

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel through a Text Type

Grade 5 Unit 3

Personal Expertise - Information Writing



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BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---

Dr. Sandy Biondo

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 - 1. How does the beginning or introduction tend to go? What is included?
 - 2. How does the middle part or body tend to go? What is included?
 - 3. How does the ending or conclusion tend to go? What is included?
 - 4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details such as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: [Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices](#).

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

Day 1 Goal 1: Develop Background Knowledge

Mark Up Discoveries of Information Text – Whole Class

Day 2 Goal 1: Develop Background Knowledge

Part A - Mark Up Discoveries of Information Text – Partnership Work

Part B – Box It and Mark It

Day 3 Goal 1: Develop Background Knowledge

Continue Day 2 work if more time is needed

Day 4 Goal 2: Generate Possible Writing Ideas

Linking Mentor Text with Writing Ideas

Day 5 Goal #3: Try It – Shared Class Writing – Begin a Class “Flash” Draft

Teaching Others What We Know!

IMMERSION Goal #1 – Develop Background Knowledge

Day 1 – Mark Up Discoveries of Information Text (Whole Class)

Teacher Preparation Prior to Day 1 of Immersion

Select a few information books that you will share with students during Reading Aloud with Accountable Talk (Interactive Read Aloud) and/or Shared Reading. These selections should be a combination of published text, teacher authored work, student authored work and/or a class shared writing piece from a previous class. Read, enjoy and discuss these books. Teachers may need multiple reading sessions to accomplish this. Guide students in also seeing a pattern of what an information book is, its purpose and how it tends to go. Reading and discussion of these texts should be done prior to Day 1 and 2 Immersion lessons.

1. **Class Discussion to access prior knowledge of text type*** – *Today we will begin the study of another text type. It is called Personal Expertise or Information Writing. As young writers, you’ve authored “teaching text” since Kindergarten. What do you recall about information writing? Please note: It may be helpful to review noticings charts from 4th grade. Ask 4th grade teachers to share their completed Immersion charts.*
2. **Revisit the concept of Information Writing or Personal Expertise** – *As young writers, you will learn to author information books. You will write about something you know a lot about and could teach others. In other words, you will share information you have about a person, place, thing or activity. When a person knows a lot about something and shares that information, we say they have “personal expertise” on the topic. This means this person is like an expert on the topic or area they are teaching.*
3. **Revisit concept - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
 - A. *They read about the topic.*
 - B. *They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they’ve tried it, if a thing - they may own it or have tried someone else’s.*
 - C. *They studied that topic in school, at home or at a special place.*
 - D. *They have talked to other people that know a lot about the topic and learned from them.*
4. **Study mentor texts to add to existing knowledge. (See possible steps next page.)**

5. Generate discussion to answer the following questions:

Let's begin to chart what we know so far from our reading and past study of information writing Kindergarten through 4th grade.

- A. *Definition: What is personal expertise writing or information writing?*
- B. *Purpose: Why do people write information pieces? Why do people read information pieces?*
- C. *Characteristics: What makes an effective information text? Elaborate on how each part tends to go -*
 - *How does the beginning or lead tend to go? What is included?*
 - *How does the middle part or body tend to go? What is included?*
 - *How does the ending or conclusion tend to go? What is included?*
 - *Author craftsmanship specific to information text – What are some craft items specific to this type of writing?*

Record students' discoveries on a chart and use as a resource throughout the unit. Continue adding to the chart as the unit progresses and students learn more. There are several options of how to record students' thinking and discoveries of text, specifically Notice, Name and Why/Purpose. This lesson uses Option E: Combination of Mark-Up Text and then record in chart form (e.g. Option B: Noticing Chart with Columns). Please see packet: Immersion Phase Part 1 Background knowledge for further information and samples.

Possible Steps:

1. **Teacher Preparation:** Select a familiar text to study that has several page spreads that demonstrate different writing techniques in both text features and words/text. Select 4+ pages or page spreads to study - perhaps lead pages, body pages, and ending pages. Make a list of noticings for teacher reference. See sample on next page. This is a teacher list of possibilities. It does not mean students will notice all these items. They may not notice some of these items until after studying several different texts that have samples of a particular item. This may happen during subsequent Immersion lessons or during unit lessons.
2. Revisit the concept that information books do not have to be read from page 1 to the last page like narrative text and discuss why. Shared Reading provides a wonderful opportunity to introduce this.
3. Read the first page/page spread selected and discuss.
4. Ask students to share what they notice. Generate discussion: What do you notice (notice)?, What is that called (name)?, Why would an author include that in text (purpose)?, Have you seen this in other texts – (connections)?, and How might that work in a text we might write (try it)? See: Immersion Phase Part 1 Background knowledge for more specifics. (Second graders studied these 5 areas in Unit 2: Lifting the Level of Narrative Writing through Studying Craft and in Unit 5 Information Writing: Personal Expertise.)

5. Mark-up page with a sticky note that names the item/s under discussion. See sample.
6. Repeat with each page spread.
7. As a review, go back and transfer noticings listed on sticky notes on book pages to some type of recording anchor chart - open-ended listing chart with visuals (e.g. take a picture of that item or draw a picture) or Noticing Chart with Columns.
8. Keep adding to the anchor chart throughout the unit as students make more discoveries.
9. If time allows, study an additional familiar book and do the same steps.

