Immersion Phase: 
Creating a Vision for Writing

Part 2: 
4th and 5th Grade Level Appendices

By: Dr. Sandra M. Biondo

Please also read Part 1: Background Information Packet

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IMMERSION PHASE

Acknowledgements

A special thank you to the following teachers who contributed to this document:

Michelle Abling, Clarkston
Michelle Alexander, Lamphere
Kendra Bath, Royal Oak
Alison Bodle, Royal Oak
Kristin Borgula, Clarkson
Julie Chamberlain, Clarkson
Michelle Charron, Lamphere
Tracy Coates, Royal Oak
Melissa Cole, Farmington
Jennifer Creamer, Lamphere
Danielle Davenport, Troy
Lori Davis, Lamphere
Amber Delisi, Hazel Park
Joe Dombrowski, Royal Oak
Stacy Elsey, Lamphere
Susie Englehart, West Bloomfield
Jan Finney, Clarkson
Michelle Gamble, Clarenceville
Cynthia Gibson, Clarenceville
Mamie Giller, Farmington
Nancy Hatalsky, Lamphere
Lora Herbert, Troy

Angie Huffer, Berkley
Michelle Jacobs, Clarenceville
Nancie Jahshan, Farmington
Lori Karam, Clawson
Lisa Karczewski, Royal Oak
Kelly Mertz, Clarkson
Shannon Moscovic, Clarkson
Pamela Mulligan, Troy
Shannon Nagaj, Ferndale
Phyllis Ness, Clarkson
Kathy Olenczuk, Farmington
Laurie Ovies, Berkley
Megan Patnaude, Clarkston
Ashley Pellosmaa, Troy
Jennifer Purdy, Lamphere
Christie Sabon, Farmington
Annie Siciliano, Lamphere
Suzanne Siegel, Troy
Dawn Smith, Farmington
Mike Thomas, Troy
Emily Wize, Ferndale
General Information

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

Purpose of Appendices

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

Teacher notes that apply to ALL charts:

- These charts should be co-constructed with students based on how they would describe things, mentor texts that have been read, and Immersion activities completed.

- For Kindergartners or for emergent writers, teachers should have a visual representation of the noticings in front of the words. The purpose of including words in Immersion charts at the kindergarten level is to assist teachers in facilitating discussion and explaining these concepts. It is not expected that students would be able to read these words.

- Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different texts and text types, as well as builds writing discourse (academic vocabulary per Michigan Academic Standards or Writing Pathways by Lucy Calkins).

- Teachers may spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during Immersion. Use what students notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units. Many of these sample charts are cumulative charts – from Immersion as well as additional information students added as the unit progressed and students learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they’ve recently learned/discovered about that text type.
Appendix Organization

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

Goal #1: Develop Background Information

Charting Discoveries – Option A: Open-Ended Listing Chart

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

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

Charting Discoveries – Option C: Noticing Chart with Visuals

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

Goal #2: Generate Possible Writing Ideas

Goal #3: Shared Class Writing

Glossary of Terms for Samples

**Goal #____ and title:*** see list above  

**Chart type:** (see Goal #1 above)

**Grade:**___  **Unit #____ and Unit Name**

**Text type** – where applicable
A personal narrative is a true story that comes from our lives and experiences.

People write personal narratives to share with others...
- memories of things they did.
- things that have happened to them.
- realizations or lessons they have learned.

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

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

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

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story happened over a few minutes</td>
<td>Small moment/seed size topic</td>
<td>Detailed story</td>
</tr>
<tr>
<td>White spaces between parts of the story</td>
<td>paragraphs</td>
<td>To separate parts of the story</td>
</tr>
<tr>
<td>Then After Next</td>
<td>Transition word</td>
<td>Show order/sequence</td>
</tr>
<tr>
<td>Quotation marks</td>
<td>Dialogue or people talking</td>
<td>Makes the story interesting</td>
</tr>
<tr>
<td>Beginning</td>
<td>introduction</td>
<td>Hook the reader and introduce the story line</td>
</tr>
<tr>
<td>middle</td>
<td>Body</td>
<td>tells the story</td>
</tr>
<tr>
<td>end</td>
<td>conclusion</td>
<td>Wrap up our story</td>
</tr>
<tr>
<td>“It was big and fierce, with sharp looking teeth.”</td>
<td>Sensory language</td>
<td>So the reader can make a movie</td>
</tr>
<tr>
<td>Character shared thoughts</td>
<td>Inner feelings</td>
<td>Gives the reader clues about struggles</td>
</tr>
<tr>
<td>Conventions (capitalization, indenting paragraphs, spelling, etc.)</td>
<td>Conventions</td>
<td>Makes the writing easy to read</td>
</tr>
<tr>
<td>Onomatopoeias (sounds words)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with columns and examples

