Informational Writing: Informational Article

What is informational writing?

Teaching Point(s):   - Compare narrative writing with informational writing.   - Elements of informational writing
Standard(s):   CC.1.4.7.A.
Materials: - Chart paper and post-it notes   - Mentor Texts:
Connection: *"Earlier this year we wrote personal narratives. Now we will begin a new type of writing called informational writing. We also had practice with this mode of writing when we completed our first LDC module. Informational writing is non-fiction writing that includes biographies, reports, newspaper articles, etc. In this unit, we will be writing a type of informational writing called an Informational Article. Today we will examine how narrative and informational writing are similar and different in order to help us understand how to write an informational article.*
Teach (modeling):   *"Let's make a T-chart to compare the two types of writing. We'll start with narratives. What are the elements of a narrative?"*   Teacher prompts students to think about the narratives they wrote as well as the narratives they have read. Teachers ask students to share and chart elements of narrative writing (See T-chart below for possible responses. Point out elements they missed.

Narrative	Informational
- Organizational structure that uses a beginning, middle and end - Strong lead or opening - Sharing of a personal story - Has plot or events - Setting description - Character development - Figurative language, precise nouns, vivid verbs, sensory detail - Dialogue - Examples are personal narrative, imaginative stories, etc.	- Purpose is to inform - True/factual information - Explains - No plot or conflict - Has main ideas with supporting details - Examples are reports, biographies, newspaper articles, etc.

"Now we'll read an informational article to discover the elements of informational writing and compare it to narrative."
Read "from *Immigrant Kids*" on pages 224-228 of the *Language of Literature* anthology.
"Based on what we read, what do you think are the elements of an informational article?
Let's write your ideas on the T-chart."

See T-chart above for examples. Make sure students understand the purpose of an informational article is to inform. Remind them of a couple of informational text they have read. Explain why they are informational.

"The purpose of the text,_____, was to inform the reader about_____. It contained factual information about_____. The main ideas were_____." Etc.

Direct students to think about informational texts they have read this year and ask them to share what information the author explained to the reader.

Link to Independent Practice:
Have students work with partners or small groups to locate other examples of informational writing in Language of Literature with teacher guidance. Prompt students to identify what the author was informing the readers about.

"Your job today is to locate other examples of informational writing. This work will help us write our informational article."

Closure:
Teacher calls students together. Each group shares an informational text they located and what elements of informational it possesses especially what the author was informing the readers about. Teacher confirms ideas on T-chart and possibly adds to their ideas. Remind students they will be writing a type of informational writing called an informational article.

Notes:

Resources & References: (adapted from, acknowledgments)

Informational Writing: Informational Article Creating an Expert List

Teaching Point(s):
Brainstorm topics (expert topics) students know well.
- Students make lists of their expert topics.

Standard(s):
CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Materials:
- Document camera or overhead
- Writing notebook

Connection:
"*In our last lesson we saw that informational articles are non-fiction writing based on facts. In order to write an informational article, you need to know a lot of information about your topic. Sometimes you need to research and read about a particular topic to gain knowledge about it, but other times you are already knowledgeable about the topic.*

We sometimes call it an 'expert topic' because we already know a lot about it. Today we will come up with, or brainstorm, a list of topics we already know a lot about, our expert topics."

Teach (modeling):
Model for students, on an overhead/projector, writing a list of things you know a lot about. Use categories such as Activities, Places, Things I'm Good At, People, Animals, etc.

"I'm going to work on my list right now. I'll think out loud so you can see how I'm going about it. First I'll ask myself what are some activities I like and do a lot? I'll write these ideas down." For example: gardening, camping, playing tennis."

"Next I'll ask myself what are some places that I have been to a lot and know really well." For example, the beach, the zoo, and even our school gym.

"Now I'll ask myself, what do I do really well?" For example I think I am good at…

"Finally, I'll ask myself are there any people or animals that I know a lot about? Are there any family members such as my Grandma that I know a lot about? Or, maybe my pet cat or dog?"

Active Engagement (guided practice):
Have students begin their list of things that they know a lot about. They can categorize their expert lists by activities, places, things I do well, people, animals, etc. After students have finished their brainstorm list, have them share their lists with a partner.

Independent Practice:

Closure:
Gather students together and have each students share one or two ideas from their lists with the whole class. Share out popcorn style.

Notes:

Resources & References: (adapted from, acknowledgments)

Informational Writing: Informational Article Selecting a Topic & Generating Ideas

Teaching Point(s): • Choosing one topic • Generating words/phrases about expert topic
Standard(s): CC.1.4.7.A.
Materials: • Expert lists from last lesson • Class chart paper, markers and packages of post-it notes for table groups • Large file folders
Connection: *"In our last lesson, we created a list of expert topics that we know well. We will now be choosing a topic from our expert list as our topic for our informational article.* *Then we will brainstorm and list all the words or phrases about that topic. This activity will help us gather facts for our informational article."*
Modeling (I Do): *"Our first task is to choose a topic we know well for our informational article and one we think will interest our audience. For our whole class practice of this activity, let's* *choose the topic of the gym. We all know this topic well and I think it would make for an interesting topic for an informational article. Now our job is to brainstorm all* *words or phrases associated or related to our topic."* Teacher writes gym at the top of chart paper. **Guided Practice** Tell students to think about everything they know or could tell about their school gym. Ask a couple of students to share one word or phrase about the gym. Pass out post-its. *"Now your task is to write down on the post-its any words or phrases associated with our school gym. Everyone should at least write one word and one phrase. I will let you know when it is time to come up and post them on our chart."* After students have written a word or phrase about the gym, have a representative from each table collect them and post them on the chart. Share with students that this is a good topic because we have enough information about the gym to be able to write our article. Remark to students that this is one way to brainstorm ideas and it works well for an informational article.

