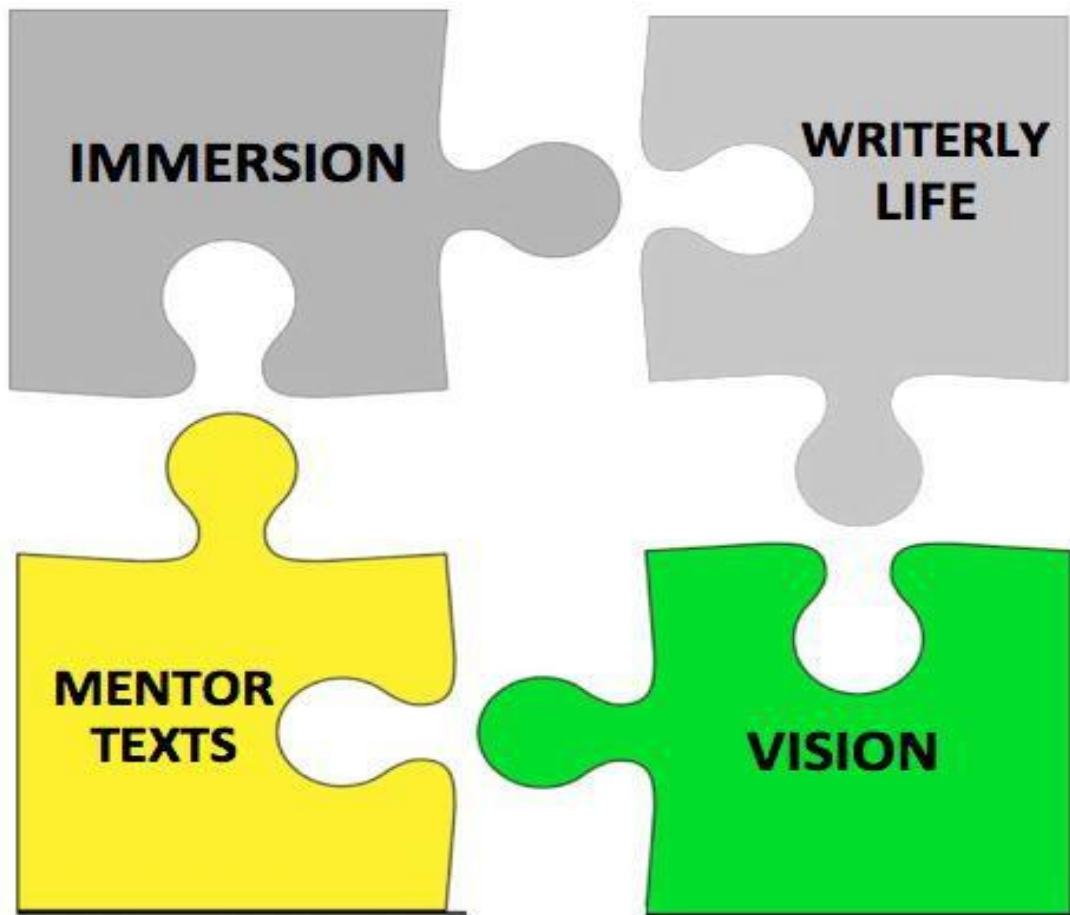


Immersion Phase: Creating a Vision for Writing

Part 2: 4th and 5th Grade Level Appendices

By: Dr. Sandra M. Biondo



Please also read Part 1: Background Information Packet

IMMERSION PHASE

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General Information

Teachers only need to download their corresponding grade level to view samples for each MAISA writing unit. However, it is suggested to preview all grade levels to gather ideas of different ways to study and record information. For example, Kindergarten does not study reviews, but a teacher may like how a particular chart was organized in the 2nd grade appendix and chose to try that format with a Kindergarten unit.

Purpose of Appendices

This is a collection of artifacts from teachers in the field to serve as possibilities. The intent is not for teachers to replicate them exactly as they are, but to provide ideas of how different teachers studied these areas with their students. Please “shop around” for ideas that might work for your students based on their background knowledge and experience with text types, various forms of writing, and Immersion.

Teacher notes that apply to ALL charts:

- These charts should be co-constructed with students based on how they would describe things, mentor texts that have been read, and Immersion activities completed.
- For Kindergartners or for emergent writers, teachers should have a visual representation of the noticings in front of the words. The purpose of including words in Immersion charts at the kindergarten level is to assist teachers in facilitating discussion and explaining these concepts. It is not expected that students would be able to read these words.
- 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 texts and text types, as well as builds writing discourse (academic vocabulary per Michigan Academic Standards or Writing Pathways by Lucy Calkins).
- Teachers may spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during Immersion. Use what students notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as the unit progressed and students learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.

Appendix Organization

Each unit is organized based on the simplified goals of Immersion. Please see Packet #1: Background Information for more detailed information.

Goal #1: Develop Background Information

Charting Discoveries – Option A: Open-Ended Listing Chart

Charting Discoveries – Option B-1: Noticing Chart with Columns

Charting Discoveries – Option B-2: Noticing Chart with Advanced Columns

Charting Discoveries – Option C: Noticing Chart with Visuals

Charting Discoveries – Option D: Mark-Up or Stick Note Text

Goal #2: Generate Possible Writing Ideas

Goal #3: Shared Class Writing

Glossary of Terms for Samples

Goal #____and title: see list above

Chart type: (see Goal #1 above)

Grade:_____ Unit #____and Unit Name

Text type – where applicable

Goal 1 - Develop Background Knowledge - Open-ended listing chart

Personal Narratives

A personal narrative is a true story that comes from our lives and experiences.

People write personal narratives to share with others...

- memories of things they did.
- things that have happened to them.
- realizations or lessons they have learned.

Personal Narratives

- are true stories of the author's experiences.
- are told bit-by-bit, as if it's happening now (storyteller's voice).
- have a beginning, middle, and ending.
- have an introduction that hints at the problem.
- have endings that connect to a lesson learned.
- include titles that provide a sneak preview.
- are organized in the sequence events happened.
- include transitions.
- use paragraphs.
- have a narrow focus - "small moment" or "seed".
- do not include pictures - details paint the picture.
- have lots of details.
 - dialogue
 - description
 - thoughts
 - action
- tell the heart ♥ of the story.
- use precise words.

Goal 1 - Develop Background Knowledge - Noticing chart with columns

Realistic Fiction Writing

We are learning to identify the traits of a realistic fiction piece.

Definition: A genre consisting of stories that could have actually occurred to people or animals in a believable setting. These stories resemble real life, and fictional characters within these stories react similarly to real people.

Purpose:

- To entertain
- To show how people learn, grow, and solve problems

Notice	Name	Why?
Story happened over a few minutes	Small moment/seed size topic	Detailed story
White spaces between parts of the story	paragraphs	To separate parts of the story
Then After Next	Transition word	Show order/sequence
Quotation marks	Dialogue or people talking	Makes the story interesting
Beginning	introduction	Hook the reader and introduce the story line
middle	Body	tells the story
end	conclusion	Wrap up our story
"It was big and fierce, with sharp looking teeth."	Sensory language	So the reader can make a movie
Character shared thoughts	Inner feelings	Gives the reader clues about struggles
Conventions (capitalization, indenting paragraphs, spelling, etc.) Onomatopoeias (sounds words)	Conventions	Makes the writing easy to read

Goal 1 - Develop Background Knowledge - Noticing chart with columns and examples

Narrative Noticings Chart

Text Example	Notice It!	Name It!	Why is it Important?
"Shiny Sunday shoes w/out socks... bold ankles red."	very detailed description of the characters	Show, don't tell	helps your make a vivid picture/movies in their mind
"I think if my own Papa died what would I do"	strong ending - powerful ending	Knock out conclusion	it leaves your reader amazed so that they can't. thinking about it
"When I was in 5th grade... I was famous... I used to..."	Using first person pronouns & telling the story from the author's perspective	First person point of view	it help the reader step inside the story & experience it for themselves
"Where's your mama..." "We going to be alright"	Papa is speaking - uses quotation marks	Dialogue	it helps the reader better understand the characters
"I'm hungry" my brother yelped.	Starts with dialogue that is connected to the story	Interesting Lead - Attention Grabber	- grabs your readers attention right away & makes them want to keep reading

Goal 1 - Develop Background Knowledge - Mark Up or Sticky Note Text

Grade 5

the writer used paragraphs to separate different parts of the story and show when a new person is speaking.

the writer showed by characters what they do including their thinking and their responses to what opens.

the writer slowed down the heart of story, making longer and more developed than others. Less important parts are shorter and detailed and even have been summarized.

the writer included these details and figurative language so that readers can picture setting, people, events. She may use objects or signs as symbols pointing forth her meaning.

the writer used dashes to offset secondary parts of sentences (such as day at the park, on the slide,). so used commas when one was speaking to another.

Introduction

Big Sister

"Hurry up you guys, you'll be late for school!" called Mom. We ran downstairs and ate our breakfast. I was eating my VERY sweet cereal, and Sara was having eggs. When I wash my bowl, mom said, "You know you need to be careful when you're walking Sara to school. It's your job to make sure she gets there O.K." Then she gave me a very serious look. I thought to myself, I wonder why Mom is making such a big deal out of this. Sara's first day of Kindergarten, but I can do it. I wish Mom would treat me like such a baby.

Goodbye, Mom!" Sara yelled. She ran out the door, and I went behind her.

"Be careful!" my mom yelled.

"I will!" I said back and I ran outside. Sara was skipping down the front walkway to the sidewalk.

I grabbed Sara's hand. "Are you excited for your first day of school?" I asked, trying to sound like a grown-up. Sara smiled and nodded her head yes. Meanwhile, my mom was staring at us from the window. "When will she stop treating me like a little kid?" I thought.

"I'll show you the way," I said. I felt proud to be the older sister. We walked past beautiful gardens and big, leafy trees. Suddenly, I heard a growl and saw a dog walking towards us. He was big and fierce looking, with long sharp teeth. "GRRRR!!!" the dog growled. I didn't see its owner or anyone who could help us.

My hand became sweaty and Sara stopped walking. "I'm scared, Julie," she said. I didn't want her to be scared. I wanted to seem brave. "Everything will be okay," I said. I was trying to make my voice sound calm.

"GRRRR!!!" The dog stepped closer and we could see it was the size of a small horse—with red eyes and sharp teeth.

"Be brave, be brave," I thought to myself. I grabbed Sara's hand and shouted: "RUN!"

We took off down the sidewalk as fast as we could. I could hear Sara breathing hard. I looked back, and I saw the dog coming behind us.

"Come on," I said. I wanted to make Sara go even faster. I thought, "Please let us make it. Please let us make it." Then we saw the bright red door of the school. Mrs. Crowley held it open as we threw ourselves inside, then we bent over and tried get our breathing back to normal.

