muskox <ul style="list-style-type: none"> • large • shaggy hair to keep warm | Fact 2: | Fact 3: |
| Conclusion: | | |

- Repeat the process with paragraphs three and four, recording on chart paper and telling students to record information in the boxes titled Fact 2 and Fact 3 on their graphic organizers.



Access

Entering/Emerging

Provide yes or no questions, such as “Does a muskox’s hair turn white in the winter?”

Transitioning/Expanding

Have students work with a partner to complete the graphic organizer.

Bridging

Ask students to identify one or more of the facts they will include in the graphic organizer.

Another animal that lives on the tundra is a wolverine. A wolverine has thick fur to keep it warm and large paws that help it move across the ice and snow.

A third animal that lives on the tundra is an Arctic fox. It has a coat of fur that turns white in the winter to help it blend into its surroundings.

Topic: Arctic animals

Fact 1:

Muskox

- large
- shaggy hair to keep warm

Fact 2:

Wolverine

- thick fur
- large paws

Fact 3:

Arctic fox

- fur turns white

Conclusion:

- Remind students that they have written conclusions in previous Writing Studio units. Ask students to explain the purpose of a conclusion.
 - » Answers may vary but should include that it wraps up writing by restating the topic.
- Reread the last paragraph of “Arctic Animals” and have students write a conclusion on their graphic organizer.

In conclusion, there are many different animals that live on the Arctic tundra because they have adapted to their habitat.

| | | |
|--|---|--|
| Topic: Arctic animals | | |
| Fact 1:
Muskox <ul style="list-style-type: none"> • large • shaggy hair to keep warm | Fact 2:
Wolverine <ul style="list-style-type: none"> • thick fur • large paws | Fact 3:
Arctic fox <ul style="list-style-type: none"> • fur turns white |
| Conclusion:
Arctic animals have adapted so they can survive on the tundra. | | |

WRAP-UP (5 MIN.)

- Distribute half sheets of paper.
- Tell students to think of a topic that they know some facts about. Tell them to write the name of the topic on the top and write a list of three facts they know about the topic.

~~~~~End Lesson~~~~~

## 3

# Introducing Informative Writing

**PRIMARY FOCUS OF LESSON**

Students use a graphic organizer to collect and record information about desert animals.

**FORMATIVE ASSESSMENT**

Activity Page 3.1

**Informative Writing Graphic Organizer**

Students complete a graphic organizer about desert animals.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                            |
|--------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                      |
| Connections: Graphic Organizers                  | Whole Group | 5 min.  |                                                                                                      |
| Writing: Desert Animals                          | Partner     | 20 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Domain 8 Flip Book (optional) |
| Wrap-Up                                          | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 3.1                                                           |

## ADVANCE PREPARATION

- Prepare student copies of Activity Page 3.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- You may wish to determine student partners in advance for the Writing activity.

### Universal Access

- Choose two topics that are familiar to students to create a sorting activity. Create a set of four cards for each of the two topics: one card with the name of the topic and three cards with a different fact on each. Mix the two topic sets together and have students find the topic and the three facts that support that topic.



## Lesson 3

# Introducing Informative Writing



**Primary Focus:** Students use a graphic organizer to collect and record information about desert animals.

**CONNECTIONS: GRAPHIC ORGANIZERS (5 MIN.)**

- Tell students that there are many different graphic organizers that can be used to record information about a topic.
- Ask students to name or describe different graphic organizers that they have used in school. Record their responses on the board, and draw an illustration of the organizer named, where appropriate. The list could include:
  - story maps
  - T-Charts
  - KWL charts
  - writing organizers
  - Venn diagrams
  - lists
  - concept webs

**Check for Understanding**

Ask students how using a graphic organizer can help them in their writing.

- » Answers may vary but could include that they can record facts and details or that it helps them plan their writing.

## WRITING: DESERT ANIMALS (20 MIN.)

- Divide students into pairs as determined in Advance Preparation.
- Distribute Activity Page 3.1. Explain that they will work with partners but each student will complete their own graphic organizer.
- Remind students that in the previous Writing Studio lesson, they completed a graphic organizer using information gathered from the informational text “Arctic Animals.”
- Explain that today they will write about desert animals from the Knowledge Strand lesson, “Animals of the Sonoran Desert Habitat.”
- Ask students what the topic of their writing will be.
  - » Answers may vary but should include desert animals.
- Tell students to write *desert animals* in the box titled Topic on their graphic organizers.
- Tell students to listen carefully to the Read-Aloud and discuss the facts they heard with their partners before recording them in the graphic organizer. You may also wish to use images from the Domain 8 Flip Book while you are reading.

Here is an interesting bird called a Gila [/hee\*lə/] woodpecker. The Gila pecks holes in the soft cactus with its beak to make a nest for its eggs.

The Gila woodpecker is an **omnivore**. An omnivore is an animal that eats plants as well as other animals.

Interestingly enough, birds like this Gila woodpecker can live in the desert habitat because their feathers help protect them from the desert sun by trapping cool air next to their skin.

- Tell students to discuss the facts they heard with their partners, then record them in the graphic organizer in the box titled Fact 1.

### Activity Page 3.1



### Support

Reread individual sentences from the text and have students create a list of key words that they can use in their writing.

### Challenge

Have students create a topic sentence for their writing.



### Access

#### Entering/Emerging

Ask yes or no questions, such as “Are desert cottontails herbivores?”

#### Transitioning/Expanding

Provide a word bank of facts for students to choose from.

#### Bridging

Review with students one of the facts they will add to the organizer.

- Tell students to listen carefully for facts while you read more about desert animals.

---

Oh look, here comes a desert cottontail rabbit, another animal that lives in the Sonoran Desert. The desert cottontail looks a little like the Arctic hare we saw in the tundra, but it has larger ears and longer back legs.

Desert cottontails are herbivores. Herbivores are animals that eat only plants—no animals. The desert cottontail eats grass and even cacti.

---

Smaller animals like the desert cottontail always need to watch out for larger animals in the desert that might eat them.

- 
- Tell students to discuss the facts they heard with their partners, then record them in the graphic organizer in the box titled Fact 2.
  - Tell students that you will read one more section about desert animals and that they should listen for facts they can record.

---

Coyotes are found all over the United States, including the Sonoran Desert. As you can see, the coyote has a light, tan-colored coat to help reflect the sun's rays and to camouflage it.

Coyotes are carnivores like elf owls. Coyotes have very good senses of smell, hearing, and vision, and they can run very fast, which means they are excellent hunters. They are also scavengers. Coyotes live in dens, which they make by burrowing into the ground.

- 
- Tell students to discuss the facts they heard with their partners, then record them in the graphic organizer in the box titled Fact 3.

- Have students work together to write a conclusion. Remind them that a conclusion restates the topic and wraps up the writing.
- Call on students to share their conclusion aloud with the class.

---

**WRAP-UP (5 MIN.)**

- Whip Around: Have students stand up by their seats. Ask a random student to read one thing they recorded in the box titled Fact 1 in the graphic organizer. Tell students that if they have the same item in their organizer, they must sit down. Call on one of the standing students to share another fact from the Fact 1 box and tell the remaining students they must sit down if they have the same item. Have all students stand up again and repeat the process with the boxes titled Fact 2 and Fact 3.
- Tell students to store Activity Page 3.1 or collect to redistribute during Lesson 4.

~~~~~End Lesson~~~~~

4

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to compare and contrast two animals.

FORMATIVE ASSESSMENT

Activity Page 4.1

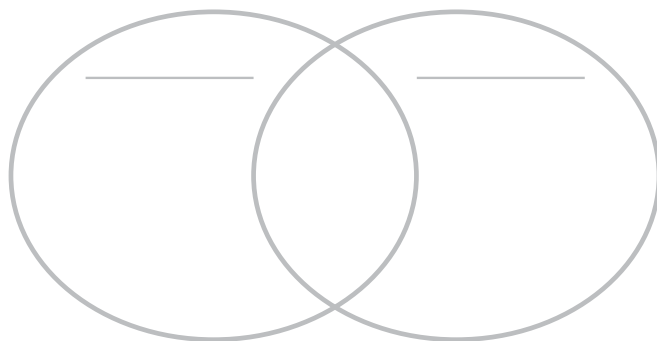
Venn Diagram Students use a graphic organizer to compare and contrast two desert animals.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Compare and Contrast | Whole Group | 5 min. | |
| Modeling: Compare and Contrast | Whole Group | 10 min. | <input type="checkbox"/> Modeling: Desert Animals
<input type="checkbox"/> Activity Page 3.1 |
| Writing: Compare and Contrast | Partner | 10 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Modeling: Desert Animals, found in Teacher Resources.
- Draw a Venn diagram on chart paper or the board for the Modeling activity.



- Prepare student copies of Activity Page 4.1.
- You may wish to determine student pairs in advance for the Writing activity.

Universal Access

- Provide pairs of topics and have students explain how they are similar and how they are different. Possible topics include:
 - cats and dogs
 - bananas and grapes
 - cars and trains

Lesson 4

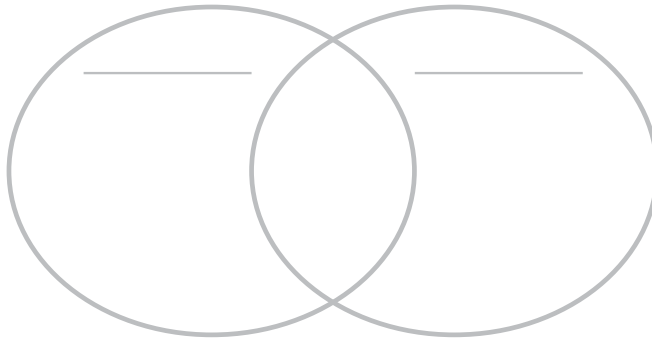


Introducing Informative Writing

Primary Focus: Students use a graphic organizer to compare and contrast two animals.

CONNECTIONS: COMPARE AND CONTRAST (5 MIN.)

- Tell students there are times when we would like to find out what is similar and what is different about different topics. Explain that this is called comparing and contrasting.
- Tell students that we can use a variety of different graphic organizers to help us compare and contrast the facts about two topics.
- Draw a Venn diagram on the board and tell students that they have used Venn diagrams before in the Knowledge Strand.
- Point out that one circle is for the facts about one topic and the other circle is for facts about the second topic. The section where the two circles intersect is for the facts that the two topics have in common.

**Check for Understanding**

Ask students what it means to compare and contrast.

- » Answers may vary but should include finding out what is alike and what is different about topics.

MODELING: COMPARE AND CONTRAST (10 MIN.)

- Project Modeling: Desert Animals.

➤ Modeling: Desert Animals

- Display the chart paper with the Venn diagram prepared in Advance Preparation.
- Tell students to take out Activity Page 3.1 or redistribute.
- Explain that you will compare and contrast two of the animals that live in a desert habitat to find out what is alike and what is different about the two animals.
- Tell students that you have prepared a graphic organizer with facts about the three desert animals they studied in the previous Writing Studio lesson.
- Go through the facts on the Modeling: Desert Animals organizer.

| Topic: Desert Animals | | |
|---|---|--|
| Fact 1:
Gila woodpecker <ul style="list-style-type: none">• bird• makes nest in cacti• omnivore• feathers keep it cool | Fact 2:
Desert cottontail <ul style="list-style-type: none">• large ears• long legs• herbivore• small, so they need to watch out for larger animal that might eat them | Fact 3:
Coyote <ul style="list-style-type: none">• light-colored fur reflects sun• fur color is camouflage• carnivore• live in dens |
| Conclusion:
Desert animals have adapted to live in a hot, desert habitat. | | |

- Tell students to read Activity Page 3.1 and see if they have facts that are alike or different. Tell them that if they have a different fact, they should raise their hands, and you will call on them to share the fact aloud. Tell them they may also add facts they do not have to their organizers.
- Explain that you want to compare the Gila woodpecker to the desert cottontail rabbit to find out how they are alike and different.
- On the Venn diagram, write *Gila woodpecker* as the title of the first circle and *Desert cottontail* as the title of the second circle.

Activity Page 4.1



Support

Work with a small group to complete Activity Page 4.1

Challenge

Have students create a triple Venn diagram showing what is alike and different between all three desert animals listed on Activity Page 3.1



Access

Entering/Emerging

Provide sentence frames with a bank of word choices, such as "Both a desert cottontail and the coyote have adapted to a _____ habitat."

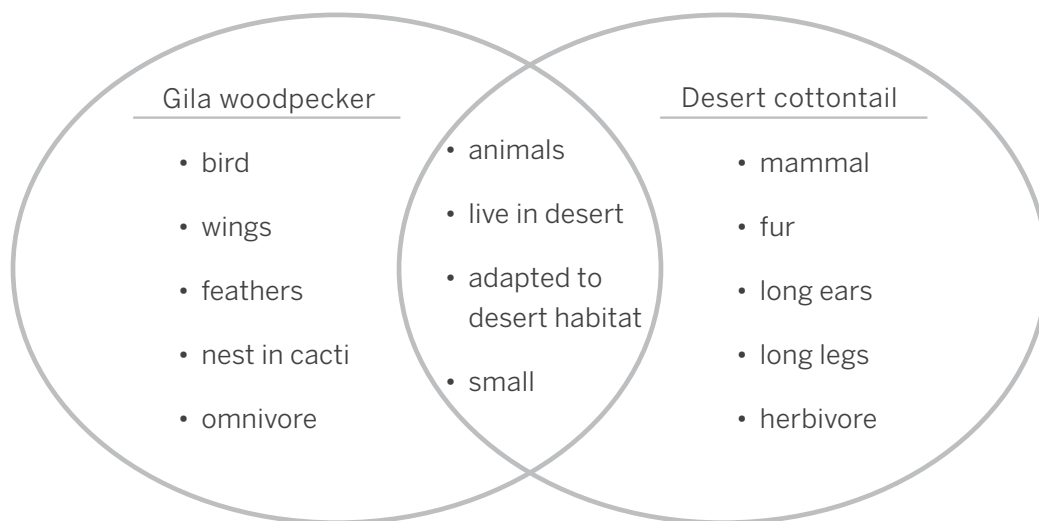
Transitioning/Expanding

Provide sentence frames.

