







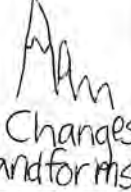


Expository Writing Lesson: 1-Sentence

| Setting | Subject | Big Idea | |
|--|--|--|--|
| When?  | Where?  | Who or What is the Information About?  | What about _____? Why is it important?  |
|  stormy |  tall majestic |  Sediment rocks, clay pebbles, dirt |  flows, slides, moves  Changes landforms |
| During stormy weather in the tall mountains, sediment flows, slides, and moves down the hillsides causing the landforms to change. | | | |

One Sentence: Primary Level

Purpose: This is the first organizer that primary-level writers (first grade-second grade) utilize to write an expository sentence that includes a setting, subject and big idea(topic sentence). The organizer displays the formula (setting, subject, big idea) and four boxes for planning ideas and recording fancy words. The lines below the boxes are for students to write their powerful sentences.

Directions:

Step 1: Plan: Students identify the subject of their sentence by asking: *Who or what is the information about?* Students draw a picture or write their subject in the box below the heading, "Subject". (See "sediment" in the example above.)

Step 2: Plan: The big idea is the reason for writing the information and why it is important.

Reason or Purpose: The big idea is the reason for writing the information. Although there are four different categories for purpose (inform, explain, describe, or analyze), primary grade students should only use the first two: 1) to inform, or 2) to explain. Students identify the big idea by asking: *What about sediment? Am I going to inform my audience about different types of sediment; or explain how sediment changes things?* (Explain how sediment changes things.) Students draw a picture in the box that shows their purpose, what information is being reported about sediment.

Importance of Information: The audience needs to understand why the information is important to read. Once the reason or purpose of the writing is identified, the student s then tell why or how the information is important; or make a claim about the information; or show the effects or impact of the information. (Tell the effects of sediment. It changes landforms.)

Step 3: Plan: Students identify the setting by asking: *When is this happening and where?* Students draw pictures in the boxes. (Please note: setting is only recorded if it makes sense.)

Step 4: Talk: Students practice forming a sentence using the pictures for support: *During bad weather in the mountains, sediment goes down the hillsides causing change.*

Step 5: Plan: Students record fancy words in each of the boxes, then practice retelling their sentences including the fancy words: *During stormy weather in the tall mountains, sediment flows, slides, and moves down the hillsides causing the landforms to change.*

Step 6: Talk and Write: When student are able to tell their sentences, they then write them down.

Setting

When?



Where?



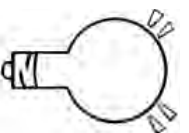
Subject

Who or What
is the
Information
About?



Big Idea

What about _____?
Why is it important?



Expository Paragraph: Inform

Definition: To Inform: Categories for Details: The arrangement or grouping of information about living things, places, things or abstract ideas according to their similar attributes or common characteristics, thus main idea and supporting details; or the whole (main idea) to parts or types (supporting details).

Follow the listed steps for the lesson:

Step 1: Review of Information: To begin the writing lesson, students need to review their notes, textbooks, etc. for all the information learned. Suggested steps to review information learned are listed. For this sample lesson, the topic was owls. After the review of information, a list was written on the board. Students used this list to figure-out the purpose of their paragraphs. Since a paragraph is one unifying idea, the list (which has two different purposes about owls) needs to be narrowed to one. Students review their notes as follows:


On Your Own (1-minute): Independently read notes about owls.

Partner Share (1-minute): Share information. Add any new information to notes.

Table Share (1-minute): Share information. Add any new information to notes.

Class Share (2-minutes): Students share information; Teacher records on board.



 **Inform:**
Organize the details into groups or categories to tell...
...parts of...
...types or kinds of...
...characteristics of...
...things that...
...ways that...

Above is an example of notes the teacher recorded on the board during the “Class Share”.

Teacher: Look at our list we developed. We have two purposes we could write about: 1) parts of an owl pellets, or 2) different body parts of an owl. (Body parts.) Look at the “Inform” box. There are many different reasons we can inform our audience about owls. These reasons are the purpose for telling about the information. (Different body parts of an owl.)

Expository Paragraph: Inform

| | | | |
|---|--|--|--|
| Setting When? Where? deep thick inhabited | | Subject Who...What... ...am I writing about? owls predators | Big Idea What about...? Why is it important? Go to the purpose boards! Use different body parts to catch prey Surprise attack capture |
|---|--|--|--|

At the top of their blank papers(next page), students write the secret formula: S for setting, S for subject, and a light bulb for big idea. Students use the secret formula to form their topic sentences:

Step 2: Topic Sentence: To form the topic sentence, students utilize the secret formula: S for setting, S for subject, and light bulb for big idea.