"We made it!" I said to Sara, giving her a high-five.

Then I said, "Let's not tell mom, about this, okay? I think we'll go to school a different way tomorrow."

Body

Event 1

Event 2

Event 3

Resolution

tie back to

Strong lead hook

Introduce characters & setting

Hint @ problem

Resolution

tie back to

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Goal 2 - Generate Possible Writing Ideas

Territories	My memories
Important people - family - friends	<ul style="list-style-type: none"> wedding - getting married to Mr. Creamer when Hudson was born
Important Places	<ul style="list-style-type: none"> Shaw Hall Tonti Elementary
Firsts	<ul style="list-style-type: none"> 1st day ever teaching
Lasts	<ul style="list-style-type: none"> Last day with my Grandma Last time with my cat Muffin

Text	Big Idea/Writing Territory	My Writing Ideas
Eleven	A really bad day	<ul style="list-style-type: none"> broke my hand in softball game broke my finger slamming in door found out my gma died
Our good day	Making a big decision	<ul style="list-style-type: none"> which house to buy moving back Michigan deciding to say "yes"
The Toaster	making a big mistake	<ul style="list-style-type: none"> crashing Dad's car into garage forgetting to call in for Jury Duty
Goosebumps	learning an important lesson	<ul style="list-style-type: none"> Trying to highlight my own hair forgetting to close the gate
About Notebooks	Something, someone, or somewhere special	<ul style="list-style-type: none"> Grandparent's trailer up north The Brown's Cottage Teacher - Mr. H

Goal 3 - Shared Writing

Scariest Place Ever

By Mrs. Cole's Class

"That was the best ride of the day hands down!" exclaimed Jill.

We had just gotten off the Top Thrill Dragster. I looked over at the horizon and the sun was beginning to set. My friends Jill, Andy, and Lindsey were going to want to visit the haunted section of Cedar Point Halloweekends but I hated all things spooky and scary and didn't think I could make it through. I began to feel my heart racing.

"Let's go that way!" shouted Andy.

At this time, he pointed at a big sign across the sidewalk that read "Halloweekends Haunted Park." GULP!!! I didn't want to go to the haunted part.

My hands became sweaty and I said, "Ok...are you sure we should go to the Haunted Part?" in a shaky voice.

"YES!!" everyone yelled.

We turned the corner into the haunted section and the sidewalk was covered in a blanket of fog.

Then it became pitch black. I knew we had arrived at the haunted part of the park. I didn't want to enter the Haunted Park but I also didn't want to let me friends down.

"Are you sure about this?" I asked Jill.

"Yes!" She responded. "This is the BEST part!"

Suddenly I grabbed my friend Jill's hand and kept walking through the darkness reluctantly. A man dressed in all black jumped out from behind a tree.

I screamed at the top of my lungs, "AHHHHHHH!!!"

He locked eyes on us and started following me. He had long nails and I kept hearing them go, "Click, Click, Click" in my ear. I screamed even louder which I didn't know was possible.

"EEEEkkkkkkkk!!! GET ME OUT OF HERE!!!" I shouted.

I wanted to curl up in a ball right there and disappear. The more I screamed and yelled the more scared I felt.

Soon Jill stated in a matter of fact way, "Melissa, this is all fake!!"

Then she started telling me everything that was going on.

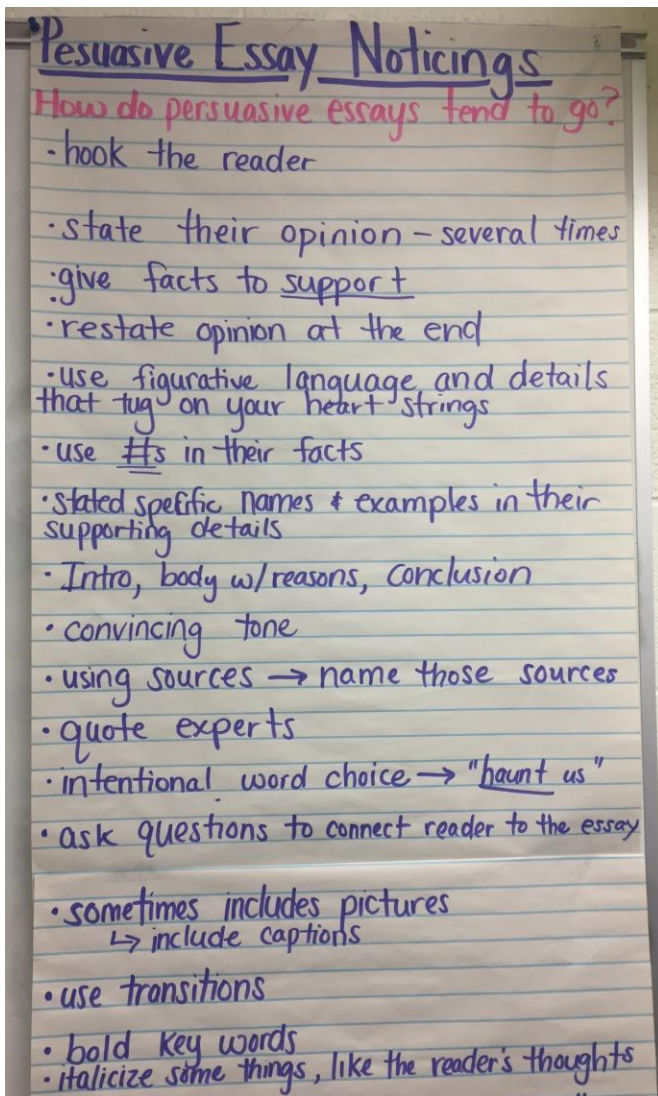
"See there is a guy dressed in all black and he is going to jump out from behind that bench." Then she shouted, "Watch out there is someone else behind us! It's all gonna be ok!"

Then she pointed out a girl who was dressed as a vampire who was walking toward us. I started walking confidently past her and she didn't even TRY to scare us.

"I can do this," I thought to myself.


Finally, things didn't seem so scary once I remembered to believe in myself. We continued to walk to the exit sign. I made it through the rest of the haunted trail and didn't scream once. Now I know even if something seems scary I can believe in myself and it will all be ok.

Goal 1 - Develop Background Knowledge - Open-ended listing chart



Noticings: What Writers of Persuasive Essays Do

- * State a clear claim
- * Back up opinion with strong reasons
- * Their reasons are supported with details, examples, facts, evidence
- * 5 paragraphs, introduction, three reasons, conclusion
- * Use transition words like my first reason, for example
- * Explained thoughts and feelings
- * Title
- * Repeat important words/phrases



Introductions

- stated opinions
- facts
- evidence

Body Paragraphs

- explain reasons
- real life stories
- connect to emotions 😡
- facts to support their reasons

Conclusions

- Restate opinion
- end with a question
- leave with a thought

Introductions (continued)

- hook / good lead
- asks questions
- information for their reasons
- reasons why

Body Paragraphs (continued)

- specific opinions (repeat)
- comparing
- quotes (on expert)
- evidence
- examples

Conclusions (continued)

- quick summary
- consequences!!
- relate to emotions

Goal 1 - Develop Background Knowledge - Noticing chart with columns**Opinion Writing**

We are learning to identify the traits of an opinion piece.

Definition: A text that tries to convince the reader to agree with a particular opinion. It shares your: beliefs, feelings, or thoughts.

Purpose:

- To persuade or convince others to think or believe something
- To tell others about your feelings, thoughts, or beliefs
- To change something

Notice	Name	Purpose
beginning	Introduction	Tells you the author's opinion, hook the reader
Body	Body: Reason 1, Reason 2, Reason 3	Tells the reader why they should think, feel or believe something
Ending	Conclusion	Wrap up the essay, restate your opinion
Explained thinking with a reason	Evidence or Elaboration	To really convince the reader and prove a point
Moved some of the writing in	indenting	To show paragraphs or parts of the writing
The first reason The second reason The third reason	Transition words	To lead into a new thought or idea
Repeated the same thing over and over again	Restate claim	To tell the reader that they are staying on topic
The writer grabbed your attention at the beginning	Hook	To catch the reader's attention
It is important, People should, This needs to be dealt with Necessary	Convincing tone	To convince the reader to think or feel a certain way
Asks reader to do something	Take action, appeal	Urges reader to do something/change their mind
Remind reader of authors opinion	Conclusion sentence	Restate opinion in a different way

Goal 1 - Develop Background Knowledge - Noticing chart with visuals

Persuasive Writing

Writer has strong organization/structure.

Writer gives opinion with a strong feeling.

Writer uses quotes from experts and/or everyday people.

Writer uses persuasive vocabulary to persuade the reader.

Writer lists sources.

Writer use micro-stories.

Writer uses transition words.

Works Cited

Folk, Douglas, "Zoox, The New Book of Knowledge" (Scholastic) Endangered Animals, 2008, 1024-103

Goal 1 - Develop Background Knowledge - Mark up or sticky note text

Kids Should Be Able To Bring Electronics To School

Have you ever just wanted to play 1 game on your own electronic but couldn't because you were at school? Kids should be able to bring their own electronics to school because you could contact your parents in case of emergency, if they finish something early they could get on your electronic out, and after you go on your electronic you could be more focused.

One reason kids should be able to bring electronics to school is because they could contact their parents in case of emergency. For example, experts at www.independent.co.uk say that 62,000 kids skip school because of sickness/ emergencies. For instance, 11/13 people in my class said they have had to contact their parents at school for an emergency. This proves that kids need to bring electronics to school.

Also, kids should be able to bring electronics to school because when they finish something early they could get their electronic out. One time, my teacher, Mrs. Cole, let us get onto the computer and go to cool-math because we finished everything we needed to do. Don't you want to get out your electronic at school when you finish something? Another example, 10/11 people in my class said they have finished something early and had nothing to do.

This shows that kids should be able to get out their electronics out after they finish something early.

My last reason is, kids should be allowed to bring their own electronics to school because after you go on your electronic you will be more focused. For example, Alena, a kid in my class, said she was on a computer at home and then she was more focused on homework. Don't you want to get more focused on homework at home? One time, I was on my computer at school and then when it was time to get off, I was more focused on the next subject. This proves that kids should be more focused after they go on their electronic.