Bridging

Ask students to identify orally a fact they will add to their organizers.

- Ask students how the two animals are alike. Remind them to look at the facts they recorded on Activity Page 3.1. Record appropriate responses in the diagram.
- Ask students how the animals are different. Record appropriate responses in the diagram.
- A sample Venn diagram is below; you may have slightly different responses.



WRITING: COMPARE AND CONTRAST (10 MIN.)

- Distribute Activity Page 4.1.
- Divide students into pairs.
- Explain that they will work with a partner to compare and contrast the desert cottontail with the coyote. They will use the facts they recorded on Activity 3.1 to help them find what is alike and what is different about the two animals.
- Circulate while students work to provide prompting and support.

WRAP-UP (5 MIN.)

- Ask students to think about another type of graphic organizer that would help to compare and contrast two topics. Ask volunteers to come up to the board and draw their graphic organizer idea.

End Lesson

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students research and gather facts about deciduous forest habitats.

FORMATIVE ASSESSMENT

Activity Page 5.1

Informative Writing Graphic Organizer

Students gather and record facts about deciduous forest habitats.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Review Compare and Contrast | Whole Group | 3 min. | |
| Research: Deciduous Forest Habitats | Small Group | 24 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Domain 8 Flip Book
<input type="checkbox"/> Trade books and other resources |
| Wrap-Up | Whole Group | 3 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Prepare student copies of Activity Page 5.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- You may wish to predetermine small groups of four to five students each for the Research activity.
- Prepare to project the Domain 8, *Animals and Habitats*, Flip Book for the Research activity.
- Provide a collection of grade-appropriate trade books or other resources about deciduous forest habitats that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Determine a method for distributing the books for the Research activity.
- Students may also use the information gathered in their Habitat Journals during Domain 8 Knowledge lessons and Application activities as an additional research source.

Universal Access

- Use Image Cards 12–18 from Domain 8, *Animals and Habitats*. Have students find key details in the images.

Lesson 5

Introducing Informative Writing



Primary Focus: Students research and gather facts about deciduous forest habitats.

CONNECTIONS: REVIEW COMPARE AND CONTRAST (3 MIN.)

- Ask students to explain what it means to compare and contrast.
 - » Answers may vary but should include finding out what is alike and different about topics.
- Have students share some things they wrote about in the previous Writing Studio lesson to show how the desert cottontail and coyote are alike and different.
 - » Answers may vary but could include that coyotes are carnivores and desert cottontails are herbivores.
- Tell students that they will be conducting research about two different habitats that they have been learning about during Domain 8—the deciduous forest habitat and the rainforest habitat.
- Explain that once they have completed their research they will compare and contrast the two habitats to find out what is alike and what is different about them.

**Check for Understanding**

Have students share two things that are very alike or two things that are very different and explain why.

- » Answers may vary but should show comparison or contrast.

Support

Provide a few simple examples of how two topics are alike or different.

RESEARCH: DECIDUOUS FOREST HABITATS (24 MIN.)

Activity Page 5.1



- Project the Domain 8, *Animals and Habitats*, Flip Book.
- Divide students into groups of four to five students each as previously determined in Advance Preparation.
- Distribute Activity Page 5.1.
- Explain that they will work in small groups to help each other find and record facts about deciduous forest habitats. They will use information gathered from the Read-Aloud, their Habitat Journals, and from other books and resources you have provided. Tell students that even though they will work together, each student will complete their own graphic organizer.
- Write *Deciduous forests* on the board and tell students to write it in the Topic box on the graphic organizer.
- Tell students that they will find and record three key facts about the deciduous forests. They should also record details about each fact.
- Tell them that you will begin by reading some portions of the Read-Aloud, so they need to listen carefully for facts they will record on Activity Page 5.1.

There are many different kinds of forests in the world. The forests of the Smoky Mountains are called temperate forests.

A **temperate** forest grows in an area that has four seasons, including a warm summer and a cold winter, and receives steady rainfall throughout the year.

The forest is also called a deciduous forest because it is full of deciduous plants—trees, bushes, and shrubs that lose their leaves every fall, then grow leaves again when the temperatures start to rise in the spring. The temperate deciduous forest has a much friendlier **climate** than the other habitats we've learned about, and it can support many different kinds of plants and animals.

- Tell students that the first fact is about the climate of the deciduous forest. Write *Climate* on the board and tell students to write it in the box titled Fact 1 in the graphic organizer.
- Tell students to discuss additional details about the climate in their group and record them in the Fact 1 box.
- Go through Images 5A-5 to 5A-9 and discuss the details of each image. Tell students that the second fact is about the trees and plants of the forest. Write *Trees and plants* on the board and tell students to write it in the box titled Fact 2 in their graphic organizer.
- Tell students to discuss additional details about the trees and plants in their group and write them in the Fact 2 box.
- Go through Images 5A-10 to 5A-14 and discuss the details of each image. Tell students that the third fact is about the animals that live in the forest. Write *Animals* on the board and tell students to write it in the box titled Fact 3 in their graphic organizer.
- Tell students to discuss additional details about the animals of the deciduous forest in their group and write them in the Fact 3 box.
- Distribute the trade books and additional resources as previously determined in Advance Preparation and tell students to find additional details they can add to their research.
- Circulate while students are working and use the sample graphic organizer below to check each group's facts and details. Students do not need to have every detail listed in the sample.

| Topic: Deciduous forests | | |
|---|---|--|
| Fact 1:
Climate <ul style="list-style-type: none"> • temperate • four seasons • plants lose leaves in the fall | Fact 2:
Trees and plants <ul style="list-style-type: none"> • food • shelter • oak trees • insects • berry bushes provide food • moss | Fact 3:
Animals <ul style="list-style-type: none"> • insects • squirrels • barred owls • black bears • deer |
| Conclusion:
The deciduous forest's climate has four seasons and supports many different plants and animals. | | |

Challenge

Ask students to explain why animals of the deciduous forest would have a difficult time surviving in a desert or Arctic habitat.



Access

Entering/Emerging

Provide a word bank so students can match the details to each fact.

Transitioning/Expanding

Have students work with a partner to name details and match them to facts.

Bridging

Have students name details orally before completing the Activity Page.

WRAP-UP (3 MIN.)