Note: Other choices for topics to use with class could be content you've just studied with facts that students have committed to memory, such as owls, Oregon
geography, etc.

Link to Independent Practice:
Direct students to work on their own brainstorm using their expert list, a file folder and post-its. Pass out file folders and post-it notes.

"Go back to your own expert list and I will give you some more post-it notes and a large file folder. Reread your list and choose one topic you know a lot about. Write the topic on the inside of your folder. Use the post-it notes to write all the words and phrases that come to mind about your topic. Put one idea, a word or phrase, on each post-it, and stick them on your folder."

As students finish, they can share with a partner.

Closure:
Remind students about the following important ideas:
- Always consider the audience in our writing. In this case, choosing a topic that will interest them.
- Brainstorming words and phrases about our chosen topic lays the foundation for our informational article.
- During this prewriting stage of writing, authors collect many ideas.
- The list of expert topics gave them a lot of ideas to choose from.

Notes:

Resources & References: (adapted from, acknowledgements)
Lesson adapted from Informational Writing: Informational Article, Tressa Bauer

Informational Writing: Informational Article Sorting Words/Phrases under the Main ideas

Writing Teaching Point(s): • Sorting words/phrases under the main ideas.
Standard(s): CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
Materials: • Class chart paper with post-its on 'gym' • New chart paper and markers • Student file folders with post-its
Connection: *"In our last lesson, we each chose a topic from our expert lists. Then we recorded words and phrases about that topic. Today we'll sort the words and phrases into groups that have something in common. These groups and categories will become our main ideas."*
Teach (modeling): Teacher refers to class chart on 'gym' from the last lesson. *"I'm looking to see if I can sort these words into groups that have something in common. For example, I might sort soccer balls and jump ropes into a group. Why do you think so? They are types of equipment. What other words/phrases would go in this equipment group?* Have students share other words or phrases to go into the equipment group. **Active Engagement (guided practice):** *"In partners, discuss other groups or categories we could create for the words or phrases on our gym chart."* Give students a few minutes with their partners to come up with a category. Then ask pairs to share with the whole class the categories created and the words or phrases that fit into that category. Note how each group uses a variety of different categories and discuss and clarify any areas of confusion.
Link to Independent Practice: *"Return to your own file folders of words/phrases."* • Group or sort the words and phrases by looking for those that have something in common • Next think and tell why. *"I put these together because…."* • Label your groups with a word or sentence and write it above the group or post-its.
Closure: Students share completed organized lists on file folders with partners. Remind students that their categories or groups will become their main ideas.
Notes:

Resources & References: (adapted from, acknowledgements
Lesson adapted from "Informational Writing: Informational Article", Tressa Bauer

Gym

Equipment

nerf balls

Soccer balls

playground balls

jump ropes

basket ball hoop

Scooter boards

bowling pins

Uses of Gym

P.E

Assemblies

Dances

After School events

School Carnival

Gym features

Shiny Wood floors

lights

bleachers

Activities

running

basketball

bowling

Gym Sounds

whistles blowing

cheering

yelling

bouncing sounds

Informational Writing: Informational Article Graphic Organizer: Identifying Main Ideas and Details

Teaching Point(s):
- Introduce graphic organizer (pillar)
- Identify main ideas and details in text
- Students will select main ideas and details for their informational article

Note: This lesson may be spread over two days. This is a good time to incorporate lessons in Reading on main ideas and topic sentences.

Standard(s):
CC.1.4.7.A

Materials:
- 2 copies of graphic organizer (pillar) per child
- "Offerings at The Wall" page 65 in *Language of Literature* anthology
- Chart paper with sorted ideas on the gym from previous lesson

Connection:
"In our last lesson, we sorted our ideas into categories. When we start writing, those categories will be the main ideas of our informational article. Let's look at this graphic organizer."
Show organizer on overhead or projector.
"The three rectangles in the middle represent the body of our informational article. Each of these middle boxes will hold the main ideas that you sorted in our last lesson. Later, we will come back to this graphic organizer and fill in the boxes."

Teach (modeling):
"Let's read how an author uses main ideas in writing an informational article. Read "Offerings at The Wall" and discuss together. Read each paragraph to determine the main idea. Record the main idea on a graphic organizer about national parks. Explain that we will be recording our main ideas about our topics using this organizer.

Active Engagement (guided practice):
"Now let's look at the chart we created on the gym. What main ideas do you see? (Remember main ideas are the same as the categories or groups you created on your chart.) Each of these main ideas can be turned into paragraphs. Let's pick three categories that we will later write as paragraphs. For example, we could write one paragraph on gym equipment, one paragraph on gym uses and one paragraph on gym activities.