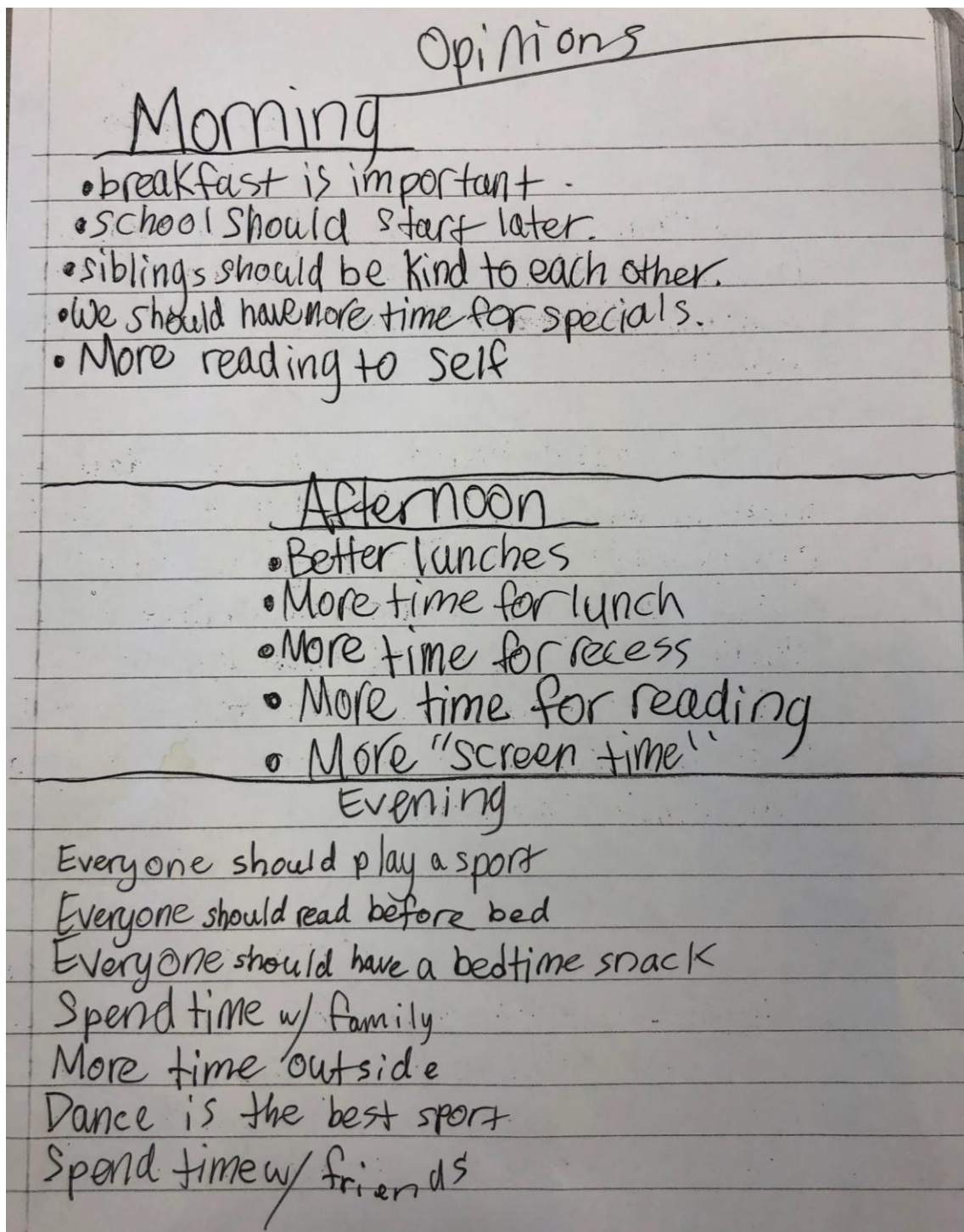
Kids should be able to bring their own electronics to school. This is important because if something happens at school they could get in contact with their parents. Next time you are thinking about buying electronics for schools, don't! Kids can bring their own.

conclusion

= Beginning of paragraph transition word

= Evidence transition word

Goal 2 - Generate Possible Writing Ideas



Goal 3 - Shared Writing

Zoos Can Harm Animals

Although some people think zoos help protect animals, it may be argued that zoos can hurt them. To begin with, animals are taken out of their natural habitats and put into cages. Secondly, animals are mistreated in order to entertain guests. Lastly, animals may only be fed once or twice a day. Therefore, I believe animals should be taken out of zoos, and returned to their natural environments.

First of all, animals are taken out of their natural habitats and placed in cages. This can cause animals to grab the bars and shake them. Some animals pace back and forth in their cages, causing them to feel sad and alone. This small environment wouldn't be fun for humans, so why is it okay for animals? This is just one of the many reasons why animals should be kept out of zoos.

In addition, many times animals are mistreated in order to entertain guests at zoos. According to the author from the article "Captives and Cruelty", "In order to learn tricks for their performances, these marine animals are subjected to abusive training." This means aquatic animals living in aquariums (zoos) are harmed when they don't do the tricks their trainers require them to do. This sounds like these poor animals are physically hurt by zoos. Does this seem right to you?

Most of all, animals may only be fed once or twice a day when living in zoos. Zoos may put animals on a feeding schedule. This means they may only be fed at 10:00 am and 4:00 pm. In the wild, animals can eat when they hunt for food. They hunt prey and can eat an abundance of food. Unfortunately, animals in zoos have to wait to be fed by keepers. I would be hungry if I could only eat once or twice a day; wouldn't you?

Some people feel zoos are a necessity to help preserve wildlife. According to Should There Be Zoos? by Sylvia Lollis, "Zoos, wildlife center and refuge centers around the world are becoming involved in captive breeding programs." This means they are working to save endangered animals. However, if an animal is bred in captivity, they never get to see their natural habitat. Also, sometimes zoos take newborn animals away from their parents. Does that seem fair to you?

In conclusion, animals taken out of their natural habitats, mistreated by zoo personnel, and fed only once or twice a day while living in zoos cause animals to be harmed. Every day zoos stay open, may cost animals their lives. It is important for people to protect the livelihood of animals kept in zoos. Therefore, I believe we should keep animals out of zoos.

Goal 3 - Shared Writing

Zoos are Important

Did you know that there are over 2,400 zoos in America? That's 2,400 safe and protective homes for animals like the Arctic Fox, the Bison or the Eastern Snake. I believe zoos can educate people, prevent extinction and most of all, give rescued animals safety. **Most people** have experienced an educational trip to the zoo, so it's important for people to support zoos.

First, zoos educate children and adults. Imagine seeing, smelling and hearing a live orangutan right in front of your eyes. Their beautiful brown and tan coat would be amazing to see up close! This closeness would help us learn how they live in the world and help us see how they move, behave, eat and survive. One time, on a sunny July day, my family and I went to the Detroit Zoo. We decided to go in the Amphibian house. I learned so much about the red eyed tree frog. For instance, how the tree frogs skin is paper thin and can tear easily. Also, the oils on our skin can be harmful to the frog.

Countless people learn from zoos everyday. At that moment, I was so happy our community had a zoo where I could learn about these amazing animals!

Secondly, zoos prevent extinction. Zoos do so much more than give us wonderful animals to watch and learn about. According to Scientific American, "zoos have been instrumental in stabilizing populations of antelopes that were once endangered." This proves how exciting it is to think how zoos can support these animals through protection and breeding and now are back in the wild, OFF of the endangered list.

Lastly, and most importantly, zoos give rescued animals a safe place to live. According to zoos.org, "Good zoos go to every possible length to ensure the animals in their care have a full and high quality life. A large part of this includes creating situations where animals feel pleasure, happiness and contentment, as well as mental stimulation." Zoos develop and build environments that are similar to the animals' natural environments. When I visited the zoo, I learned that prairie dogs live in the grasslands of North America. They need areas to dig and burrow into the ground at least one-three meters. I observed hills, burrows and dry land for the prairie dogs. This shows how the zoos provide a safe and protective place for them to live.

In conclusion, zoos need to be supported. Zoos aim to keep animals safe and protected, especially those at risk for extinction. Zoos also provide us with their behaviors and appearance, close up. Where else would you see all of those beautiful creatures from around the world up close? I beg you to speak up in your communities and support our zoos.

Works Cited

Falk, Douglas. "Zoos, The New Book of Knowledge." Scholastic Endangered Animals, 2003. 10/21/17

Goal 3 - Shared Writing

Adopt Don't Shop
By Mrs. Cole's Class

Every year millions and millions of dogs and cats enter animal shelters. Just imagine the dogs, “Yelp! Yelp!” as they cry for help and a home to go to. I think more people should rescue pets from a shelter because shelter animals make great pets, they cost less than pets from a breeder or pet store, and you can save a life.

One reason, I think more people should rescue pets from a shelter is because shelter animals make great pets. For instance, Mrs. Hunter, the owner of 3 rescue dogs, said that rescue animals make wonderful pets! Her dog Sasha is the sweetest and most caring dog. Mrs. Hunter loves how Sasha greets her at the door every day. Another example, was when I was sick with a very bad cold a few weeks ago. I had to stay in bed all day and rest. My dog Iggy, who we got at a shelter, was by my side the entire day. He cuddled with me and kept an eye on me to be sure I was ok. If I got up to get water he walked with me. He kept me company and made me feel better. Don't you want an amazing pet in your home? This shows that dogs from a shelter make great pets. For example, 10 out of 12 people in my class agree that rescue animals make great pets. This shows that rescue animals make great pets.

Another reason, I think more people should rescue pets from a shelter because they cost less than pets from a breeder or pet store. For example, according to petfinder.org the most a shelter on their site can charge for a dog is \$250. The experts at Forbes.com say a dog from a breeder or pet store can cost between \$500 and \$3,000. This shows that it is cheaper to rescue a dog from a shelter than buy one from a breeder or pet store. One time Mr. Cole and I were looking for a dog from a rescue. We went to a pet supplies store that was having an adoption event. Right away we asked Julie, from the shelter, “How much does it cost to rescue a dog?” She told it us it costs \$300 but the dog comes with all of its shots. I realized that this was much cheaper than the dog my parents got from a breeder for \$1,200. This proves that a pet from a shelter costs less than a pet from a breeder.

Another reason I think more people should rescue pets from a shelter is because you save a life. For example 6.5 million dogs and cats enter animal shelters each year according to the American Society for Prevention and Cruelty to Animals. It is critical that more people rescue these animals instead of shopping carelessly from a breeder or pet store. This shows that if you rescue a pet from a shelter you will be saving a life.

I think people should rescue pets from a shelter. This is important because there are so many pets that are longing for a good home. It is critical for people to choose pets from a rescue because they will save a life.