Setting (S): *Is a setting necessary for this information? When and where is this information occurring? (At night, in the forest.)*

Subject (S): *Who/what is the subject of the information? (Owls.)*

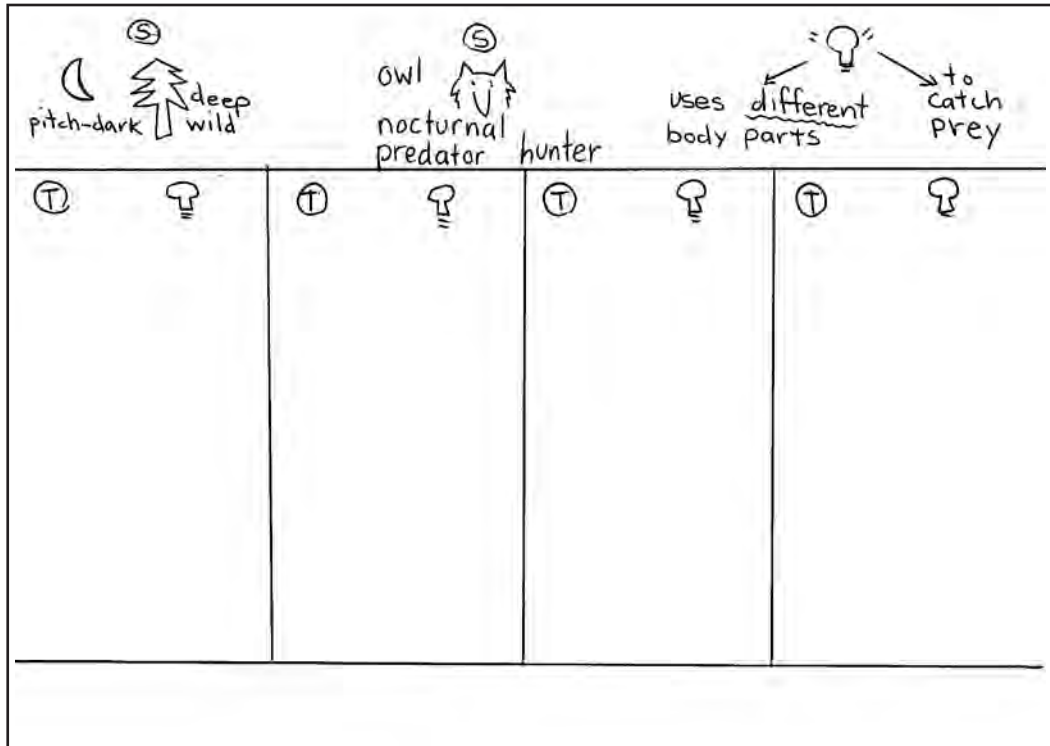
Big Idea: Purpose: *What about owls? What is the reason/purpose for writing about owls? (To tell about their different body parts.)*

Big Idea: Importance: *Why is this information important? (These body parts are special so the owl can catch prey at night.)*

Please Note: In this sample lesson, the teacher used the Pattern Sentence Blueprint Cards (below) to make a more sophisticated sentence. For more detailed directions, see Chapter 22.

| | | | | | | |
|---|---|--|--|---|---|---|
| Setting When? Where? deep thick inhabited | | Subject Who...What... ...am I writing about? owls predators | Big Idea What about...? Why is it important? Go to the purpose boards! Use different body parts to catch prey Surprise attack capture | | | |
| When? all night long | Where? deep in the forest | Adjectives Emotions Five Senses famished | Nouns Living Things Places Things owls | How? skillfully | Verbs Story Questions Information Questions utilize their specialized body parts | Why? for... because... to... to capture their prey |
| When? all night long | Adjectives Emotions Five Senses famished | Nouns Living Things Places Things owls | How? skillfully | Verbs Story Questions Information Questions utilize their specialized body parts | Why? for... because... to... to capture their prey | Where? deep in the forest |

Expository Paragraph: Inform



Listed steps to write an expository paragraph(continued):

Step 3: Supporting Details: The detail sentences have a job to do. Go back to the topic sentence. What was the purpose? That purpose will tell what details need to be in the paragraph, as well as how to finish drawing the organizer.

