

## **Writing: Lesson 23**

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

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. They must write 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 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 helping out in your community. You are then directed to write to the following prompt: *Think about how you can make a difference in your community. Using information from the text, explain what work you would do and tell how this work would make a difference in your community.*
- Another example is if you were given two passages about different animal habitats. After reading the passages you were given the following prompt: *Write to inform your reader about protecting animal habitats in a community.*

As you can see, 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 the text. When planning, you will need to come up with your 3 topics (T1, T2, and T3) based on the text.

These are the passages that will be used in today’s lesson:

**Florida: The Sunshine State**  
**Florida’s Farming**

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

1. Write this prompt on the board:  
*After reading the articles, think about what you learned about Florida. Now write to inform your reader about Florida.*
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 Florida. They can pick any 3 things they want from the passages, but they must make sure that 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)

**T1**

**Florida’s Weather**

2 Florida is called “The Sunshine State” for a reason. It has about 128 days of sunshine a year. The climate in northern Florida is humid subtropical<sup>1</sup>. In south Florida, there is a tropical climate. Between May and October is when Florida has its rainy season. This is the same season that brings bad thunderstorms and hurricanes. Florida has its dry season from October to April. During this time, the state does not see much rain. This can be scary, as rules are typically put in place to conserve<sup>2</sup> water. Because the climate is so favorable, many people like to travel to Florida.

**Florida’s Beautiful Beaches**

3 Florida is known for its 663 miles of beaches on both the eastern and western coasts of the state. Many people travel there in search of white sand and warm water. There are several different popular beaches in Florida. There are family-friendly beaches like Destin Florida to lively, party beaches like South Beach in Miami. The beach is a place to relax and have fun. People like to come and enjoy the ocean and the warm weather that Florida has to offer.

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

**Example Planning**

**I Florida**

- |                        |                  |                   |
|------------------------|------------------|-------------------|
| <b>T1</b> Lifestyle    | a. Weather       | b. Beach Life     |
| <b>T2</b> Disney World | a. Parks         | b. Additional Fun |
| <b>T3</b> Farming      | a. Florida Crops | b. How To         |

**C Florida**

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 As and Bs are details/examples to support my 3 topics.

For the next part of this lesson you will need these 3 passages.

**Fossils and Insects: Amber**

**Fossils and Insects: Impressions**

**Fossils and Insects: Compressions**

\*When planning for this prompt, remember that you are choosing 3 topics to discuss in your essay. Depending on the articles/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 are only 2 sentences about a topic, then that cannot be one that you pick. There must be a lot of information about each topic you choose.

3. Read all 3 passages.
4. Write this prompt on the board:  
*Insects have been around for many years. Think about what you have learned about insect fossils. Now write to inform your reader about insect fossils.*
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/explanatory prompt. Explain that they are using the ITC outline and choosing 3 topics based on the text they are provided.

Writing: Lesson 23  
Document Camera

Directions: Plan for the following prompt

*After reading the articles, think about what you learned about Florida.  
Now write to inform your reader about Florida.*

I \_\_\_\_\_

T1 \_\_\_\_\_ a. \_\_\_\_\_

b. \_\_\_\_\_

T2 \_\_\_\_\_ a. \_\_\_\_\_

b. \_\_\_\_\_

T3 \_\_\_\_\_ a. \_\_\_\_\_

b. \_\_\_\_\_

C \_\_\_\_\_

Writing: Lesson 23  
Practice

Directions: Plan for the following prompt

*Insects have been around for many years. Think about what you have learned about insect fossils. Now write to inform your reader about insect fossils.*

I \_\_\_\_\_

T1 \_\_\_\_\_ a. \_\_\_\_\_

b. \_\_\_\_\_

T2 \_\_\_\_\_ a. \_\_\_\_\_

b. \_\_\_\_\_

T3 \_\_\_\_\_ a. \_\_\_\_\_

b. \_\_\_\_\_

C \_\_\_\_\_



## Florida Today

### The Sunshine State 820

- 1 Florida is located in the southeast of the United States. On its east coast is the Atlantic Ocean. On its west coast is the Gulf of Mexico. Florida is known for its sunny, warm weather. It also has beautiful beaches and many tourist attractions. People from near and far travel to Florida to vacation and see its amazing sights.



#### Florida's Weather

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#### Florida's Beautiful Beaches

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## Florida's Famous Tourist Attraction

- 4 Florida is known for Walt Disney World! This is a popular tourist attraction in the United States. Disney is in Orlando and is the most visited vacation resort in the world. Over 52 million people come every year! In 1971, Magic Kingdom, the first theme park opened. What followed were Epcot, then Disney's Hollywood Studios, and lastly Disney's Animal Kingdom. Since then, there have been several additions to the Disney Resort such as waterparks, shopping and restaurants, hotels, and night life.

"Florida Today The Sunshine State" written for educational purposes.