- Brainstorm a conclusion for the research about the deciduous forest. Have students write their conclusions in the graphic organizer.
- Tell students to store Activity Page 5.1 or collect to redistribute.

~~~~~End Lesson~~~~~

# Introducing Informative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students research and gather facts about rainforest habitats.

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Informative Writing Graphic Organizer**

Students gather and record facts about rainforest habitats.



## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                             |
|--------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                       |
| Connections: Facts and Details                   | Whole Group | 3 min.  |                                                                                                                                                       |
| Research: Rainforest Habitats                    | Small Group | 24 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Domain 8 Flip Book<br><input type="checkbox"/> Trade books and other resources |
| Wrap-Up                                          | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 6.1                                                                                                            |

## ADVANCE PREPARATION

- Prepare student copies of Activity Page 6.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- You may wish to predetermine small groups of four to five students each for the Research activity or use the same small groups from the previous Writing Studio lesson.
- Prepare to project the Domain 8, *Animals and Habitats*, Flip Book for the Research activity.
- Provide a collection of grade-appropriate trade books or other resources about rainforest habitats that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Determine a method for distributing the books for the Research activity.
- Students may also use the information gathered in their Habitat Journals during Domain 8 Knowledge lessons and Application activities as an additional research source.

## Universal Access

- Tell students to take out Activity Page 5.1 or redistribute. Ask students to identify the topic, a key fact, and details about the fact. Have students compare their facts and details with a partner and add additional information if needed.

## Lesson 6

# Introducing Informative Writing



**Primary Focus:** Students research and gather facts about rainforest habitats.

## CONNECTIONS: FACTS AND DETAILS (3 MIN.)

- Remind students that they previously compared two animals from the desert habitat to find out what is alike and what is different about them.
- Explain that in order to compare and contrast topics, we have to have facts and details about them.
- Remind students that it is important that the facts in informative writing are true.
- Remind students that they collected facts and details about a deciduous forest in the previous Writing Studio lesson.



## Check for Understanding

Ask students why facts and details are important to a reader.

- » Answers may vary but could include that the reader can learn about a topic and can better understand a topic if there are lots of details.

## Support

Review a fact and the details that support the topic *deciduous forests*.

## RESEARCH: RAINFOREST HABITATS (24 MIN.)

- Project the Domain 8, *Animals and Habitats*, Flip Book.
- Divide students into groups of four to five students each as previously determined in Advance Preparation.
- Distribute Activity Page 6.1.

## Activity Page 6.1



- Explain that they will work again in small groups to help each other find and record facts about rainforest habitats. They will use information gathered from the Read-Aloud, their Habitat Journals, and from other books and resources you have provided. Tell students that even though they will work together, each student will complete their own graphic organizer.
- Write *Rainforest* on the board and tell students to write it in the Topic box on the graphic organizer.
- Tell students that they will find and record three key facts about the rainforest. They should also record details about each of those facts.
- Tell them that you will begin by reading some portions of the Read-Aloud so they need to listen carefully for facts they will record on Activity Page 6.1.

---

Welcome to the tropical rainforest. Tropical places are warm and wet. A rainforest is a thick forest of plants that stay green year-round. So, a tropical rainforest is a warm, wet, thick forest of plants that stay green year-round.

- 
- Tell students that the first fact is about the climate of the rainforest. Write *Climate* on the board and tell students to write it in the box titled Fact 1 in the graphic organizer.
  - Tell students to discuss additional details about the climate in their group and record them in the Fact 1 box.

---

Take a look around. The trees in the rainforest are so tall that they grow as high as thirteen-story buildings, and some grow much taller than that! I'm standing in a tree right now, and as you can see, the trees grow so thickly and close together that, from above, you can only see a canopy of thick, green leaves.

Because the sun's light can't get through this canopy of leaves, everything under them is really dark.

---

---

The plants in the Amazon rainforest have adapted to this climate in many ways. Because it's so dark in the rainforest underneath the canopy, most plants have large leaves so they can catch as much light as possible.

---

Many types of vine grow in the rainforest. Vines are climbing plants that grow on trees or wind themselves around tree trunks. Many animals use the vines growing among the trees almost like sidewalks and ladders to cross from one tree to another.

---

The rainforest floor is a very shady place, which means it is a good habitat for mosses and fungi that don't need much sunlight.

---

- Tell students that the second fact is about the trees and plants of the rainforest. Write *Trees and plants* on the board and tell students to write it in the box titled Fact 2 in their graphic organizer.
- Tell students to discuss additional details about the trees and plants in their group and write them in the Fact 2 box.
- Go through Images 6A-8 to 6A-15 and discuss the details of each image. Tell students that the third fact is about the animals that live in the forest. Write *Animals* on the board and tell students to write it in the box titled Fact 3 in their graphic organizer.
- Tell students to discuss additional details about the animals of the rainforest in their group and write them in the Fact 3 box.
- Distribute the trade books and additional resources as previously determined in Advance Preparation and tell students to find additional details they can add to their research.
- Circulate while students are working and use the sample graphic organizer below to check each group's facts and details. Students do not need to have all the details listed in the sample.

## Challenge

Have students compare and contrast trees and vines or toucans and macaws.



## Access

### Entering/Emerging

Provide a word bank so students can match the details to each of the three facts.

### Transitioning/Expanding

Have students work with a partner to name details and match them to facts.

### Bridging

Have students review a fact orally before completing the Activity Page.

### Topic: Rainforests

#### Fact 1:

##### Climate

- very warm
- very wet
- plants stay green all year

#### Fact 2:

##### Trees and plants

- food
- shelter
- canopy
- big leaves to catch light
- vines
- mosses
- fungi

#### Fact 3:

##### Animals

- toucans
- macaws
- poison arrow frogs
- squirrel monkey
- boa constrictor
- jaguar
- leaf cutter ants

#### Conclusion:

The rainforest's warm and wet climate has many different plants and animals.

- Tell students to store Activity Page 6.1 or collect to redistribute.

### WRAP-UP (3 MIN.)

- Brainstorm a conclusion for the research about the rainforest. Have students write their conclusions in the graphic organizer.
- Tell students to store Activity Page 6.1 or collect to redistribute.

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students compose informative writing that compares and contrasts deciduous forests and rainforests.

## FORMATIVE ASSESSMENT

Activity Page 7.2

**Compare and Contrast** Students compare and contrast deciduous forests and rainforests.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                                            |
|--------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                                                      |
| Connections: Compare and Contrast Words          | Whole Group | 5 min.  |                                                                                                                                                                                      |
| Writing: Venn Diagram                            | Small Group | 10 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1                                               |
| Writing: Compare and Contrast                    | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2                                                                                             |
| Wrap-Up                                          | Small Group | 3 min.  | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2 |

## ADVANCE PREPARATION

- Prepare the T-Chart below for the Connections activity.

| Compare | Contrast  |
|---------|-----------|
| both    | differ    |
| same    | different |
| like    | but       |
| similar | more      |
| too     | less      |
| also    | however   |

- Prepare student copies of Activity Pages 7.1 and 7.2.
- You may wish to predetermine small groups of four to five students each for the Writing activity or use the same small groups from the previous Writing Studio lesson.
- You may wish to determine small groups of three students each for the Wrap-Up activity. These small groups will work together to create a poster in Writing Studio Lesson 8.

## Universal Access

- Provide a variety of pictures, or use Image Cards. Tell students to choose two pictures that are alike or similar. Ask students to explain why they chose the pictures. Ask them if they can find any differences in the two pictures. Next, have students choose two pictures that are different and explain why they chose the pictures. Ask them if they can find anything that is alike or similar in the two pictures.

Start Lesson

### Lesson 7

# Introducing Informative Writing



**Primary Focus:** Students compose informative writing that compares and contrasts deciduous forests and rainforests.

## CONNECTIONS: COMPARE AND CONTRAST WORDS (5 MIN.)

- Display the T-Chart prepared previously in Advance Preparation.

| Compare | Contrast  |
|---------|-----------|
| both    | differ    |
| same    | different |
| like    | but       |
| similar | more      |
| too     | less      |
| also    | however   |

- Explain that there are words and phrases we can use in our writing to help show what is alike and different about two topics.
- Explain that when you compare things, you are finding out how they are alike.
- Go through the words in the Compare column of the T-Chart. Provide some sentences using words that compare.
  - Dogs and cats are both animals.
  - Fish and whales are similar, because they live in the water.
  - Birds live in both the desert and the deciduous forest.



### Activity Page 7.1



- Explain that when you contrast things, you are finding out how they are different.
- Go through the words in the Contrast column of the T-Chart. Provide some sentences using words that contrast.
  - Dogs are different from cats, because dogs bark and cats meow.
  - Fish differ from whales, because they have scales and whales do not.
  - All birds have feathers, but desert birds have special feathers that keep them cool.
- Explain that using the word *because* in writing tells the reader that there are facts and details to support the idea.

### WRITING: VENN DIAGRAM (10 MIN.)

- Tell students to take out Activity Pages 5.1 and 6.1 or redistribute.
- Divide students into groups of four to five students each as previously determined in Advance Preparation.
- Distribute Activity Page 7.1.
- Explain that they will work in small groups again to compare and contrast the deciduous and rainforest habitats.



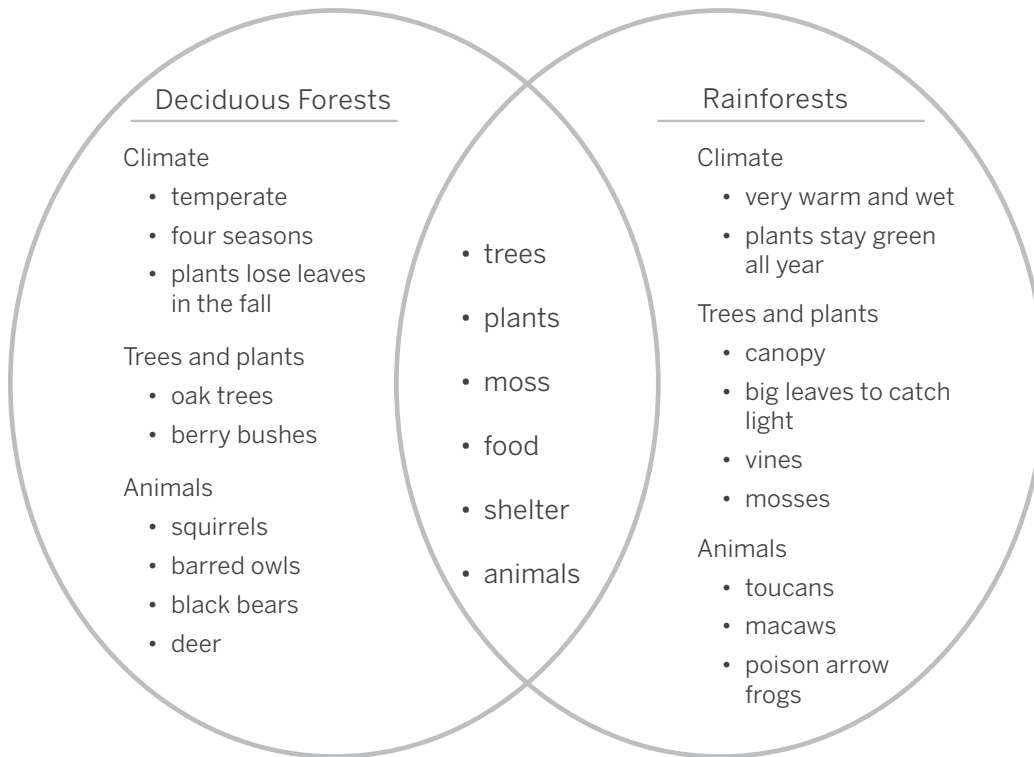
### Check for Understanding

Ask students what it means to compare and contrast two topics.

- » Answers may vary but should include finding what is alike and what is different about the two topics.

- Tell students they will use the facts and details they collected during their research to compare and contrast the two types of forest habitats.
- Tell students to write *Deciduous Forests* as the title of the first circle and *Rainforests* as the title of the second circle on the diagram.
- Tell them to record what is alike and what is different in their Venn diagrams.

- Circulate while groups are working and use the sample Venn diagram below to check each group's facts and details. The groups do not need to have every fact and item listed.



## WRITING: COMPARE AND CONTRAST (12 MIN.)

- Distribute Activity Page 7.2.
- Explain that they will write two sentences: one that explains how the two forest habitats are the same, and one about how they are different. Tell them to use their Venn diagrams to help them with their writing.
- Read the directions and sentence starters on Activity Page 7.2. Remind students to use facts and details in their writing.

### Compare and Contrast

Directions: Complete the sentences below.

1. Deciduous forests and rainforests are alike because both . . .
2. Deciduous forests and rainforests are different because . . .

## Support

Work with a small group to create a list of facts and details for each section of the diagram.

## Activity Page 7.2



## Access

### Entering/Emerging

Provide sentence frames, such as “Both forests provide \_\_\_\_\_ for the animals that live there.”

### Transitioning/Expanding

Have students work with a partner to complete Activity Page 7.2.

### Bridging

Encourage students to use descriptive words in their writing.

## Challenge

Tell students to include examples that support the facts in their sentences.

- Answers may vary but should reflect information from the Venn diagram. Sample answers follow.
  - » Deciduous forests and rainforests are alike because both have trees and animals. Deciduous forests and rainforests are different because the rainforest plants stay green all year, but deciduous forest plants lose their leaves in the fall.

---

**WRAP-UP (3 MIN.)**

- Divide students into groups of three as previously determined in Advance Preparation.
- Explain that in the next Writing Studio lesson each group will create a poster that explains what is the same and what is different about deciduous forests and rainforest habitats.
- Tell each small group to review all its information and discuss what its poster could look like. Tell students they will have planning time in the next lesson as well.
- Tell students to store Activity Pages 5.1, 6.1, 7.1 and 7.2 or collect to redistribute.

---

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students use feedback to revise informative writing.

## FORMATIVE ASSESSMENT

### Mini Poster

**Mini Poster** Students use feedback from peers to revise informative writing by adding one more detail.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                                                                                      |
| Connections: Compare and Contrast                | Whole Group | 3 min.  |                                                                                                                                                                                                                                                                                      |
| Writing: Mini Poster                             | Small Group | 14 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> blank paper (Mini Poster)<br><input type="checkbox"/> drawing tools |
| Feedback and Revising: Mini Poster               | Small Group | 10 min. | <input type="checkbox"/> Mini Poster<br><input type="checkbox"/> drawing tools                                                                                                                                                                                                       |
| Wrap-Up                                          | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> Mini Poster                                                         |

## ADVANCE PREPARATION

- Prepare work space for the small groups of three students each that were determined during Lesson 7.
- Prepare to provide blank paper (no smaller than standard letter size) and drawing tools for the Writing activity.

## Universal Access

- Tell students to take out Activity Page 7.1 or redistribute. Tell students to look at the diagram and name facts and details that are the same about the two types of forests. Then ask students to name facts and details that are different between the two forests. Ask students what pictures could be drawn to show how they are alike or different.

## Lesson 8

# Introducing Informative Writing



**Primary Focus:** Students use feedback to revise informative writing.

## CONNECTIONS: COMPARE AND CONTRAST (3 MIN.)

- Divide students into groups of three each, determined in the previous Writing Studio lesson.
- Remind students that they discussed ideas for a poster that compares and contrasts deciduous forests and rainforests during the Wrap-Up activity in Lesson 7.
- Have students share some of their ideas aloud.

## WRITING: MINI POSTER (14 MIN.)

- Tell students to take out Activity Pages 5.1, 6.1, 7.1, and 7.2, or redistribute.
- Distribute one sheet of blank paper and a variety of drawing tools to each small group.
- Tell students to begin by discussing how the poster should look and what facts they should include to show how the two types of forests are the same and different. Tell them that they will use words and drawings to make their poster more informative and interesting. Tell them not to begin writing and drawing until after they have discussed it in their group.

## Support

Work with small groups to help them determine which facts and details they will include on their poster.

## Mini Posters



## Check for Understanding

Ask students to explain the directions for the activity.

- » Answers may vary but should include discussing in their small groups what will be on the poster before writing and drawing.

## Challenge

Ask students what informational text features they could include on a poster.

- » Answers may vary but could include headings, pictures, diagrams, labels, bold words, etc.



## Access

### Entering/Emerging

Provide sentence frames, such as *This poster could use one more detail to describe....*

### Transitioning/Expanding

Provide examples of appropriate feedback as a model.

### Bridging

Review elements of good feedback with students.

- After three or four minutes of small group discussion, tell them they may begin writing and drawing.
- Circulate while students work to provide prompting and support.

## FEEDBACK AND REVISING: MINI POSTER (10 MIN.)

- Tell students that they will stop working on their mini posters for a few minutes so they can give and receive feedback. Ask students why feedback about our writing is important.
  - » Answers may vary but could include that it is helpful to get information from others about how you can improve your work.
- Pair each small group with another small group and tell them to take turns giving feedback that will help improve writing.
- After groups have shared feedback for a few minutes, tell the small groups to revise their posters based on feedback by adding one more detail.

## WRAP-UP (3 MIN.)

- Call on each group to share one piece of feedback they used to revise their poster.
- Display each group's mini poster on classroom or hallway walls.
- Collect Activity Pages 5.1, 6.1, 7.2, and 7.2 to formatively assess students' progress.

~~~~~End Lesson~~~~~

Writing Studio 6

Developing Informative Writing



Contents

DEVELOPING INFORMATIVE WRITING

Lesson 1 251

Developing Informative Writing (30 min.)

- Connections: Review Informative Writing
- Read-Aloud: “Dragonflies”
- Writing: Informative Writing Graphic Organizer
- Wrap-Up

Lesson 2 256

Developing Informative Writing (30 min.)

- Connections: Types of Informative Writing
- Discussion: Informative Writing that Teaches
- Shared Writing: How to _____
- Wrap-Up

Lesson 3 261

Developing Informative Writing (30 min.)

- Connections: “How To” Texts
- Introduce the Prompt: Do-It-Yourself Fairy Tale Manual
- Research: Elements of Fairy Tales
- Wrap-Up

Lesson 4 268

Developing Informative Writing (30 min.)

- Connections: Review Fairy Tale Research
- Research: Elements of Fairy Tales
- Wrap-Up

Lesson 5 274

Developing Informative Writing (30 min.)

- Connections: Review the Writing Prompt
- Writing: Fairy Tale Elements
- Wrap-Up

Lesson 6

279

Developing Informative Writing (30 min.)

- Connections: Review
- Writing: Fairy Tale Elements
- Wrap-Up

Lesson 7

284

Developing Informative Writing (30 min.)

- Connections: Review
- Writing: Introduction and Conclusion
- Wrap-Up

Lesson 8

288

Developing Informative Writing (30 min.)

- Connections: Review Feedback
- Giving and Receiving Feedback
- Revising and Illustrating
- Wrap-Up

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to record information about dragonflies.

FORMATIVE ASSESSMENT

Activity Page 1.1

Informative Writing Graphic Organizer

Students complete a graphic organizer about dragonflies.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Informative Writing | Whole Group | 5 min. | |
| Read-Aloud: “Dragonflies” | Whole Group | 5 min. | ☐ “Dragonflies” |
| Writing: Informative Writing Graphic Organizer | Partner | 15 min. | ☐ “Dragonflies”
☐ Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | ☐ Activity Page 1.1 |

ADVANCE PREPARATION

- Prepare to project “Dragonflies,” found in Teacher Resources.
- Prepare student copies of Activity Page 1.1, Informative Writing Graphic Organizer, found in Teacher Resources.
- You may wish to predetermine student partners for the Writing activity.

Universal Access

- Read from an informational trade book or article, or use a text from a Knowledge Strand Read-Aloud. Have students state the topic of the text and a few facts about the topic.

Lesson 1

Developing Informative Writing



Primary Focus: Students use a graphic organizer to record information about dragonflies.

CONNECTIONS: REVIEW INFORMATIVE WRITING (5 MIN.)