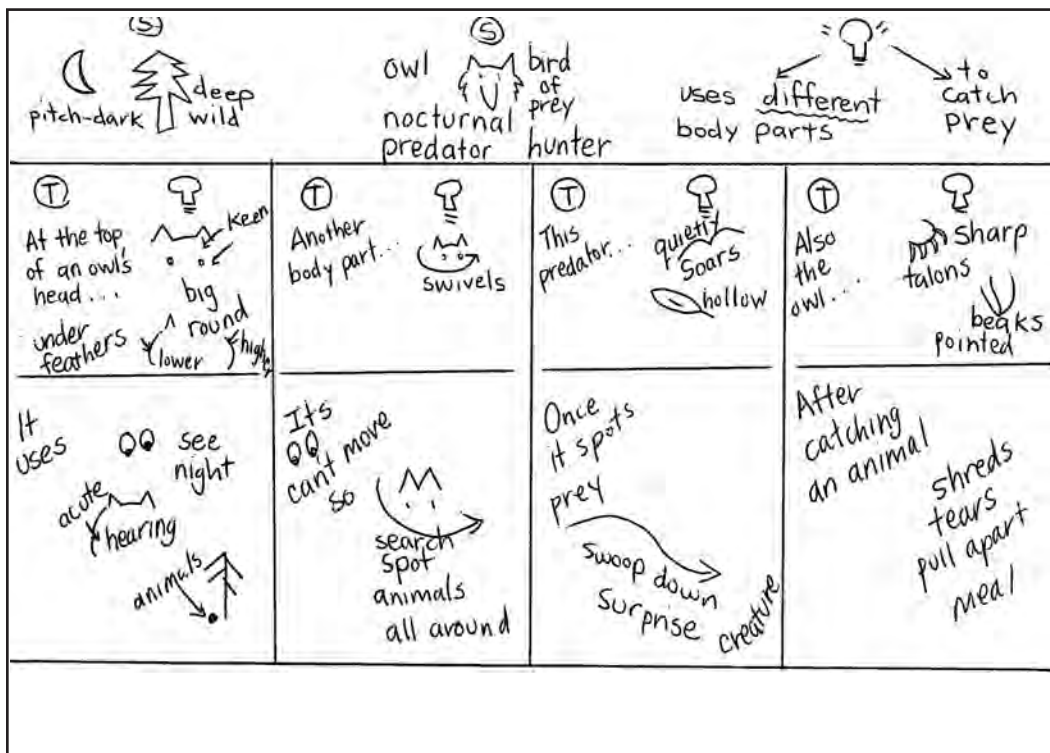
Purpose: To Inform: What is my purpose? My purpose is to inform by organizing the details into groups or categories to tell...

- ...parts of...
- ...types or kinds of...
- ...characteristics of...
- ...things that...
- ...ways that...

Group the similar details together into one of the categories. Determine how many categories are needed, then draw vertical lines in the middle of the organizer to make the number of boxes match the number of details. In the example (above), the paragraph required four different details, so three vertical lines were drawn to make four detail boxes (i.e., *The four body parts an owl uses to catch prey*).

Secret Formula: In each of the four detail boxes students write the secret formula T for transition and a lightbulb for big idea.

Expository Paragraph: Inform



Step 3: Supporting Details (continued):

Big Ideas: The light bulb (or big idea) is the content of each detail. Go back to the topic sentence to figure-out what information needs to be recorded for each detail. (The body parts that help an owl catch its prey.) Under each light bulb students record a word or draw a simple picture of each body part.

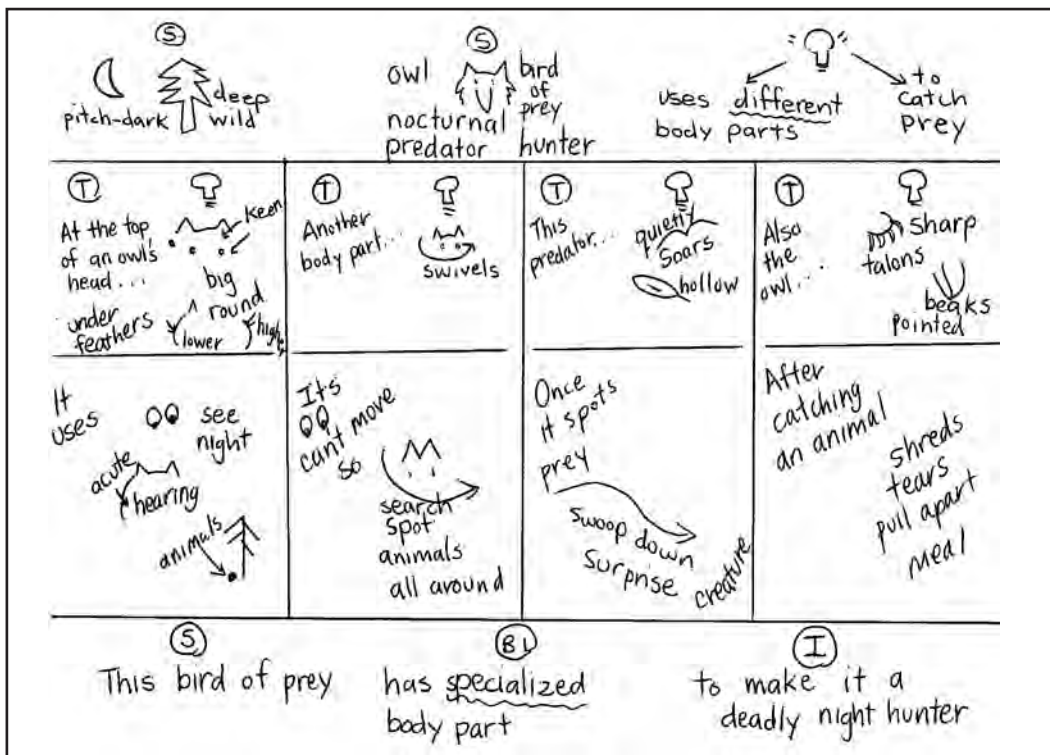
Transitions: Transitions are special words or phrases that move the reader from one detail to the next detail. Students record a transition word or phrase for each detail.