Sample Teacher Preparation

- A. Select a text to study that has several page spreads that offer lots of different writing techniques. Select 4+ page spreads to study - perhaps introduction/lead pages, body pages, and ending/conclusion pages. Affix sticky notes directly on the text with the name of the noticing.
- B. Example: Titanic by Melissa Stewart (2012). National Geographic Society. (I highly recommend any of National Geographic Kids information books.) This book is available online for free to teachers through Epic. Simply sign up at [getepic.com](https://www.getepic.com). This is a digital resource that includes a multitude of books to share with students. Also, through this site teachers can access other FREE copies of texts such as National Geographic Kids series.

pp. 4-7 opener to book (introduction/lead)

pp. 8-11 The Wonder Ship - ask students to do noticings for text features and running text (words)

pp. 20-25 Tragedy at Sea - ask students to do noticings for text features and running text (words)

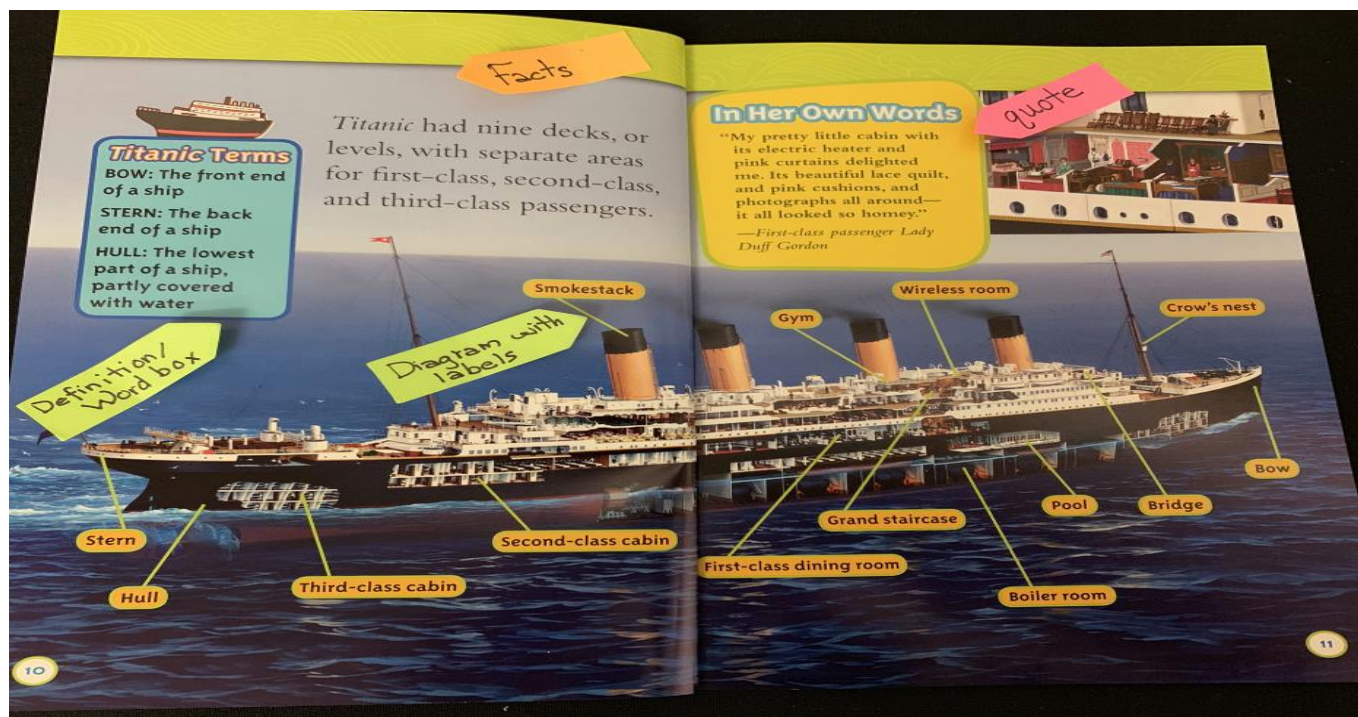
pp. 28-31 The Final Hours- ask students to do noticings for text features and running text (words)

pp. 38-39 10 Real Reasons - ask students to do noticings for text features and running text (words)

pp. 42-44 ending – especially last paragraph, glossary, index

Please note: Each of these page spreads have different things for student to notice. They were intentionally selected to study a variety of items.


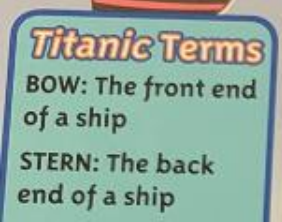
Sample Mark Up Text



Source: Titanic by Melissa Stewart. National Geographic Readers (2012). (Highly recommend any of National Geographic books.) Please note: Teacher added the arrows.

Sample of Option B-2:

Noticing Chart with Advanced Columns from Marking-Up Text

Example	Notice	Name	Why	Try it!
Page 5 picture or text Ever dreamed of exploring the ocean for a shipwreck? Imagine how exciting it would be In 1985, Robert Ballard led a team that discovered a sunken ship called R.M.S. <i>Titanic</i> .	An interesting beginning that helps readers get interested in subject; provides info on topic	-Lead -Types we notice: Question, fact, imagine, (keep adding to list)	<ul style="list-style-type: none"> • Hooks the reader • Introduces the topic • Explains why the subject mattered 	Grab your reader's attention and get them to think! Writing is one way to express your...
In His Own Words "My team has been watching the ocean floor with an underwater camera.... we'd found it." – <i>Robert Ballard</i>	Quotes from a researcher on the topic	Quotes based on research	<ul style="list-style-type: none"> • Elaborates on the topic, says more about the subtopic 	"Writing transforms what is in one's mind to the blank page..." Dr. B
- Shipwrecks and Sunken Treasures - The Wonder Ship - 10 Cool Things...Titanic - Building Titanic Etc.	Words at the top of the page	Heading Types we notice: -Bold face -Color -Words, phrases, questions,	<ul style="list-style-type: none"> • Tells what information will be on that page or in that section 	-Making informed decisions: Persuasive Writing -Capture those memories: Narrative Writing, etc.
	Picture of subtopic	Photograph with arrows and labels	<ul style="list-style-type: none"> • Gives reader a visual of parts, names and gives some interesting facts 	Insert picture of web showing different types of details
page 10 	Words in a separate part on the page	-Definition box -Look for 2 other ways words are defined	<ul style="list-style-type: none"> • Defines topic specific words, vocabulary of experts 	Revision – re = again, vision = see; re-seeing one's work and making changes
In 1912, it was the biggest ship ever built. That's why some people called it the "wonder ship." -See pp. 12-13	Elaborates on information	Uses detail of numbers and names	<ul style="list-style-type: none"> • Helps teach readers about topic, gives even more info 	Elaboration is saying more. Some types are partner sentences, #s, names, etc.
<i>Titanic</i> was almost as long as three football field	Elaborates on information, Says more	-Uses detail of number - Partner sentence comparison	<ul style="list-style-type: none"> • Helps teach readers about topic, gives even more info 	Rehearsing is like the dress rehearsal for a play.
Continue adding items as noticed			<ul style="list-style-type: none"> • 	

*A chart like this may be made after a couple of days studying Goal #1: Developing Background Knowledge. Also, it could include pictures and/or samples from *any* of the texts studied during Immersion (e.g. books, student authored work, or teacher authored work). The teacher should develop the chart, then share with the class as a review of what has been learned so far about informational writing. Keep adding to the chart as the unit progresses and students learn more.