<table>
<thead>
<tr>
<th>Why is it Important?</th>
<th>Narrative Noticings Chart</th>
<th>Text Example</th>
</tr>
</thead>
</table>
| Helps your reader make a vivid picture/movie in their mind | Notice It! | "Shining Sunday shots what our baby looked like..."
| Leaves your reader amazed so that they can't think about it | Notice It! | "I think if my bunny died, what would I do?"
| It helps the reader experience it for themselves | Notice It! | "I was running, I was hungry..."
| It helps the reader better understand the characters | Notice It! | "Mom said, "Where's your Papa?""
| --Powerful ending-- | Notice It! | "Use quotation marks..."
| --Strong ending Characters-- | Notice It! | "I was hungry and my brother yep."

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

Big Sister

I ran downstairs and into the kitchen. I was eating my bird's-eye-view snack of very sweet cereal, and Sara was having eggs. When I washed my bowl, mom said, "You know you need to help when you're getting Sara to school. It's your job to get her ready before she gets there."

Then she gave me a very serious look, and I was to start treating me like such a lady.

"You're going to get her ready and make sure she's dressed up before we leave," mom yelled. She ran out the door, and I was still behind her.

"Be careful!" my mom yelled.

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

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

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

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

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

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

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

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

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

Then I said, "Let's not tell mom about this, okay? I think we'll go to school a different way tomorrow."
Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>Territories</th>
<th>My Memories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important People</td>
<td>• wedding - getting married to Mr. Carter</td>
</tr>
<tr>
<td>- family</td>
<td>• when Hudson was born</td>
</tr>
<tr>
<td>- friends</td>
<td></td>
</tr>
<tr>
<td>Important Places</td>
<td>• Shaw Hall</td>
</tr>
<tr>
<td></td>
<td>• Tonti Elementary</td>
</tr>
<tr>
<td>Firsts</td>
<td>• 1st day ever teaching</td>
</tr>
<tr>
<td>Lasts</td>
<td>• Last day with my Grandma</td>
</tr>
<tr>
<td></td>
<td>• Last time with my cat Muffin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
<th>Big Idea/ Writing Territory</th>
<th>My Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleven</td>
<td>A really bad day</td>
<td>• broke my hand in softball game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• broke my finger slamming indoor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• found out my grandma died</td>
</tr>
<tr>
<td>Our good day</td>
<td>Making a big decision</td>
<td>• which house to buy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• moving back Michigan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• deciding to say “yes”</td>
</tr>
<tr>
<td>The Toaster</td>
<td>making a big mistake</td>
<td>• crashing dad’s car into garage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• forgetting to call in for jury duty</td>
</tr>
<tr>
<td>Goosebumps</td>
<td>learning an important lesson</td>
<td>• Trying to highlight my own hair</td>
</tr>
<tr>
<td>About Notebooks</td>
<td>something, someone, or somewhere special</td>
<td>• Grandparent’s trailer up north</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Brown’s Cottage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher - Mr. H</td>
</tr>
</tbody>
</table>
“That was the best ride of the day hands down!” exclaimed Jill. We had just gotten off the Top Thrill Dragster. I looked over at the horizon and the sun was beginning to set. My friends Jill, Andy, and Lindsey were going to want to visit the haunted section of Cedar Point Halloweekends but I hated all things spooky and scary and didn’t think I could make it through. I began to feel my heart racing.

“Let’s go that way!” shouted Andy.
At this time, he pointed at a big sign across the sidewalk that read “HalloWeekends Haunted Park.” GULP!!! I didn’t want to go to the haunted part.
My hands became sweaty and I said, “Ok...are you sure we should go to the Haunted Part?” in a shaky voice.

“YES!!” everyone yeled.
We turned the corner into the haunted section and the sidewalk was covered in a blanket of fog. Then it became pitch black. I knew we had arrived at the haunted part of the park. I didn’t want to enter the Haunted Park but I also didn’t want to let me friends down.

“Are you sure about this?” I asked Jill.
“Yes!” She responded. “This is the BEST part!” Suddenly I grabbed my friend Jill’s hand and kept walking through the darkness reluctantly. A man dressed in all black jumped out from behind a tree.

I screamed at the top of my lungs, “AHHHHHHH!!!”
He locked eyes on us and started following me. He had long nails and I kept hearing them go, “Click, Click, Click” in my ear. I screamed even louder which I didn’t know was possible.

“EEEKkkkkkkkk!! GET ME OUT OF HERE!!!!” I shouted.
I wanted to curl up in a ball right there and disappear. The more I screamed and yelled the more scared I felt.

