

OSKAR AND THE EIGHT BLESSINGS

LESSONS FOR:
SUMMARIZING
EXPOSITORY WRITING
INFERRING
SIMILES

GRADES 3-5



MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

**With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2019-2020 school year
for less than \$3 a month!**

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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You'll need: Oskar and the Eight Blessings by Richard & Tanya Simon

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Oskar and the Eight Blessings</u> for enjoyment. Discuss how Oskar's situation is similar to the situation you are in.	Show students the mentor sentence. Discuss the meaning of the sentence. Notice about the sentence emphasizing the similarity between Oskar's situation and yours.	Students will brainstorm ideas to be kind in different places in their lives (home, school, community).
DAY TWO	Students will identify the way Oskar changed through the story because of the blessings.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of similes.	Students will use pre-written main ideas to organize details that match into the correct paragraph "group."
DAY THREE	Students will identify the main idea of the book and how it is similar to their own life.	Discuss how the sentence could be revised. Write the sentence together, allow students to revise the sentence and share.	Students will organize their main ideas into three groups by topic and write a paragraph for each one.
DAY FOUR	Students will infer Oskar's feelings based on events and actions in the text.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will practice drafting introductions using specific examples for their kindness writing piece.
DAY FIVE	Students will understand the meaning of the text and how it is similar to their own life.	Practice writing the sentence. Students will draft their "kindness blessing" (or kindness writing piece) with a beginning, middle, and end.	Students will draft their kindness writing piece with a beginning, middle, and end.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, L.5, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed:

Mentor Sentence (Oskaloosa and the Right Blessing)

Mentor Sentence (Oskaloosa and the Right Blessing)

Student Notebooks

you are using mentor sentences, I encourage you to visit my website and watch the video that I created to easily get started with them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the sentence that all the students have heard, not point out the simile if they can't find it. This is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Especially focus on the conjunction, nouns (subjects), and verbs (predicates) to identify the compound sentence, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about something you want to write about. Imitate the example first and allow the students to notice what is the same and different from the original.

Day 5: Students will share what they have learned with the class and a assessment.

Monday - possibilities of things to notice

*simile
compound sentence with three clauses
commas separating clauses
descriptive - adjectives and adverbs
visualization
proper nouns - Oskar, Broadway
past tense

Tuesday - label the sentence

The, a - article
city, Oskar - proper nouns
was - linking verb
terribly - adjective
big, small - adjectives
and - conjunction
stretched - verb
before, like - prepositions
him - pronoun

The city **was** terribly big, Oskar **was** terribly small, and Broadway **stretched** before him like a river.

complete subjects
simple subjects

complete predica
simple predica

Wednesday - possibility of revised sentence

The city was terribly big, Oskar was terribly tiny, and Broadway stretched before him like a raging river.
(changed and added adjectives to create alliteration)

Thursday - possibility of imitation sentence

The boat was terribly cramped, the journey was terribly long, and the Atlantic roared with waves like jagged mountains.

The city was terribly big,
Oskar was terribly small,
and Broadway stretched
before him like a river.

~ Oskar and the Eight Blessings

The city was terribly big, Oskar was terribly small, and Broadway stretched before him like a river.

~ Oskar and the Eight Blessings

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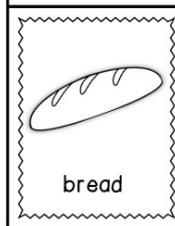
The city was terribly big, Oskar was terribly small, and Broadway stretched before him like a river.

~ Oskar and the Eight Blessings

PREVIEW

Similes compare two things to create an image in the reader's mind. Similes use the words "like" or "as". Cut out the activity and glue it into your notebook, cutting up so there are three flaps. Under each flap, write a simile about something from the story, pictured on the flap.