This example highlights *Titanic*, but could easily be adapted to include samples from all Immersion texts studied. Some teachers do all columns and some eliminate columns based on their students (e.g. may only chart Notice, Name and Why)

Sample of Option A: Open-Ended Listing Chart

INFORMATION TEXT NOTICINGS

- **Lead - Opening introduces the topic and hooks the reader**

Types: asks a question, states a fact, exclamation, (add to list as students discover and learn more)

- **Headings – words at the top of the page to introduce subtopic or info**
- **Photograph – picture of item/topic**
- **Etc.**

Text Type	Definition	Purpose –	Why people write it?	Why people read it?
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Information	A text that teaches others interesting and important information about a topic	- To teach others information about a topic I know a lot about; to learn about something - To make connections with others and topics
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SAMPLE ANCHOR CHART from Immersion in a 5th grade classroom

Characteristics of an Effective Information Book

Definition: An information book is one that teaches others about a topic.

Purpose: People write information books to inform and teach others about an area of interest. People read information books because they are interested in learning new information.

Noticings:

- Topics are things the author knows a lot about
- Structure: Beginning or introduction, Middle or Body, Ending or conclusion
- Text includes facts, ideas, observations, questions, etc.
- Introduction or Lead – grabbed reader's attention and sometimes told what they would learn
- Endings – told reader what the book was about again
Types: questions, drew conclusions about the topic, told ways the reader might think or respond, told reader the subtopics again, ...
- Organization - Writing had different parts – chapters
- Text features we noticed: table of contents, glossary, drawings, captions, diagrams,
- Types of information included: facts, details – what looked like, observations about topic, definitions, steps, tips, details – names, numbers, examples
- Special words or vocabulary
How author shared important words: bold face and then in glossary, text box, right there in text (context)
- Pictures and diagrams helped explain the words
- Author used an 'expert voice'
- Parts weren't boring – author made it sound like a story
- Titles
Types: Name It, Alliteration, Question, ...
- Chapters – Author told you the subtopic on the topic of the page
- Topics: Broad All-About Types and Narrow topics
- Crafty things writers did – simile to compare, changed font size or color, ...
- Ways shared information: Pro/Cons, Compare/Contrast, Cause/Effect
- Heart of the Message – author shared information about a subject
- Precise word choice – especially verbs, nouns, adjectives (helps paint picture in reader's mind)
- And other aspects as noticed

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. Please note: Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). It is not the intent to have students list all these things during immersion. Students would keep adding to this list as the unit progresses.

Part A: Mark Up Discoveries of Information Text (Partnership Work)**Part B: Box It and Mark It****1. Revisit discussion of the following based on noticings and discoveries from Day 1.**

- A. Definition: What is personal expertise or information writing?
- B. Purpose: Why do people write information pieces? Why do people read information pieces?
- C. Characteristics: What makes an effective informational text? Elaborate on how each part tends to go -
 - How does the beginning or lead tend to go? What is included?
 - How does the middle part or body tend to go? What is included?
 - How does the ending or conclusion tend to go? What is included?
 - Author craftsmanship specific to information text – What are some craft items specific to this type of writing?

2. Review anchor chart from Day 1.**3. Distribute information books to student partnerships. Ask student to select 2-4 different page spreads that look interesting.****4. Assign roles: partner A = teacher and partner B = student. Partner A “Teacher” asks partner B “Student” to notice at least 3 different things the author did intentionally and to discuss that item using notice, name, and purpose. After discussing, mark the item with a sticky note.****5. Reverse roles and study second selected page spread. “Teacher” asks student to notice at least 3 different things the author did intentionally and to discuss that item using notice, name, and purpose. After discussing, mark the item with a sticky note.****6. If time available, repeat for two other page spreads.****7. Have partnerships select two really interesting things they want to share with another partnership. Be prepared to discuss the following: *This is what we noticed, we think it is called xxx, and we think its purpose is xxxx.* Team up partnerships to share.****8. Conduct a whole class discussion of noticings. Add to the anchor chart.**

Part B: Box It and Mark It

(do if enough time or transfer to Day 3)

1. Select a familiar information piece, preferably a student authored, teacher authored or class shared writing piece from a previous class. As a class, Box It and Mark It Up. See next page for specifics.
2. Provide students with a different informational piece, preferably a student authored, teacher authored or class shared writing piece from a previous class. Have them in partnerships Box It and Mark It Up.
3. Sample in unit - Read, Study and Discuss: It's Ballet!!! By Mr. Gardner (found on MAISA website under resources, Teacher Sample) (class activity)
4. Sample in unit - Read, Study and Discuss: Bulldogs p. 328-330, *Writing Pathways: Performance Assessments and Learning Progressions*, Grade K-8 by Lucy Calkins (2015, Heinemann). Suggestion – Remove side annotations before duplicating. (partner activity)

If the selections noted above are not available or better alternatives are found, list texts to be used below:

Read, Study and Discuss: List text plan to use - _____ (class activity)

Read, Study and Discuss: List text plan to use - _____ (partner activity)

Teacher Notes:

- The anchor chart, Characteristics of an Effective Information Book, from Unit #3 may be helpful in facilitating discussion. See sample at the end of this lesson.
- Replace sample pieces in this packet with ones from your school – student written, teacher written or class shared pieces.
- Facilitate a class discussion based on discoveries from activity. Add new information to anchor chart.