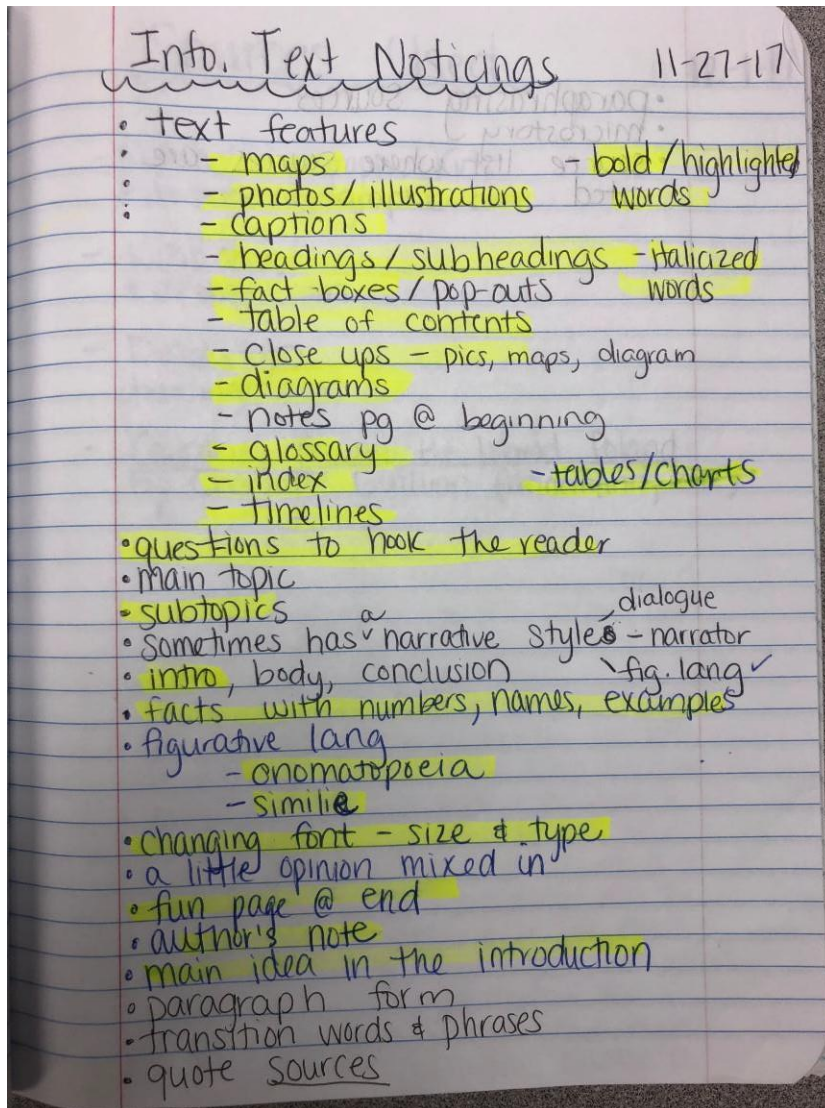
Goal 1 - Develop Background Knowledge - Open-ended listing chart

Info. Text Noticing s

subtopic
subtopic
subtopic
subtopic
subtopic
subtopic
subtopic
subtopic

- Topic → subtopic
- Headings & subheadings name & organize the topic & subtopics
- Images that might include captions
- Author is an expert who includes facts about the topic (dates, #s, etc.)
- Uses different ~~for~~ techniques (asking questions, description, etc.) to hook readers
- Use expert vocabulary and they bold and define the words in the text and sometimes in a glossary.
- cite sources
- multiple types of images
 - chart/table
 - photo w/ labels (diagram)
 - fact box
- Clearly describing the info.
- Cite sources within the text
- Used bulleted list (pros vs. cons)
- Define vocab. within the context
- Mixes a little opinion in with the facts
- Some subtopics have multiple paragraphs
- Variety of punctuation
- Knows enough to write long - variety of subtopics

Goal 1 - Develop Background Knowledge - Open-ended listing chart



Goal 1 - Develop Background Knowledge - Noticing chart with columns**Personal Expertise: Notice, Name, Why Chart**

We are learning to identify the traits of an informational piece.

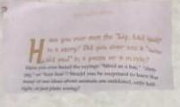



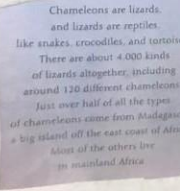
Definition: A text that teaches readers something interesting and important.

Purpose: Read it - To learn

Write it - To teach

Notice	Name	Why?
phrases (like “running in circles”)	Interesting phrases	To keep readers interested
You should...	Talk to the reader	Trying to persuade us too
photos	pictures	Show you what their writing about
Specific words and details	Expert language	To keep readers interested; to teach readers
Question in introduction	hook	To keep readers interested
Lots of interesting details and facts	Elaborate: numbers, names, examples	To get readers interested/To keep readers interested
Table of Contents	Table of Contents	To help readers know what each section was going to be about
Explained the positives and negatives of something	Pros/Cons	Used a different structure to teach about something - what’s good and bad
Bold words before each section	Headings	Tells you what each section is about
Glossary	Glossary	So readers know what words mean
Facts (names and numbers)	elaboration	Readers can learn facts
Ending that stated main idea	Conclusion	Wrap up the book

Goal 1 - Develop Background Knowledge - Noticing chart with visuals

<u>Literary Non-Fiction</u>			
Example	Notice	Name	Why
	<ul style="list-style-type: none"> - introduction - asks a question 	<ul style="list-style-type: none"> • Hook • Lead 	<ul style="list-style-type: none"> - To grab reader's attention - Make reader want to read on
	<ul style="list-style-type: none"> - characters talking 	<ul style="list-style-type: none"> - dialogue 	<ul style="list-style-type: none"> - makes it an interesting way for author to teach facts
	<ul style="list-style-type: none"> - dashes in the sentence - repetition of word "chameleons" 	<ul style="list-style-type: none"> - hyphen - repetition - varied sentences 	<ul style="list-style-type: none"> - creates a rhythm - attracts & holds the reader's interest
	<ul style="list-style-type: none"> - bold word - sound word 	<ul style="list-style-type: none"> - onomatopoeia - print matches meaning 	<ul style="list-style-type: none"> - makes key words stand out - attracts the reader's attention to the page
	<ul style="list-style-type: none"> - names of animals - numbers 	<ul style="list-style-type: none"> - details - names, #s, dates 	<ul style="list-style-type: none"> - elaborates and teaches more about the topic

Goal 1 - Develop Background Knowledge - Mark up or sticky note text

Title

All You Need To Know About Dogs

Table Of Contents:


- INTRODUCTION
- A Golden Retriever
- Food & Drinks
- Where To Get A Dog
- Tricks
- Supplies You Need
- Walks
- CONCLUSION
- GLOSSARY
- ALL ABOUT THE AUTHOR

Introduction

Do you love dogs? Do you want to learn more about them? If you do, then you'll wanna read this! Dogs are sweet, friendly, intelligent animals! They're so helpful in life. Read on to find out more about dogs!

Golden Retrievers

Golden Retrievers are my favorite dog breed. I'll tell you why. First, They are really cute, and sweet. Second, they're one of the smartest dogs in the world! Also, female Golden Retrievers are 20-22 inches tall, and a male are 22-24 inches tall. Lastly, they are really good at swimming. Now, I'll tell you some facts about them. They are super good swimmers! And they live from 10-12 years. And guess what! When they hold a egg in their mouth, (Not a frozen one, But one that can crack REALLY easily.) it doesn't crack! That's how soft and gentle their mouths are. Golden Retrievers have good breath. Well, not when you feed them something disgusting. They also LOVE leather! If you're wallet is leather, then you better watch out! Because that dog is going to chew up your wallet and money. Once, I had two very sweet dogs. They were so loving and caring! Golden retrievers are awesome!




These are just some cute dogs.

Fact 2 (Body)

Where to get a Dog

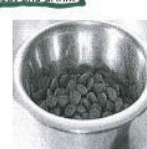

There is differences between getting a dog from a breeder, and a rescue. But I recommend rescue! When you get a dog from a breeder, it usually costs a lot. Its 500-3,000 dollars. Homeless animals outnumber homeless people 5 to 1. Each year, approximately 2.7 millions of dogs and cats are killed every year because shelters are too full and there aren't enough adoptive homes. Act as a publicist for your local shelter so pets can find homes. When you get it from a rescue, it's only 400 dollars or less! And, you're pretty much saving a life. For the similarities, they are both normal cute little dogs! And you're making them happy. I hope you think on getting a dog!



This picture is a dog behind a fence.

Food & Drinks

Obviously, dogs love to eat and drink! Everyone does. I'm going to tell you some foods and drinks that dogs eat/drink! Dogs usually eat meat. And drink water. But, I would only give them meat if they act good because to them, meat is a kind of "Treat" for them. And they usually just eat normal dog food. You should teach them tricks like sit, stand, speak, and many more! If they do that, give them a treat for reward. They also LOVE chasing squirrels! Make sure to NEVER.....EVER! Feed your dog chocolate! Because it can lead to death, or get your dog very sick. That's what dogs eat and drink!





These are just some pictures of a dog food bowl, a water bowl, and chocolate. Remember, never feed dogs chocolate!


Fact 3 (Body)

Tricks

Do you wanna teach your dog tricks? Then read this page! There are a lot of tricks dogs can do. Like, sit, stand, speak, paw, and many more. I recommend giving your dog a treat after they do a trick. Because, they do work really hard learning that trick. It takes a lot of practice to learn a trick. Especially on dogs/animals. Anyways, keep reading on! :)



This is a picture of a man giving his dog a treat!



This is a girl walking her dog.


Fact 4 (Body)

Walks

If you get a dog, you need to give your dog fresh air everyday, by giving it a walk everyday. I recommend 1-2 times a day. Most importantly, you need a leash. You also need the right size because if its too big, your dog can just slip right out! If it's too small, they'll choke. Then, (It is obvious.) You hold your leash handle, and get ready to go outside. Lastly, you walk your dog and have fun! Go walk your dog, and have fun!

Conclusion

I hope you loves learning about dogs. If you want to learn more about them, read more books about these Fluffy friends. To learn more about dogs, visit <https://www.allaboutdogs.ca/>. I hope you think about Getting a dog!



Glossary

Glossary:






- Approximately:** Used to show that something is almost but not completely, or exact.
- Golden Retriever:** A type of dog breed.
- Asthma:** A condition marked by spasms in the bronchi of the lungs, causing difficulty in breathing. It usually results from an allergic reaction, or sensitivity.
- Female:** A girl.
- Male:** A boy.
- Adoptive:** denoting a country or city to which a person has moved and in which they have chosen to make their permanent place of residence.

