

Writing: Lesson 23

Today the students will practice planning for informative/explanatory prompts in response to text they read.

The following passages will be used in this lesson:

All About Polar Bears

All About Leopards

In the previous section of this curriculum, students learned how to plan for expository prompts using the IRC outline. Remind students that expository, explanatory and informative all mean the same thing –to explain or give information. They will still be using an IRC outline to plan, but we will change the “R” to a “T.” The “T” stands for topic. Instead of planning for random prompts they will be planning for prompts in response to text that they have just read and writing about 3 **T**opics.

Explain to students that for the new writing test they will be given 2-4 passages to read that all have a similar topic/theme. After reading the text, they will be given a prompt that directs them to write something about what they just read. That is when they will need to plan their essay and write a 5 paragraph essay just like they learned in the previous section.

Here are a couple of examples to explain to the students:

- Let’s say you just read three passages on the rain forest. You are then directed to write to the following prompt: *Think about what you read about the rain forest. Using information from the text, explain what you learned about the rain forest.*
- Another example is if you were given two passages about animal homes. After reading the passages you were given the following prompt: *Write to inform your reader about animal homes.*

For both examples, your prompt is based on what you just read. Instead of just writing about your favorite animal or special person in your life, you will be writing about information you are given in text. When planning, you will need to come up with your 3 topics (T1, T2, and T3) based on the text.

Read passages aloud to class (or you can read one aloud and have them independently read the other)

1. Write this prompt on the board:

After reading the passages, think about what you learned about polar bears and leopards. Now write to inform your reader about these animals.

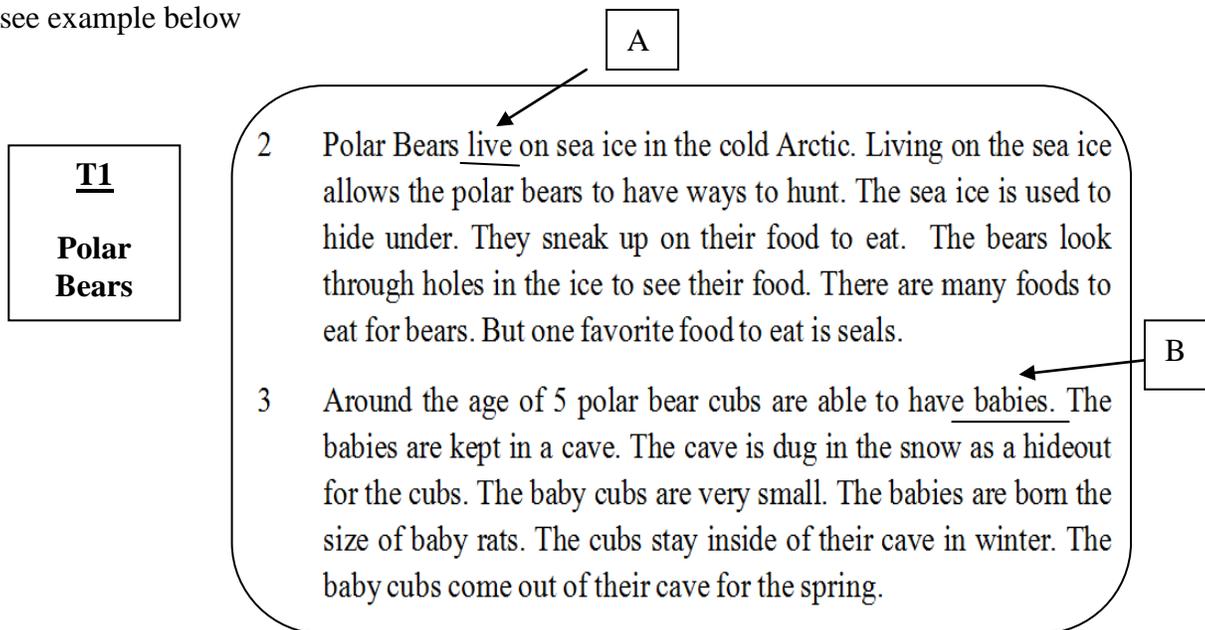
2. Using the ITC outline, model planning for this prompt using the outline below.

****When planning for this, remind students that they are not coming up with 3 reasons. They are choosing 3 topics to teach/explain to their reader about ants. They can pick any 3 things they want from the passages, but they have to make sure they are BIG (broad) things that they can write a lot about.**

Students will have to read 2-4 passages. When picking the 3 topics, they do not have to use all of the passages. For example, if they have 4 passages, they may only use 2 of them to get their 3 topics from. They can use all of them, but they do not have to.

When picking their 3 topics, they need to put a box around the information and then label their “A” and “B”.

*see example below



In the example above, I chose “polar bears” to be my topic for T1. So I put a box around all of the information about “polar bears.” Then I underlined my two details about them and labeled them as “A” and “B.”