- Remind students that they learned about informative writing in the previous Writing Studio unit.
- Ask students to describe an informative text. Remind students that it is also called informational text.
 - » Answers may vary but should include text that informs, or gives facts and details about a topic.
- Ask them to name the topics of some informative texts they wrote in the previous Writing Studio unit.
 - » Answers may vary but should include Arctic animals, desert animals, deciduous forests, and rainforests.
- Remind students that when they wrote about deciduous forests and rainforests, they wrote about what was alike and different about them. Ask students to name another phrase that means finding what is alike and different.
 - » Answers may vary but should include *compare and contrast*.



Check for Understanding

Ask students why facts and details are important in informative writing.

- » Answers may vary but should include that facts support the topic, the reader can learn from the text, etc.

READ-ALOUD: “DRAGONFLIES” (5 MIN.)

- Project “Dragonflies.”

➤ “Dragonflies”

- Tell students that you wrote an essay about dragonflies using the facts and details from the Read-Aloud in Domain 8, *Animals and Habitats*. Remind students that an essay is a short piece of writing about a topic.
- Read “Dragonflies” aloud to the students.

Support

Ask students to listen for key words while you reread portions of the text.

Challenge

Have students change the following sentence into an opinion:

Dragonflies must be careful, because there are other animals that like to eat them.

Dragonflies

A dragonfly is just one of the many types of insects that live in a freshwater habitat. Dragonflies can be found around lakes, streams, and rivers, because they lay their eggs in water.

A dragonfly has a long body and wings. Its long wings help it hover over water, where it catches its food. Dragonflies eat other insects like flies, bees, and mosquitoes.

Dragonflies must be careful because there are other animals that like to eat them. Frogs, birds, and turtles eat dragonflies.

If you ever visit a freshwater habitat, look for dragonflies hovering over the water.

- Ask students to name some facts that are in the essay.
 - » Answers may vary.

WRITING: INFORMATIVE WRITING GRAPHIC ORGANIZER (15 MIN.)

- Continue to project “Dragonflies.”
- Divide students into pairs as predetermined in Advance Preparation.
- Distribute Activity Page 1.1.
- Remind students that they have used this graphic organizer in the previous Writing Studio unit on informative writing. Review the sections of the graphic organizer with them: Topic, Facts, and Conclusion.

Activity Page 1.1



- Explain that they will use the graphic organizer to map out key parts of the informational text, “Dragonflies.”
- Reread “Dragonflies” and have students work with their partners to complete Activity Page 1.1.
- Circulate while partners work. Below is a sample completed graphic organizer.

| | | |
|---|--|--|
| Topic: Dragonflies | | |
| Fact 1: <ul style="list-style-type: none"> • insect • freshwater | Fact 2: <ul style="list-style-type: none"> • hovers over the water • eats other insects | Fact 3: <ul style="list-style-type: none"> • Other animals eat them. |
| Conclusion: Dragonflies live in freshwater habitats. | | |

WRAP-UP (5 MIN.)

- Have pairs compare and contrast their completed graphic organizers with another pair of students.

~~~~~  
End Lesson  
 ~~~~~



Access

Entering/Emerging

Provide yes or no questions, such as “Is a dragonfly an insect?”

Transitioning/Expanding

Provide a word bank of facts and details from the essay.

Bridging

Encourage students to provide more details about each fact.

2

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students participate in a shared writing activity to compose a “how to” essay.

FORMATIVE ASSESSMENT

Exit Ticket

Exit Ticket Students participate in a shared writing activity to write a “how to” essay.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|------------------------|
| Developing Informative Writing (30 min.) | | | |
| Connections: Types of Informative Writing | Whole Group | 5 min. | |
| Discussion: Informative Writing that Teaches | Whole Group | 5 min. | |
| Shared Writing: How to _____ | Whole Group | 15 min. | |
| Wrap-Up | Independent | 5 min. | ▢ half sheets of paper |

ADVANCE PREPARATION

- Prepare to use chart paper during the Shared Writing activity.
- Choose a topic on which to write a “how to” essay during the Shared Writing activity. Possible topics include:
 - classroom routines
 - riding a bike
 - making a pizza
 - drawing an object
- Prepare half sheets of paper for the Wrap-Up activity.

Universal Access

- Ask students to explain how to do something simple, such as tie their shoes, brush their teeth, or play a game. Draw attention to time order and sequencing words used in their explanations, or provide them as prompts (first, second, next, then, etc.).

Lesson 2



Developing Informative Writing

Primary Focus: Students participate in a shared writing activity to compose a “how to” essay.

CONNECTIONS: TYPES OF INFORMATIVE WRITING (5 MIN.)

- Remind students that there are many different types of informative writing. Ask students to name some types of informative writing they have seen.
 - » Answers may vary but could include books, essays, newspapers, magazines, reports, posters, charts, “how to” articles, etc.
- Ask them what all of these texts have in common.
 - » Answers may vary but should include that they have topics, facts, and details that help the reader learn or be informed.
- Turn and Talk: Have students turn and tell a partner about a topic they would like to learn more about.

DISCUSSION: INFORMATIVE WRITING THAT TEACHES (5 MIN.)

- Explain that informational text can describe or tell about something, compare and contrast two topics, or explain how to do something.
- Ask students if they have ever read or looked at a book or some other informational text so they could learn how to do something.
 - » Answers may vary but should include the work that students did in the previous Writing Studio unit.
- Ask students what would be important to have in a text that explains how to do something.
 - » Answers may vary but should include facts, details, etc.
- Explain that if the purpose of an informative text is to teach or show someone how to do something, it must focus on a topic, give facts and details, and provide the steps or sequence for how to accomplish the task.

Support

Provide students with a brief list of topic choices and have them choose which ones they would like to learn more about.

Challenge

Have students name a topic they could write a “how to” essay about and list a few of the steps (e.g., riding a bike).



Check for Understanding

Read the list below. Have students raise their hand if it should be in an informative text that teaches, or tells how to do something.

- topic (raise hand)
- opinion (no hand)
- facts (raise hand)
- questions (no hand)
- sequence (raise hand)

SHARED WRITING: HOW TO _____ (15 MIN.)

- Display chart paper. You will need a piece of paper to write the essay and another to create a list of temporal words that can be used to signal the sequence.
- Explain that you will work together to write a “how to” essay that will teach the reader how to do something.
- Name the topic you chose in Advance Preparation. Brainstorm ideas with the students about what facts, details, and steps need to be included in the essay.
- Remind students that when we show the order in which things happen, we use temporal words, or time words. Brainstorm a list of temporal words that can be used in the essay and list them on the chart paper or on the board. Possible words include:
 - first
 - second
 - third
 - next
 - then
 - finally



Access

Entering/Emerging

Provide questions with selected answer choices, such as, “You have to put toothpaste on the toothbrush. Does that come first or second?”

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Encourage students to expand their sentences when giving responses.

- Use suggestions from the class to help write a “how to” essay on the chosen topic. Make sure to model writing the introduction, the sequence of steps that includes facts and details, and the conclusion. Prompt students to choose the appropriate temporal words to use in the writing.
- Read the essay aloud when completed.

WRAP-UP (5 MIN.)

- Distribute half sheets of paper to students. Have them write one or two sentences that explain what elements are needed in a “how to” essay. Collect and use to formatively assess students’ understanding.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information about the elements of a fairy tale.

FORMATIVE ASSESSMENT

Activity Page 3.1

Elements of Fairy Tales Students collect and record information about fairy tales.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: “How To” Texts | Whole Group | 3 min. | |
| Introduce the Prompt:
Do-It-Yourself Fairy Tale Manual | Whole Group | 7 min. | <input type="checkbox"/> “Do-It-Yourself Fairy Tale Manual”
Writing Prompt |
| Research: Elements of Fairy Tales | Whole Group | 15 min. | <input type="checkbox"/> Elements of Fairy Tales:
Sleeping Beauty chart
<input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project the Elements of Fairy Tales: Sleeping Beauty chart, found in Teacher Resources.
- Prepare to project Activity Page 3.1.
- Prepare to distribute student copies of Activity Page 3.1.
- Prepare to use chart paper or the board to record ideas during the Research activity.

Universal Access

- Have students find the following in images from the Domain 9 Flip Book.
 - characters
 - setting
 - magical characters

Lesson 3

Developing Informative Writing



Primary Focus: Students gather information about the elements of a fairy tale.

CONNECTIONS: “HOW TO” TEXTS (3 MIN.)

- Ask students to explain the purpose of a “how to” informative text.
 - » Answers may vary but should include teaching or showing someone how to do something.
- Tell them that you are going to write a “how to” informative text and include the topic, facts, and details. Ask them what is missing from your information.
 - » the steps or sequence

**INTRODUCE THE PROMPT:
DO-IT-YOURSELF FAIRY TALE MANUAL (7 MIN.)**

- Remind students that they have been studying fairy tales during the Read-Alouds for Domain 9, *Fairy Tales*.
- Ask students to name some of the fairy tales they have heard so far.
 - » Answers may vary but should include “Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” and “The Frog Prince.”
- Ask students if they think that writing a fairy tale would be easy or difficult.
 - » Answers may vary.
- Explain that learning how to do anything, including learning how to write, is easier if there are some directions that can be followed.
- Project the “Do-It-Yourself Fairy Tale Manual” Writing Prompt, found in Teacher Resources.
- Explain that a manual is a book that explains how to do something or how something works. Tell them that they will be writing a book, or manual, that will explain to the reader how to write a fairy tale.

Challenge

Have students name some manuals that someone might have in their home.

Support

Review the purposes of informative text and explain that “how to” text focuses on a topic, provides facts and details, and gives the steps for completing a task.

- Read the writing prompt aloud to the students:

➤ “Do-It-Yourself Fairy Tale Manual” Writing Prompt

The Brothers Grimm wrote fairy tales more than two hundred years ago. We read them today because they are fun, exciting, and sometimes scary! If someone wants to write a fairy tale, how would they start? What should go in the story?

From what you’ve learned about fairy tales and how to write informative text, you are just the right person to write a Do-It-Yourself Fairy Tale Manual! Your manual will help others learn how to write a fairy tale. The manual will explain what goes into a fairy tale and the steps for writing one.



Check for Understanding

Have students describe the purpose of the writing prompt.

- » Answers may vary but should include writing a book or manual to explain how to write a fairy tale.

RESEARCH: ELEMENTS OF FAIRY TALES (15 MIN.)

- Project the Elements of Fairy Tales: Sleeping Beauty chart.
- Remind students that they have been learning about the elements of a fairy tale in Domain 9, *Fairy Tales*.
- Briefly review each element in the chart as it relates to the story “Sleeping Beauty.”

➤ **Elements of Fairy Tales: Sleeping Beauty chart**

| Elements of Fairy Tales
Sleeping Beauty | |
|---|--|
| Setting(s) | |
| Where
king's castle | When
once upon a time/a long time ago |
| Characters | |
| Real
king
queen
princess
prince | Magical
fairies |
| Fantasy (events) <ul style="list-style-type: none"> the fairies' gifts to the young princess the evil and good spells the sleeping enchantment | |
| Problems <ul style="list-style-type: none"> the thirteenth fairy's evil spell The princess pricks her finger on a spinning wheel and falls asleep for one hundred years. | Solutions <ul style="list-style-type: none"> The twelfth fairy softens the curse; the king orders that all spindles should be burned. The prince kisses the princess, and she wakes up. |
| Ending
happily ever after | |

- Explain that elements in the chart will help students gather the research they will need to create their Do-It-Yourself Fairy Tale Manuals.
- Distribute Activity Page 3.1.

Activity Page 3.1





Access

Entering/Emerging

Provide questions with selected choice answers, such as “Is a fairy a real person or a magical character?”

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Encourage students to expand their sentences when giving responses.

- Explain that students will write down some ideas in each section, but during this lesson they will only be working on setting and characters.
- Use the chart below as a guide during the next portion of the lesson.

| Elements of Fairy Tales | |
|--|---|
| Setting(s) | |
| Where <ul style="list-style-type: none">• king’s castle• forest• tower• garden• palace | When <ul style="list-style-type: none">• once upon a time• a long time ago |
| Characters | |
| Real <ul style="list-style-type: none">• king• queen• princess• prince• man• woman | Magical <ul style="list-style-type: none">• fairies• talking animal• witch• elf |

- Tell students that fairy tales must have a setting that explains where and when the story takes place. Have students provide some examples of places where a fairy tale can take place. Tell them to think about some of the places in the fairy tales they have already heard. Write these ideas on chart paper or the board and tell students to record the information in the box titled Where in the chart. Responses can include faraway lands, castles, forests, towers, gardens, palaces, etc.
- Ask students when most fairy tales take place. Remind them that there are often clues at the beginning of the story (once upon a time, a long time ago, etc.) Write these ideas on chart paper or the board and tell students to record this information in the box titled When in the chart.
- Remind them that fairy tales have both real and magical characters in them. Have students provide examples of characters who were real people in the stories they have heard so far (king, queen, princess, prince, man, woman, etc.) Write the ideas on chart paper or the board and have students record them in the box titled Real in the chart.

- Have students name some magical creatures they have heard about in fairy tales. Record the ideas on chart paper or the board and tell students to record the information in the box titled Magical in the chart.
- Tell students that they will work on the rest of the elements of fairy tales in the next Writing Studio lesson. Tell them to store Activity Page 3.1 or collect to redistribute in the next lesson.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students discuss the following question with a partner:
 - *Why are there magical characters in fairy tales?*

End Lesson

4

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information about the elements of a fairy tale.