Soon Jill stated in a matter of fact way, “Melissa, this is all fake!!”
Then she started telling me everything that was going on.

“See there is a guy dressed in all black and he is going to jump out from behind that bench.” Then she shouted, “Watch out there is someone else behind us! It’s all gonna be ok!”
Then she pointed out a girl who was dressed as a vampire who was walking toward us. I started walking confidently past her and she didn’t even TRY to scare us.

“I can do this,” I thought to myself.

Finally, things didn’t seem so scary once I remembered to believe in myself. We continued to walk to the exit sign. I made it through the rest of the haunted trail and didn’t scream once. Now I know even if something seems scary I can believe in myself and it will all be ok.
Goal 1 - Develop Background Knowledge - Open-ended listing chart

*Persuasive Essay Noticings*

How do persuasive essays tend to go?
- hook the reader
- state their opinion—several times
- give facts to support
- restate opinion at the end
- use figurative language and details that tug on your heartstrings
- use “ifs” in their facts
- stated specific names & examples in their supporting details
  - Intro, body w/reasons, conclusion
  - convincing tone
  - using sources — name those sources
  - quote experts
  - intentional word choice — “haunt us”
  - ask questions to connect reader to the essay
- sometimes includes pictures
  — include captions
- use transitions
- bold key words
- italicize some things, like the reader’s thoughts

*Noticings: What Writers of Persuasive Essays Do*

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

*Introductions*
- hook / good lead
- asks questions
- facts
- evidence

*Body Paragraphs*
- explain reasons
- real-life stories
- evidence
- facts to support their reasons
- examples

*Conclusions*
- restate opinion
- end with a question
- leave with a thought
- relate to emotions
Goal 1 - Develop Background Knowledge - Noticing chart with columns

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

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

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

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

Kids Should Be Able To Bring Electronics To School

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

One reason kids should be able to bring electronics to school is because they could contact their parents in case of emergency. For example, experts at www.independent.co.uk say that 62,000 kids skip school because of sickness/emergencies. For instance, 113 people in my class said they have had to contact their parents at school for an emergency. This proves that kids need to bring electronics to school.

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

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

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

Children should be able to bring their own electronics to school. This is important because if something happens at school they could get in contact with their parents. Next time you are thinking about buying electronics for schools, don't! Kids can bring their own.
Goal 2 - Generate Possible Writing Ideas

Morning
- Breakfast is important.
- School should start later.
- Siblings should be kind to each other.
- We should have more time for specials.
- More reading to self

Afternoon
- Better lunches
- More time for lunch
- More time for recess
- More time for reading
- More "screen time"

Evening
- Everyone should play a sport
- Everyone should read before bed
- Everyone should have a bedtime snack
- Spend time with family
- More time outside
- Dance is the best sport
- Spend time with friends
Goal 3 - Shared Writing

Zoos Can Harm Animals

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

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

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

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

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

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

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

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

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

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

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

Works Cited
Adopt Don’t Shop
By Mrs. Cole’s Class

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

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

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

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

I think people should rescue pets from a shelter. This is important because there are so many pets that are longing for a good home. It is critical for people to choose pets from a rescue because they will save a life.
Goal 1 - Develop Background Knowledge - Open-ended listing chart

- Multiple types of images
  - Chart/table
  - Photo w/labels (diagram)
  - Fact box
- Clearly describing the info.
- Cite sources within the text
- Use bulleted list (pros vs cons)
- Define vocab. within the context
- Mixes a little opinion in with the facts
- Some subtopics have multi paragraphs
- Variety of punctuation
- Knows enough to write long variety of subtopics
Goal 1 - Develop Background Knowledge - Open-ended listing chart

- text features
  - maps
  - photos/illustrations
  - captions
  - headings/subheadings - italicized
  - fact boxes/pop-outs
  - table of contents
  - close-ups - pics, maps, diagram
  - diagrams
  - notes pg @ beginning
  - glossary
  - index
  - tables/charts
- questions to peek the reader
- main topic
- subtopics
- sometimes has narrative style - narrator
- intro, body, conclusion - ital. lang.
- facts with numbers, names, examples
- figurative lang.
  - onomatopoeia
  - simile
- changing font - size & type
- a little opinion mixed in
- fun page @ end
- author note
- main idea in the introduction
- paragraph form
- transition words & phrases
- quote sources
Goal 1 - Develop Background Knowledge - Noticing chart with columns