Give each student a copy of the pillar graphic organizer to complete while you model filling out the main ideas of the informational article.

Link to Independent Practice:
"*Now, you will pick three main ideas to write about in your informational article.*"
Pass out the 2ⁿᵈ graphic organizer. Students take out their file folders with their sorted lists that they have previously categorized, and choose their 3 paragraph main ideas. They should choose categories they have enough information about and that would be most interesting to the reader. They then write the main ideas on their graphic organizer.

Teach (modeling):
"*Now we have our main ideas listed on our graphic organizer. However, we still need to add details that go with each main idea to have more information for our article. Let's return to the text, 'Offerings at The Wall 'and think about the details the author wrote that go with each main idea we recorded.*" Reread paragraphs and guide students to identify the details of each main idea. Record them on the graphic organizer.

"*Our task now is to add details to the graphic organizer under each main idea. Let's practice with the gym example. Let's look at our chart where we categorized the words and phrases about the gym.*" Ask partners to turn and talk and identify the details for each main idea*.*
Prompt students to share out what details should be placed under each main idea on the graphic organizer and make sure students understand why they are listing them this way.

Active Engagement (guided practice):
Students will return to their graphic organizers and file folders to choose supporting details for each main idea on their graphic organizers.

Closure:
Students share their graphic organizers with a partner. Explain to students how they have spent the last few lessons planning for their article and will begin drafting in the next lesson.

Notes:

Resources & References: (adapted from, acknowledgements)

Introduction
_____ _____

Main Idea #1_____

Detail #1	Detail #3
Detail #2	Detail #3

Main Idea #2_____

Detail #1	Detail #3
Detail #2	Detail #3

Main Idea #3_____

Detail #1	Detail #3
Detail #2	Detail #3

Conclusion
_____ _____

Name _____ Date _____

Introduction

_____

_____

Main Idea #1 _Gym Equipment_ _____

Detail _____ | Detail _____

_____ | _____

Detail _____ | Detail _____

_____ | _____

Main Idea #2 _Gym Uses_ _____

Detail _____ | Detail _____

_____ | _____

Detail _____ | Detail _____

_____ | _____

Main Idea #3 _Fun Activities in The Gym_

Detail _____ | Detail _____

_____ | _____

Detail _____ | Detail _____

_____ | _____

Conclusion

_____

_____

Informational Writing: Informational Article Drafting the Body – 3 paragraphs

Teaching Point(s):
- Drafting the body of the informational article using the main ideas and details from graphic organizer

Note: First, this lesson models the writing of a simple topic sentence and a supporting sentence using the main ideas and details from the graphic organizer for each paragraph. The next lesson focuses on adding detail and examples.

Standard(s):
CC.1.4.7.A.

Materials:
- Student file folders with completed post-its.
- Student graphic organizers from the last lesson
- Writing sample 1 (Topic sentence and supporting detail)

Connection:
"In our last lesson, we selected our main ideas and details and wrote them on our graphic organizer. Today, we will use our graphic organizer to help us write the first draft of the body of our informational article."

Teach (modeling):
Teacher models how to write the first paragraph of the body using the information on the graphic organizer.

"Let's start by writing the first paragraph of our Gym informational article. First we will turn the main idea into topic sentence. Then we will turn the details into supporting sentences."

See Writing Example #1 at end of lesson for sample paragraph.

Teacher models on overhead how to craft sentences from the graphic organizer for the first paragraph. "*Our first main idea is Gym Equipment.' How am I going to turn this main idea into a topic sentence for my paragraph? I could say… 'In our gym we have lots of great equipment'. Yes, that is one of the main things that I am going to tell my readers about in this article."* Teacher writes topic sentence.

"Now, I want to turn my details into supporting sentences. The details on the graphic organizer say 'balls, scooter boards, soccer balls and bowling pins'. How am I going to turn this detail into a supporting sentence? I could say… 'We have playground balls, scooter boards, soccer balls and bowling pins'. So now I have a topic sentence and a supporting detail sentence."

Active Engagement (guided practice):
"Let's write the 2nd paragraph together. Main idea #2 says 'Gym Uses.'

Teacher continues to model and engage students in composing main and supporting detail sentences using notes from graphic organizer. Repeat for paragraph #3.

Link to Independent Practice:
"Now, it's your turn to use the ideas from your graphic organizer to write the body of your informational article. Remember, you will use the main idea for your topic sentence. That way your readers will know what each of your paragraphs is about. Then you will use the details from your graphic organizer to write supporting sentence(s).

Note: The drafting process may take several days with students finishing at different times.

Closure:
Students share one of their completed paragraphs with a partner and partner identifies main ideas and supporting details from the paragraph. Teacher makes note of students that need more help.

Notes:

Resources & References: (adapted from, acknowledgements)

Writing Sample 1 – The Gym

Example of using main ideas and details from graphic organizer to write topic sentence and supporting sentence(s).

Paragraph #1:
        (Main idea) In our gym, we have equipment. (Supporting detail sentence) We have playground balls, scooter boards, soccer balls and bowling pins.