FORMATIVE ASSESSMENT

Activity Page 4.1

Elements of Fairy Tales Students collect and record information about fairy tales.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Fairy Tale Research | Whole Group | 5 min. | ☐ Activity Page 3.1 |
| Research: Elements of Fairy Tales | Whole Group | 20 min. | ☐ Activity Page 4.1 |
| Wrap-Up | Partner | 5 min. | ☐ Activity Page 3.1
☐ Activity Page 4.1 |

ADVANCE PREPARATION

- Prepare to project the Elements of Fairy Tales: Sleeping Beauty chart, found in Teacher Resources.
- Prepare to project Activity Page 4.1.
- Prepare to distribute student copies of Activity Page 4.1.
- Prepare to use chart paper or the board to record ideas during the Research activity.

Universal Access

- Have students find and describe the following in images from the Domain 9 Flip Book:
 - magical objects
 - events
 - problems and solutions
 - ending

Lesson 4

Developing Informative Writing



Primary Focus: Students gather information about the elements of a fairy tale.

CONNECTIONS: REVIEW FAIRY TALE RESEARCH (5 MIN.)

- Tell students to take out Activity Page 3.1. Review the elements of a fairy tale you have covered so far. Tell students that today they will gather the rest of the information about fairy tales that they will need to write the Do-It-Yourself Fairy Tale Manual.



Check for Understanding

Have students explain why gathering research before writing about a topic is important.

- » Answers may vary but should include that informative writing needs facts and details to help the reader understand more about the topic.

RESEARCH: ELEMENTS OF FAIRY TALES (20 MIN.)

- Project the Elements of Fairy Tales: Sleeping Beauty chart.
- Remind students that they have been learning about the elements of fairy tales in Domain 9, *Fairy Tales*.
- Explain that they will continue to gather research about fairy tales in today's lesson. Briefly review the sections in the chart titled Fantasy (events), Problems, Solutions, and Ending as they relate to the story of Sleeping Beauty.

➤ Elements of Fairy Tales: Sleeping Beauty chart

| Elements of Fairy Tales
Sleeping Beauty | |
|---|--|
| Setting(s) | |
| Where
king's castle | When
once upon a time/a long time ago |
| Characters | |
| Real
king
queen
princess
prince | Magical
fairies |
| Fantasy (events) <ul style="list-style-type: none"> the fairies' gifts to the young princess the evil and good spells the sleeping enchantment | |
| Problems <ul style="list-style-type: none"> the thirteenth fairy's evil spell The princess pricks her finger on a spinning wheel and falls asleep for one hundred years. | Solutions <ul style="list-style-type: none"> The twelfth fairy softens the curse; the king orders that all spindles should be burned. The prince kisses the princess, and she wakes up. |
| Ending
happily ever after | |

- Distribute Activity Page 4.1.

Support

Review events, problems, solutions, and endings of additional stories students have read or heard in class to provide further examples.

Challenge

Have students create a possible problem in a fairy tale that could be solved with magic.

Activity Page 4.1



- Use the chart below as a guide during the next portion of the lesson.

| Elements of Fairy Tales | |
|---|---|
| Fantasy (events) <ul style="list-style-type: none"> • good spells • evil spells • magical objects • talking animals | |
| Problems <ul style="list-style-type: none"> • a challenge • an obstacle • something that goes wrong • something that needs to change | Solutions <ul style="list-style-type: none"> • how the problem is fixed |
| Endings <ul style="list-style-type: none"> • happy • happily ever after | |



Access

Entering/Emerging

Provide yes or no questions, such as “Is casting a spell a fantasy event?”

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Encourage students to expand on their ideas shared aloud.

- Ask students what the beginning, middle, and end of a narrative are called.
 - » the plot
- Explain that in fairy tales, the plot contains the events, problems, solutions, and story ending.
- Remind students that fairy tales have some things that happen that are magic or fantasy. These fantasy events often cause or help to solve problems that characters have. Ask students to list some fantasy or magical events that have happened in the fairy tales they have heard so far.
 - » Answers may vary but could include the evil and good spells in the Sleeping Beauty story.
- Write the ideas on chart paper or the board and tell students to record the information in the box titled Fantasy in the chart. Responses can include good or evil spells, objects that cause magical things to happen, animals that talk, solving a riddle, etc.
- Explain that the problem in a story is something that challenges a character and is something they want to fix or change. In a fairy tale, a character always has a problem that needs to be solved. Have students share some problems they remember from fairy tales they have heard.
 - » Answers may vary but could include that Cinderella wants to go to the ball.

- Tell students to write their definition of a problem in the box titled Problem in the chart.
- Ask students to write their definition of a solution in the box titled Solution in the chart.
- Have students share the endings of some of the fairy tales they have heard. Ask students what the endings have in common.
 - » Answers may vary but should include that fairy tales have happy endings.
- Tell students to write down the type of ending a fairy tale should have in the box titled Endings.
- Tell students they will begin writing their Do-It-Yourself Fairy Tale Manuals in the next Writing Studio lesson.

WRAP-UP (5 MIN.)

- Have students work with partners to compare and contrast the information they have collected in Activity Pages 3.1 and 4.1.
- Tell them to store Activity Pages 3.1 and 4.1 or collect to redistribute in the next lesson.

End Lesson

5

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students compose “how to” manuals to explain how to write a fairy tale.

FORMATIVE ASSESSMENT

Do-It-Yourself Fairy Tale Manual

Do-It-Yourself Fairy Tale Manual Students describe how to write fairy tales.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review the Writing Prompt | Whole Group | 3 min. | <input type="checkbox"/> “Do-It-Yourself Fairy Tale Manual” Writing Prompt |
| Writing: Fairy Tale Elements | Independent | 24 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Do-It-Yourself Fairy Tale Manual
<input type="checkbox"/> Drawing tools |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Do-It-Yourself Fairy Tale Manual |

ADVANCE PREPARATION

- Prepare to project the “Do-It-Yourself Fairy Tale Manual” Writing Prompt, found in Teacher Resources.
- Prepare student copies of the Do-It-Yourself Fairy Tale Manual, available as a Blackline Master in Teacher Resources. You may wish to staple the books together in advance. You may provide additional drafting paper if students need additional pages.

Universal Access

- Review the elements of fairy tales with students. Read the following sentence starters aloud and have students orally complete the sentence.
 - Kings, queens, princes, and other people are...
 - Fairy tales take place...
 - The name *fairy tale* means...
 - Magical characters...

Lesson 5

Developing Informative Writing



Primary Focus: Students compose “how to” manuals to explain how to write a fairy tale.

CONNECTIONS: REVIEW THE WRITING PROMPT (3 MIN.)

- Project the “Do-It-Yourself Fairy Tale Manual” Writing Prompt.
- Read the writing prompt aloud:

► “Do-It-Yourself Fairy Tale Manual” Writing Prompt

The Brothers Grimm wrote fairy tales more than two hundred years ago. We read them today because they are fun, exciting, and sometimes scary! If someone wants to write a fairy tale, how would they start? What should go in the story?

From what you’ve learned about fairy tales and how to write informative text, you are just the right person to write a Do-It-Yourself Fairy Tale Manual! Your manual will help others learn how to write a fairy tale. The manual will explain what goes into a fairy tale and the steps for writing one.

- Remind students that they have already gathered information about the elements of a fairy tale, so they will have facts and details to use in their writing.

**Check for Understanding**

Have students explain the purpose of the manual.

- » Answers may vary but should include explaining how to write a fairy tale.

WRITING: FAIRY TALE ELEMENTS (24 MIN.)

- Tell students to take out Activity Page 3.1 or redistribute.
- Distribute the Do-It-Yourself Fairy Tale Manuals. Tell students to write their name underneath the word *By* on the cover. Explain that they will illustrate the cover in a later Writing Studio lesson.
- Tell students to look through the pages of the manual. Explain that each page has a purpose and they will work on them over the next few Writing Studio lessons.
- Tell them that today they will work on writing sentences for the fairy tale elements of setting and characters.
- Tell students to turn to the page titled Setting.
- Review the information they gathered on Activity Page 3.1 regarding setting. Remind students that *setting* refers to where and when the story takes place.
- Brainstorm some sentences that they could write to describe how to write about the settings of fairy tales. Tell students that they may want to include some temporal words to help the reader know the sequence for writing a fairy tale. Provide an example, such as, “First, the fairy tale needs to have a setting, such as a castle.” After a brief discussion, tell students to write a sentence or sentences about the setting. Remind students that a sentence begins with a capital letter and ends with an end mark, such as a period.
- Tell students that if they need more room to write, you can provide them with an extra sheet of writing paper (see Advance Preparation).
- Tell students to turn to the page titled Characters.
- Review the information they gathered on Activity Page 3.1 regarding characters. Remind students that some characters in fairy tales are real people, and some are magical.
- Brainstorm some sentences that they could write to describe the different types of characters in fairy tales. Tell students that they may want to include some temporal words to help the reader know the sequence for writing a fairy tale. Provide an example, such as, “Next, the writer needs to create characters.” After a brief discussion, tell students to write a sentence or sentences about the different types of fairy tale characters.
- After students have finished writing their sentences, have them illustrate the pages they worked on during the lesson.



Access

Entering/Emerging

Provide sentence frames, such as “Fairy tales take place a _____ time ago.”

Transitioning/Expanding

Provide sentence starters such as “Fairy tales have characters like...”

Bridging

Encourage students to use domain-related vocabulary in their sentences.

Support

Work with a small group to assist in constructing complete sentences.

Challenge

Encourage students to use descriptive words in their writing.

- Tell students to store the Do-It-Yourself Fairy Tale Manual and Activity Page 3.1 or collect to redistribute.

WRAP-UP (3 MIN.)

- Divide students into pairs and have them read their sentences aloud to their partners.

~~~~~End Lesson~~~~~

# Developing Informative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students compose “how to” manuals to explain how to write a fairy tale.

## FORMATIVE ASSESSMENT

**Do-It-Yourself Fairy Tale Manual**

**Do-It-Yourself Fairy Tale Manual** Students describe how to write fairy tales.



## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                         |
|-------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                   |
| Connections: Review                             | Whole Group | 2 min.  |                                                                                                                                                   |
| Writing: Fairy Tale Elements                    | Independent | 25 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Do-It-Yourself Fairy Tale Manual<br><input type="checkbox"/> Drawing tools |
| Wrap-Up                                         | Partner     | 3 min.  |                                                                                                                                                   |

## ADVANCE PREPARATION

- Prepare to redistribute the Do-It-Yourself Fairy Manual and Activity Page 4.1 if collected in the previous lesson.

### Universal Access

- Review the elements of fairy tales with students. Read the following sentence starters aloud, and have students orally complete the sentence:
  - A fantasy event means...
  - The plot of a fairy tale should have...
  - The end of a fairy tale...

## Lesson 6

# Developing Informative Writing



**Primary Focus:** Students compose “how to” manuals to explain how to write a fairy tale.

**CONNECTIONS: REVIEW (2 MIN.)**

- Ask students to describe what they wrote about in the previous Writing Studio lesson regarding fairy tales.
  - » Answers may vary but should include that they wrote about setting and characters for a fairy tale.
- Ask them to predict what they will write about in today's lesson, based on the research they did on fairy tales.
  - » Answers may vary but should include writing about problem and solution, fantasy (events), and endings.

**Check for Understanding**

Have students explain the purpose of the manual.

- » Answers may vary but should include explaining how to write a fairy tale.

**WRITING: FAIRY TALE ELEMENTS (25 MIN.)**

- Tell students to take out the Do-It-Yourself Fairy Tale Manual and Activity Page 4.1 or redistribute.
- Tell them that today they will work on writing sentences for the fairy tale elements of problem and solution, fantasy and events, and the ending.
- Tell students to turn to the page titled Problem and Solution.
- Review the information they gathered on Activity Page 4.1 regarding the problem and solution in a fairy tale. Remind students that in fairy tales, a character always has a problem that must be solved.



## **Access**

### **Entering/Emerging**

Provide sentence frames  
such as “The plot  
in a fairy tale has  
a \_\_\_\_\_ and  
a \_\_\_\_\_.”

### **Transitioning/Expanding**

Provide sentence starters  
such as “The plot of a  
fairy tale...”

### **Bridging**

Encourage students  
to use domain-  
related vocabulary in  
their sentences.

## **Support**

Work with a small group  
to assist in constructing  
complete sentences.

## **Challenge**

Encourage students to  
use descriptive words in  
their writing.

- Brainstorm some sentences that they could write to describe problems and solutions in fairy tales. Tell students that they may want to include some temporal words to help the reader know the sequence for writing a fairy tale. Provide an example, such as, “After deciding on the setting and characters, the writer needs to figure out a problem and solution that happens in the plot.” After a brief discussion, tell students to write a sentence or sentences about a problem and solution in fairy tales. Remind students that a sentence begins with a capital letter and ends with an end mark, such as a period.
- Tell students that if they need more room to write, you can provide them with an extra sheet of writing paper.
- Tell students to turn to the page titled Fantasy (Events).
- Review the information they gathered on Activity Page 4.1 regarding fantasy and the events that happen in the plot. Remind students that sometimes a fantasy event, such as an evil spell being cast by a witch, causes the problem that has to be solved. Sometimes, a magical event helps to solve a problem, like when a princess kisses a frog to break a spell.
- Brainstorm some sentences they could write to describe the different types of events, both real and fantasy, that happen in fairy tales. Tell students that they may want to include some temporal words to help the reader know the sequence for writing a fairy tale. Provide an example, such as, “The next step is to figure out what events happen in the plot.” After a brief discussion, tell students to write a sentence or sentences about the events.
- Tell students to turn to the page titled Ending.
- Review the information they gathered on Activity Page 4.1 regarding the ending of a fairy tale. Remind students that fairy tales have happy endings.
- Brainstorm some sentences that they could write to describe fairy tale endings. Tell students that they may want to include some temporal words to help the reader know the sequence for writing a fairy tale. Provide an example, such as, “Finally, a fairy tale has to have a happy ending.” After a brief discussion, tell students to write a sentence or sentences about the events.

- After students have finished writing their sentences, have them illustrate the pages they worked on during the lesson.
- Tell students to store their Do-It-Yourself Fairy Tale Manuals and Activity Page 4.1, or collect to redistribute.

---

**WRAP-UP (3 MIN.)**

- Divide students into pairs and have them read their sentences aloud to their partners.