BOX AND MARK IT ACTIVITY

1. Box It: **Lead** **Body** **Ending**

2. Mark Up these items:

Lead/Introduction

- B. Lead – Where the author hooks the reader (try to name the type)
- C. Topic – Where the author names the topic (double underline)
- D. Subtopics - Lets the reader know the different things that will be taught about the subject (4th and 5th grades)

Body*

*Do for each paragraph

- B. Transition word or phrase – circle
- C. Topic sentence of the paragraph that states the subtopic – underline
- D. Information about subtopic: facts, definitions, details (e.g. numbers, names and examples, dates, observations, quotes, etc. [make a list of types])
- E. “Expert” words that teach readers a lot about the subject - circle
- F. Text features that provide information in a way to interest readers (e.g. drawings, captions, diagrams, charts, headings and subheadings, bold words, definition boxes, etc.)

Ending /Conclusion

- A. Restates topic (double underline)
- B. Provides additional information: drew conclusions, asked questions, suggested ways readers might respond, suggested a follow up action, provided a final insight, offered writer’s thoughts and feelings, etc. (try to name the type)

IMMERSION Goal #1 – Develop Background Knowledge

Day 3 – Continue work from Day 2 as needed

or move to

Goal #2 – Generate Possible Writing Ideas

IMMERSION Goal #2 – Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

1. **Teacher Preparation:** Select texts from a class, school or public library that fall into various territories and categories. Texts may be literature books, student written, teacher written or class shared writing pieces. If book/piece is not available, copy the front cover. These texts will be used to highlight various topics or possible writing ideas. The broad territories used will be: People, Places, Activities and Things. See sample chart at the end of the lesson.

Brainstorm categories under each territory. Find a variety of student pieces and/or books that would fit under each category. For example, People – a book that highlights a community helper, a book that shows a celebrity or athlete, a book that studies an inventor or historian, a book about a family member, etc. Teachers will not be reading these texts per se, but will show the title and cover (and maybe a few interesting pages).

***Select categories based on age and interest of students.**

Example 1 People = territory

Possible Categories*: family member, artist, friend, historian, inventor, athlete, musician, actor/actress, politician, scientist/researcher, explorer, community helper, philanthropist, school worker, celebrity, etc.

Example 2 Places = territory

Possible Categories*: local sites, famous sites or tourist attractions, educational spots, community (e.g. library, recycle center, etc.), life skills (e.g. dentist, vet's office, etc.), etc.

Example 3 Activities = territory

Possible Categories*: sports, hobbies, arts and crafts, collections, fine arts areas, extra-curricular activities, everyday routines (e.g. braiding, nail polish, etc.), outdoor adventures, etc.

Example 4 Things = territory

Possible Categories*: science/nature (e.g. plants, magnets), animals, reptiles, dinosaurs, food, artifacts (e.g. medal won, shark tooth), equipment (e.g. camping, sports), clothing, personal hygiene (e.g. hair wraps, nails, braces), collections, instruments, etc.

2. **Introduce purpose of lesson – generating ideas for books they will author, etc.**
3. **Revisit Discussion - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
 - A. *They read about the topic.*
 - B. *They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they've tried it, if a thing - they may own it or have tried someone else's.*
 - C. *They studied that topic in school, at home or at a special place.*
 - D. *They have talked to other people that know a lot about the topic and learned from them.*

4. Name the Territory (e.g. people, places, activities or things). Hold up a book/piece and give a brief overview.

5. Explain the broader category rather than just naming the specific item or providing a narrow lens (e.g. narrow = dogs, broader = pets or animals.)

Example of teacher talk in narrow version: *“This book by Cooper is about Golden Retrievers and he teaches us... Do you know about Golden Retrievers or Dogs?”*

Example of teacher talk using a broader category – *“This book by Cooper is about Golden Retrievers and he teaches us... Golden Retrievers or dogs are part of a bigger category – pets or animals. Think if there is a pet or animal you know a lot about and could teach others. If so, list on your chart under Things....”*

Example 2: *“This piece written by Baker from last year’s class teaches readers about a famous athlete named xxxx... Baker teaches us these things about xxxx.... This selection would fall under People on the chart. Let’s think of other famous athletes from this sport or any sport you might know a lot about and could teach others (versus the specific name of the athlete or just that sport). If so, list on your chart under People., etc.”*

Continue showing the cover of another piece/book and discuss another category under people – e.g. community workers, family members, celebrities, musicians, scientists and researchers, philanthropists, historians, politicians, etc. (Adjust for age group and background of students)

6. Add information to class anchor chart.

7. Continue discussion and charting for each territory (e.g. people, place, thing and activities). Help guide them in understanding different categories under each territory. Be sure to list several examples under each category.

Please note: This is a variation of session 1 in the MAISA unit. Teachers have 2 options: 1) Do this chart in Immersion and do Session 1 in the unit, or 2) Combine the Immersion lesson and Session 1 together for a longer lesson.

Sample Anchor Charts from Classrooms






Topics I Already Know Well

Texts	Possible Writing Idea	MY Writing Ideas
<u>Harry Houdini</u> By: Janice Weaver <u>The Nelson Mandela Story</u> By: Andrew Einspurch	People -athletes, musicians, historians, politicians, philanthropists, inventors, researchers, scientists, celebrities, family, etc.	<ul style="list-style-type: none"> Justin Verlander (athlete) Grandma Maggie (family) Coach Vince (mentor) Firefighter
<u>Guide to Photography</u> By: Nancy Honovich and Annie Griffins	Hobbies/Activities -collections, sports, fine arts, extra-curricular activities,	<ul style="list-style-type: none"> Legos Ballet Roller Blading Bike Riding Wrestling Stamp Collections Training Horses
<u>Arlington: The Story of our Nation's Cemetery</u> by: Chris Demarest	Places -local, famous sites, tourist attractions, educational (e.g. museum, farm), etc.	<ul style="list-style-type: none"> George George Park Partridge Creek Mall Smithsonian Museum
<u>Marvels in the Muck</u> By: Doug Wechsler <u>Chameleons are Cool</u> By: Martin Jenkins <u>A Handful of Dirt</u> By: Raymond Bial	Things -animals, food, artifacts, equipment, clothing, personal hygiene, nature, collections, etc.	<ul style="list-style-type: none"> Hamsters Golden Retrievers Chocolate Trees
<u>Etc.</u>		<ul style="list-style-type: none">

This sample includes a text column to show teachers how to go from a sample text to a generalized area. Students do not need to include a text column while generating ideas.