**Personal Expertise: Notice, Name, Why Chart**
We are learning to identify the traits of an informational piece.

**Definition:** *A text that teachers readers something interesting and important.*

**Purpose:** Read it - To learn
Write it - To teach

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>phrases (like “running in circles”)</td>
<td>Interesting phrases</td>
<td>To keep readers interested</td>
</tr>
<tr>
<td>You should...</td>
<td>Talk to the reader</td>
<td>Trying to persuade us too</td>
</tr>
<tr>
<td>photos</td>
<td>pictures</td>
<td>Show you what their writing about</td>
</tr>
<tr>
<td>Specific words and details</td>
<td>Expert language</td>
<td>To keep readers interested; to teach readers</td>
</tr>
<tr>
<td>Question in introduction</td>
<td>hook</td>
<td>To keep readers interested</td>
</tr>
<tr>
<td>Lots of interesting details and facts</td>
<td>Elaborate: numbers, names, examples</td>
<td>To get readers interested/To keep readers interested</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Table of Contents</td>
<td>To help readers know what each section was going to be about</td>
</tr>
<tr>
<td>Explained the positives and negatives of something</td>
<td>Pros/Cons</td>
<td>Used a different structure to teach about something - what’s good and bad</td>
</tr>
<tr>
<td>Bold words before each section</td>
<td>Headings</td>
<td>Tells you what each section is about</td>
</tr>
<tr>
<td>Glossary</td>
<td>Glossary</td>
<td>So readers know what words mean</td>
</tr>
<tr>
<td>Facts (names and numbers)</td>
<td>elaboration</td>
<td>Readers can learn facts</td>
</tr>
<tr>
<td>Ending that stated main idea</td>
<td>Conclusion</td>
<td>Wrap up the book</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with visuals

<table>
<thead>
<tr>
<th>Literary</th>
<th>Non-Fiction</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice</td>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>- introduction</td>
<td>Hook</td>
<td>To grab reader's attention</td>
</tr>
<tr>
<td>- asks a question</td>
<td>Lead</td>
<td>- Make reader want to read on</td>
</tr>
<tr>
<td>- characters talking</td>
<td>- dialogue</td>
<td>- makes it an interesting way for author to teach facts</td>
</tr>
<tr>
<td>- dashes in the sentence</td>
<td>- hyphen</td>
<td>- creates a rhythm</td>
</tr>
<tr>
<td>- repetition of word &quot;chameleons&quot;</td>
<td>- repetition</td>
<td>- attracts &amp; holds the reader's interest</td>
</tr>
<tr>
<td>- varied sentences</td>
<td>- varied</td>
<td></td>
</tr>
<tr>
<td>- bold word</td>
<td>- onomatopoeia</td>
<td>- makes key words stand out</td>
</tr>
<tr>
<td>- sound word</td>
<td>- print matches meaning</td>
<td>- attracts the reader's attention to the page</td>
</tr>
<tr>
<td>- names of animals</td>
<td>- details</td>
<td>- elaborates and teaches more about the topic</td>
</tr>
<tr>
<td>- numbers</td>
<td>- names, #s, dates</td>
<td></td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

**Unit 3:** Literary Nonfiction Personal Expertise

**Grade 4/5**

**Informational**

**Goal 1**

- Develop Background Knowledge
- Mark up or sticky note text

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**Title**: All You Need To Know About Dogs

**Table of Contents**

<table>
<thead>
<tr>
<th>Topic of Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Benefits of Golden Retrievers</td>
<td>3</td>
</tr>
<tr>
<td>Facts about Dogs</td>
<td>4</td>
</tr>
<tr>
<td>Glossary</td>
<td>5</td>
</tr>
</tbody>
</table>

**Introduction**

Do you know dogs? Do you want to learn more about them? If you do, then you'll wanna read this! Dogs are sweet, friendly, and have a lot of fun activities. Find out more about dogs.

**Main Sections**

- Golden Retrievers are my favorite dog breed. Why? Tell you why. First, they are really cute, and sweet. Second, they're one of the smartest dogs in the world! Also, female Golden Retrievers are 20-22 inches tall, and a male are 22-24 inches tall. Lastly, they are really good at swimming, and now, I'll tell you some facts about them. They are super good swimmers! And they live from 10-13 years. And guess what? They hold the egg in their mouths and lay the eggs. Like a frozen one, but one that can crack! REALLY! This doesn't sound like it's true, but it is true! Really! This is how they are so good with kids. They won't hurt them. However, if you want dogs, you better be nice to them. Because dogs are giving up your wallet and money. Once, I had two very mean dogs. They were so big and I called animal control officers, but nothing happened.