~~~~~End Lesson~~~~~

7

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students compose “how to” manuals to explain how to write a fairy tale.

FORMATIVE ASSESSMENT

Do-It-Yourself Fairy Tale Manual

Do-It-Yourself Fairy Tale Manual Students describe how to write fairy tales.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review | Whole Group | 2 min. | |
| Writing: Introduction and Conclusion | Independent | 25 min. | <input type="checkbox"/> Do-It-Yourself Fairy Tale Manual
<input type="checkbox"/> Drawing tools |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to redistribute the Do-It-Yourself Fairy Manual if collected in the previous lesson.

Universal Access

- Review a few types of sentences and the proper punctuation for each. Students are not expected to know the terms in parentheses. Work with students to create a sentence for each of the following:
 - questions (interrogative)
 - statements (declarative)
 - exciting statements (exclamatory)

Lesson 7

Developing Informative Writing



Primary Focus: Students compose “how to” manuals to explain how to write a fairy tale.

CONNECTIONS: REVIEW (2 MIN.)

- Tell students that they will finish the writing in their Do-It-Yourself Fairy Tale Manuals in today’s lesson.



Check for Understanding

Ask students to explain why the Do-It-Yourself Fairy Tale Manual is informative.

- » Answers may vary but should include that it explains or informs the reader how to do something and has facts and details.

WRITING: INTRODUCTION AND CONCLUSION (25 MIN.)

- Tell students to take out the Do-It-Yourself Fairy Tale Manual or redistribute.
- Tell them that today they will work on writing an introduction and conclusion for their manuals.
- Remind them that the purpose of the manual is to help the reader learn how to write a fairy tale. Explain that the introduction should explain the purpose of the informative writing, but it should also be interesting enough to make them want to read more.
- Explain that the word *hook* is used to describe the first sentence in writing that grabs the reader’s attention, because it “hooks” them like a fisherman catches a fish.

- Explain that there are different ways to catch a reader’s attention. List the following on the board and discuss with the students. Your class may come up with more examples.
 - question (Would you like to learn how to write a fairy tale?)
 - interesting fact (Fairy tales have been around for hundreds of years.)
 - opinion (Fairy tales are fun to write.)
 - statement (I can teach you how to write a fairy tale.)
 - exciting statement (I can teach you how to write a fairy tale!)
- Tell students to turn to the page titled Introduction.
- Tell them to write a hook sentence that introduces their manual.
- Have them write a second sentence that explains the purpose of the manual. Brainstorm possible sentences they could write.
- Have students turn to the page titled Conclusion.
- Remind students that a conclusion in informative writing restates the topic stated in the introduction. Have students share some of their introductions, then brainstorm ideas for writing a conclusion.
- After students have finished writing their sentences, have them illustrate the pages they worked on during the lesson.
- Tell students to store their Do-It-Yourself Fairy Tale Manuals, or collect to redistribute.
- A sample completed manual appears in Lesson 8.

WRAP-UP (3 MIN.)

- Ask students what they think was the easiest part of writing the manual and what was the most difficult.
 - » Answers may vary but should reflect the writing process for the manual.
- Tell students that in the next Writing Studio lesson they will share their writing with partners for feedback and completing the illustration on the front cover.

~~~~~End Lesson~~~~~



### Access

#### Entering/Emerging

Provide sentence frames, such as “This book will help you learn how to write \_\_\_\_.”

#### Transitioning/Expanding

Provide sentence starters, such as “If you want to write a fairy tale...”

#### Bridging

Encourage students to use descriptive words in their writing.

### Support

Work with a small group to assist in constructing complete sentences.

### Challenge

Have students create a sentence for each type of hook—question, interesting fact, opinion, and statement.



## 8

# Developing Informative Writing

**PRIMARY FOCUS OF LESSON**

Students use feedback from peers to revise writing.

**FORMATIVE ASSESSMENT**

**Do-It-Yourself Fairy Tale Manual**

**Do-It-Yourself Fairy Tale Manual** Students add a detail to writing based on feedback from peers.

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                           |
|-------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                     |
| Connections: Review Feedback                    | Whole Group | 2 min.  |                                                                                                     |
| Giving and Receiving Feedback                   | Partner     | 12 min. | <input type="checkbox"/> Do-It-Yourself Fairy Tale Manual<br><input type="checkbox"/> Drawing tools |
| Revising and Illustrating                       | Partner     | 13 min. | <input type="checkbox"/> Do-It-Yourself Fairy Tale Manual<br><input type="checkbox"/> Drawing tools |
| Wrap-Up                                         | Partner     | 3 min.  |                                                                                                     |

## ADVANCE PREPARATION

- Prepare to redistribute the Do-It-Yourself Fairy Tale Manual if collected in the previous lesson.
- You may wish to predetermine student partners for the Giving and Receiving Feedback activity.
- Prepare to use the *First Grade Writing Rubric: Informative/Explanatory Writing*, found in Teacher Resources, to assess students' completed informative writing.

**Note:** Teachers may choose a variety of ways to publish writing. Choices include:

- creating a slide show using slide presentation software
- using word processing programs to publish each student's book
- working with students to choose online images to add to their books

### Universal Access

- Review adding details by asking students how to improve the following sentence:
  - *Fairy tales have characters.*

- Ask students what details are missing from the sentence that will help a reader better understand the kinds of characters found in fairy tales. Work with students to revise the sentence to include additional details.

Start Lesson

## Lesson 8

# Developing Informative Writing



**Primary Focus:** Students use feedback from peers to revise writing.

### CONNECTIONS: REVIEW FEEDBACK (2 MIN.)

- Remind students that they have been giving and receiving feedback on their writing through multiple Writing Studio units. Ask students to list some important things to remember when giving feedback.
  - » Answers may vary but should include telling the writer what you like, asking questions, and offering suggestions on how they can improve their writing by adding details.



### Check for Understanding

Ask students what they should be doing while their partner is giving feedback.

- » Answers may vary but could include listening to what their partner has to say and being respectful.

## Support

Remind students that details help describe things like who, what, where, when, why, and how.

## Challenge

Have students explain how a particular detail improves their writing.

### GIVING AND RECEIVING FEEDBACK (12 MIN.)

- Tell students to take out the Do-It-Yourself Fairy Tale Manual or redistribute.
- Divide students into pairs to give and receive feedback.
- Tell them the writer will read their writing aloud to the listener.
- Tell them the listener will listen for a place the writer can add a detail.
- Make sure that both partners have given and received feedback.

- Have students share a piece of feedback they received from a partner.
- Feedback will vary but should relate to the material shared. For example, students may suggest adding a detail about what kind of magic might happen in a fairy tale.

## REVISING AND ILLUSTRATING (13 MIN.)

- Tell students to reread their writing and add a detail they received during feedback or that they thought of themselves. They should also finish any writing that has not been finished during this time before illustrating the front cover of the manual.
- Collect the Do-It-Yourself Fairy Tale Manuals for assessment.

**Note:** Use the *First Grade Writing Rubric: Informative/Explanatory Writing* to assess students' informative writing and to compare with the Pre-Assessment given in Unit 5, Lesson 1.

- Answers may vary, but sample manual text follows. Remember that student versions should include illustrations.

### Do-It-Yourself Fairy Tale Manual

By Jamie H.

#### Introduction

Fairy tales are fun to read. They can also be fun to write. They have some important elements.

#### Setting

Fairy tales often take place in special settings. These might be a castle, a palace, or a tower. They often take place a long time ago.

#### Characters

Fairy tale characters can be real or magical. Real characters are boys and girls or princesses and princes. Magical ones are witches and fairies.



## Access

### Entering/Emerging

Ask yes or no questions, such as “Do you think you should add a picture of a fairy to the Characters page?”

### Transitioning/Expanding

Work one-on-one with students to assist them in finding places where details can be added.

### Bridging

Encourage students to find additional places to add descriptive words and domain vocabulary to their writing.

### **Problem and Solution**

Another element of fairy tales is the problem and solution. A character has a problem to solve. The solution is how it is solved.

### **Fantasy (Events)**

Every fairy tale has fantasy events. They are magical things like casting spells.

### **Ending**

A fairy tale ending is always happy. It is when the problem is solved.

### **Conclusion**

Now you know all the important elements of a fairy tale. You can write one too!

---

### **WRAP-UP (3 MIN.)**

- Think-Pair-Share: Have students work with a partner to come up with a way to share their Do-It-Yourself Fairy Tale Manuals with others.
- Have pairs share their ideas aloud with the class.

---

End Lesson

Writing Studio 7

---

# Purposeful Writing

---





# Contents

## PURPOSEFUL WRITING

### Lesson 1 297

#### Purposeful Writing (30 min.)

- Connections: Why Do You Write?
- How Could You Write?
- How Would You Write?
- Wrap-Up

### Lesson 2 302

#### Purposeful Writing (30 min.)

- Connections: Review Audience
- Text Types
- Wrap-Up

### Lesson 3 306

#### Purposeful Writing (30 min.)

- Connections: Review Text Types and Purposes
- Introduce the Prompt: Purposeful Writing
- Discussion: Text Types
- Wrap-Up

### Lesson 4 311

#### Purposeful Writing (30 min.)

- Connections: Review Purposeful Writing Activity
- Planning
- Wrap-Up

### Lesson 5 315

#### Purposeful Writing (30 min.)

- Connections: Review Purposeful Writing Activity
- Writing: Life on the Frontier
- Wrap-Up



## Lesson 6

319

### Purposeful Writing (30 min.)

- Connections: Review Giving and Receiving Feedback
- Writing: Life on the Frontier
- Giving and Receiving Feedback
- Wrap-Up

## Lesson 7

323

### Purposeful Writing (30 min.)

- Connections: Completing Drafts
- Revising and Illustrating
- Wrap-Up

## Lesson 8

327

### Purposeful Writing (30 min.)

- Connections: Preparing to Share
- Writing Celebration
- Wrap-Up

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students describe how they would write about Daniel Boone.

## FORMATIVE ASSESSMENT

**Activity Page 1.1**

**Daniel Boone** Students describe how they would write about Daniel Boone.

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials           |
|-------------------------------------|-------------|---------|---------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                     |
| Connections: Why Do You Write?      | Whole Group | 5 min.  |                     |
| How Could You Write?                | Whole Group | 10 min. |                     |
| How Would You Write?                | Whole Group | 10 min. | ☐ Activity Page 1.1 |
| Wrap-Up                             | Partner     | 5 min.  | ☐ Activity Page 1.1 |

## ADVANCE PREPARATION

- Prepare to project Activity Page 1.1.
- Prepare student copies of Activity Page 1.1.
- Prepare to use chart paper for the How Can We Write? activity.

**Note:** Students will not publish a final, error-free copy of the final writing activity at the end of this unit. If you wish to have students publish a final copy or incorporate technology, you will need to schedule additional time outside of the Writing Studio lessons.

### Universal Access

- Read brief passages from a variety of different text types and ask students to describe the purpose of the writing.

## Lesson 1

# Purposeful Writing



**Primary Focus:** Students describe how they would write about Daniel Boone.

## CONNECTIONS: WHY DO YOU WRITE? (5 MIN.)

- Remind students that they have written many different types of text during Writing Studio lessons.
- Ask students to name the types of writing they have done in the Writing Studio units.
  - » opinion, narrative, and informative/explanatory
- Have students name some of the topics they have written about.
  - » Answers may vary but could include retelling a fairy tale, their favorite Egyptian, comparing and contrasting deciduous forests and rainforests, etc.
- Tell students that writing has many purposes, but one of the most important things about writing is that it can be shared with others.

## HOW COULD YOU WRITE? (10 MIN.)

- Tell students that writing can be presented in different ways, depending on the purpose or audience.
- Ask students to define the word *audience*.
  - » Answers may vary but may include people who watch something.
- Explain that in writing, the audience is the person or people for whom the writer creates the writing piece. The writer wants the audience to be entertained, informed, or persuaded by the writing.
- Explain that the audience for our writing can help us decide how to present the writing. For example, if we want to tell a story to other students, we might choose to write the story and include illustrations that show the characters and events in the story. If we would like the principal to give more time for recess, we might write a letter stating our opinion and reasons.
- Display chart paper and write *Types of Writing* at the top of the page.

- Have a class discussion about different ways to present, or publish, writing. Record students' ideas on chart paper and save for the next Writing Studio lesson. Responses may include:
  - essays
  - reports
  - books
  - stories
  - pictures
  - posters
  - charts or diagrams
  - letters



### Check for Understanding

Ask students to define the word *audience* for writing.

- » Answers may vary but should include the person or people meant to read the writing.

### HOW WOULD YOU WRITE? (10 MIN.)

- Remind students that they learned about the American frontier explorers during the Read-Alouds in Domain 11.
- Ask students to state some things that they have learned about Daniel Boone.
  - » Answers may vary but could include he was one of the first explorers of the land west of the original colonies, that he learned to be a woodsman from Native Americans, that he crossed the Appalachian Mountains through the Cumberland Gap, etc.
- Project and distribute Activity Page 1.1.

### ➤ Activity Page 1.1

#### Activity Page 1.1



- Explain that many things have been written about Daniel Boone for a variety of purposes and audiences. Tell students to imagine they were going to write about Daniel Boone. Tell them to think about for whom they would write, or the audience, and what kind of writing they would do.
- Read through Activity Page 1.1 and guide students in completing the sentences.
- Answers may vary, but sample answers include that students will write an opinion essay about Daniel Boone for their younger brother and sister.

### WRAP-UP (5 MIN.)

- Have students share their work with a partner to find similarities and differences in their writing.

End Lesson



### Access

#### Entering/Emerging

Provide a word bank for a possible audience (classmates, parents, friends) and writing type (book, essay, poster, drawing, etc.)

#### Transitioning/Expanding

Have students work with a partner during the activity.

#### Bridging

Encourage students to write complete words and phrases.

### Support

Prompt students to use the chart created in the How Could You Write? activity for ideas.

### Challenge

Ask students if changing the audience for the writing piece would change the type of writing they would do.

# 2

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students write about each writing text type.

## FORMATIVE ASSESSMENT

**Activity Page 2.1**

**Writing Text Types** Students write information about text types.

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                     |
|-------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                               |
| Connections: Review Audience        | Whole Group | 5 min.  |                                                                                               |
| Text Types                          | Independent | 20 min. | <input type="checkbox"/> Types of Writing chart<br><input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up                             | Partner     | 5 min.  |                                                                                               |

## ADVANCE PREPARATION

- Prepare to project Activity Page 2.1.
- Prepare student copies of Activity Page 2.1.
- Prepare to display the Types of Writing chart from the previous lesson.

### Universal Access

- Read brief passages from a variety of different text types and ask students to list the possible audience(s) for whom the pieces were written.



## Lesson 2

# Purposeful Writing



**Primary Focus:** Students write about each writing text type.

**CONNECTIONS: REVIEW AUDIENCE (5 MIN.)**

- Remind students that they discussed the word *audience* in the previous Writing Studio lesson.
- Ask students who the audience is when an author writes a piece.
  - » Answers may vary but should include the person or people for whom the author creates the writing or who the author wants to read the writing.
- Explain that a writer might present their work in different ways, depending on the audience. For example, if the author is writing about fables and the audience is other students in the class, they may want to write a story with illustrations to make it more entertaining. If the author is writing about the solar system for the whole school, they may want to create an informative poster so other students can learn from the facts and details.
- Tell students that during this unit, they will choose a text type to write for a specific purpose and audience.

**Check for Understanding**

Read the examples below and have students name the possible audience(s) for each type of writing.

- a poster that shows the steps for building a birdhouse
- an essay that explains why it is important to pick up litter
- a fable that explains why a rhinoceros has a horn

## TEXT TYPES (20 MIN.)

- Remind students that they have published writing in a variety of ways in each of three text types. Ask students to name the text types. Provide prompting, if needed.
  - » opinion, narrative, and informative/explanatory
- Display the Types of Writing chart from the previous lesson. Discuss how each way we present writing could fit into one or more of the three text types depending on topic, purpose, and audience.
- Project Activity Page 2.1 and distribute student copies.

### ➤ Activity Page 2.1

- Explain that they will describe each text type in words and pictures in the chart.
- Guide students through a brief discussion about each text type. Remind students to write the information on the graphic organizer on Activity Page 2.1. Key elements of each writing type include:
  - Opinion: expresses how the writer thinks or feels about something, gives reasons that support the opinion, and has a sense of closure
  - Informative/Explanatory: names a topic, provides facts and details about the topic, and has a sense of closure
  - Narrative: tells a story that is true or make-believe; has an introduction, characters, setting, a plot that sequences events, and an ending

## WRAP-UP (5 MIN.)

- Think-Pair-Share: Divide students into pairs and assign each pair one of the three text types. Have students think of and share an idea they could use to write a piece in their assigned text type.