This chart should be co-constructed with students based on how they would describe things, mentor texts highlighted, and immersion activities completed.

Topics I Already Know

Text	Writing Idea	My Idea
	<u>People</u> • Martin Luther King, Jr. • Family or Friends • Coach • Inventor, Athlete, Historian	• My Grandpa - Cesar • Mr. Jacobs • Abraham Lincoln
	<u>Activities to Do</u> • Origami • Teaching • cooking • cleaning • reading	• becoming a teacher • mexican cooking • traveling to Mackinaw
	<u>Hobby/Collecting</u> • Rocks and Minerals • Stamps • Sea shells • paintings	• Petoskey stones • "Water Lilies" Painting
	<u>Places to Go</u> • Africa	• Mackinaw City/Island • Edward Hines Park • Somerset Mall • Up North
	<u>Things</u> • Animals • Food	• Cats • Insects • Dogs • Christmas trees

Topics I Already Know

Text	Possible Ideas	MY Writing Ideas
Teammates	<u>Hobbies</u> - sports - art - sewing, knitting - dance - cooking - singing - metal detecting - designing clothes	• Softball • cheerleading • football
My Herb Garden	<u>Activities I like</u> - gardening - running - swimming - volunteering - bike riding - rollerblading - skateboarding - rock climbing	• student-athlete development
Mexico	<u>Places</u> - vacation spots - countries - landforms - monuments - national parks - community places	• Chicago
Germs	<u>Taking Care of Self or others</u> - going to orthodontist - physical therapy - speech therapy - going vet	

Topics I Already Know

Text	Possible Writing Ideas	MY Idea
Martin Luther King Jr. Who is Ben Franklin?	- People - inventors friend, family athlete historian	Mom Kids best friend, Stacy Egyptians Oprah Football Soccer
Soccer - A Players Handbook	Activities - things you like to do	X-mas village decorating scrapbook
How to Perform Brain Surgery	Medical - Taking Care of Self	Injuries manicure/pedra braces
Mom's Best Friend Bagels - Bagels Bagels	- Things - Animals Food	Golden retrievers Ice cream chocolate
How to Make Slime	- How to -	How to Make Slime
If you traveled west in a covered wagon...	- Places - apartment vs. house out west	Myrtle Beach Northville Brighton How to Make Slime

Topics I Already Know About

11-29-16

Text	Possible Writing Ideas	MY Idea
My Expense	<u>Lessenger</u> • Michigan • Chicago	<u>Boston Terriers</u> • Adopting pets vs. Buying pets • teachers • Mr. Creamer
Territory	<u>Places</u> • habitat/ecosystem • countries/states • vacation spots • restaurants, malls, stores • farm • community buildings	<u>Animals</u> - chameleons - rainforest animals - how to care for a pet
Marvels in the Muck	<u>Chameleons are Cool</u>	<u>People</u> - famous person - historical figure - athlete - community members/workers (police, fireman)

IMMERSION Goal #3 –
Day 5 - Try It – Shared Class Writing – Begin a Class “Flash” Draft
Class Shared Information Piece on XXXXX – Teaching Others What We Know!

Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume – having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – lead, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5*. Stenhouse Publishers - www.stenhouse.com

See sample in Appendix.

SAMPLE CLASS SHARED / INTERACTIVE WRITING SEQUENCE

It is suggested that the class piece *be done during the Interactive/Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about Information Writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- Sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.

Day 1

1. Brainstorm possible class writing topics – things the class knows a lot about and could teach others. It is suggested to start with things studied in social studies or science.
2. Select a topic and narrow focus.
3. Develop and plan subtopics – use boxes and bullets, web or other planning tools. Use the planning tool to select the most important subtopics and put into a table of contents (put lead as first item and ending as last item).
4. Rehearse.

Day 2

1. Rehearse and Plan for what to write for first subtopic (chapter 1).
2. Begin Drafting Paragraphs – topic sentence and supporting sentences

Days 3 & 4

1. Review previous day's work.
2. Rehearse and plan the next subtopic/chapter.
3. Draft

Day 5 - Flash draft a lead/introduction and ending/conclusion

REVISE - After studying these areas in the unit, go back to class draft and revise.

1. Elaborate –
 - A. Write Partner sentences (i.e. observation, new information, specific image, and comparison).
 - B. Define topic specific words.
 - C. Use numbers, names, and examples.
 - D. Add text features.
 - E. Other –
2. Use transitions to link information together.
3. Revise lead based on new learnings.
4. Revise ending based on new learnings.

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5*. Stenhouse Publishers - www.stenhouse.com

IMMERSION Goal #1 – Develop Background Knowledge

OPTIONAL LESSON - How Writers “Say More” in Information Writing

An important aspect of writing is teaching students to develop their writing through elaboration. Elaboration, in simplistic terms, is “saying more” about a topic or subtopic. The author is adding details, details, details to teach the reader about the area under study. Show students how to use different kinds of information to teach readers about a topic. In this unit, sessions 11-16 and 18-19,23 demonstrate different ways to add information or teach more about a topic or subtopic. Please see chart on next page for specifics (taken from page 68 in the lesson plan packet). It is suggested to focus on some or all of the bold-faced items for this activity. See the unit for more specific information on any of the items.

1. Label an anchor chart – How Writers Say More (or Ways Writers Teach A Lot in Information Writing)
2. Explain the concept and purpose of elaboration -- different ways a writer teaches a reader about an area under study. Writers often call these details, details, details! Etc.
3. Explain to students that as a class they are going on a “scavenger hunt” looking for how writers share different kinds of information. The class will study a page: **notice** a particular item, **name** what the author did to teach the reader about the topic, and discuss **purpose** or why the author might have done this. (Notice, Name and Why strategy)
4. Make a list of ways informational writers “say more” about a topic. (Use chart on next page as a possible “cheat sheet.”)

Teacher preparation prior to the activity: Select a few mentor texts (e.g. books, student authored, or teacher authored pieces) that are rich in a variety of elaboration strategies. Study the book/piece and note pages that show some of the items listed in the chart. Mark pages for the scavenger hunt. Students may need several examples of an item before they are able to name it (e.g. show them several examples/pages that show the same item – such as, comparisons or different kinds of something through page layouts).