Paragraph #2:
        (Main idea) The gym has many uses. (Supporting detail sentence) We use it for school assemblies, school dances and school carnivals.

Paragraph #3:
        (Main idea) There's lots of fun activities in the gym. (Supporting detail sentence) We run and play basketball.

 Writing Sample 1:

        In our gym, we have equipment. We have playground balls, scooter boards,

soccer balls and bowling pins.

        The gym has many uses. We use it for school assemblies, school dances

and school carnivals.

        There are lots of fun activities in the gym. We run and play

 basketball.

Informational Writing: Informational Article

Adding Additional Details

Teaching Point(s):   • Students will identify interesting details in a mentor text that enhance in the writing   • Students will add additional details to their first drafts
Standard(s):   CC.1.4.7.A.
Materials: • "From *Immigrant Kids*" pages 224-228 *Language of Literature* anthology   • Complete Graphic Organizer for "Immigrant Kids" (see end of lesson)   • Writing Sample #1 – The Gym (see previous lesson)   • Writing Sample #2 – The Gym (see end of lesson)
Connection: **"***Now that we have completed the first draft for the body of our informational article, we are going to learn how to make our writing more interesting to our readers by adding details."*
Teach (model):   **"***Let's begin by taking a look at an informational article in our anthology to see how adding more details makes the piece more interesting to read."* Read aloud "Immigrant Kids," page 224. Use a blank graphic organizer to <u>quickly</u> identify main ideas and details. (See completed sample at end of lesson.)   *"Now, let's take a look at the additional details that the author adds to really engage the reader.*   **Active Engagement (guided practice):**   Students work with a partner to identify additional details in the next paragraph that begins…   Students share out engaging details.   **Teach (model):**   Teacher models how to evaluate first draft of *The Gym* informational article and how to add additional details to engage the reader. Put Writing Sample 1 – The Gym – from previous lesson, on the overhead.

"Last night as I was reading over the first draft of our informational article on the gym, I noticed some things.

- *I noticed there are three short paragraphs - each with main idea and supporting detail*
- *However, I also notice that it wasn't very interesting to read. I found myself wanting to add more details, just like the author of "Immigrant Kids" did to make the writing more fun to read."*

"So I did some more writing on my first draft to see if I could add some more interesting details. Let me show you what I did."

Teacher reads first paragraph ONLY of Writing Sample 1, then reads first paragraph of Writing Sample 2. Teacher thinks aloud about the process he/she went through to add additional details.

For example: "*I know the gym has lots of equipment, but I wanted my reader to know that it is really great equipment and everyone loves to play with it so I tried to capture that in this sentence.*"

"The gym has loads of special equipment that all spell fun."

"*I also thought that the words 'loads' and 'special' painted a better picture about the amount of equipment in the gym and how great it is!*"

Active Engagement (guided practice):
Teacher displays paragraph 2 of Writing Sample 1 and Writing Sample 2. Students work with a partner to identify the additional details that were added to
make the writing engaging.
Students share out. Discuss.

Link to Independent Practice:
"*Now, it's your turn to start adding additional details to the first draft of your informational article.*"

Closure:
Students share out favorite sentence from today's writing

Notes:

Resources & References: (adapted from, acknowledgements)

Adventure on the Seas

Name _____ Date _____

Introduction

_____

_____

Main Idea #1 _Parts of a ship_

Detail _bow_	Detail _stern_
Detail _mast and sails_	Detail _____

Main Idea #2 _Role of Captain_

Detail _give orders_	Detail _navigate_
Detail _____	Detail _____

Main Idea #3 _____

Detail _____	Detail _____
Detail _____	Detail _____

Conclusion

_____

_____

Writing Sample #2 The Gym

Paragraph #1:

   The gym has loads of special equipment that all spell fun. You can find playground balls for bouncing. There soccer balls for dribbling. The soccer boards can be used for fun. When the bowling pins come out, more action begins.

Paragraph #2

   We use the gym for our fun P.E. activities. That's not all the gym is used for. We have large all-school assemblies like Sea World's visit to help us learn about whales. The school carnival fills up the gym with booths of games and prizes once per year. In our school, the older students love the dances in our gym.

Paragraph #3

   There's no shortage of fun activities in our gym. We are running around most of the time. There's relay races and tag games like Freeze Tag. Some kids like shooting hoops. Some kids play H-O-R-S-E.

.--

Writing Sample #2

   The gym has loads of special equipment that all spell fun. You can find playground balls for bouncing. There soccer balls for dribbling. The soccer boards can be used for fun. When the bowling pins come out, more action begins.
   We use the gym for our fun P.E. activities. That's not all the gym is used for. We have large all-school assemblies like Sea World's visit to
help us learn about whales. The school carnival fills up the gym with
booths of games and prizes once per year. In our school, the older
students love the dances in our gym.
   There's no shortage of fun activities in our gym. We are running around
most of the time. There's relay races and tag games like Freeze
Tag. Some kids like shooting hoops. Some kids play H-O-R-S-E.

Informational Writing: Informational Article
Writing Leads for Informational Articles

Teaching Point(s):
- Introductions for informational articles have two elements – lead and focus statement (also referred to as thesis statement)
- Students will learn to write three different types of leads – Ask a Question, Setting the Scene and An Unusual or Interesting Fact

Standard(s):
CC.1.4.7.A.