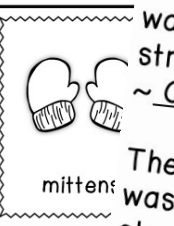
Similes



bread



snow



mitten

SIMILES

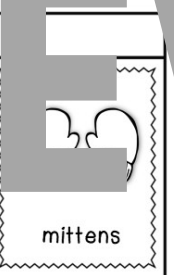
Similes compare two things to create an image in the reader's mind. Similes use the words "like" or "as". Cut out the activity and glue it into your notebook, cutting up so there are three flaps. Under each flap, write a simile about something from the story, pictured on the flap.



bread



snow



mitten

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
The city was terribly big, Oskar was terribly small, and Broadway stretched before him like a river.

2. What type of sentence is this? How do you know?

simple

compound

complex

The sentence is made of three simple sentences (or clauses) combined with commas and a conjunction.

In the following sentences, circle the two words being compared to create an image in the reader's mind:

3. The man cape was as fast as a speed bullet.

4. The city's wind was as loud as a train.

5. The car turned fast and light.

6. The snowball flew past him like a missile.



SUMMARIZING: MENTOR TEXT

Core Anchor Standards: RL.2

Duration: 45 MINUTES

Objective: Students will summarize the mentor text.

Materials Needed:

Oskar and the Eight Blessings by Sharon and Anya

Summarizing Activity

Actions: Read Oskar and the Eight Blessings to the students for enjoyment.

**Make sure to point out the wordless page with the story told through pictures when Oskar sees the Macy's window display. Allow students to "tell the story" of what is happening. Point out clues if needed (the Macy's sign, his wide eyes, etc.). If you have used the Balloons Over Broadway Unit, also in the club, remind students that this was a window display created by Tony Sarg!

Show students the Summarizing Activity. The projected or made into a chart, copy giving them a copy of the activity. Remind students the difference between summarizing (sharing all the specific details) and synthesizing (pulls the information out part to make the big picture of the story). It might be helpful to fill in the story elements together as a shared activity, then have them write the information into a short paragraph at the bottom.

PREVIEW

Oskar and the Eight Blessings

Write the story elements to help you summarize.

Main Character:

Oskar

Problems

He arrives in New York alone to be protected from the Nazis.

He must walk 100 blocks to his aunt's house before sundown.

Setting:

1938, 7th Day of Hanukkah
(Christmas Eve), New York

Major Events:

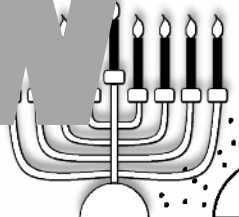
People bless him with food, warmth, and more friendly gestures as he walks.

Result:

He and his aunt meet just before the sun goes down.

Summarize the story:

In 1938 on the 7th Day of Hanukkah, Oskar arrived in New York alone to escape Nazi Europe. He must walk 100 blocks to his aunt's house before sundown. As he walks the long route, he is blessed with acts of kindness from people in the city. He and his aunt find each other just before the sun goes down.



BRAINSTORM

Core Anchor Standards: RL.1, W.2, W.5, W.8

Duration: 30 MINUTES

Objective: Students will expand on ideas from the text in a brainstorm list.

Materials needed:

Oskar and the Eight Blessings by Richard Johnson and Anthony Brown

Brainstorming Activity

Actions: Review the kindness demonstrated in the book: the ways that others blessed Oskar, just as his father assured him they would. Some blessings were physical gifts (the bread, comic book, and mittens) while others were acts of kindness (the whistling man, the man who helped Oskar up when he falls, Mrs. Roosevelt lets him pass).

Brainstorm with students the ways they can show kindness to (or bless) others through gifts and actions. They could do this with the multiple choice questions: sharing with others, being helpful (even if one can't see, complimenting others), school (picking up a piece of trash in the hall even when it's not yours), home (doing chores after dinner, helping Grandma by not leaving a mess for her to clean up), community (donating clothes or toys, cleaning up a park), etc.

Make note of how important the acts that don't cost any money are- being kind is free and makes an impact on those who receive it, as seen in the character changes activity.

PREVIEW

Name: _____ Date: _____

BRAINSTORM

GIFTS

ACTS

PREVIEW

PREVIEW

PREVIEW

CHARACTER CHANGES: MENTOR TEXT

Core Anchor Standards: RL.3, RL.7

Duration: 30 MINUTES

Objective: Students will analyze character changes over time.