Possible Follow Up Activity: Distribute a book to partnerships and have them put sticky notes on pages where they find some of the items listed on the class chart. They are going on a “team scavenger hunt” looking for more examples.

SAMPLE ANCHOR CHART from Unit p. 77

Ways to Elaborate or Say More...Details in Information Writing

- Write partner sentences
- Consider setting: place, time, and season
- Add numbers, names, examples
- Use physical descriptions
- Add quotes based on research and cite sources
- Define topic specific words
- Use text features

APPENDIX OF SAMPLE MENTOR TEXTS

- **Please replace sample information pieces in this packet with ones from your school – student written, teacher written or class shared pieces.**

It's Ballet!!!!



Image from Kidzworld.com

By: Mrs. Gardner

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Chapter 1: Introduction

Eat, Sleep, DANCE!!!

What do you do to relieve stress? I dance! I enjoy dancing in general, but my favorite dance style is ballet. Throughout this book, I will discuss some key components of a ballet class. I will walk you through barre work, jumps, and turns. There is of course, much more to ballet than what I'm about to tell you, but this is just a taste of the wonderful art form. Please join me on a journey through a ballet class.



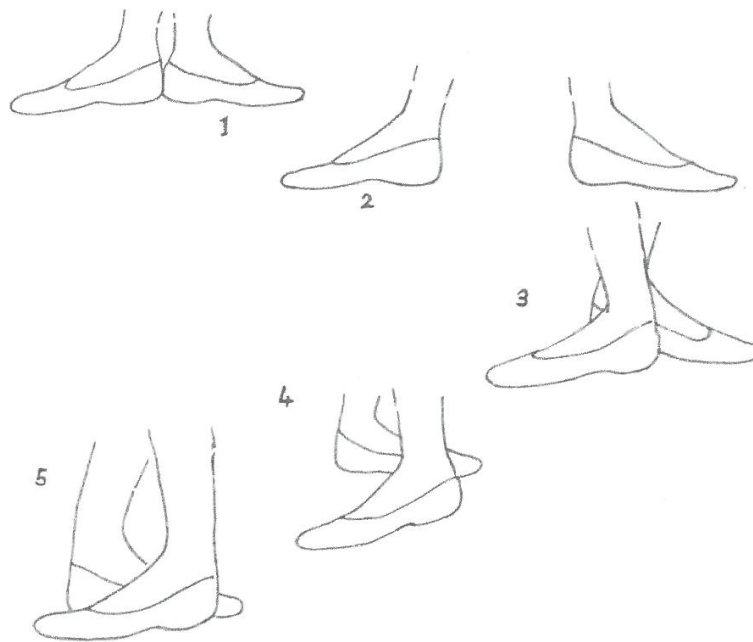
Image from manne-ballet.blogspot.com

Chapter 2: Barre Work

Ballerina and *ballerino* (male) dancers start every ballet class at the barre. The *barre* is where a dancer builds their technique and begins to warm up. The problem? Many young dancers are turned off by barre work because of its slow, complex and somewhat tedious style. As teachers, we must continue to stress the importance of barre work and the value it has for the craft. Three very common barre exercises are: plies, tendus and degages.

Plies

We always start with plies. To *plié* means to bend. The dancers bend their legs then straighten them while their feet are in different positions. The positions commonly covered during barre exercises are: first, second, fourth and fifth. We do both *demi* and *grand* plies. Demi plies are small, petite plies, while grand plies are larger and lower to the ground. When you grand plié in first, fourth and fifth positions, your heels come up from the ground. When in second, they do not.



These are the positions of the feet, 1st-5th from funfactballet.blogspot.com

Demi Plié



Image from balletinyou.com

Grand Plié

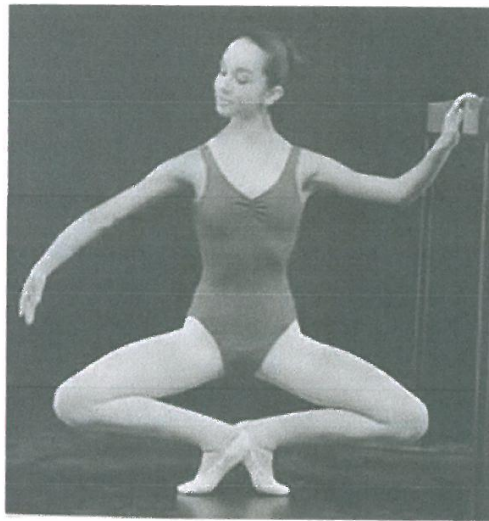
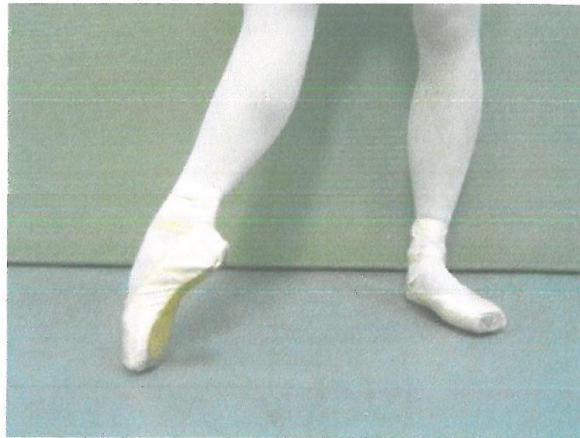


Image from mariadoval.wordpress.com

Tendus

Tendus are the next exercise that we complete. A *tendu* is a stretching of the foot. The dancer will start in their desired position then slide and point to the front, side or back of their body until their leg is straight. Once straight, the dancer will slide the foot back into the desired position. This is repeated several times and warms up the ankles and the foot itself. While in class, you learn the proper way to turn out from the hip, which you must do during every ballet move.



Images from atimetodanceblog.blogspot.com

Degages

Degages are much like tendus. A *degage* is also a pointing of the foot. The dancer will start in their desired position then slide and point, slightly lifting their foot off the ground a couple of inches to the front, side or back of their body with their leg straight. Once straight, the dancer will slide the foot back into the desired position. This is repeated several times.