**Facts**

- Dogs love to eat and drink! Everybody does. I'm going to tell you some foods and drinks that dogs eat. Not all dogs eat meat. Just drink water. Also, I would only give them meat if they were good for them. The meat is a kind of meat that is good for them. And guess what? They are usually not the best dog food. They should be raw, like sirloin, steak, and so on. If they do that, give them a treat for them. They also LOVE treats, such as milk! Make sure to NEVER EVER feed your dogs chocolate! Because it can lead to death, or get your dog very sick. That's why dogs�

**Glossary**

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

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**About the Author**

There is a 9 almost 10 year old girl. She lives in Michigan. Her favorite color is blue. She likes dogs, but not much. Her favorite animal is a talking dog. When she gives me, she wants to be a doctor. She hopes you like this book!
Goal 2 - Generate Possible Writing Ideas
Goal 3 - Shared Writing

The Detroit Zoo
By Mrs. Cole’s Class

Table of Contents
Introduction
The Arctic Ring of Life
The Polk Penguin Conservation Center
The Butterfly Garden
Conclusion

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

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

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

Cause & Effect – When one event causes another to happen. The cause is ‘why’ it happens and the effect is ‘what’ happens.
If you would love to see the largest and most extra ordinary penguin exhibit in the world then you need to visit the Polk Penguin Conservation Center at the Detroit Zoo. There are over 80 penguins that are 4 different types. Here you can watch the penguins dive deep into a 25 foot deep tank. This is rare even in the wild! There is also land and pretend icebergs that the penguins can frolic on. One of the best parts of this exhibit is that there is only a piece of glass separating you from the penguins.
Pros & Cons – The advantages and disadvantages of a particular topic.

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

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

**The Butterfly Garden**

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

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

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

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

**Conclusion**

Now you know more about the Detroit Zoo and the amazing animal habitats. Maybe you can go check out these exhibits for yourself!
Goal 1 - Develop Background Knowledge - Open-ended listing chart

**Literary Essay:**

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

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

**A Literary Essay has:**
- An introduction with a hook and a claim statement (opinion statement)
- Three body paragraphs/reasons
- Each body paragraph is about one idea
- There is evidence like quotes, examples or stories
- Transition words at the beginning of the paragraph: In addition, Also, and Another
- Transition words before evidence: For example, Another example, One time, and For instance
- Wrap up at the end of a body paragraph: This shows that...or This proves...
- Conclusion that restates claim and tells the reader to take action or response
- The writer used a convincing tone by:
  - Asking questions- Do you realize...
  - Repeats words/phrases
  - Uses emotions
  - Using phrases like: You must...Why not...
Goal 1 - Develop Background Knowledge - Noticing chart with columns

**Literary Essay**

**We are learning to identify the traits of a literary essay.**

**Definition:** A text that convinces that shares your opinion or thoughts about something you read.

**Purpose:** To share your thoughts/opinion about something you read.

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This shows that...</td>
<td>Convincing tone</td>
<td>Persuade reader</td>
</tr>
<tr>
<td></td>
<td>Restating claim</td>
<td>Restate claim</td>
</tr>
<tr>
<td>In addition, Also, First, One example, Another example,</td>
<td>transitions</td>
<td>Organize writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information/examples from the story</td>
<td>evidence</td>
<td>Support claim</td>
</tr>
<tr>
<td>Quotations from the story</td>
<td>evidence</td>
<td>Support claim</td>
</tr>
<tr>
<td>Repeated information/phrase</td>
<td>Convincing tone</td>
<td>Persuade reader</td>
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</tbody>
</table>
Goal 1 - Develop Background Knowledge - Noticing chart with visuals
Goal 1 - Develop Background Knowledge - Mark up or sticky note text
## Goal 2 - Generate Possible Writing Ideas

<table>
<thead>
<tr>
<th>Read Aloud Text</th>
<th>Big Ideas (Character traits, Themes/Lessons, Change)</th>
<th>Claims</th>
</tr>
</thead>
</table>
| **“Stray”**     | ● Doris is caring.  
● The story is teaching you to be responsible.  
● Doris is thoughtful. | ● This story Stray shows that people should be caring.  
● I think the author wanted people to know that you should always take care of things like animals even if it is not yours.  
● People might think this story shows a girl who wants to steal a dog but this story proves that she is a girl who wants to save a life.  
● I think the author wanted people to know just because you might be different doesn’t mean you can’t do what you want. |
| **“Dancing in the Wings”** | ● Sassy is sassy.  
● Sassy has big dreams.  
● Sassy is brave.  
● Sassy believes in herself.  
● This story was teaching you to believe in yourself. | ● I believe the author of Dancing in the Wings wanted people to know just because you might be different doesn’t mean you can’t do what you want.  
● The story Dancing in the Wings Sassy learns to stand up for yourself.  
● People might think this story is about a girl who has big feet and is very tall but this story proves that if you keep trying you can do it.  
● I believe Dancing in the Wings shows that you should believe in yourself. |
| **Taco Head**   | ● Lesson: Be who you are (be yourself)  
● At first Sofia was scared but she learned to be brave.  
● Sofia is a risk taker.  
● Sofia is a problem solver.  
● Sofia was teased but learned to be brave.  
● Sofia gets bullied for eating tacos. | ● In the story “Taco Head” Sofia learns to be brave. |
| **“Marble Champ”** | ● Practice pays off.  
● Believe in yourself.  
● Be yourself.  
● You’re not always good at everything.  
● Never give up | ● I believe the author of Marble Champ wanted people to know to never give up.  
● When I first read this story I thought it was showing us that she wasn’t good at sport, but now I think it shows to believe in yourself.  
● The story Marble Champ shows how to be a risk taker.  
● In the story Marble Champ the character learns to take control.  
● People might think this story shows a random girl that is no good, but this story proves that you can do anything.  
● I believe the author of Marble Champ wanted people to know that you might not be good at everything. |
In life, people want to be treated with respect and be cared for by their friends and family. Don’t you want to surround yourself with people who are kind and caring? In the story “Slower Than the Rest,” Leo is a character who is a slower learner in school but a very thoughtful person. In the story “Slower Than the Rest,” Leo is a caring boy.