Materials Needed:

Oskar and the Dying Animal by Sara Pennypacker

Character Change Activity

Actions: If you have not read the Author's Note to the students, read it today. Discuss the word optimism, and how Oskar saw the good in others even when he had faced terrible horrors at home that led him to be in New York alone. Ask students to reflect on the ways Oskar changed in the text. The graphic organizer can be done together as the mini-lesson or can be given for students to complete after the discussion. Discuss with students how the blessings (the events listed on the activity) helped Oskar continue pushing to his goal of getting to his aunt before sundown.

Link this activity to independent reading or small groups by having students note the way a character in their own book (current or previously read) changed the story. They could write this as a summary note to use you as a guide for the character.

Oskar and the Eight Blessings

How did each event affect or change Oskar?

A woman gave Oskar a loaf of bread.
It gave him the strength to keep walking.

A man told Oskar to keep a comic book.
He feels blessed and reminds him of his father's words.

Oskar sees the Macy's window display.
He is mesmerized by the beautiful display.

A man whistled with Oskar.
He had his first conversation in America.

A boy gives Oskar his mittens.
They warm his hands, and he shares the comic blessing with the boy to show gratitude.

Mittens let Oskar pass.
This helps keep him on time to arrive before sundown.

A man helps Oskar up when he falls.
It reminds Oskar of his father's words that people can be good.

Aunt Esther recognizes Oskar because of his father.
He feels loved and wanted to be with her again.

ORGANIZING PRACTICE

Core Anchor Standards: W.2, W.4, W.5

Duration: 30 MINUTES

Objectives: Students will practice organizing details by main idea.

Materials needed:

Topic Organizer

Menorah details

Actions: Give students the organizer page. Point out the topics listed in each main idea box. Discuss with students how important it is to stay on topic within a paragraph, so each of the details under those topics should fit with the main idea.

Give students the Menorah Details. Read each sentence together and decide if it best fits in paragraph 1 (tells the history of the holiday) or paragraph 2 (gives details of the menorah). Allow students to support/explain their reason.

Students could glue each of the sentences into the correct box on the organizer. You could do a few together to allow them to complete it, then check it afterwards, or do the entire activity together if paragraph organization is new, or a weakness, for students.

take it further:

Students could write an introduction and a conclusion for the piece, and even publish it.

THE HANUKKAH MENORAH

Over two thousand years ago, the Jewish people did not celebrate Hanukkah. When a evil king, Antiochus, outlawed their religion and waged a war, a miracle happened and the Festival of Lights arrived to begin.

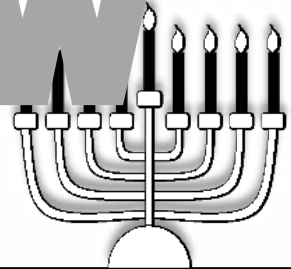
In the land of Israel, Jewish people would worship in the Jerusalem Temple, lighting an oil-burning menorah each evening.

King Antiochus did not want Jewish people to celebrate or worship, so he ordered his soldiers to ruin their Temple.

The Jewish people cleaned their Temple and made a new menorah, but they only

Miraculously, the tiny jar of oil burned for eight days, which inspired the eight-day

The Hanukkah celebration involves lighting the eight-branched menorah. One candle is lit each night using the center helper candle, called the Shamash.



Before lighting the candles in the menorah each night after sundown, special prayers are recited.

The Shamash candle is used to ignite each of the special Hanukkah candles, for they're meant to be looked at, never used.

The candles in the menorah should burn for at least half an hour each night.

The menorah is placed on top of a table and is used to bring joy of the holiday to others.

SYMBOLISM: MENTOR TEXT

Core Anchor Standards: RL.1, RL.2

Duration: 20 MINUTES

Objective: Students will analyze the symbolism found in the mentor text.

Materials needed:

Oskar and the Eight Blessings by Richard Simon and Nancy Simon

Symbolism Activity

Actions: Remind students of the previous day's lesson, the eight blessings in the book, and how they changed Oskar. Then, discuss with students what was learned in the organizing facts activity done in writing the previous day as well. Ask, "Do you think it was an accident that the author chose the number eight for the blessings Oskar received?" This will hopefully spark a connection with students that Hanukkah is eight days because of the miracle oil that burned for eight days, and the menorah has eight special candles. The number eight is very symbolic for these reasons, so the author probably chose eight as a form of symbolism.