All about the Author

All About The Author

Alena is a 9 almost 10, year old girl. She lives in Michigan. Her favorite color is teal. She loves dogs SO much! Her favorite animal is obviously a dog. When she grows up, she wants to be a kid doctor. Alena hopes you likes this book! :)

Goal 2 - Generate Possible Writing Ideas

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 Lillies" 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

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 - 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, story Egyptians Oprah
Soccer - A Players Handbook	Activities - things you like to do	Football Soccer X-mas village decorating Scrapbook
How to Perform Brain Surgery	Medical - Taking Care of Self	injuries manicure/pediatrics braces
Mavis 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

11-29-16 Topics I Already Know About		
Text	Possible Writing Ideas	MY Idea
My Expense	• lessenger • Michigan • Chicago	• Boston • Adopting pets vs. Buying pets • teachers • Mr. Creamer
Territory	<u>Places</u> - habitat / ecosystem - countries / states - vacation spots - restaurants, malls, farms - community buildings	<u>Animals</u> - chameleons - rainforest animals - how to care for a pet
Marvels in the Muck	<u>People</u> - famous person - historical figure - athlete - community members / workers (police, firemen)	• chameleons are cool • Amelia & Eleanor • For a Ride

Goal 3 - Shared Writing**The Detroit Zoo**

By Mrs. Cole's Class

Table of Contents

Introduction

The Arctic Ring of Life

The Polk Penguin Conservation Center

The Butterfly Garden

Conclusion

Introduction

"One of a Kind!" "The Best In the World!" "Unique animals up close!" These are some of the ways people describe the animal habitats at the Detroit Zoo. The Detroit Zoo is the perfect place to see penguins, butterflies, birds and polar bears in their natural habitat. In this book I am going to teach you all about the wonderful features of the arctic ring of Life, The Polk Penguin Conservation Center, and the butterfly garden.

The Arctic Ring of Life

The Arctic Ring of Life is a one of a kind Arctic Habitat. They have five seals, two polar bears, an three arctic foxes. All of these animals have been helped because they were in danger of dying in their natural habitat. The water is kept nice and chilly so the animals are comfortable as if they were in their natural environment. They also have gravel and rocks that are kept cold for the animals. In the pool there is a 70 foot underwater tunnel that visitors can walk through and see the polar bears and seals swim around them. It appears as if the polar bears and seals are in the same tank of water but they are actually in pools separated by clear glass. They also have an ice wall so kids can sense just how cold it is in the arctic. These are some of the things that make the arctic ring of life so cool.

Main Idea and Details**The Polk Penguin Conservation Center**

Do you love watching penguins waddle and dive? If so you should check out the Polk Penguin conservation center at the Detroit zoo. It is the newest habitat and animal exhibit at the zoo. There are four types of penguins in this exhibit. The water is kept at a chilly 38 degrees. The exhibit has a huge round pool so the penguins can swim around and around forever. There is also lots of land and pretend icebergs that the penguins can frolic on. One of the best parts of this exhibit is that there is only a piece of glass separating you from the penguins. They can walk right up to the glass to see you just inches away. Why don't you go check out the Polk Penguin Conservation Center at the Detroit zoo and see this amazing exhibit for yourself!

Cause & Effect – When one event causes another to happen. The cause is 'why' it happens and the effect is 'what' happens.

If you would love to see the largest and most extraordinary penguin exhibit in the world then you need to visit the Polk Penguin Conservation Center at the Detroit Zoo. There are over 80 penguins that are 4 different types. Here you can watch the penguins dive deep into a 25 foot deep tank. This is rare even in the wild! There is also land and pretend icebergs that the penguins can frolic on. One of the best parts of this exhibit is that there is only a piece of glass separating you from the penguins.

Pros & Cons – The advantages and disadvantages of a particular topic.

Pros: The Pros of visiting the Polk Penguin conservation center are that it is filled with interactions that cover all of your senses. You can see the penguins glide through the water, you can feel the mist splashing down on you as you walk through the exhibit, you can hear the penguins splash into the water.

Cons: The Cons of visiting the Polk Penguin Conservation center are that it is very crowded, sometimes it's hard for little kids to see the exhibit from ground level, also as you walk through the exhibit there are loud sounds like you are on a boat.

The Butterfly Garden

In the Butterfly House there are two main parts- the Butterfly Garden and the free Free-Flight Aviary. There are many similarities between these two habitats and many differences.

First of all they are both inside the Wildlife Interpretive Gallery which is the Detroit Zoo's oldest building. There are 30 species of birds and 30 species of butterflies in this building. Both habitats have a more tropical feel - they are humid and kept at a temperature of 75 degrees.

There are some differences between these two habitats. One difference is the size of trees. The Free Flight Aviary has much taller trees with very little smaller vegetation. The Butterfly Garden has smaller trees and a lot of smaller vegetation. Also, the Aviary has a small river that flows through it and the Butterfly garden does not.

Maybe you should check out the two parts of the Butterfly House and see which one you like better!

Conclusion

Now you know more about the Detroit Zoo and the amazing animal habitats. Maybe you can go check out these exhibits for yourself!

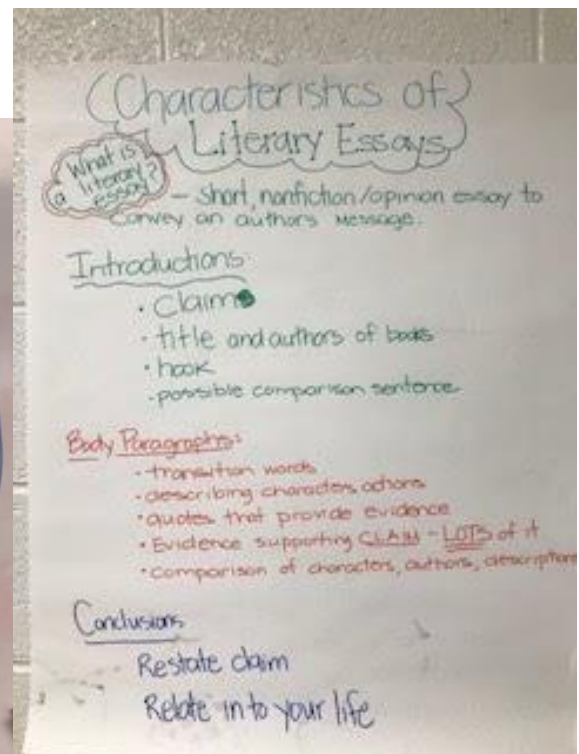
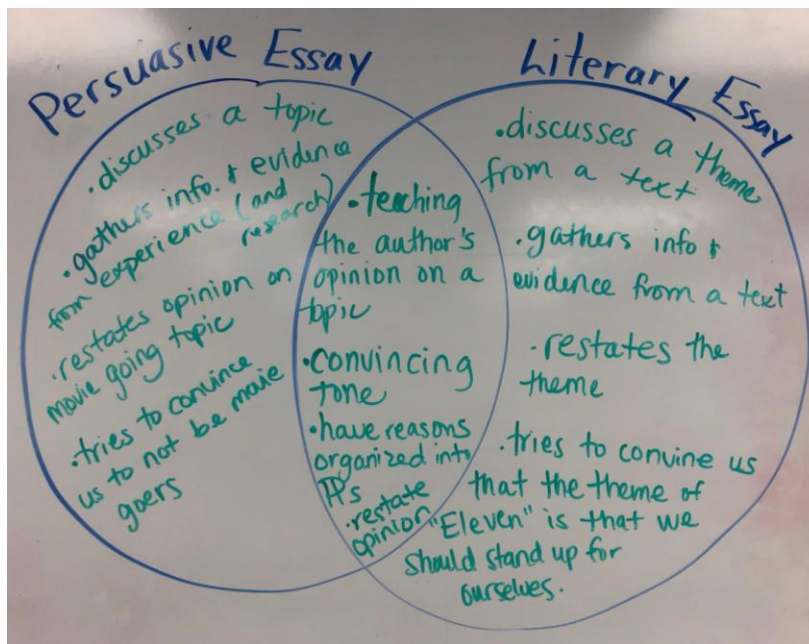
Goal 1 - Develop Background Knowledge - Open-ended listing chart**Literary Essay:**

A text that convinces the reader to think or feel a certain way about a book or story.

Purpose: To share your likes or dislikes and make a connection with a reader.

A Literary Essay has:

- An introduction with a hook and a claim statement (opinion statement)
- Three body paragraphs/reasons
- Each body paragraph is about one idea
- There is evidence like quotes, examples or stories
- Transition words at the beginning of the paragraph: In addition, Also, and Another
- Transition words before evidence: For example, Another example, One time, and For instance
- Wrap up at the end of a body paragraph: This shows that...or This proves...
- Conclusion that restates claim and tells the reader to take action or response
- The writer used a convincing tone by:
 - Asking questions- Do you realize...
 - Repeats words/phrases
 - Uses emotions
 - Using phrases like: You must...Why not...



Goal 1 - Develop Background Knowledge - Noticing chart with columns**Literary Essay****We are learning to identify the traits of a literary essay.****Definition:** A text that convinces that shares your opinion or thoughts about something you read.**Purpose:** To share your thoughts/opinion about something you read.

Notice	Name	Why?
This shows that...	Convincing tone Restating claim	Persuade reader Restate claim
In addition, Also, First, One example, Another example,	transitions	Organize writing Show difference between reasons and evidence
Information/examples from the story	evidence	Support claim
Quotations from the story	evidence	Support claim
Repeated information/phrases	Convincing tone	Persuade reader

Goal 1 - Develop Background Knowledge - Noticing chart with visuals

Literary Essay

(A text that shares your opinion/thoughts about something you read.)

INTRODUCTION

HOOK

Claim Statement

Reason 1

Evidence Micro-Story

Evidence Micro-Story

Reason 2

Evidence Quote

Evidence Micro-Story

Reason 3

Evidence List

Evidence Quote

CONCLUSION

Restate Claim Statement

TRANSITIONS

Just Be Yourself

It is important to be who you are, even if it is different from others. If you are not being who you are then you are not being true to yourself. Sofia, in the story "Taco Head," is being bullied by girls because she eats tacos. In the story "Taco Head," Sofia learns to be herself.

First, Sofia learns to be herself when she eats her tacos no matter what other people think. One example of how Sofia learns to be herself is when she stops eating her tacos in the bathroom. Sofia learns to be herself when she stops being afraid of eating her tacos in the middle of the cafeteria, & Sofia learns to be herself when she stops running outside right away. This proves that Sofia learns to be herself when she eats her tacos no matter what. For example, Sofia learns to be herself when she eats her tacos no matter what other people think. When Sofia eats her tacos in the middle of the cafeteria she didn't care what other people think of her. She didn't just not eat her tacos and run to the playground right away. Do you realize that it is very hard to do something when someone is bullying you. This shows that Sofia learns to be herself.

Also, Sofia learns to be herself when she tells her mom to keep making the tacos even though she is getting bullied. One example of how Sofia shows she learns to be herself is when Mama used to pack two bean tacos for my school lunch every day. Every morning she'd get up at five to make a fresh batch of flour masa. She'd roll out and cook one tortilla at a time until she had a big stack of them, nice and hot, and then she'd fill each one with beans that she'd fried in bacon grease and flavored with chopped onion in her huge cast-iron skillet. Do you realize that Sofia was being herself by not telling her mom to stop making the tacos and just give her lunch money instead. This proves that Sofia learns to be herself. For example, Sofia learns to be herself when she tells her mom to keep making the tacos even though she is getting bullied. After the day that the bully called Sofia "Taco Head," Sofia still kept telling her mom to make the tacos. Sofia didn't tell her mom to stop making the tacos just because one person bullied her. This shows that Sofia learns to be herself.