- 1.) **subtropical**- relating to or characteristic of the regions bordering the tropics
- 2.) **conserve**- to protect from harm or destruction



## Florida's Farming <sup>820</sup>

- 5 When people think of Florida, they only think of oranges! But, Florida is known for at least eight major U.S. crops. These crops are grapefruit, snap beans, squash, and sugar cane. They also include cucumbers, tomatoes, watermelons, and, of course, oranges! Florida provides over half the orange juice that all Americans drink each year. Florida's farming creates about 14 percent of the state's jobs. It brings in \$148.5 billion to the state's **economy**<sup>1</sup>.
- 6 Because Florida is a leading state for these certain crops, the state's land plays an important role. The land controls the amount of water, the air quality, and **climate**<sup>2</sup> the crop gets. These are all things that can affect the crop and how much of it is sold.
- 7 The perfect place for growing in Florida is a well-drained, flat piece of land. For oranges, farmers clear away the grass. They create a hole 1-1/2 the size of the bottom of the plant. They add manure to the hole. Farmers place the plant in the hole a little higher than the soil's surface. Using the leftover soil, farmers make a "bowl" around the plant. This serves as a way of watering the plant without watering it too much.

"Florida's Farming" written for educational purposes.

1.) **economy**- the wealth or resources of a country or region

2.) **climate**- the weather conditions in an area over a long period of time



## Fossils and Insects - Amber <sup>820</sup>

- 1 Scientists are able to study early insects by looking at those trapped in old tree sap. This sap, or resin, is known as amber. Tree sap is very sticky. When something such as an insect touches it, it becomes trapped. The sap oozes out of the tree. It covers the insect. It hardens and keeps the body intact.
- 2 Insects covered in amber date all the way back to the dinosaur age. Scientists can also find insects in sap dating just a few hundred years old. This type of sap is called copal. These insects trapped in amber only form with trees and plants. For this reason, scientists can study the link between these insects and the forests that they live in.
- 3 In August 2012, two **mites**<sup>1</sup> that were covered in amber were found in Italy. They were said to be the oldest living things ever to be found in amber. These mites were 230 million years old. Other insect **fossils**<sup>2</sup> include 99-million-year-old ants. This discovery helped scientists learn 11 new types of ants. Also, in Mexico, a rare male **scorpion**<sup>3</sup> was found in amber. This fossil was found by a farmer who was digging in the dirt. Lastly, scientists have found an amber fossil of an insect caring for its young. The fossil was over 100 million years old. This find of a female insect carrying over 60 eggs on her back was the earliest evidence that some insects care for their young just like humans do.

“Fossils and Insects - Amber” written for educational purposes.

- 1.) **mites**- an insect with four pairs of legs that is related to the tick
- 2.) **fossils**- the remains or impression of a prehistoric organism
- 3.) **scorpion**-a lobster-like insect with a poisonous sting at the end of its tail

## Fossils and Insects - Impressions 780



- 4 An impression fossil is a **mold**<sup>1</sup> of a dead insect. Sometimes these fossils are of the whole insect or just part of it. The most lasting parts of the bug typically make these fossils. Lasting parts include the hard, outer shells. Also, the wings of the insect usually make good **imprints**<sup>2</sup> too. These molds are formed in mud or clay in the ground. For this reason, these fossils take on the color of the material in which they are formed. The bug usually dies or a part of it is left behind. After many years and layers of mud, it ends up hardening. This creates the impression.
- 5 Most often, insect impressions include only the wing of the insect. By seeing the details on the wing, scientists can detect what type of bug it is. By examining the fossil, a scientist can figure out the family in which it comes from. This happens because many insect wings are typically not eaten by birds and other **predators**<sup>3</sup>. They are too hard to digest. So, birds and predators leave them behind. Long after a wing has decayed, it settles in the mud. A copy of it stays carved in stone. This type of fossil dates back to insect life up to 299 million years ago.

“Fossils and Insects - Impressions” written for educational purposes.

1.) **mold**- the form or shape of something

2.) **imprints**- a mark made by pressing something onto a softer substance so that its outline is created

3.) **predators**- an animal that naturally preys on others



## Fossils and Insects - Compressions 810

- 6 Sometimes insects get caught in mud. They are then squeezed in between sediments which compress them. This becomes a compression fossil. A compression fossil is a two-dimensional remain. These fossils are similar to impression fossils. The only difference is that organic matter from the insect is still left in this fossil. When this type of fossil is created, the mud must harden. This keeps the insect preserved. The dead insect matter retains its color. Therefore, this type of fossil shows the organism's actual color when it was alive. Depending on the material the insect is fossilized in, compression fossils may be extremely detailed.
- 7 Compression fossils tend to be formed in areas where mud and dirt are deposited. These areas are along rivers, lagoons, and ponds. The best rocks to find these fossils are in clay and shale. These fossils are made up by the hard parts of the insect. For instance, the wing covers of a beetle are durable. These types of parts make most of compression fossils. These fossils date back before dinosaurs roamed the earth.
- 8 By studying compression fossils, scientists can gather important information on the external structures of the creature. This way, they can see what the organism actually looked like a long time ago.

"Fossils and Insects - Compressions" written for educational purposes.

- 1.) **sediments**- matter that settles to the bottom of a liquid
- 2.) **two-dimensional**- having the dimensions of length and width only
- 3.) **organic**- relating to or derived from living matter
- 4.) **lagoons**- a stretch of salt water separated from the sea by a low sandbank