Also discuss that, just as there is a Shamash candle, the eighth candle, which is the helper candle and lights the others. Ask the students to think of how the candle might be represented in the mentor text. (All of the people were the Shamash to Oskar, helping him to "stay lit" on his journey- bringing him joy and blessings.)

On the activity, students should write each of the blessings he received or encountered on his journey as the eight candles of the menorah, and list the helpers as the Shamash. This could be done as a whole group mini-lesson to discuss symbolism, or a way for them to recount/retell the story.

Name: Suggested Responses

Date: _____

SYMBOLISM IN OSKAR AND THE EIGHT BLESSINGS

PREVIEW

PREVIEW

PREVIEW



bread to eat for strength
comic book makes him happy
window display brings him joy
whistling welcomes him
his mother and father, the people
who helped him in the past
mittens give him warmth
ability to pass gives him time
help to his feet reassures him
safety with his family

ORGANIZE IDEAS

Core Anchor Standards: W.2, W.4, W.5

Duration: 45 MINUTES

Objective: Students will organize their ideas to group information logically.

Materials Needed:

Organization Planner Page

Completed Brainstorming Activity

Actions: Provide students a copy of the planner page. Students are going to focus on the three body paragraphs only, and organize the details of each. Remind students of the practice organizing from the previous day- grouping details by topic or main idea.

Ask students to look at their brainstorm activity and think of how they could organize their ideas for kindness into three "categories" or topics. My intent was to have them set up each body paragraph with the concepts you will have students map "see" it in a different way. It's up to you if you want it super teacher-directed or if you want to let them be more free in the way they organize the three easiest ways you followed the suggestion on the Brainstorming Lesson. It could be at school/classroom/home/family, and community.

When students have their categories of how they will organize, they should write a couple of words or a short phrase for each detail on the planner page, keeping the topics grouped by paragraph.

Lastly, lead students to write each paragraph's topic sentence by reminding them to reflect on what the main idea of each paragraph is. They should look at the details to construct the main idea, although they should know the main idea based on how they grouped their details. You will also want to encourage them to vary their sentences so each paragraph doesn't start the same way or use the same words/phrases.

Name: **Sample**

Date: _____

Main Idea #1 Topic Sentence:

One place where acts of kindness are always appreciated is at school.

Detail:
share with others

Detail:
bring extra

Detail:
write a note to your teacher

Detail:
pick up trash in the hall

Main Idea #2 Topic Sentence:

It's important to make your family feel special with gifts or acts of kindness, too.

Detail:
do the chores

Detail:
make cards for parents

Detail:
do yardwork

Detail:
share video game with sibling

Main Idea #3 Topic Sentence:

There are even ways to spread kindness in the community.

Detail:
donate

Detail:
help out a neighbor

Detail:
clean up a park

Detail:
help a neighbor carry groceries

INFERRING: MENTOR TEXT

Core Anchor Standards: RL.1, RL.3

Duration: 30 MINUTES

Objective: Students will infer how a character feels based on events and actions.

Materials Needed:

Oskar and the Egg-Thief by Chris Ware, character Simon and anyone

Inferring Activity

Actions: Remind students that when we infer, we are reading between the lines of what the author shares. For example, we can figure out how a character might feel based on things that happen without the author actually telling us the emotion.

Complete the inferring activity with students as a mini-lesson, or walk through a couple and allow them to work on their own or with a partner to finish.

PREVIEW

PREVIEW

Infer About Oskar

The Author Says...

What I Know...

My Inference

His parents put him on a ship to America. He had nothing but an address and a photo of a woman he didn't know.

It would be scary to leave your parents and your home to go live with someone you've never met in a place you've never been.

Oskar feels alone and frightened to make this journey.

The man whistled to Oskar. Oskar whistled back. This was Oskar's first conversation in America.