Materials:
- Prepared Anchor chart with elements of a good introduction – lead & focus statement (See end of lesson for example.)
- Chart paper and markers for Leads for Informational Article Anchor Chart
- Draft of body of Informational Article on the gym from previous lesson
- Student drafts of informational articles and graphic organizers

Connection:
*"In our last lesson, we added additional details to the body of our informational articles. Now that you have a draft of the body of your informational article, we are
going to learn how to write effective introductions. In informational articles, the
beginning is called the introduction. Today, we will study how authors of informational articles write good introductions.*

Teach (modeling):
*"The introduction is important for two main reasons: it can encourage curiosity and interest in the topic and make your reader want to read the article. This is called a **lead**.*

*The second reason for writing an introduction is that it lets the reader know what information will be covered in the article. This is called the **focus statement**."* (Refer to definitions on the Informational Article Anchor Chart – elements of a good introduction.)

"Today, we are going to practice different types of leads. Just as in narrative writing, there are many different types of leads you can use in an introduction."
 (Teacher refers to Anchor Chart on Leads for Narrative Writing from earlier unit or has students find this information in their writing notebooks.)

"In the second and third grade, you learned how to write leads using a question. Take a minute and think about a time when you have started a piece of writing with a question. Now, let's try starting our informational article about the gym with a question."

Teacher puts draft of gym informational article on overhead and models/thinks aloud: *"How could I start this same article with a question?"* Write some examples: *"Where in the school building would you be sure to find kids running around and having fun?"*
"What room in our school is everyone's favorite place?" Etc.

Active engagement (guided practice):
Have students work in partners to develop one question lead for the gym informational article. Students record their question lead in their writing notebook
and share out.

Teach (model);
There are two other types of leads for informational articles that we are going to learn about today.
   #1 Setting the scene
   #2 Amazing or unusual fact
Let's begin with 'Setting the scene.' Let's take a look at an informational article lead from an article about gum." Teacher shares author's example on overhead, projector or chart:

"Here is one of my favorite examples of an author using 'setting the scene' as a lead."

From "What's That in your Mouth?" by Carrol J. Swanson

"The pink bubble swells from your lips. Carefully, you puff it full of air. It's big. It's getting bigger. It's the biggest one you've ever made! Suddenly, "POP!" Now you'll have to start over. Your mouth fills with delicious sweetness as you chew."

Discuss with students the sensory details used by the author to set the scene about bubble gum.
"The author is describing what happens when you blow a bubble with your gum and how it feels. I can see the pink bubble, I can hear the sound of the pop and I can taste that sugary sweetness. As the reader I want to read more."

Teacher writes Setting the Scene introduction from *What's That in your Mouth* on the Anchor. Continue to add strong examples to chart as appropriate.

Last night I worked on an introduction that includes a lead for the gym. Let's take a

look at the sensory details I used. I decided to think about what I hear when I walk into the gym."

Teacher puts draft of gym informational article on overhead and writes: *'Whistles blaring and kids cheering! I know right away that I've walked into my favorite place in the school, the gym.'*

"See how it describes what you hear in a gym setting. In this type of lead you use your senses to help the reader feel like he/she is in the scene. Notice that at the end of the first sentence there is an exclamation mark. This is an exclamatory sentence which shows a lot of emotion. It gets the readers attention and is an effective technique you could use for your informational article.

Teacher writes this example on the Anchor Chart.

When writing a 'setting the scene' lead use one or more of your senses - seeing, hearing, tasting, touching, or smelling."

Active Engagement (guided practice):
Students work with a partner to develop one 'setting the scene' lead for the gym informational article. Students record their lead in their writing notebook and share out.

Teach (model):
"Now, let's go back to our gym article and try this type of lead." Teacher models/thinks aloud about some interesting facts about the gym and how to write a lead that is an 'Unusual or interesting fact."
Examples: "*Over two hundred kids run and play in this room at school each day." "When students went to gym in the 1800's, they played games like Skip Away, Frog in the Middle, Hat Ball and Blind Man's Bluff. Things have certainly changed!"*

"The tricky part about this type of lead is that you have to know an interesting fact about your topic. Let's take a few minutes to explore facts about the topics you are writing about so that you can use them to write a lead with an 'unusual or interesting fact."

Active Engagement (guided practice):
Teacher selects 3-4 topics from student drafts and engages the class in a discussion of possible facts for each topic that could be used for this type of lead.
Once class generates facts, students work in partners to write 1 or 2 leads using the facts charted. Students share out.

Link to Independent Practice:
"Now, I want you to write each type of lead we've practiced today. Start with a Question, Setting the Scene and Unusual or Interesting Fact- for your informational article draft. Start by rereading your draft. Refer to the examples on the Anchor Chart we created today to help you if you would like. Tomorrow you will select the one you like best for your informational article introduction."

Closure:
Students popcorn share their favorite lead.

"Remember, a good introduction for an informational article has TWO parts. We have learned about writing the first part, or lead. Next time, we will write our focus statement."