Another way Sofia learns to be herself when she eats with Coach Clarke. For instance, Sofia learns to be herself when she traded lunch with Coach Clarke. Sofia learns to be herself when she said yes to eat with Coach Clarke, & Sofia learns to be herself when Sofia gave Coach Clarke the taco recipe. This shows that Sofia learns to be herself. One example of how Sofia in the story "Taco Head" shows she learns to be herself is when she eats with Coach Clarke. "And the next day we ate lunch together in the middle of the cafeteria. We traded. Again, her half-sandwich was truly awful. Do all sandwiches taste like something between sardines & bologna? I wondered. This proves that Sofia learns to be herself by sitting with Coach Clarke.

In the story "Taco Head," Sofia learns to be herself when she eats her tacos no matter what other people think, when she tells her mom to keep making the tacos even though she is getting bullied, and when she eats with Coach Clarke. Sofia never stopped trying to be herself. If you are not being yourself then you are not being you, you are being someone else. It is important to realize that you should never stop being who you are.

Goal 1 - Develop Background Knowledge - Mark up or sticky note text

Stupid A Literary Essay on "Spaghetti" and Journey by Jessica

Loneliness is something that everyone experiences in life. It can make people feel isolated, depressed and even angry. It is with us throughout our lives and we all have to figure out how to deal with it. Both "Spaghetti" by Cynthia Rylant and Journey by Patricia MacLachlan are stories about lonely characters who find the cure when they befriend an animal.

In "Spaghetti", Gabriel being lonely reminds me of Journey being lonely. One way, Cynthia Rylant shows Gabriel's loneliness is that she had Gabriel looking longingly at people in his neighborhood "talking quietly among themselves." He is not sitting with them but is alone on a stoop. He is not part of a group but seems to want to be because he "wished for some company." It is like Gabriel is on the outside looking in at his neighbors and hoping that one of them or someone will invite him in. Journey is a lot like Gabriel in this way. Journey feels on the outside of his family and he longs to find a connection with them, especially with his absent mother and father. Journey's loneliness makes him angry. When his grandfather takes a family picture, instead of the picture looking like a family who is together, it looks like Journey is separate from the rest and reveals his anger.

Another way, Rylant shows Gabriel's loneliness is through the description of the building. In the text it said that Gabriel sat in front of a "tall building of crumbling bricks and rotting wood." This image of a run down building is used to show how like the building Gabriel has no one to take care of him and the building represents that Gabriel is depressed because he is lonely. Patricia MacLachlan like Cynthia Rylant also shows Journey's loneliness through the use of objects. The pictures of his mother tell the story of a mother who wasn't really there even when she was physically there she wasn't emotionally. The grandmother tells Journey, "Your mama always wished to be somewhere else." Journey like Gabriel are trying to fill their holes of loneliness.

When Journey was lonely, "and then the cat came," Patricia MacLachlan said. Bloom, the cat, showed up one day at Journey's window and walked right into his life. Bloom being there made Journey less lonely, because he loved Bloom and she loved him. Gabriel also found a cat for his friend. His cat was named Spaghetti. When he found Spaghetti, he stopped wanting to live alone outside and started wanting to "live together" with Spaghetti in his room. Both boys started off being apart and then had someone to be "together" with once they found Spaghetti and Bloom.

So both stories show that the protagonists got less lonely when they found an animal to befriend. Maybe sometimes when you feel very alone, it's easier to make friends with an animal who loves and needs you. Then when you have done that, you can start to make friends with people, too.

Handwritten notes: "gave deep meaning behind stories", "context", "makes inferences", "finds symbolism", "giving credit to authors", "action shows feeling", "direct quotes", "finds symbolism", "notice more than one example", "transition", "linking two characters", "makes an inference", "lesson learned", "restates 'big idea' in new words", "word choice", "finds similarity", "hyperbole", "figurative language", "connects two stories", "title of story or article", "title of book or magazine", "188", "189", "190", "191", "192", "193", "194", "195", "196", "197", "198", "199", "200", "201", "202", "203", "204", "205", "206", "207", "208", "209", "210", "211", "212", "213", "214", "215", "216", "217", "218", "219", "220", "221", "222", "223", "224", "225", "226", "227", "228", "229", "230", "231", "232", "233", "234", "235", "236", "237", "238", "239", "240", "241", "242", "243", "244", "245", "246", "247", "248", "249", "250", "251", "252", "253", "254", "255", "256", "257", "258", "259", 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188

Lesson learned "Hook"

connects two stories

hyperbole

figurative language

finding similarity

word choice

draws reader into essay

restates "big idea" in new words

lesson learned

makes an inference

finds symbolism

notice more than one example

transition

linking two characters

giving credit to authors

action shows feeling

direct quotes

finds symbolism

title of story or article

title of book or magazine

A Literary Essay on "Spaghetti" and Journey by Jessica

Loneliness is something that everyone experiences in life. It can make people feel isolated, depressed and even angry. It is with us throughout our lives and we all have to figure out how to deal with it. Both "Spaghetti" by Cynthia Rylant and Journey by Patricia MacLachlan are stories about lonely characters who find the cure when they befriend an animal.

In "Spaghetti", Gabriel being lonely reminds me of Journey being lonely. One way, Cynthia Rylant shows Gabriel's loneliness is that she had Gabriel looking longingly at people in his neighborhood "talking quietly among themselves." He is not sitting with them but is alone on a stoop. He is not part of a group but seems to want to be because he "wished for some company." It is like Gabriel is on the outside looking in at his neighbors and hoping that one of them or someone will invite him in. Journey is a lot like Gabriel in this way. Journey feels on the outside of his family and he longs to find a connection with them, especially with his absent mother and father. Journey's loneliness makes him angry. When his grandfather takes a family picture, instead of the picture looking like a family who is together, it looks like Journey is separate from the rest and reveals his anger.

Another way, Rylant shows Gabriel's loneliness is through the description of the building. In the text it said that Gabriel sat in front of a "tall building of crumbling bricks and rotting wood." This image of a run down building is used to show how like the building Gabriel has no one to take care of him and the building represents that Gabriel is depressed because he is lonely. Patricia MacLachlan like Cynthia Rylant also shows Journey's loneliness through the use of objects. The pictures of his mother tell the story of a mother who wasn't really there even when she was physically there she wasn't emotionally. The grandmother tells Journey, "Your mama always wished to be somewhere else." Journey like Gabriel are trying to fill their holes of loneliness.

When Journey was lonely, "and then the cat came," Patricia MacLachlan said. Bloom, the cat, showed up one day at Journey's window and walked right into his life. Bloom being there made Journey less lonely, because he loved Bloom and she loved him. Gabriel also found a cat for his friend. His cat was named Spaghetti. When he found Spaghetti, he stopped wanting to live alone outside and started wanting to "live together" with Spaghetti in his room. Both boys started off being apart and then had someone to be "together" with once they found Spaghetti and Bloom.

So both stories show that the protagonists got less lonely when they found an animal to befriend. Maybe sometimes when you feel very alone, it's easier to make friends with an animal who loves and needs you. Then when you have done that, you can start to make friends with people, too.

FIG. 20-5 Jessica's final draft

GRADE 4: THE LITERARY ESSAY

Goal 2 - Generate Possible Writing Ideas

Read Aloud Text	Big Ideas (Character traits, Themes/Lessons, Change)	Claims
"Stray"	<ul style="list-style-type: none"> • Doris is caring. • The story is teaching you to be responsible. • Doris is thoughtful. 	<ul style="list-style-type: none"> • This story Stray shows that people should be caring. • I think the author wanted people to know that you should always take care of things like animals even if it is not yours. • People might think this story shows a girl who wants to steal a dog but this story proves that she is a girl who wants to save a life. • I think the author was teaching us that not everyone gets what they want.
"Dancing in the Wings"	<ul style="list-style-type: none"> • Sassy is sassy. • Sassy has big dreams. • Sassy is brave. • Sassy believes in herself. • This story was teaching you to believe in yourself. 	<ul style="list-style-type: none"> • I believe the author of Dancing in the Wings wanted people to know just because you might be different doesn't mean you can't do what you want. • The story Dancing in the Wings Sassy learns to stand up for yourself. • People might think this story is about a girl who has big feet and is very tall but this story proves that if you keep trying you can do it. • I believe Dancing in the Wings shows that you should believe in yourself.
Taco Head	<ul style="list-style-type: none"> • Lesson: Be who you are (be yourself) • At first Sofia was scared but she learned to be brave. • Sofia is a risk taker. • Sofia is a problem solver. • Sofia was teased but learned to be brave. • Sofia gets bullied for eating tacos. 	<ul style="list-style-type: none"> • In the story "Taco Head" Sofia learns to be brave.
"Marble Champ"	<ul style="list-style-type: none"> • Practice pays off. • Believe in yourself. • Be yourself. • You're not always good at everything. • Never give up 	<ul style="list-style-type: none"> • I believe the author of Marble Champ wanted people to know to never give up. • When I first read this story I thought it was showing us that she wasn't good at sport, but now I think it shows to believe in yourself. • The story Marble Champ shows how to be a risk taker. • In the story Marble Champ the character learns to take control. • People might think this story shows a random girl that is no good, but this story proves that you can do anything. • I believe the author of Marble Champ wanted people to know that you might not be good at everything.

Goal 3 - Shared Writing**The Most Caring Person**

By Mrs. Cole's Class

In life, people want to be treated with respect and be cared for by their friends and family. Don't you want to surround yourself with people who are kind and caring? In the story "Slower Than the Rest," Leo is a character who is a slower learner in school but a very thoughtful person. In the story "Slower Than the Rest," Leo is a caring boy.

First Leo shows he is caring when he rescues a turtle. one example of how Leo cares to rescue a turtle is when Leo cares to take the turtle home, Leo cares to make home for the turtle, Leo cares to spend time with the turtle, and Leo cares to pick up the turtle. this shows that Leo cares for the turtle when he rescues it. another example of how Leo shows he cares in the story slower than the rest, was when he rescues a turtle. His family is driving down the highway to church and Leo spots the turtle. He asks his father stop the car so he can get out and save the turtle from devastation. He didn't just sit there quietly and drive by the unexpected turtle who was in a dangerous situation. Do you realize that everyone wouldn't care enough to rescue an animal like Leo did this shows that Leo is caring and he wants to save a turtle's life.

Also, Leo is caring when he takes care of Charlie's happiness. For instance, as soon as Leo got home he found a cardboard box and put lettuce and radishes in the box. Then he hugged and kissed the turtle to comfort it as if he was a best friend. Leo made sure Charlie felt loved and cared for. He didn't just put the turtle on the floor and let it wander around the house. You should show someone you care by keeping them safe. This shows that Leo is caring when he made a proper home for Charlie. If you have an animal you must care for it and not just leave it lying around. Another example of how Leo took care of Charlie's happiness is when he would take Charlie out into the backyard and let him walk around and explore. This shows that Leo took care of Charlie's happiness.