Whistling is something people do when they feel joyful. Oskar had not talked to anyone yet.

Oskar felt happy to be welcomed into the city by such a friendly man.

Oskar put the mittens on and felt the boy's warmth. He had something to give the boy, too.

It was cold and snowy. When someone does something nice for you, it's nice to return the favor. He had the comic book from the newsstand.

Oskar gave him the comic book because he wanted to show how grateful he was.

Suddenly he heard a name. "Beaumont?" It wasn't his name. It was his father's, and it washed over him.

Oskar was in the city all alone with no one new. He was the only one who was the same.

Oskar was relieved that he found his father, which helped him actually recognize him.

PRACTICE INTRODUCTIONS

Core Anchor Standards: W.2, W.4, W.5

Duration: 45 MINUTES

Objective: Students will develop possible introductions for their kindness piece.

Materials Needed:
Practice Introduction Page
Types of Leads List
Organization Planner Page

Actions: Discuss with students the importance of grabbing a reader's attention so they want to keep reading what you have to say. Pass out the Types of Leads List. Review each example with the students. Remind students they should include a summary of what each of the three paragraphs in the body of their writing will be about. It shouldn't give away or repeat all of the information, but it should give the reader the main idea of the whole writing piece.

Allow students time to work and draft a many introduction using the lead types as they can in the time you have left, allowing about a minute to share at the end. Share a Quote, you could put up [write like the one](#) to give them an idea.

You could also do it in the form of QUICKWRITES: These are good to get students to just put pencil to paper and START drafting. Tell students they are going to work to beat the clock as they draft some introductions for their kindness writing. They can pick any of the five leads to start with, but they only have **five minutes** for that lead. Use a timer so they can see how much time they have left. Repeat this two more times (This way, they always have "choice" when deciding which one they will work on next). They will have three or so, so they can work with it begin their kindness writing tomorrow. Since they are only writing drafts, you might have them "clean up" or do more than one they like the best.

Give students time to share their favorite with a partner once drafting is done.

Strong Leads

Ask a Question

Do you know that Hanukkah wasn't always celebrated by the Jewish people?

Provide a Definition

Hanukkah means dedication in Hebrew, and it is a holiday that lasts for eight nights in November or December.

Share a Quote

Most Jewish rabbis, once said, "A candle is a small thing. But one candle can light another, and see how its own light increases, as a candle gives its flame to the other. You are such a light."

Set the Scene

On the first night of Hanukkah, a family gathers at the window around the menorah to say a blessing and light the first candle.

Lead With The Senses

Even though the sun has gone down on a cold winter's night, the flames of the candles in the menorah bring us light and warmth.

BUT NEVER, EVER:

I'm going to tell you about/explain...

Do you know what ____ is?

Strong Leads

Ask a Question

Did you know that Hanukkah wasn't always celebrated by the Jewish people?

Provide a Definition

Hanukkah means dedication in Hebrew, and it is a holiday that lasts for eight nights in November or December.

Share a Quote

Moshe Davis, a Jewish rabbi once said, "A candle is a small thing. But one candle can light another, and see how its own light increases, as a candle gives its flame to the other. You are such a light."

Set the Scene

On the first night of Hanukkah, a family gathers at the window around the menorah to say a blessing and light the first candle.

Lead With The Senses

Even though the sun has gone down on a cold winter's night, the flames of the candles in the menorah bring us light and warmth.

BUT NEVER, EVER:

I'm going to tell you about/explain...

Do you know what ____ is?

Name: _____ Date: _____

PRACTICE LEADS

Practice drafting some introductions for your kindness writing piece.

Ask a Question or

PREVIEW

Provide a Definition

Share a Quote or

PREVIEW

Set the Scene

Lead With The Story

PREVIEW

ASSESS LEARNING

Core Anchor Standards: RL.1, RL.2, RL.3

Duration: 20 MINUTES

Objective: Students will demonstrate understanding of summarizing and inferring.

Materials Needed:
Night Crabbing Summary, Inferring Quick Assessment

Actions: Have students use summarizing and inferring skills to answer

Answers:

Write a summary of the story. Remember, a summary is the big picture!