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

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

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

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

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

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

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

Noticings:
- Sources: to give details/facts, to give credit to other writers
- Information: about real things (people, places, events)
- Call to action: make readers care more
- 5 Parts: introduction, 3 body paragraphs, conclusion
- Introduction: hooks reader and states main idea
- Subtopics: say more about topic, keep it organized, grouped information
- Conclusion: wraps up the article, states main idea, and tells reader to take action
- Numbers, Names, Examples, Dates: elaborates so the reader has interesting details
- Author sounds like an expert
- Transition words: first, next, then, also
**Goal 1 - Develop Background Knowledge - Noticing chart with columns**

**Informational Writing News Article**

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

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

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

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

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Goal 1 - Develop Background Knowledge - Noticing chart with visuals
INTRODUCTION

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

General Information

A forest is a biome filled with trees and they are found throughout the world. For instance there are forests throughout North America, Europe and Asia. In North America there are over 193 million acres of National forests. Because of the wide variety of temperatures and weather both animals and trees have to adapt. Due to the cold winters animals hibernate, migrate, stay active or lay eggs and die to help them survive during the cold winter months. In addition, trees like birch, maple and oak drop their leaves in the fall and use sap in their roots to prevent them from freezing. We will learn even more about how people adapt to survive in the forests biome.

Why do people have to adapt?

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

CONCLUSION

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

Shelter, Clothing and Food, OH MY!

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

Homes

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

Clothing

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

Food

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

Culture

People adapt to life in the forest in many ways. It also affects their culture. For example, people often hunt, hike, bird watch, and camp as a hobby. There are festivals to celebrate the trees that gave life and the seasons. Stock explained, “In Saint Paul, there is a huge Winter Festival where they have castles made out of ice, snowboarding competitions, and parades.” Some jobs are also specific to this biome. If you are an arborist, logger, path ranger, or Christmas tree farmer the forest would be a great place to live. These are just some of the ways that culture is impacted in the forest biome.
Good afternoon, my name is Mrs. Creamer, and today I’ll be talking to you about a tragic time in our U.S. history - the time of Yellow Fever. I’m a 5th grade teacher at Lessenger Elementary, where we have been reading Laurie Halse Anderson’s historical fiction book, *Fever 1793*, which inspired me to research Yellow Fever. Shockingly, I learned that the Yellow Fever epidemic of 1793 wiped out 10% of Philadelphia’s population. That’s a devastating number, so why don’t we hear about Yellow Fever anymore?