Notes

Resources & References: (adapted from, acknowledgements)
Lesson adapted from: "What's That in Your Mouth?" by Carrol J. Swanson, <u>Boys'</u> <u>Quest</u>, August/ September 1999
Step-by-Step Strategies for Teaching Informational Writing, by Barbara Mariconda, Scholastic, copyright 2001

Anchor Chart:

Elements of a Good Introduction
Informational Article

Two elements of an Effective Introduction

1. Purpose of Lead: *The lead encourages curiosity and interest in the topic and makes your reader want to read the article.*

2. Purpose of Focus Statement: *The focus statement lets the reader know what information will be covered in the article.*

Examples of Strong Introductions from Mentor Texts

A White House History, Scott Foresman, pg.
   The White House is where the U.S. President lives and works in Washington, D.C. (example of focus statement) However, our first President, George Washington, never even lived there! (example of lead)

The Other Side of the Moon, Scott Foresman, pg. 729
   There is a side of the moon – called the far side – that no one standing on the Earth has ever seen (example of lead). Astronauts have gone behind the moon to see th other side, and they have brought back pictures. However, no one simply looking up at the sky has ever seen the back of the moon. Why? (example of focus statement)

(Add additional examples from mentor texts and student writing)

Anchor Chart:

Types of Leads for Informational Article

1. **Ask a Question:**
 Examples: (Add examples both from mentor texts and students)

2. **Setting the Scene:**
Examples:

3. **An unusual or interesting fact:**
Examples:

Informational Writing: Informational Article Focus Statements & Completion of Introduction

Teaching Point(s):   • Students will learn to write a focus statement (also known as thesis statement)   • Students will select a lead and write the introduction paragraph for their informational article
Standard(s):   CC.1.4.7.A
Materials: • 2 graphic organizers that have been completed by students   • Completed graphic organizer from The Gym (see previous lesson)   • Anchor Chart on Elements of Effective Introductions
Connection: *"Today we are going to continue to work on the introduction of our Informational Article. Remember, an effective introduction has two elements or parts – a Lead and a Focus Statement. Yesterday you wrote three different leads – A Question, Setting the Scene and An Unusual or Interesting Fact.*   *Before you decide which lead you are going to choose for your introduction, you are going to learn how to write an effective Focus Statement.*
Teach (modeling):   Teacher shows the completed graphic organizer about "The Gym" (see earlier lesson) and models how to write a focus statement that includes the main ideas from the graphic organizer.   *"Remember the focus statement lets the reader know what information will be covered in the article. One way to do this is to write it like a list using the main ideas from our graphic organizer. This sentence should include the three main ideas which are the topics of each one of your paragraphs."*   Teach thinks aloud: *"For example, in our gym article, we have three different main ideas listed on our graphic organizer: gym equipment, use of the gym, and activities in the gym. The focus statement for our gym article could be: The gym has lots of equipment, is a place that is used for many fun things, and there are always exciting activities happening."*   Teacher uses 1 completed <u>student</u> graphic organizer to provide an additional model for writing a Focus Statement. Teacher thinks aloud and models writing a focus statement by using the main ideas listed on the graphic organizer.(same as gym example above)

Active Engagement (guided practice):
Teacher displays the 2nd student example of a completed graphic organizer. Students work with a partner to write a Focus Statement using the main ideas
listed on the organizer.

Popcorn share: Have students stand up and read Focus Statement to share.

Teach (modeling):
"Now that we have written a variety of leads and have learned one way to write a focus statement, it's time to put them together to write the introduction to our informational article."

Teacher uses the leads and focus statement(s) previously written for "The Gym" and models the process of selecting a favorite lead and combining it with the focus statement to make an effective introduction.

Example: *"As I look over the many different leads that we wrote for our informational article about the gym, I think the one that will capture the interest of the reader best will be this one that Sets the Scene …' Whistles blaring and kids cheering! I know right away that I've walked into my favorite place in the school, the gym'. I like the way it makes me hear the sounds and feel the action and excitement of walking into the gym!"*

"Now, I am going to combine the lead with the focus statement to make the complete introduction" Teacher models writing the introduction:

(Lead) *"Whistles blaring and kids cheering! I know right away that I've walked into my favorite place in the school, the gym.* (Focus Statement)*The gym has lots of equipment, is a place that is used for many fun things, and there are always exciting activities happening."*

Link to Independent Practice:
"Now, it is time for you to complete the introduction to your informational article. You have two things to do.
One, select your favorite lead – the one that you think will really make the reader excited about reading your article.
Two, use your completed graphic organizer to help you write your Focus Statement.
Then put the two elements together to write the introductory paragraph for your informational article.

Closure:
Students share their introductory paragraphs with a partner.

Informational Writing: Informational Article Writing the Conclusion

Teaching Point(s):
- Points to include in an effective conclusion
- Writing a conclusion

Standard(s):
CC.1.4.7.A

Materials:
- Premade Anchor Chart: Parts of a Good Conclusion
- Writing sample #3- Conclusion (see end of lesson)
- Copies of Conclusion for *The Gym* for each student
- Transitions written on chart paper
- Student copy of transitional phrases for Writing Notebooks
- 3 colors of highlighters

Connection:
"In our last few lessons, we've learned to write an introduction for our informational article that includes a lead and a focus statement. Now we're ready to complete the entire article by writing the last paragraph, called the conclusion. The purpose, or reason for writing a conclusion is for the author to once again, remind their readers of the important ideas – or main ideas- in their article and to keep the reader thinking."