Second Sentence for Each Detail: In order to develop a second sentence that elaborates, explains, or expands on a supporting detail, the student needs to ask each detail: *What else...?* (i.e., *What else could I tell about the owls keen eyesight and hearing? How does it connect to catching prey?*) The student elaborates, explains or expands by telling an example, description, fact, event, quote, statistic, proof, evidence, etc. To record the second sentence on the organizer, students draw a line in the middle of the detail box, they then record their additional information.

Add Fancy Words: After recording all the information each detail needs, students then go back and add fancy words, usually adjectives and verbs.

Suggestion: Go back to the text book, lecture notes, and any other resources to search for additional adjectives or verbs.

Expository Paragraph: Inform



Step 4: Conclusion: After the details in an expository paragraph, the last section of the organizer, is the conclusion. The conclusion repeats the topic sentence using different words and adds why the information is important, the effect the information should have on the reader. This could range from the information being interesting or enlightening, to information that is critical for the reader to know.

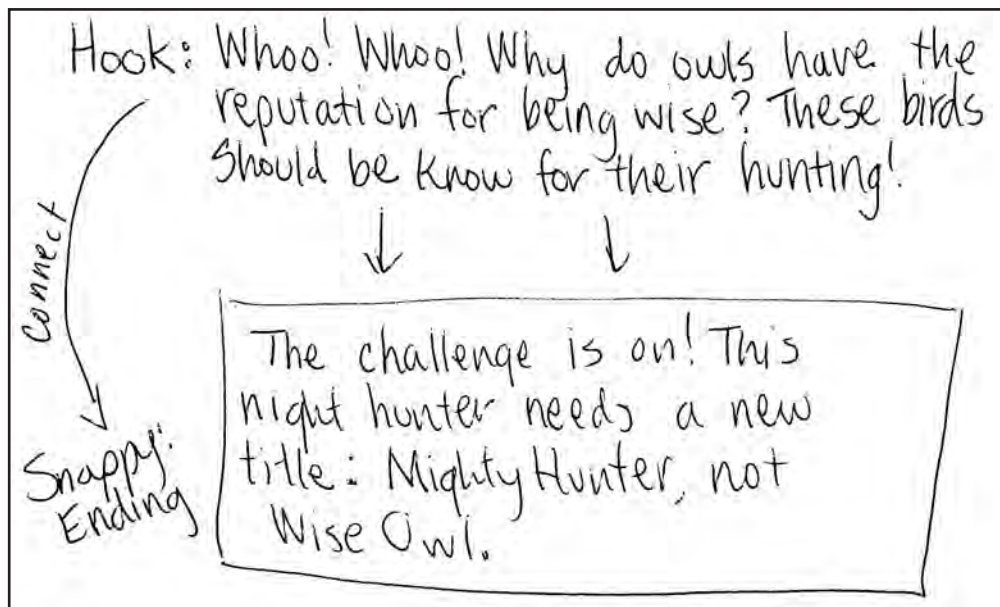
Secret Formula: To form the conclusion, students utilize the secret formula: S for subject, light bulb or BI for big idea, and I for importance.

Subject (S): Who/what is the subject of the information? We used "owls" in the topic sentence, so let's name the subject using different words. (Birds of prey.)

Big Idea: Purpose: What about owls? What is the reason/purpose for writing about owls? We used "different body parts" in the topic sentence, so let's using different words. (Has specialized body parts.)