~~~~~  
End Lesson

Activity Page 2.1



Support

Work with a small group to generate words and ideas related to each text type.

Challenge

Have students provide one way they could present or publish text in each of the text types.



Access

Entering/Emerging

Provide yes or no questions, such as "Is a story with characters an opinion piece?"

Transitioning/Expanding

Provide a word bank for the text types and have students put the correct words in each text type category.

Bridging

Encourage students to include details about each text type.

3

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students choose a text type for writing and explain why it works best for their audience and purpose.

FORMATIVE ASSESSMENT

Activity Page 3.1

Life on the Frontier Students explain why they chose a specific text type for writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Purposeful Writing (30 min.)			
Connections: Review Text Types and Purposes	Whole Group	5 min.	
Introduce the Prompt: Purposeful Writing	Whole Group	5 min.	❑ Writing Prompt for Purposeful Writing
Discussion: Text Types	Small Group	10 min.	❑ Activity Page 3.1
Wrap-Up	Independent	10 min.	❑ Activity Page 3.1

ADVANCE PREPARATION

- Prepare to project the Writing Prompt for Purposeful Writing, found in Teacher Resources.
- You may wish to predetermine small groups of three to four students each for the Discussion activity.
- Prepare student copies of Activity Page 3.1.
- Prepare to project Activity Page 3.1.

Note: In this unit, students are given a choice as to how they would like to present the final writing piece (book, essay, poster, story, etc.). You may wish to limit their choices for various reasons (logistical, developmental, etc.). If so, adjust the lessons accordingly.

Universal Access

- Read aloud from various texts and have students identify whether they are fiction or nonfiction, then have students identify to which text type the writing belongs.

Lesson 3

Purposeful Writing



Primary Focus: Students choose a text type for writing and explain why it works best for their audience and purpose.

CONNECTIONS: REVIEW TEXT TYPES AND PURPOSES (5 MIN.)

- Review the three text types, their purposes, and key elements.
 - Opinion: expresses how the writer thinks or feels about something, gives reasons that support the opinion, and has a sense of closure
 - Informative/Explanatory: names a topic, provides facts and details about the topic, and has a sense of closure
 - Narrative: tells a story that is true or make-believe; has an introduction, characters, setting, a plot that sequences events, and an ending

**Check for Understanding**

Provide students with a description of a writing piece and have them identify the correct text type. Example: an essay that tries to persuade the reader that the most difficult habitat for animals to survive in is the desert.

INTRODUCE THE PROMPT: PURPOSEFUL WRITING (5 MIN.)

- Project the Writing Prompt for Purposeful Writing and read aloud to the students.

➤ Writing Prompt for Purposeful Writing

Daniel Boone. Lewis and Clark. Those are just some of the explorers who blazed a trail west across the American frontier. They had many hardships in their journeys, but their sense of adventure and curiosity led them onward. Soon, many others traveled in their paths and settled in new homes across the land.

Do you know who might want to read about life on the frontier? Your family! You will write a piece that tells your family about frontier life in the days of Daniel Boone, Lewis and Clark, and others. You may choose to write an opinion, narrative, or informative/explanatory piece. Which one will work best?

- Ask students what topic they will write about.
 - » life on the frontier
- Ask them to describe the purpose of their writing.
 - » Answers may vary but should include telling their families about life on the American frontier.
- Ask students to identify the audience for their writing.
 - » family

DISCUSSION: TEXT TYPES (10 MIN.)

- Divide students into small groups of three to four students each as determined in Advance Preparation.
- Project Activity Page 3.1 and distribute copies to students.

➤ Activity Page 3.1

- Tell students to discuss in their groups some ideas that will make reading about life on the American frontier more interesting. Give students about three or four minutes to discuss.
- Have some groups share ideas aloud.
- Tell students that they will decide what type of text they will write to tell about life on the American frontier. Read aloud the list of text types on Activity Page 3.1. Explain that when they have decided, they will circle the name of the text type.
- Tell students to think about the reason that the text type will work best for the audience and write the reason in the first blank on Activity Page 3.1.

Activity Page 3.1



Support

Review the text types and their elements, if needed.



Access

Entering/Emerging

Provide an oral word bank for students that includes the text types and some publishing choices.

Transitioning/Expanding

Provide a written word bank that includes the text types and some publishing choices.

Bridging

Encourage students to use details to support their reason.

Challenge

Have students explain how the way writing is presented or published can make it more or less interesting to a reader.

- Answers may vary, but students should circle a text type, give a reason to support their choice, and identify a way to present the writing. For example, they may circle *opinion*, write that they think it will work best because their family likes to hear what they think or believe about things, and say they will present the opinion as a booklet.

WRAP-UP (10 MIN.)

- Tell students to think about how they would like to present their final writing. Would they like to write a story with illustrations? A poster? An essay? A book? Tell students to write the way they would like to present their writing in the second blank on Activity Page 3.1. Collect Activity Page 3.1 to redistribute in the next lesson.

~~~~~  
End Lesson  
~~~~~

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students gather and record information to plan writing.

FORMATIVE ASSESSMENT

Activity Page 4.1

Writing Ideas Students gather information to plan writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Purposeful Writing (30 min.)			
Connections: Review Purposeful Writing Activity	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Purposeful Writing <input type="checkbox"/> Activity Page 3.1
Planning	Independent	15 min.	<input type="checkbox"/> Activity Page 4.1
Wrap-Up	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 4.1

ADVANCE PREPARATION

- Prepare to redistribute Activity Page 3.1, collected in the previous lesson.
- Prepare to project the Flip Book for Domain 11, *Frontier Explorers*.
- Prepare student copies of Activity Page 4.1.

Universal Access

- Review the three writing text types, purposes, and key elements.
 - Opinion: expresses how the writer thinks or feels about something, gives reasons that support the opinion, and has a sense of closure
 - Informative/Explanatory: names a topic, provides facts and details about the topic, and has a sense of closure
 - Narrative: tells a story that is true or make-believe; has an introduction, characters, setting, a plot that sequences events, and an ending

Lesson 4

Purposeful Writing



Primary Focus: Students gather and record information to plan writing.

CONNECTIONS: REVIEW PURPOSEFUL WRITING ACTIVITY (5 MIN.)

- Read aloud the Writing Prompt for Purposeful Writing.

➤ Writing Prompt for Purposeful Writing

Daniel Boone. Lewis and Clark. Those are just some of the explorers who blazed a trail west across the American frontier. They had many hardships in their journeys, but their sense of adventure and curiosity led them onward. Soon, many others traveled in their paths and settled in new homes across the land.

Do you know who might want to read about life on the frontier? Your family! You will write a piece that tells your family about frontier life in the days of Daniel Boone, Lewis and Clark, and others. You may choose to write an opinion, narrative, or informative/explanatory piece. Which one will work best?

- Hand out Activity Page 3.1, collected in the previous lesson.
- Review Activity Page 3.1. Tell students that they will gather information in today's Writing Studio lesson to help them plan for the writing type they chose—opinion, narrative, or informative/explanatory.

**Check for Understanding**

Ask students to name the writing type they chose for the Purposeful Writing activity and how they will present the writing (book, essay, poster, etc.).

Activity Page 4.1



Support

Work with small groups to ensure students have recorded enough ideas and details to include in their writing.

Challenge

Have students explain why they recorded a specific detail and how they plan to use it in their writing.



Access

Entering/Emerging

Provide heavy support, including taking dictation or providing a word or picture bank.

Transitioning/Expanding

Provide moderate support, including providing a word bank associated with the frontier explorers studied so far.

Bridging

Encourage students to add details to their notes that will help make their writing more interesting.

PLANNING (15 MIN.)

- Project the Flip Book for Domain 11, *Frontier Explorers*.
- Distribute Activity Page 4.1 to students.
- Read the title and first sentence of the page aloud. Tell students to write the writing type they listed on Activity Page 3.1 in the blank to complete the sentence “I will write a...”
- Tell students that to help them get ideas for their writing, they will review images in the Flip Book about some of the frontier explorers and their travels. Read the caption above the writing/drawing space on Activity Page 4.1. Tell students to draw or write any ideas that they hear during the review that they want to include in their writing in the space. Tell them they may also write on the back of the page.
- Review information students have studied so far about frontier explorers and life on the frontier in the Domain 11 Read-Alouds. You may wish to record information with simple words or pictures on the board or chart paper for students to copy on Activity Page 4.1.
- Answers may vary, but students should write *opinion*, *informative*, or *narrative* at the top of the page and should include details or facts about the frontier in the box.

WRAP-UP (10 MIN.)

- Have a class discussion about the information students have gathered and how it can be used to write an opinion, narrative, or informative/explanatory piece. For example, students can think about Daniel Boone as a character in a fictional narrative and make up an exciting adventure that may have happened on one of his journeys.
- Review the following with students:
 - Opinion: tells how the writer thinks or feels about something; uses phrases such as *I like*, *I think*, *I feel*, *my favorite*, *the best*
 - Narrative: tells a story that can be true or made up; has a beginning, middle, and end; uses words such as *once*, *first*, *next*, *then*, *finally*
 - Informative/Explanatory: gives facts and details about a topic
- Tell students to store Activity Page 4.1 or collect to redistribute in the next lesson. Collect Activity Page 3.1 to formatively assess students' understanding of opinion writing.

End Lesson

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students compose opinion, narrative, or informative/explanatory writing about life on the American frontier.

FORMATIVE ASSESSMENT

Activity Page 5.1

Life on the Frontier Students draft opinion, narrative, or informative writing about life on the American frontier.