Eloise wants to go crabbing but her mother makes her wait until the moon is high in the sky. When they finally go down to the sand, Eloise catches one of what she hopes is many crabs!

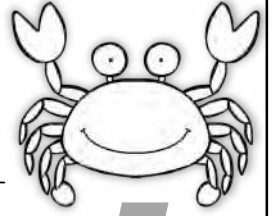
How was Eloise feeling at the beginning of the story? How do you know? Use evidence from the story.

She was impatient. I can tell this because her legs were bouncing and she also sighed and flopped backward dramatically. She had her bucket, net, and flashlight ready to go, too, even though it's not time to leave. Finally, it felt like an eternity before they were able to leave.

Is this Eloise's first time going night crabbing? How do you know? Use evidence from the story.

This is not her first time. I can infer this because her mother says, "There's never been a crab shortage in all the years we have vacationed here," and also says Eloise should know the moon is out and the crabs are out and to look closely at the moon. Eloise has done this before. Finally, Eloise says she is going to set a new record, which means she has a certain number she has caught before.

Night Crabbing



Eloise sat on the sofa in the hotel room, her legs bouncing up and down. "Can we please go now?" She clutched a net and a bucket in one hand and a flashlight in the other.

"Just a moment, Eloise," her mother said. "You forget, the moon is high in the sky." Her mother said, exaggeratedly, "The moon is high in the sky!" Eloise peeked out the window to see the moon already

above the ocean. She sighed and flopped onto her back dramatically. "Everyone is going to catch all the crabs before we even get down there!"

Her mother laughed. "There's never been a crab shortage in all the years we have vacationed here. Plus, the crabs like to come out when they can see by the light of the moon. You know that!"

After what felt like an eternity, Eloise and her mother held hands and walked out of the hotel under the moonlight. The white sand was cool under their bare feet, unlike the hot sand when it was almost too hot to walk across.

"Don't rush," her mother reminded her. "Remember, you have to watch for any movement. They don't call them 'ghost crabs' for nothing!"

Eloise walked carefully, pointing her flashlight at the holes made by the sand crabs, watching for any small movement coming out of them.

Suddenly, Eloise shouted, "THERE'S ONE!" She dropped her bucket and took off after a crab that was scampering across the sand, keeping the halo of the flashlight around it. She slapped the net down onto the sand, trapping the crab underneath. At that moment, her mother arrived with the bucket that Eloise had dropped. Eloise turned the bucket carefully to see the crab, making sure to dig into the sand and scoop it to hurt the little creature. She dumped the net over into the bucket. The crab ran, lap over lap, across the sand. She bucket. "Whoop!" Eloise shouted. "One down, nine to nine more to go. Time to set a new record!"

Name: _____ Date: _____

Night Crabbing

Write a summary of the story. Remember, a summary is the big picture!

PREVIEW

How was Eloise feeling at the beginning of the story? How do you know? Use evidence from the story.

PREVIEW

Is this Eloise's first time going night crabbing? How do you know? Use evidence from the story.

PREVIEW

COMPLETE DRAFTING

Core Anchor Standards: W.2, W.4, W.5

Duration: 45 MINUTES

Objectives: Students will write to convey ideas of kindness clearly.

Materials Needed:
Practice Leads Drafting Page
Organization Planner
Paper or Drafting Page

Actions: Discuss with students: just as it is important to grab the reader's attention with a good introduction, it's also good to wrap up a writing piece so that it feels complete. For the purpose of this expository piece, a Call to Action is a great type of ending, or conclusion. Explain to students that this is where the author talks to the reader in a way that makes them want to take action or do some of the suggestions made in the piece. Write a few together to give them some ideas of ways to conclude their writing piece.

Then, allow them to draft all of their ideas into one place. Choose one suggestion from their Practice Leads Page, write their three paragraphs, formulating their sentences in each using the details they listed, and close it with a call to action.

****You may need more time for the drafting- you could carry this over into next week, especially to get some revision and editing done before publishing.****

take a few minutes:

Encourage students to include a simile in their writing, as well as a few compound sentences to vary the structure.



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