Teach (modeling):
Teacher displays prepared Anchor Chart of the three important points to include in a good conclusion.
"When we read a good conclusion paragraph, we should be able to tell what the whole article is about including the three main ideas. The conclusion should:
1. *Repeat the three main ideas.*
2. *Have a transitional phrase at the beginning of the conclusion*
3. *Have an ending statement that is a question, which ends with a question mark, a wish or hope, which ends in a period, or a strong statement, which ends with an exclamation point."*

Teacher reviews transitional words and phrases. *"I know that you practiced using transitional words and phrases in third grade. So let's review some transitional phrases that you might want to use when writing your conclusion.* Teacher displays Chart: List of Transitional Words to Use to Start Conclusions.
"Transitional words and phrases are very important for writers to use. They help us and our readers connect the ideas in the paragraphs that we write. They help us understand how all the parts of our writing fit together."

"Last night, I wrote a conclusion to our gym informational article using these three

important reminders. Let me read it to you." Teacher puts conclusion on overhead and class reads aloud. (See Writing Sample #3 at end of lesson.)*"Now I want to see if you can find these 3 points in my conclusion."*

Active Engagement (guided practice):
Teacher hands out copies of the conclusion for *The Gym* along with three colors of highlighters to each student. Students work with a partner to identify and highlight the following 3 parts of a good conclusion:
Yellow – transitional phrase
Pink – repeats the three main ideas
Blue – Ending statement (question (?), wish or hope (.), or strong statement (!))

"Now that you have worked together to identify and highlight each of these three parts, let's make sure we all agree." Teacher highlights each part, clarifying any confusion that students might have had.

Active Engagement (guided practice): 1st
important part of conclusion:
"*Now it is time for you to write your own conclusion. Take our your draft. Let's look back at our Anchor Chart about Conclusions. The first thing we do is write a sentence that <u>repeats the three main ideas</u>. Refer to your graphic organizer if that helps you remember your main ideas."*
Students write a sentence for their conclusion that includes their 3 main ideas. Students share out.

Note: Remind students to check for commas in a series when listing 3 main ideas.

 2nd important part of conclusion:
"Look at our list of <u>Transitions </u>and choose one that sounds good in your sentence then add it to first sentence in your conclusion." Students read completed sentence (transition + 3 main ideas) to a partner.

3rd important part of conclusion:
Teaching (modeling):
<u>Hope</u>**:**
"Let's look back at the conclusion I wrote last night about The Gym. My last sentence is <u>a hope</u>. 'Those shiny wood floors have had many kids playing on them for years and I hope it will for years to come.'

Active Engagement (guided practice):
"Now, you try writing a final sentence for your informational article that is a hope. "
Students write a sentence for their conclusion that includes a hope.Popcorn share.

Question:
Teaching (modeling):
Teacher models using a question as a way to end a conclusion using The Gym. *"Remember, your very last sentence could be a hope OR a question OR a strong statement. Here are some examples of how I might end our Gym article with a question."*
Possible Examples: "What is your favorite thing to do in the gym?"
"Can you imagine what school would be like without our gym?"
"What would school be like without a gym?"
Active Engagement (guided practice):
"Now, you try writing a final sentence for your informational article that is a question."
Students write a sentence for their conclusion that is a questions.
Popcorn share.

Strong Statement:
Teaching (modeling):
Teacher models using a strong statement as a way to end a conclusion using The Gym.
Possible Examples: "A school without a gym would be boring!
"Gyms are the best place in the school!" "The gym
is my favorite place in the school!"
Active Engagement (guided practice):
*"Now, you try writing a final sentence for your informational article that is a strong statement. "*Students write a sentence for their conclusion that is a strong statement.   Popcorn share.

Link to Independent Practice:
"*Now that you have practiced writing the important parts of a conclusion, I want you to finish writing your conclusion. You have some ideas to start with from the work we just did together. Remember, the purpose of a conclusion is to remind your readers of the main ideas in your article and to leave them with something to keep thinking about."*

Note: As teacher sees strong examples of conclusions, or parts of conclusions, have students add them to an anchor chart.

Closure:
All students turn and share their conclusion and possibly their articles with a partner.

Notes:

Resources & References: (adapted from, acknowledgments)

Writing Sample #3

Conclusion:

As you can see, no matter what equipment you have or how the gym is used, or what activity you're playing, you're sure to see kids having fun and cheering in the gym. Those shiny wood floors have had many kids playing on them for years and I hope it will for years to come.