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

Long ago, during the summer of 1793, the temperatures rose to an unbearable height in Philadelphia, Pennsylvania. At that time, Philadelphia was the largest city in our country. As you can imagine, the heat and the crowded city, which sits alongside a big body of water, created the perfect place for mosquitoes to live, eat, and prosper. As a result, Philadelphia suffered great loss that summer when the mosquitoes became delivery men of the yellow fever, infecting thousands, who eventually died from the illness. According to Laurie Halse Anderson, “In three months it killed nearly five thousand people, 10 percent of the city’s population.” This meant that a large amount of our country’s population had been wiped out. So how did they stop the spread of the yellow fever that summer? They didn’t have the vaccine, and actually, they didn’t even know it was the mosquitoes that were spreading the virus, so all they could do was wait for the first frost to kill the mosquitoes and germs. Thankfully, there were a few good men that helped the sick during that time, which is why some of the people who got yellow fever were able to survive. One of those great people was a French born, wealthy businessman by the name of Stephen Girard. On September 16, 1793, Stephen Girard arrived at Bush Hill, where a hospital had been trying to treat the ill. He was horrified by the repulsive conditions. The stench of death filled the air, dying patients were lying in their own vomit, and the nurses were as easy to find as ghosts. Girard immediately fired everyone on staff and hired a French doctor named Dr. Deveze, who had a lot of experience treating yellow fever patients. Best of all, Dr. Deveze did not believe in “bleeding” his patients, a.k.a. slicing open his patients’ arms and draining them of their blood. Girard worked alongside Dr. Deveze caring for patients, and a few short days, the hospital was completely transformed. The dead were given proper burials, the sick were bathed and placed in clean beds, and a clean water pump was connected to the hospital. It’s no wonder Girard trusted the care of the Bush Hill team over the more popular Dr. Rush when he himself fell ill with the yellow fever. Perhaps that is why he survived!
Fortunately, Stephen Girard was not the only one to survive the yellow fever that summer. Most of the people of Philadelphia were resilient and strong, and as a result, they were able to overcome the tragic epidemic. Despite there being very little food available, the Philadelphians learned to ration what little they had to eat, and fought hard to ignore their aching stomachs and hunger pains. They suffered through the heat, fought scoundrels and thieves who aimed to take advantage of the abandoned homes, and took care of one another to beat the plague that was the yellow fever of 1793. Without their strength, resilience, and perseverance, I imagine an even larger portion of the population would have perished.

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

Sources Cited

- www.nature.com, Yellow Fever

Halse Anderson, Laurie, Fever 1793, 2008
While studying Anthologies we noticed . . .

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

While reading poetry we noticed . . .

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

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Goal 1 - Develop Background Knowledge - Noticing Chart with Columns

### Characteristics of Poetry

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words rhyme</td>
<td>rhyming</td>
<td>Flow or so they sound musical</td>
</tr>
<tr>
<td>About racism</td>
<td>Topic from history</td>
<td>Because it’s part of who people are</td>
</tr>
<tr>
<td>Describes how someone was sad</td>
<td>Strong emotions</td>
<td>Share feelings or emotions</td>
</tr>
<tr>
<td>Sizzling, sun, sets</td>
<td>alliteration</td>
<td>Create a rhythm or mood</td>
</tr>
<tr>
<td>Words are repeated</td>
<td>Repetition</td>
<td>To have rhythm</td>
</tr>
<tr>
<td>Some poems are long and some are short</td>
<td>Length varies</td>
<td>Author’s choice</td>
</tr>
<tr>
<td>It is like you are there</td>
<td>Visualize</td>
<td>Helps the reader feel/see/or imagine what the author is talking about</td>
</tr>
<tr>
<td>Sound effect words</td>
<td>Onomatopoeia</td>
<td>Helps the reader hear what is happening</td>
</tr>
<tr>
<td>Some words are small and some words are big</td>
<td>Font choice</td>
<td>Emphasizes meaning</td>
</tr>
</tbody>
</table>
Goal 2 - Generate Possible Writing Ideas

**Poetry Doors**

- Wish Door: worries, future, becoming a teacher, not bad grades, moving home, school, pregnancy, we don't have money, being a student, not enough friends, winning, being a teacher, not good grades, not having a best friend, needing a new job, not being a student, not being a student, not having a best friend, winning, being a teacher, not good grades

- Wonder Door: hobbies, days, seasons, hobbies, seasons, dance, music, sports, seasons, dances, music, seasons, sports, seasons, dances, music, seasons, sports

My Heart Map:

- Family
- Sports
- Trips
- Seasons
- Parents
- Friends
-以便
- Music
- Dance
- Sports
- Seasons
- Parents
- Friends
Goal 2 - Generate Possible Writing Ideas
Characteristics of a Memoir