LESSON AT A GLANCE

	Grouping	Time	Materials
Purposeful Writing (30 min.)			
Connections: Review Purposeful Writing Activity	Whole Group	5 min.	
Writing: Life on the Frontier	Independent	22 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Blank paper (for posters)
Wrap-Up	Whole Group	3 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> poster

ADVANCE PREPARATION

- Prepare student copies of Activity Page 5.1 (drafting paper, available as a Blackline Master). You will also need to distribute blank paper and drawing tools to students who chose to create a poster.

Universal Access

- Review Activity Page 4.1 with students and provide additional or missing information, if needed. Discuss how the information will be used in their writing.

Lesson 5

Purposeful Writing



Primary Focus: Students compose opinion, narrative, or informative/explanatory writing about life on the American frontier.

CONNECTIONS: REVIEW PURPOSEFUL WRITING ACTIVITY (5 MIN.)

- Remind students that they will compose in the writing type of their choice—opinion, narrative, or informative/explanatory—to tell their families about life on the American frontier.
- Remind them that they may present their writing as a book, story, essay, poster, or in some other way that their readers will enjoy.
- Review the following with students:
 - Opinion: tells how the writer thinks or feels about something; uses phrases such as *I like, I think, I feel, my favorite, the best*
 - Narrative: tells a story that can be true or made up; has a beginning, middle, and end; uses words such as *once, first, next, then, finally*
 - Informative/Explanatory: gives facts and details about a topic



Check for Understanding

Ask students why they are writing about life on the American frontier.

- » Answers may vary but should include to tell their families about the topic.

Activity Page 5.1



Support

Pull together small groups of students who are writing in the same text type and work together to compose writing.

Challenge

Encourage students to write in complete sentences using descriptive words and details.



Access

Entering/Emerging

Provide heavy support, including taking dictation.

Transitioning/Expanding

Provide oral sentence frames, such as "Frontier explorers had to _____ for their food."

Bridging

Encourage students to use details from their notes in their writing.

WRITING: LIFE ON THE FRONTIER (22 MIN.)

- Tell students to take out Activity Page 4.1 or redistribute. Have them briefly look over their notes for writing.
- Distribute Activity Page 5.1 (or blank paper for posters) to students. Explain that they will use the paper for their drafts.
- Tell students to think of a title that fits the type of writing they are doing and to write it at the top of the drafts. Tell students that "Frontier Life" is one example of a title they might use.
- Tell students they may begin writing their drafts.
- Circulate while students work to provide prompting and support.
- A sample draft appears in Lesson 8.

WRAP-UP (3 MIN.)

- Have some volunteers share their writing aloud. Ask students to identify what writing type the student has shared.
- Tell students to store their drafts or collect to redistribute.

End Lesson

Purposeful Writing

6

PRIMARY FOCUS OF LESSON

Students share their writing with peers, giving and receiving feedback to strengthen and improve writing.

FORMATIVE ASSESSMENT

Activity Page 5.1

Life on the Frontier Students give and receive feedback on writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Purposeful Writing (30 min.)			
Connections: Review Giving and Receiving Feedback	Whole Group	3 min.	
Writing: Life on the Frontier	Independent	14 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Giving and Receiving Feedback	Partner	10 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Wrap-Up	Whole Group	3 min.	

ADVANCE PREPARATION

- You may wish to predetermine partners for the Giving and Receiving Feedback activity.

Universal Access

- Work with groups to review their drafts and help students organize and add details to their writing.

Lesson 6

Purposeful Writing



Primary Focus: Students share their writing with peers, giving and receiving feedback to strengthen and improve writing.

CONNECTIONS: REVIEW GIVING AND RECEIVING FEEDBACK (3 MIN.)

- Remind students that they have been giving and receiving feedback on their writing through multiple units.
- Explain that good writers use feedback from others to help strengthen and improve their writing.
- Ask students to list important things to remember when giving feedback.
 - » Answers may vary but should include telling the writer what you like, asking questions, and offering suggestions on how they can improve their writing by adding details.



Check for Understanding

Ask students what they should be doing while their partner is giving feedback.

- » Answers may vary but could include listening to what their partner has to say and being respectful.

WRITING: LIFE ON THE FRONTIER (14 MIN.)

- Tell students to take out Activity Pages 4.1 and 5.1 (or poster) or redistribute.
- Tell them they will finish writing the drafts about the American frontier.
- Circulate while students work to provide prompting and support.

Support

Pull together small groups of students who are writing in the same writing type and work together to compose writing.

Challenge

Encourage students to write in complete sentences using descriptive words and details.



Access

Entering/Emerging

Provide heavy support, including taking dictation.

Transitioning/Expanding

Provide sentence starters, such as "Traveling over the Appalachian Mountains was..."

Bridging

Provide light support, including assisting students in writing in complete sentences.

GIVING AND RECEIVING FEEDBACK (10 MIN.)

- Divide students into pairs as determined in Advance Preparation.
- Tell each student to read their writing aloud to a partner for feedback.
- Remind students to tell the writer what they like about the writing, ask questions, and listen for a detail the writer can add to improve their writing.



Check for Understanding

Ask students to share a piece of feedback they received from their partner that will improve their writing.

- » Answers may vary but should reflect a detail they can add to improve writing. For example, students may suggest adding a detail to explain what made frontier life hard.

WRAP-UP (3 MIN.)

- Call on volunteers to explain what they need to do next to complete their writing.
- Tell students to store Activity Page 5.1 (or posters) or collect to redistribute.

End Lesson

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students use feedback from peers to revise writing.

FORMATIVE ASSESSMENT

Activity Page 5.1

Life on the Frontier Students revise writing using feedback from peers.

LESSON AT A GLANCE

	Grouping	Time	Materials
Purposeful Writing (30 min.)			
Connections: Completing Drafts	Whole Group	3 min.	
Revising and Illustrating	Independent	24 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Wrap-Up	Whole Group	3 min.	

ADVANCE PREPARATION

- Prepare to provide drawing tools for the Revising and Illustrating activity.

Note: If you wish to have students publish a final, error-free copy of the draft, or to incorporate technology to publish writing, please schedule additional time outside of the remaining Writing Studio lessons for students to complete those tasks.

Universal Access

- Work with groups to review their drafts and assist students with organizing and adding details to their writing.

Lesson 7

Purposeful Writing



Primary Focus: Students use feedback from peers to revise writing.

CONNECTIONS: COMPLETING DRAFTS (3 MIN.)

- Tell students that today they will complete their writing about frontier life by revising to add details and finishing the illustrations in their drafts.



Check for Understanding

Ask students to explain why it is important to revise writing.

- » Answers may vary but should include that revising makes the writing clearer and provides more information to the reader; it makes writing better.

REVISING AND ILLUSTRATING (24 MIN.)

- Have students take out Activity Page 5.1 (or posters) or redistribute.
- Tell them to reread their writing to make sure it is complete and makes sense. Tell them to make sure that they have written in complete sentences.
- Ask students to add to their writing one or two details that they received during feedback or that they thought of on their own.
- Provide drawing tools for each student.
- Tell students to complete the illustrations for their writing.
- Tell students to store Activity Page 5.1 (or poster) or collect to redistribute.

Support

Have students read their writing aloud to you and ask them if their writing makes sense. Provide support to help students clarify their ideas and write in complete sentences.

Challenge

Have students write captions or labels for their illustrations.



Access

Entering/Emerging

Work in small groups or one-on-one to review writing and provide additional feedback, or assist in writing.

Transitioning/Expanding

Review writing and prompt students to provide a descriptive word to highlight a detail they can add to their writing.

Bridging

Review writing and assist students in using more sentences or phrases instead of single words.

WRAP-UP (3 MIN.)

- Tell students that the final Writing Studio lesson will include a Writing Celebration where they will share their writing with their classmates. Ask students to name some things to remember when others are sharing.
 - » Answers may vary but should include listening quietly and being respectful.
- You may wish to include additional rules in your classroom.

End Lesson

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students share completed opinion, narrative, or informative/explanatory writing that tells about life on the American frontier.

FORMATIVE ASSESSMENT

Activity Page 5.1

Life on the Frontier Students share completed writing about life on the frontier.

LESSON AT A GLANCE

	Grouping	Time	Materials
Purposeful Writing (30 min.)			
Connections: Preparing to Share	Independent	3 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Writing Celebration	Whole Group	24 min.	<input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters
Wrap-Up	Whole Group	3 min.	

ADVANCE PREPARATION

- You may wish to predetermine the order in which students will share during the Writing Celebration activity.
- You may wish to invite guests such as parents, administrators, or other classes for the Writing Celebration activity.
- Prepare to use the *First Grade Writing Rubric: Opinion Writing*, *First Grade Writing Rubric: Narrative Writing*, or *First Grade Writing Rubric: Informative/Explanatory Writing*, found in Teacher Resources, to assess the students' completed writing.

Note: If you wish to have students publish a final, error-free copy of the draft, or to incorporate technology to publish writing, please schedule additional time for students to complete those tasks.

Universal Access

- Prepare students for sharing aloud by having them read to you one-on-one. Discuss ways to improve how they present writing.

Lesson 8

Purposeful Writing



Primary Focus: Students share completed opinion, narrative, or informative/explanatory writing that tells about life on the American frontier.

CONNECTIONS: PREPARING TO SHARE (3 MIN.)

- Tell students to take out Activity Page 5.1 (or posters) or redistribute.
- Tell them to practice reading their writing aloud in quiet voices in preparation for sharing.
- Remind students that when they read aloud to the class, their voice should be loud enough for everyone to hear. Remind them that when they read with expression, it is more interesting for the listener.
- Remind students that the purpose of the writing was to tell their family members about life on the American frontier.



Check for Understanding

Ask students if the way they share their writing could also help interest the audience in the writing.

- » Answers may vary but students should understand that the way they share will affect the audience.

WRITING CELEBRATION (24 MIN.)

- Remind students to be respectful listeners while others are sharing.
- Have each student share their writing with the class.

Support

Remind students to speak loudly enough for the audience to hear when they share.

Challenge

Have students explain why the writing type they chose worked well for the audience and purpose.



Access

Entering/Emerging

Assist students during sharing by asking them yes or no questions about their writing, such as "Were Lewis and Clark brave?"

Transitioning/Expanding

Provide moderate support while students present, such as prompting them to describe a drawing.

Bridging

Encourage students to use expressive voices while they are reading aloud.

- When the celebration is complete, collect students' writing for assessment. You may also choose to add an additional final publishing step before assessment.
- Answers will vary, but a sample completed piece of writing follows.

Frontier Life Is Not For Me!

The frontier explorers were important to America, but I would not want to be a frontier explorer.

One reason I would not want to live on the frontier is that it was hard to get there. You had to cross tall mountains in a wagon. There were not good roads or paths. It was hard and took a long time.

Another reason I would not want to live on the frontier is that it was far away from everyone. Today you can take an airplane to get places fast. But if you moved to the frontier you might never visit your old home again.

These are some reasons I would not want to live on the frontier. Our town is great for me!

Note: Use the *First Grade Writing Rubric: Opinion Writing*, *First Grade Writing Rubric: Narrative Writing*, or *First Grade Writing Rubric: Informative/Explanatory Writing* to assess writing.

WRAP-UP (3 MIN.)

- Have students explain whether they think their writing will help their families understand more about life on the American frontier.
- Tell students you will give their writing back to them so they can share their writing with family members. You may wish to have a follow-up discussion with students after they have shared with their families to see if they felt their writing was effective.

End Lesson

Core Knowledge Language Arts

Amplify

Senior Vice President and General Manager, K-8 Humanities

LaShon Ormond

Chief Product Officer

Alexandra Walsh

Chief Academic Officer

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Vice President, Editorial

Genya Devoe, Executive Director

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Oralia Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Sean McBride, Content and Instructional Specialist

Christina Cox, Managing Editor

Product and Project Management

Amber Ely, Director of Product, K-8 Humanities

Elisabeth Hartman, Associate Product Manager

Melissa Cherian, Executive Director, Strategic Projects

Catherine Alexander, Senior Project Manager, Spanish Language Arts

Leslie Johnson, Director, Commercial Operations, K-8 ELA

Zara Chaudhury, Project Manager, K-8 ELA

Patricia Beam Portney, Project Coordinator

Tamara Morris, Project Coordinator, K-8 Humanities

Design and Production

Tory Novikova, Senior Product Design Director

Erin O'Donnell, Senior Product Design Manager

Contributors

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Bill Cheng

Sherry Choi

Stuart Dalgo

Edel Ferri

Nicole Galuszka

Parker-Nia Gordon

Ken Harney

Molly Hensley

David Herubin

Isabel Hetrick

Ian Horst

Sara Hunt

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Kristen Kirchner

James Mendez-Hodes

Emily Mendoza

Christopher Miller

Lisa McGarry

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Sheri Pineault

Diana Projansky

Dominique Ramsey

Todd Rawson

Max Reinhardsen

Mia Saine

Jennifer Skelley

Nicole Stahl

Julia Sverchuk

Flore Thevoux

Elizabeth Thiers

Jeanne Thornton

Amanda Tolentino

Paige Womack

Amy Xu

Jules Zuckerberg

Image Credits

Writing Studio 1: Shutterstock; **Writing Studio 2:** Shutterstock; **Writing Studio 3:** Shari Darley Griffiths, Shutterstock; **Writing Studio 4:** Shutterstock; **Writing Studio 5:** Alisa Haggard, Shutterstock; **Writing Studio 6:** Kristin Kwan, Shutterstock; **Writing Studio 7:** Dustin Mackay, Library of Congress, Prints & Photographs Division, LC-USZ62-16240