Example Planning

I Animals

T1 Polar Bears - Live a. sea ice b. babies

T2 Leopards- Look a. size b. color

T3 Leopards - Hunt a. skills b. prey

C Animals

Some things to discuss while writing this outline (think aloud as you write this):

- My 3 topics are big topics that I can write a lot about. These are all main topics that are discussed in the passages
- My A's and B's are details/examples to further discuss my 3 topics

The following passages will be used in the next part of this lesson:

<p>Buzzing Bees All About Dragonflies</p>

*When planning for this prompt, remember that you are choosing 3 topics to discuss in your essay. Depending on the passages, sometimes it works best to use the titles and/or subheadings as your topics. Make sure you are choosing topics that have a lot of information. If there is only 1 sentence about a topic...that cannot be one that you pick. There has to be a lot of information about each topic you choose.

3. Read both passages.
4. Write this prompt on the board:
Your teacher has asked that you write a paper about bees and dragonflies. Write an explanatory essay about bees and dragonflies. Your essay must be based on ideas and information from the passages.
5. Using the ITC outline, have students plan for this prompt (10-15 minutes).
6. After they have planned, share planning ideas and compile a list of examples and non-examples on the board. Discuss what some good topics are (as well as ones that will not work) and make sure their A's and B's make sense.
7. Review today's objective – planning for informative prompt. Explain that we are using the ITC outline and choosing 3 topics based on the text we are provided.

Example Planning:

I Bees and Dragonflies

T1 Bees-food a. nectar b. store

T2 Bees-job a. flowers b. pollen

T3 Dragonflies a. move b. live

C Bees and Dragonflies

Writing: Lesson 23

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Directions: Plan for the following prompt -

After reading the passages, think about what you learned about polar bears and leopards. Now write to inform your reader about these animals.

I _____

T1 _____ a. _____

b. _____

T2 _____ a. _____

b. _____

T3 _____ a. _____

b. _____

C _____

Writing: Lesson 23
Practice

Directions: Plan for the following prompt -

Your teacher has asked that you write a paper about bees and dragonflies. Write an explanatory essay about bees and dragonflies. Your essay must be based on ideas and information from the passages.

I _____

T1 _____ a. _____

b. _____

T2 _____ a. _____

b. _____

T3 _____ a. _____

b. _____

C _____

All About Polar Bears 630



- 1 Polar Bears are animals that are able to survive strong winters. They have oily thick fur that is able to absorb water.
- 2 Polar Bears live on sea ice in the cold Arctic. Living on the sea ice allows the polar bears to have ways to hunt. The sea ice is used to hide under. They sneak up on their food to eat. The bears look through holes in the ice to see their food. There are many foods to eat for bears, but one favorite food to eat is seals.
- 3 Around the age of five, polar bear cubs are able to have babies. The babies are kept in a cave. The cave is dug in the snow as a hideout for the cubs. The baby cubs are very small. The babies are born the size of baby rats. The cubs stay inside of their cave in winter. The baby cubs come out of their cave for the spring.

“All About Polar Bears” written for educational purposes.

All About Leopards 620



- 4 Leopards are known as graceful and powerful big cats. They can be found in different parts of Africa. Many populations are endangered.
- 5 Leopards are between two to three feet tall. They can weigh up to 200 pounds. Leopards have a few different colors. They can be a pale yellow color. They can even be a deep golden color. There are even some leopards that are black.
- 6 Leopards have strong hunting skills they use to catch food. They are able to use their coats to blend in with their surroundings. When leopards spot a prey, they usually creep up very slowly on their prey. Once the prey is spotted they then leap into action. The leopards are able to run at such fast speed. The leopard is able to catch and attack its prey. Leopards have strong climbing skills. Often leopards use the trees as another way to attack their prey.

“All About Leopards” written for educational purposes.

Buzzing Bees 580



- 1 Many people are scared of bees! They think bees are just there to sting them. Did you know that bees are very important for our environment? They make honey and also help flowers reproduce!
- 2 Bees drink nectar for their food. They fly from flower to flower drinking nectar. Bees have a special tongue. It is like a straw that sucks the nectar out of the flower. Then they store the nectar in their throat. Bees take the nectar back to their hive. They turn it into honey.
- 3 Bees have another job. They help flowers reproduce. They collect pollen on their bodies as they sip nectar. When they fly from one flower to another, they take the pollen with them. The pollen falls off their bodies onto the next flower. This is how new flowers are made!
- 4 Bees have to work together in their hive. The queen bee lays all of the eggs. The rest of the bees have other jobs. Some help make the honey and others collect the nectar for the hive. So next time you see a bee, don't be scared! Remember it has many important jobs to do.

“Buzzing Bees” written for educational purposes



All About Dragonflies ⁵⁸⁰



- 5 Have you ever had a dragonfly land on your head? That is considered good luck! Dragonflies are beautiful insects. They have been on Earth for millions of years. They have been on this planet longer than the dinosaurs.
- 6 Dragonflies are always on the move. They have long wings that help them move. Their bodies move like helicopters. They can even go as fast as 20 miles per hour!
- 7 If they don't keep moving, a predator may try to eat them. Dragonflies look for other insects to eat as their prey. They like to eat mosquitoes. They can eat hundreds of mosquitoes a day!
- 8 You can find dragonflies living near bodies of water. You might often see them early in the morning when the sun comes up. Dragonflies like to stay in the sun to keep warm. They can also produce their own heat. They do this by flapping their wings. These busy creatures help keep our water safe. They eat pesky bugs that could harm our environment.

"All About Dragonflies" written for educational purposes

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