Importance: Why is this information important? (These body parts make it a deadly night hunter.)

Expository Paragraph: Inform



Hook and Snappy Ending Plan: In the sample (above) the student planned a hook and then a snappy ending so the two would connect together in his paragraph.

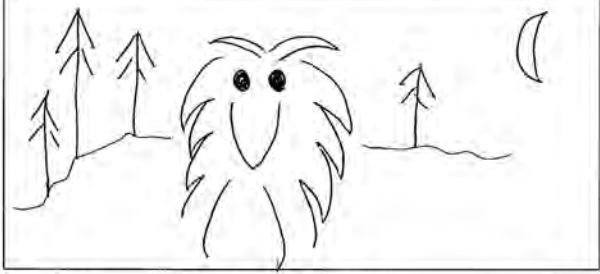
Step 5: Hook and Snappy Ending: A hook and snappy ending are optional. In this lesson they were not attempted. If attempted, they would be planned together, after finishing all the other parts of the paragraph. First plan the hook, then plan the snappy ending so it connects to the hook.

Hook: To develop a hook, the teacher states: *I want to write a hook for my paragraph. A hook needs to interest the reader, make sense, and smoothly lead him or her to the topic sentence. Hooks that work well in expository writing should always directly connect to the information in the paragraph in the form of onomatopoeia (sound effects), asking a question, providing a definition to introduce the subject, an interesting fact or anecdote, the history of the subject history/ or background information, a quote from a respected source.*

In order for my hook to make sense, I need to reread my topic sentence: In the deep dark forest, the owl uses its different body parts to catch prey. My topic sentence is about how an owl uses its body parts to catch prey. Therefore, my hook needs to be about the body parts. I could begin with a sound effect (onomatopoeia): Squeak, crackle, crunch! Oh no, the owl's powerful hearing can hear that little mouse scurrying under the brush. Maybe I could use a question: Do you have body parts that help you survive? I could hunt through science books or the Internet for a quote from a scientist stating interesting facts about a owl's body parts, or provide a definition to introduce the animal.

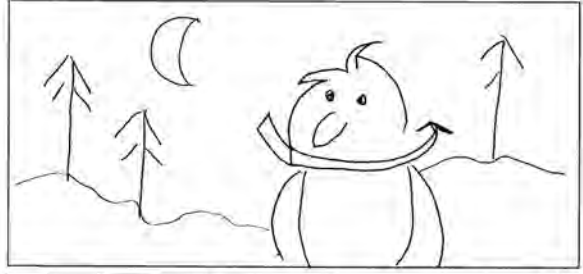
Snappy Ending: Connect to the Hook: After the conclusion leave the reader with a snappy ending. A snappy ending should directly connect back to the hook in the form of a question, quote, challenge, or to state new possibilities, reveal a new perspective.

Expository Paragraph: Inform

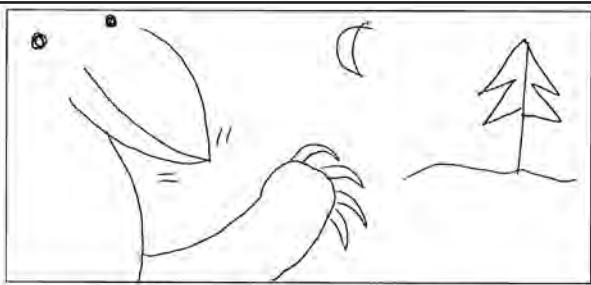


The Night Hunter

In the deep dark forest, the owl uses its different body parts to catch prey. At the owl's head are keen eyes and ears. It uses its acute hearing to locate hidden animals. Another way its head works



is when it swivels almost all the way around. It moves its head to find animals in front and behind. This predator quietly soars because of its hollow feathers. Once it spots any movement in the wild, the hunter swoops down without



a sound and captures a surprised creature. Also, the owl has sharp, pointed talons and beak. After catching an animal it shreds, tears, and pull apart the meat using these dangerous parts. This bird of prey has specialized body parts to make it a deadly hunter.

Step 4: Talk and Write: Students need to talk and then write the topic sentence, as well as the first, second, and third supporting details of their paragraphs. The students practice orally rehearsing with their buddies, using the bank of words (recorded in the picture boxes) for more sophisticated vocabulary. Notice that writing has not occurred, only oral language. If students are unable to tell the information, then how can they write it?

The teacher walks around the room monitoring the language. If language is not sophisticated (academic), the teacher then stops the student(s) and model(s) part of the information. Students then practice and write their stories on lined paper. (For blackline masters of lined publishing paper, see the Personal Narrative Paragraph, Chapter 10.)