Chapter 3: Jumps

After barre work is complete, we move onto jumps. Just like with plies, jumps can be petite or grand. Jumps warm up the dancer's larger muscles and help prevent injury. As said previously, it is important to turn out correctly from your hip in every step that you complete in ballet. This is something that you cover in class. Barre work and jumps are arguably the most important exercises in class. We will discuss different types of saute jumps, but first let's discuss why barre work and jumps are so important.

The Importance of Barre Work and Jumps

Cause	Effect
<ul style="list-style-type: none"> • Barre work teaches how to properly turn out from the hip. • Barre work and jumps warm up the body. • Barre work builds balance. 	<ul style="list-style-type: none"> • Dancers carry the knowledge over into other moves and genres of dance. • Injuries are prevented. • This balance carries over into other components of dance, and helps even when participating in other sports.
<ul style="list-style-type: none"> • Jumps train the dancers to soar high, as well as teach them how to begin and complete a jump. 	<ul style="list-style-type: none"> • Dancers develop higher leaps and more skilled petite jumps.

What is a Sauté Jump?

A *sauté* jump can be done from any of the positions. The dancer will always start in a plié. They will then jump straight up, straightening their knees and pointing their toes in the air. When they come down they will return to the position that they started in and always land in a plié. ALL jumps must land in a plié to ensure that the dancers do not injure their knees.

Petite and Grand

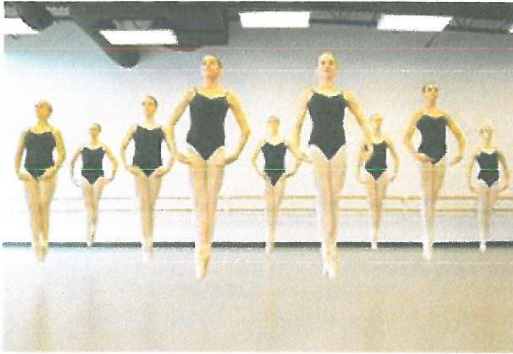
Sautés can be petite or grand. Petite sautés only come off the ground far enough to point the toes. Grand sautés come several inches off of the floor. The more the dancer plies prior to their jump, the higher they will go. Toes must be pointed, and legs must be straight in the air, but bent in a plié upon landing.

Eschappe Sauté

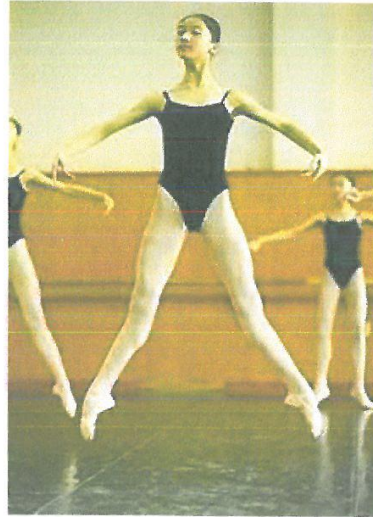
An *eschappe sauté* has all of the same rules as a regular sauté with one slight difference. Instead of the jump starting and finishing in the same position, the dancer will jump up, then out to second position. They will land in second position with their feet turned out and in a plié. An *eschappe sauté* can start in any position other than second, but ends in

second position. Feet will still be turned out upon completion and feet will be pointed with straight legs in the air.

Sauté



Eschappe Sauté

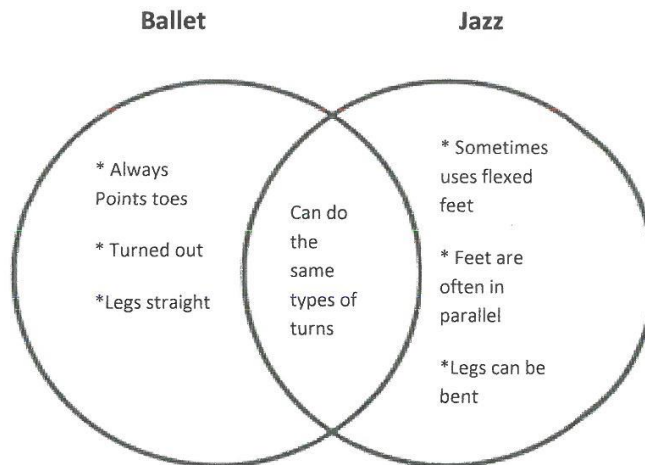


Images from studyblue.com

Chapter 4: Turns

There are several turns executed in dance. Turns are done in various genres, in various ways. For this text, we will discuss chaine, soutenu, and pirouette turns. These are the turns most commonly seen in ballet. Turns in ballet often vary from turns seen in other genres of dance.

Difference in Turns



Chaine Turns

A *chaine* turn is a turn where the dancer executes half of a turn on each foot. The dancer starts in first position. They then step out into second while on the ball of their foot. After, they take a half a turn to face the back staying in first position on the ball of the foot. They repeat this all the way across the floor. Every two steps is one full turn.



Image from dancespirit.com

Soutenu Turns

A soutenu turn is a turn that is most commonly seen in ballet. It is not typically seen in the faster genres of jazz or hip hop. When executing a *soutenu turn*, the dancer begins in a fifth position. They then step out onto the ball of one foot to the side. As the step out they draw their other foot into the one on the ball of the foot. Their feet are now in a fifth position, but up on the ball of their feet. They complete their turn with their feet in fifth position and land in a fifth plié.



Image from i-l-fitness-jp.com

Pirouette Turns

Pirouette turns are difficult, but probably the most common turn. It is seen in all genres of dance. A *pirouette turn* is when you turn on one foot with the other up to the knee. The dancer starts in fourth position. They then, spring up on the front foot, straightening the knee. As they straighten, they draw the back leg up to the knee and spin. They then land most commonly in a fifth position. In ballet, the legs are turned out, where in jazz they are in parallel.