Leo is caring when he gives his report on forest fires. One example of how Leo is caring is when he gives his report on forest fires. Leo cares because he knows what it is like to be alone, Leo cares because he knows what is like to be slow, and Leo cares because he knows every creature has potential. This is important because Leo can make connections to the animals who are slower and might get hurt in a forest fires. Leo cares to make sure everyone is safe. Another example of how Leo is caring is when he gives his report on forest fires. Leo cares because he knows what it is like to be alone, Leo cares because he knows what is like to be slow, and Leo cares because he knows every creature has potential. This is important because Leo can make connections to the animals who are slower and might get hurt in a forest fires. Leo cares to make sure everyone is safe.

In the story Slower Than the Rest, Leo is a caring boy when he rescues a turtle, took care of Charlie's happiness, and he did a report on forest fires. Leo stopped his family and demanded that they pull over to rescue the turtle. He was caring toward all living things. Caring people make the world a better and happier place. People should be more caring toward all living things no matter how big or small, just like Leo.

Goal 1 - Develop Background Knowledge - Open-ended listing chart

Informational Writing

News Article

We are learning to identify the traits of a news article.

Definition:

A news article is a short text, within a newspaper, about a topic that is current and newsworthy. A newspaper, whether digital or printed, often contains a number of articles, advertisements, and columns written to meet the interest of its readers.

Purpose:

A news article informs and teaches readers about a topic in an interesting way. News articles are crafted to engage the reader's attention while including all sorts of specific and interesting information.

Noticings:

- *Sources: to give details/facts, to give credit to other writers*
- *Information: about real things (people, places, events)*
- *Call to action: make readers care more*
- *5 Parts: introduction, 3 body paragraphs, conclusion*
- *Introduction: hooks reader and states main idea*
- *Subtopics: say more about topic, keep it organized, grouped information*
- *Conclusion: wraps up the article, states main idea, and tells reader to take action*
- *Numbers, Names, Examples, Dates: elaborates so the reader has interesting details*
- *Author sounds like an expert*
- *Transition words: first, next, then, also*

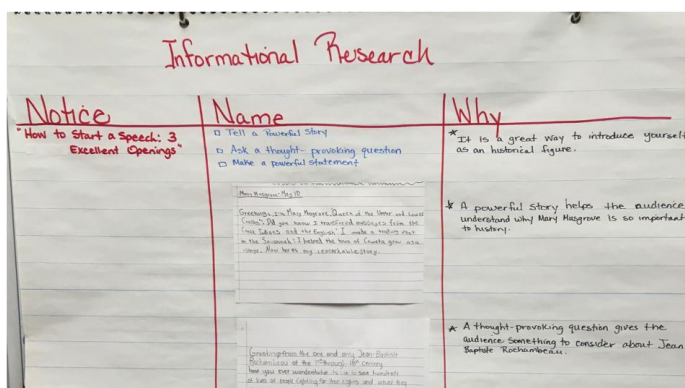
Goal 1 - Develop Background Knowledge - Noticing chart with columns**Informational Writing News Article**

We are learning to identify the traits of a news article.

Definition: *A news article is a short text, within a newspaper, about a topic that is current and newsworthy. A newspaper, whether digital or printed, often contains a number of articles, advertisements, and columns written to meet the interest of its readers.*

Purpose: *A news article informs and teaches readers about a topic in an interesting way. News articles are crafted to engage the reader's attention while including all sorts of specific and interesting information.*

Notice	Name	Why?
Photograph/caption	Photograph/caption	To show you what the author is talking about
Titles/Headings	Titles/Headings	To tell you what you'll read about in that section
Small fonts	Small fonts	To fit more articles
Related articles	Related articles	Readers might want to learn more about a topic
Paragraphs (with spaces instead of indents)	Paragraphs (with spaces instead of indents)	To separate the information into different parts and to put space in between. Lots of white space.
Experts and quotations	Evidence	To provide more information
Main idea and important facts	Introduction with a hook	To introduce the topic and get the reader interested
Conclusion that left us with something to think about	Conclusion that left us with something to think about	So readers remember what they read
Facts (numbers, names of things, places, people)	Evidence, interesting information	To inform us



Goal 1 - Develop Background Knowledge - Noticing chart with visuals

RESEARCH (A text that teaches others about a topic you researched)

INTRODUCTION

Someone has interviewed ~~someone~~
Tells: Who, What, Where, When

General Information: The Best for Adapting

Why do people have to adapt in the mountains?
People have to adapt in the mountains to protect themselves; to have the right clothing, and to have the right shelter to survive. For example, the summit has less oxygen. You might need to take extra steps related to that if you aren't used to less oxygen. Also, people need to protect themselves from tall heights and avalanches. There are also volcanoes on mountains, if you don't protect yourself from these things, you might die!

How does adaptation impact the culture of people in the mountains?
Adaptation impacts the culture of people in mountains in many ways. For example, if you are a visitor, you could do fun activities like hiking, skiing, biking, and mountain climbing. Also, some jobs are just like jobs anywhere else. Schools are also different. They could be in caves. They can also have as few as seven students! Cool, right?

What are some ways people adapt in the mountains?
Not everything is the same on the mountains than on ground level. They eat differently, dress differently, and build their houses in a special way.
Houses in the mountains are different than houses on ground level. Maya McLamond, a mountain climber and hiker, says, "In some houses in the mountains, they use solar panels for electricity and wifi." Houses also have insulated walls, fireplaces, and a furnace for heat because it is really cold on mountains. They also have sloped roofs and thick walls to make sure the cold air from outside doesn't get into houses.
It is very cold on mountains. Here are some things that are recommended to wear. You should wear a hat to protect your head. You should also wear a heavy jacket to make sure that you don't get cold and sick from being outdoors.
People on mountains eat a lot of different things than for example, they eat wheat, rice, and other grains. They also eat potatoes, corn, and other vegetables. Another few things they eat are goats, llama, cattle, and sheep. These are just some of the things they eat. Wow, this is a lot of info for ways people adapt.

BODY

- Headings
- Organized into sections
- elaborated (told info. I didn't already know)
- transitions
- examples

CONCLUSION

leaves impression
left us with something to think about - take action

Conclusion
Maya McLamond recommends you to take a visit to the mountains. But don't forget to try all of their amazing activities like hiking, skiing, mountain climbing, and much more! Also make sure to make an impact on the people that you meet.

Goal 3 - Shared Writing

Student News Network

May 23, 2017



SURVIVOR: FOREST EDITION

INTRODUCTION

Most people would be shivering on a 40 degree day. But not Tricia Stock, a teacher and hiker, from Superior National Park in Minnesota. She's used to the cold weather in her park and has found many ways to adapt and survive in this biome.



General Information

A forest is a biome filled with trees and they are found throughout the world. For instance there are forests throughout North America, Europe and Asia. In North America there are over 100 million acres of National forests. Because of the wide variety of temperatures and weather both animals and trees have to adapt. Due to the cold winters animals hibernate, migrate, stay active or lay eggs and die to help them survive during the cold winter months. In addition, trees like birch, maple and oak drop their leaves in the fall and use sap in their roots to prevent them from freezing. We will learn even more about how people adapt to survive in the forests biome.

Why do people have to adapt?

The forest is a unique biome and people need to adapt for many reasons. First there are four seasons in a forest biome: winter, spring, summer, and fall. During these seasons the temperature ranges from -20 degrees fahrenheit to 90 degrees fahrenheit. This means that people have to adapt to stay both warm and cool. This is also a problem because during the winter months plants and food will not grow. There are many dangerous animals in a forest like bears, wolves, and coyotes. If you live in this biome you better be prepared for anything and everything!

CONCLUSION

The forest offers many different activities and opportunities because of the changing weather. Living in the forest is a great way to broaden your horizons and try new things.

Shelter, Clothing and Food, OH MY!

People in the forest adapt in many ways. They build their homes in special ways, they dress a certain way, and they eat special foods.

Homes

In a forest a home will need windows with glass and screens. The glass windows will keep your home warm in the winter and the screens will keep your home cool in the summer. Many homes are made out of bricks or aluminum siding. The roof on a forest home should be sloped or slanted with gutters so snow and rain can just slide down the roof without damaging anything. Most homes also have furnaces or air conditioning units to keep the residents comfortable at all times.

Clothing

Forests have four very different seasons. When visiting or living in a forest biome there are many types of clothing that are needed. For the winter months boots, hats, gloves, warm coats, and scarves are a necessity. According to Tricia Stock, a hiker and teacher, "Down filled winter coats are a must. The winter weather will be miserable if you don't have a quality winter coat." For the summer months shorts, sandals, t-shirts, wide brimmed hats, and sunglasses are helpful.

Food

There are many different types of food available to people who live in a forest. In a forest people hunt deer, rabbits, and turkey. There are many fruits and vegetables available like corn, wheat, berries, nuts and mushrooms. In the winter you can also collect maple syrup from maple trees. It would be hard to get bored of the many options for food in the forest.

Culture

People adapt to life in the forest in many ways. It also affects their culture. For example, people often hunt, hike, bird watch, and camp as a hobby. There are festivals to celebrate the trees that give life and the seasons. Stock explained, "In Saint Paul, there is a huge Winter Festival where they have castles made out of ice, snowboarding competitions, and parades." Some jobs are also specific to this biome. If you are an arborist, logger, park ranger, or Christmas tree farmer the forest would be a great place to live. These are only some of the ways that culture is impacted in the forest biome.

Goal 3 - Shared Writing

The Yellow Fever Epidemic of 1793

Mrs. Creamer's Class

Good afternoon, my name is Mrs. Creamer, and today I'll be talking to you about a tragic time in our U.S. history - the time of Yellow Fever. I'm a 5th grade teacher at Lessenger Elementary, where we have been reading Laurie Halse Anderson's historical fiction book, *Fever 1793*, which inspired me to research Yellow Fever. Shockingly, I learned that the Yellow Fever epidemic of 1793 wiped out 10% of Philadelphia's population. That's a devastating number, so why don't we hear about Yellow Fever anymore?

To begin, it is important to know that the Yellow Fever is not longer a threat in our country. This is thanks to Max Theiler, the man who developed a vaccine, or a shot as you know them, that protects people from contracting, or catching, yellow fever. Sadly, the yellow fever vaccine was not developed until 1937, and there were several epidemics prior to that that killed 1000s of people. An epidemic is a major outbreak of an illness. According to www.nature.com, "The first recorded description of an epidemic thought to be yellow fever was made by Mayans in the Yucatan in 1648." This is important because it shows that yellow fever was a major problem for almost 300 years before the vaccine to prevent it came into existence. Furthermore, large numbers of people died during different yellow fever epidemics that happened across the globe over those 300 years. One yellow fever epidemic, in particular, had a devastating effect on the citizens of our beloved home, the United States of America.