Purpose: Share memories of your life

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

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeating phrases &amp; words such as “I wish I was 102” or “Today I’m eleven”</td>
<td>Repetition</td>
<td>Make sure the reader remembers an important idea or makes an important point clear.</td>
</tr>
<tr>
<td>1st paragraph makes you want to keep reading</td>
<td>Hook</td>
<td>Make the reader interested so that they want to read on.</td>
</tr>
<tr>
<td>Describing &amp; elaborating with lots of details</td>
<td>Show don’t tell</td>
<td>Makes reader visualize or make a picture in their mind.</td>
</tr>
<tr>
<td>Comparisons—“like a tin band-aid box” or “like a cottage cheese”</td>
<td>Figurative Long-Simile</td>
<td>More interesting, helps the reader understand using something they know.</td>
</tr>
<tr>
<td>Some sentences are long, some are medium, some are very short</td>
<td>Varied sentence length</td>
<td>Helps reader read at an appropriate pace &amp; stay interested.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters speaking</td>
<td>Dialogue</td>
<td>Helps develop characters so that we get an understanding of what they’re like.</td>
</tr>
<tr>
<td>The character tells us what she’s thinking in her head</td>
<td>Internal thoughts</td>
<td>Helps us know what a character is thinking and feeling.</td>
</tr>
<tr>
<td>Tell us where it’s taking place</td>
<td>Setting</td>
<td>Reader knows where &amp; when the story takes place.</td>
</tr>
<tr>
<td>Numbers—age, a amount of time</td>
<td>Detail</td>
<td>Clarifies info. for reader &amp; adds detail to increase interest.</td>
</tr>
<tr>
<td>Use pronouns I, my, me, main character tells the story</td>
<td>first person point of view</td>
<td>Helps the reader step into the shoes of the main character to experience the events with the character.</td>
</tr>
<tr>
<td>Words at beg. of P’s like Finally, once in a while, in a little while</td>
<td>Transition words &amp; phrases</td>
<td>Makes story flow &amp; move along &amp; the reader then knows what order things happened.</td>
</tr>
</tbody>
</table>
Goal 1 - Develop Background Knowledge - Mark up or sticky note text

Moving Home
By Heidi Sipples
2013

Introduction

There were no stories of family drama in my childhood. My parents were loving and we lived with a loving family of grandparents, who created the most amazing times together. And brother, and sister, and I grew up in a loving home. But in my mind one of the greatest stories of the family was that of the family that lived next door to our house. They were a loving family, but different.

My parents are twelve years apart, and we lived in Myrtle Beach, South Carolina, on a beautiful beach. Next to our beach house, the neighbors lived. Everything was fine until the day struck. Back at home, my mother was diagnosed with cancer. Suddenly, there was too much distance between my family and the neighbors.

Marking my brother in the book the family was ready to go home. I wanted to be there. But after my brother left the book, I went to pick up the one that I had missed and I was waiting for, but the mark was there. My husband agreed. Then we needed to ask our neighbors. They were family, of course. They didn’t want to leave their home.

So, as a family, we sat down to write a poem about the poem of moving. And this, the poem was hard to figure out. I knew what my kids would gain by moving — their grandparents, full-time. Plus, a hometown on a farm, surrounded by family and art and education, but my kids were scared. What they could add to the poem could have been hard.

For a week, we worked on the story. As the story went on, the poem all got crossed out, replaced by counterparts on the poem side. Changing schools, for example, had originally begun as a poem, but as we talked it out, it started to look like an adventure. Leaving the beach, which we would miss, but we went away, got turned into mountains and changing places. The poem kept moving, working on the poem side and revised except leaving the neighbors. But Nana and Papa noticed everything else.

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1. workers who move things mostly by hand
2. an area used for drying and baking pottery
3. a room that is closed at the end

---

1940

I don’t know what it is about me and dogs. Not clearly it goes back a long way. I’ve done this in the past, where I’d apparently try to motivate my daughter’s dog to do my groceries clipped off a paper plate.

Dog training means that it is similar to look at a strange dog to the eyes. Because it makes a strong argument and may be why you are not thinking. Obviously, I didn’t know about that when I was three. I was trying to improve on the idea that dog training bigger and becoming my new best friend.

Loters kept trying to train my parents, who were not dog lovers, into becoming dog lovers. I never really worked. Especially didn’t work with my mother. But when he went somewhere during World War II, when I was three, I began to try to persuade my mother, like she was expecting a baby.

“Maybe after the baby is born,” she finally said, and then she waskinson.

“Here’s the puppy after the baby is born,” I announced to the world. (My world at that time was neighbors, relatives, Sunday School teachers, and Mr. Bantner at the grocery store.)

“Your mother promised,” I said.

My mother sighed and thought, “I only said —”

“You promised,” I said, firmly.

Finally my mother got me an American puppy for my seventeenth birthday. When my baby brother, Jimmy, was a year old. She arranged to have the puppy delivered to the house when I was alone there, as a surprise.

When she came back home she found me sitting on the top of a very high stool of chairs. I was named of the puppy, which was very funny and had simple little

---

Internal Thinking

After a while, I went over to him. I named him Pucky. When his little brown brother, my mother, and I had to get them at home. I thought we lost my little brother, and I said okay, but that turned our heart about Pucky.

Later, when I was fourteen, during the Korean War, my father was overseas, and I started helping one more time about dogs. My mother was a housewife. She got me a little bottle of Pucky, and I named him Pucky.

But then came back to the United States, we moved to New York, and my parents said New York was not a good place for dogs. So we gave Pucky away.

My mother always said that they had found good homes for the dogs, in fact, there were fields to run in and children to play with. I never entirely believed it. I think she made this torture up.