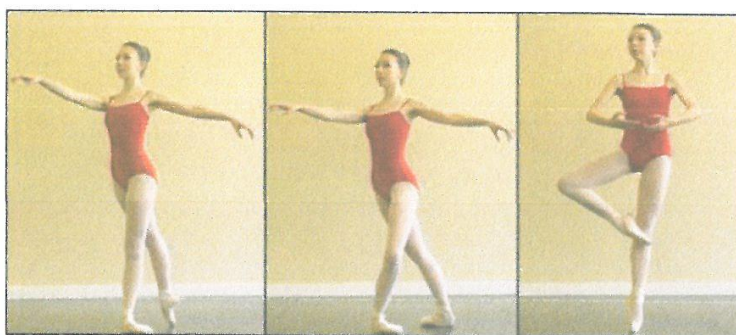


Image from nklein99.wordpress.com

Chapter 5: Conclusion

When I was younger, I remember disliking ballet. It was slow, it was hard, and it was exhausting. However, I learned that it is also very important. It is now my favorite. Ballet is where dancers get their technique and balance. As a youth, ballet and dance in general kept me out of trouble. I only scratched the surface of what ballet is, however I hope that it triggered something in you. Hopefully it made you think of a love for a hobby/sport/activity, one that will keep you active for years to come. Here is what dance has personally done for me. What can your hobby or sport do for you?

Pros of Ballet	Cons
<ul style="list-style-type: none"> • Encourages a healthy lifestyle • Builds technique • Builds balance • Builds grace • Builds social skills • Relies on teamwork • Keeps you active and fit 	<ul style="list-style-type: none"> • Time consuming • Can be costly • Slow • Difficult

Glossary

Ballerina- a female ballet dancer.

Ballerino- a male ballet dancer.

Barre- a wooden bar mounted to the wall that a dancer holds onto to begin their warm up exercises.

Chaine- a turn where the dancer executes half a turn on each foot.

Degages- pointing of the foot to an open position.

Eschappe Sauté- a jump opening out to the side.

Grand- large

Petite- small

Plié- to bend your knees and straighten them again.

Pirouette turn- turning on one leg while the other leg is up to the knee.

Sauté- a jump straight into the air.

Soutenu Turn- a turn where one leg is drawn into the other.

Tendu- to point in a stretched position.

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The water tower at the Detroit Zoo.

Introduction

Imagine a place where animals are well cared for and **zoologists** are studying and saving animals from extinction. The Detroit Zoo is that place. The Detroit Zoo is an amazing place to visit. There are thirteen different animal **habitats**. In this book you will learn all about the Arctic Ring of Life, The Wildlife Interpretive Gallery, The Outback Adventures, and other habitats.

Fun Fact

There are over 2,400 animals at the Detroit Zoo.

Arctic Ring of Life

The Detroit Zoo **Arctic** Ring of Life habitat is ranked number 2 in the United States by the Intrepid Traveler's Guide to Zoos. The Arctic Ring is made up of indoor and outdoor spaces that cover 4 acres, which is the same as three or four football fields. As you enter the ring of life there will be a big grassy field with an arctic fox or two. Also, there is a large area of land covered with snow or ice where the polar bears can wander around. Then, as you continue to make your way through the habitat you will see seals jumping, diving, and swimming in the water. Next the path will lead you to a deep tunnel that is 12 feet wide by 8 feet tall where you will be surrounded by seals and polar bears. This exhibit allows spectators to see a polar bear swim up close. You might wonder how a polar bear and seal are kept cool in the Michigan heat. Well, the water is kept just above freezing level. Also, there are patches of gravel and cement that are kept cool, so the polar bears can lay down and cool off. This is a must-see attraction. Visit the Arctic Ring of Life today.

The Wildlife Interpretive Gallery

The Wildlife Interpretive Gallery is made up of two parts. The Butterfly Garden and the Free Flight Aviary. Both habitats have many trees and plants in a tropical environment. The exhibits have a water source for the animals to enjoy. As you are walking through each exhibit there is a pathway for people to follow. Similarly, the exhibits also have an enclosed space so the animals can't get out.

The Free Flight Aviary and The Butterfly Garden are also different in many ways. For example, the Aviary is home to birds, whereas, the Butterfly Garden is home to butterflies. In the Butterfly Garden there is a circle path and you can walk around as you please and take your time. You never know a butterfly might just land on you or land really close to you. There are lower trees and many colorful plants that help keep the butterflies at eye level. In contrast, in the Aviary the trees are very high and the birds don't typically come down to you. Also, there is only one path going through this habitat. The Aviary has a river with a waterfall. In comparison, the Butterfly Garden has a pond with a very small waterfall.

The Outback Adventure

When you first get the Outback Adventure at the Detroit Zoo you will see a large gate. There will be a worker standing there allowing you to come into the habitat. Before you just walk into the kangaroo area you must enter a waiting area. This waiting area has two doors. One to the entire zoo and one to the kangaroo habitat. The reason they do this is so the kangaroos don't escape from their homes. As both gates are closed, the zoo employee will open the gate to the kangaroos. There is a path leading you through the Outback. Kangaroos can just jump around and across the path. There is also a measurement to show you how far a kangaroo can jump. You can test your skills and see if you can jump as far as a Kangaroo. Finally, in order to exit the exhibit, you have to enter a second waiting area. The employee will open the inside gate for you. Then when that is closed you can exit back to the rest of the zoo.

Other Habitats

There are several other amazing habitats at the Detroit Zoo that are also worth checking out. If you love gorillas, chimpanzees, monkeys, lions, and giraffes be sure to visit the African Grasslands and Forest Habitat. If you prefer snakes, alligators, lizards, crocodiles then check out the Reptile Conservation Center. The Asian Forest would be the place to go if you love tigers, red pandas, and camels. Lastly, if pigs, horses, cows, and buffalo are your favorite make sure to find your way to the Farm Habitat. These are just a few of the other great habitats at the Detroit Zoo.

Ending

These are just some of the habitats and animals at the Detroit Zoo. There are many other habitats to visit. Check out <https://detroitzoo.org/> for more information about hours, pricing, and planning your visit! What are you waiting for? You should visit the Detroit Zoo! Maybe I'll see you there!

Glossary

Arctic - a very cold place where animals like polar bears, seals, and whales live

Habitats - the environment or home of an animal

Zoologists - a person who is an expert in caring for animals