Long ago, during the summer of 1793, the temperatures rose to an unbearable height in Philadelphia, Pennsylvania. At that time, Philadelphia was the largest city in our country. As you can imagine, the heat and the crowded city, which sits alongside a big body of water, created the perfect place for mosquitoes to live, eat, and prosper. As a result, Philadelphia suffered great loss that summer when the mosquitoes became delivery men of the yellow fever, infecting thousands, who eventually died from the illness. According to Laurie Halse Anderson, "In three months it killed nearly five thousand people, 10 percent of the city's population." This meant that a large amount of our country's population had been wiped out. So how did they stop the spread of the yellow fever that summer? They didn't have the vaccine, and actually, they didn't even know it was the mosquitoes that were spreading the virus, so all they could do was wait for the first frost to kill the mosquitoes and germs. Thankfully, there were a few good men that helped the sick during that time, which is why some of the people who got yellow fever were able to survive. One of those great people was a French born, wealthy businessman by the name of Stephen Girard. On September 16, 1793, Stephen Girard arrived at Bush Hill, where a hospital had been trying to treat the ill. He was horrified by the repulsive conditions. The stench of death filled the air, dying patients were lying in their own vomit, and the nurses were as easy to find as ghosts. Girard immediately fired everyone on staff and hired a French doctor named Dr. Deveze, who had a lot of experience treating yellow fever patients. Best of all, Dr. Deveze did not believe in "bleeding" his patients, a.k.a. slicing open his patients' arms and draining them of their blood. Girard worked alongside Dr. Deveze caring for patients, and a few short days, the hospital was completely transformed. The dead were given proper burials, the sick were bathed and placed in clean beds, and a clean water pump was connected to the hospital. It's no wonder Girard trusted the care of the Bush Hill team over the more popular Dr. Rush when he himself fell ill with the yellow fever. Perhaps that is why he survived!

Fortunately, Stephen Girard was not the only one to survive the yellow fever that summer. Most of the people of Philadelphia were resilient and strong, and as a result, they were able to overcome the tragic epidemic. Despite there being very little food available, the Philadelphians learned to ration what little they had to eat, and fought hard to ignore their aching stomachs and hunger pains. They suffered through the heat, fought scoundrels and thieves who aimed to take advantage of the abandoned homes, and took care of one another to beat the plague that was the yellow fever of 1793. Without their strength, resilience, and perseverance, I imagine an even larger portion of the population would have perished.

As I conclude, I hope it's easy for you to understand what an incredible feat it was for city of Philadelphia to overcome such a treacherous summer. A Quaker Prophecy from 1793 states, "He who sitteth upon the Pale Horse, He whose name is Death, will be sent through the streets of Philadelphia." In other words, the yellow fever was like death riding horseback through Philadelphia, claiming one victim after another. Luckily, we don't have to worry about the yellow fever, or many other diseases and illnesses, anymore because we have vaccines to prevent them. So the next time you're headed to the doctor for that dreaded round of shots you hate to receive, remember, they might hurt, but getting yellow fever would hurt worse. Thank you.

Sources Cited

- www.nature.com, Yellow Fever

Halse Anderson, Laurie, *Fever 1793*, 2008

Goal 1 - Develop Background Knowledge - Open-ended listing chart

While studying Anthologies we noticed . . .

- * funny -to make the reader laugh
- * Trying to teach, tell about a topic
- * Different poets
- * Different poems but the same topic/theme
- * Table of Contents -title, author, page
- * Some poems were super short, and others super long
- * One picture with two different poems
- * Titles-some underlined, to know what poem is about
- * Different themes-family, sports, animals, science,
- * Twist at end-Makes the reader look at things differently
- * Different perspectives- to see and understand
- * Some are first person
- * Unanswered questions-so the reader answers them
- * Simile & Metaphors-fun to read
- * Ending- separate sentence/stanza
- * Theme-Courage, nature, being an athlete, being a kid, imagination, science
- * Words match action
- * Shape poems-match meaning, visual, fun,
- * Titles-match meaning

While reading poetry we noticed . . .

- * Space -so the readers know when to start and stop
- * Stanza- like a paragraph, shows new ideas
- * Punctuation- sometimes they have it, sometimes they don't
- * Repetition- to remind the reader of important words
- * Can be long or short
- * Make you feel, think, have meaning
- * Poets use their own life
- * Sound words -to hear what is going on
- * Rhyming- some do, some don't
- * Indent-random, to make the words/meaning stand out
- * Point of View- can be different
- * Shorter than an essay- every word matters
- * Interesting words-to hook the reader
- * Verbs-action words, helps to paint a picture
- * Adjectives-to describe
- * Similes & Metaphors- to help you "see" it, also fun
- * Some poems bring you in

Goal 1 - Develop Background Knowledge - Noticing Chart with Columns

Characteristics of Poetry

Notice	Name	Why?
Words rhyme	rhyming	Flow or so they sound musical
About racism	Topic from history	Because it's part of who people are
Describes how someone was sad	Strong emotions	Share feelings or emotions
Sizzling, sun, sets	alliteration	Create a rhythm or mood
Words are repeated	Repetition	To have rhythm To make a point
Some poems are long and some are short	Length varies	Author's choice
It is like you are there	Visualize	Helps the reader feel/see/or imagine what the author is talking about
Sound effect words	Onomatopoeia	Helps the reader hear what is happening
Some words are small and some words are big	Font choice	Emphasizes meaning

Goal 2 - Generate Possible Writing Ideas

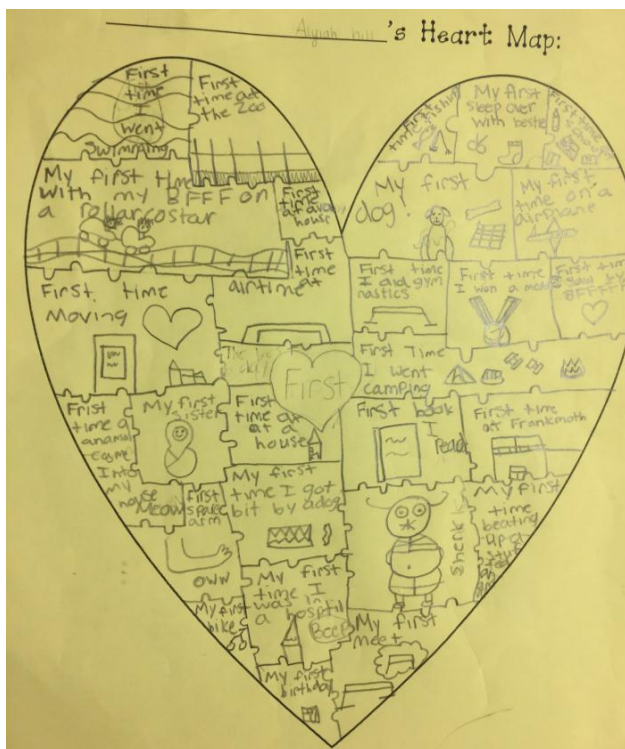
Poetry Doors

<u>Wish Door</u>	<u>Concerns/Worries</u>
<ul style="list-style-type: none"> • travel to Universal Studios • more Harry Potter Books • another pet • no friend drama • dancer when I grow up • all animals loved me • no wars! 	<ul style="list-style-type: none"> • family unhealthy • becoming a safety or not • bad grades • friendship break-ups • dog dying • wall around country • middle school
<u>Wonder</u>	<u>Observations</u>
<ul style="list-style-type: none"> • What do dogs dream? • do all animals have feelings? • what was it like for the slave? • what will be invented when I grow up? • when did I start writing? • what happens in poems? • how does it feel when you read a poem? 	<ul style="list-style-type: none"> • lots of bridges in Pittsburgh • Lucy & Annie playing • inspiring dancers • inspiring teachers • dogs on walks • sunrise/set • seasons • spring forming
<u>Friends</u>	<u>Dance</u>
<ul style="list-style-type: none"> • closer friendships • hugs • fun • happiness • quite different • every day • laughter • activities • together 	<ul style="list-style-type: none"> • recital • premiere dance • teachers • types • music

4/1/39 Poetry Doors

<u>wonder</u>	<u>See</u>
How to be an adult?	flowers
what is Heaven like?	X
getting detention?	Rainbow - colors
what are animals saying.	faces
	family that
	Me with see passed
	getting older
<u>Wish</u>	<u>Worry</u>
No bullying	money
puppy/dog	moving
Brother gets off video game	Dad has no car
traveling	getting bad grades
Summer all the time	parents won't get in fights



[illegible]

Characteristics of a Memoir

Purpose: share memories of your life

- detailed to make a movie in the readers' minds
- many small memories linked by a common theme
- has a theme = deeper meaning
- show don't tell
- intro, body, conclusion
- intro tells the characters & setting
 - ↳ hints @ theme (♡)
- uses transitions
- names a problem/conflict/challenge
- varied sentence structures
- conclusion → restates theme
 - states lesson
 - brings story to a close
- 1st person point-of-view
 - I, my, we
- starts in present tense then flashes back to past

Goal 1 - Develop Background Knowledge - Noticing chart with columns

Memoir Noticings Chart

Notice	Name	Why?
- repeating phrases & words "I wish I was 102" "Today I'm eleven"	repetition	<ul style="list-style-type: none"> • make sure the reader remembers an important idea • make an important point clear
1st paragraph makes you want to keep reading	hook	<ul style="list-style-type: none"> • make the reader interested so that they want to read on
describing & elaborating with lots of details	Show don't tell	<ul style="list-style-type: none"> - makes reader visualize or make a pict. in their mind
comparisons - "like a tin band-aid box" - like "cottage cheese"	Figurative Lang - Similie	<ul style="list-style-type: none"> - more interesting - take something the reader doesn't know & help them understand using something they do know
some sentences are long, some are medium, some are very short	Varied sentence length	<ul style="list-style-type: none"> - helps reader to read at an appropriate pace & to stay interested

Notice	Name	Why?
characters speaking	dialogue	<ul style="list-style-type: none"> - helps develop characters so that we get an understanding of what they're like
the character tells us what she's thinking in her head	internal thoughts internal dialogue	<ul style="list-style-type: none"> - helps us know what a character is thinking and feeling
tell us where it's taking place	setting	<ul style="list-style-type: none"> - reader knows where & when the story takes place
numbers - age & amount of time	detail	<ul style="list-style-type: none"> - clarifies info. for reader - adds detail to increase interest
use pronouns I, my, me - main character tells the story	first person point of view	<ul style="list-style-type: none"> - lets the reader step into the shoes of the main character to experience the events with the character
words at beg. of PPs like Finally, once in a while, in a little while	transition words & phrases	<ul style="list-style-type: none"> - makes story flow & move along & the reader then knows what order the events happened