<u>List of Transitional Phrases to Start Conclusions</u>

As you can see… It

is clear that…

Certainly…

Clearly…

Without a doubt…

Most would agree that…

Indeed…

Surely…

Unquestionably…

Obviously…

All in all…

Definitely…

In conclusion… It is

clear that…

Informational Writing: Informational Article Creating and Using the Revision Checklist

Teaching Point(s): • Creating and using the revision checklist
Standard(s); CC.1.4.7.A.
Materials: • Chart paper for revision checklist • Copies of Prepared Revision Checklists • Markers • "Gym" writing samples 5 • Anchor charts from unit
Connection: *"We have been working hard on our informational articles. In our last few lessons, we have been revising our articles so that the words and sentences are interesting and varied. In today's lesson we will create a checklist to help us to finish revising our articles."*

Teach (modeling):

"Let's start by making a list of all the things we have learned are important to include when writing informational articles. Our anchor charts can help us. We will then turn that list into a Revision Checklist. Everyone can use that to be sure they haven't left out any thing important from their article.

We won't include things like capitals and periods. That's part of the editing process that we will do later."

Active Engagement (guided practice):

"First, turn and talk with a partner. List all the important things that should be included in all informational articles."

Teacher elicits from students the important elements of Informational Articles, creating a revision checklist. (See sample checklist at end of lesson.)

"Look at your draft. What is the first paragraph called? (Introduction) *Let's write that as our first item on our checklist. What two things should the introduction include?* (lead and focus statement) *Those will be the next two items to check.* (Review the definitions and use of leads and focus statements.) *What are the next three paragraphs called?* (the body) *Each paragraph should have a main idea. What's our last paragraph called?* (the conclusion) *How did we start the conclusion?* (with a restatement starting with a transitional phrase) *Next we repeated the three main ideas. Finally, we ended with a statement that is a question, wish or hope, or strong*

statement."

   "On our checklist, we should also check for our length of sentences and how our sentences start. We also need enough information written to check.

   "Now that we've created our revision checklist, let's try using it with our informational article about The Gym. Teacher hands out individual copies of The Gym (Writing Sample #1 -see IA Lesson 6) and copies of the premade Revision Checklist.

"Work with a partner, read over Sample #1 and complete the Revision Checklist for this piece of writing together."' Teacher reviews with class the elements that are present and those that are missing. Repeat for Sample #5 – The Gym (see end of this lesson).

Link to Independent Practice:
*"Now you will use a new revision checklist sheet to check to see if you have covered all of the items that we have listed in your own informational article. If you have not, you
will later work to revise, or add, those parts.*

Closure: Begin a class discussion, and have students discuss the areas that   were
not checked off. They can exchange papers with partners, and use the checklist on a
peer's paper. The teacher should check the final revision with each student to
determine who is ready for the final draft.

**To modify this lesson for more explicit instruction, students can be directed to highlight the items on their drafts as they follow along with their checklist. They can be color-coded by items. For example: the introduction could be pink, the body, green etc.

Notes:

Resources & References: (adapted from, acknowledgments)

__Revision Checklist__

- ◻ Did I write an __introduction__ paragraph?
    - o Does it have an interesting __lead?__

    - o Does it have a clear __focus statement__ that includes the 3 main ideas for the paragraphs?

- ◻ Did I have at least 3 paragraphs for the __body__ of my article?

    - o Does each paragraph have a clear __main idea?__

- ◻ Did I have enough __supporting details__ to explain and describe?

- ◻ Did I write a __conclusion__ paragraph?

    - o Does it start with a __transitional phrase and restatement?__

    - o Does it __repeat the 3 main ideas?__

    - o Does it end with a statement that is a __question, wish or__ __hope, or__ __strong statement?__

- ◻ Did I vary my __sentence beginnings?__

- ◻ Did I vary the __length of my sentences?__

Writing Sample 5 – Final Draft

The Gym

Whistles blaring and kids cheering! I know right away that I've walked into my favorite place in the school, the gym. The gym has lots of equipment, is a place that is used for many fun things, and there are always exciting activating happening.

The gym has loads of special equipment that all spell fun. You can find playground balls for bouncing and soccer balls for dribbling. The scooter boards can be used for fun. When the bowling pins come out, more action begins.

We use the gym for our fun PE activities but that's not all! We have large all-school assemblies like Sea World's to help us learn about whales. The school carnival fills up the gym with booths of games and prizes once per year. In our school, the older students love the dances in our gym.

There's no shortage of fun activities in our gym. We are running around most of the time. There are relay races and tag games like Freeze Tag. Some kids like shooting hoops while others kids like playing H-O-R-S-E.

As you can see, no matter what equipment you have or how the gym is used, or what activity you're playing, you're sure to see kids having fun and cheering in the gym. Those shiny wood floors have had many kids playing on them for years and I hope it will for years to come!

Editing Checklist

Reread your entire article **out loud**. Notice the natural stop signs, or breaths, you want your reader to take. These are spots that may need a comma or period. Then check for the following:

- ▫ Did I use proper ending punctuation? (periods, question marks, and exclamation points)

- ▫ Did I use capitals at beginnings of sentences and with proper nouns?

- ▫ Did I indent at the beginning of the introduction, conclusion, and the 3 body paragraphs?

- ▫ Did I check the tenses for regular (live/lived) and irregular verbs (swim/swam)?

- ▫ Did I check for spelling? (Read your article backwards and circle any words that "look wrong". Refer to a dictionary or get assistance.) Pay attention to the use of apostrophes. For example: Tom's book or doesn't