

“Let’s do the second text evidence from paragraph 2 from, “Should You Give Up Your Halloween Candy together?”

The teacher will display on the smartboard the text evidence for paragraph 2 that was previously found.

Text Evidence: The sweet treats you sell are often donated to U.S. soldiers living in another country.

“We are going pick an evidence based term from the [Evidence Based Terms Handout](#).”

The students will pick a term (see Figure 17). For this unit *for example* is used.

“We are going to place our evidence based term in front of the evidence because the evidence based term shows the reader that we got our evidence from the text and it is a reliable source.”

The teacher will write *for example*, in front of the text evidence (see Figure 17).

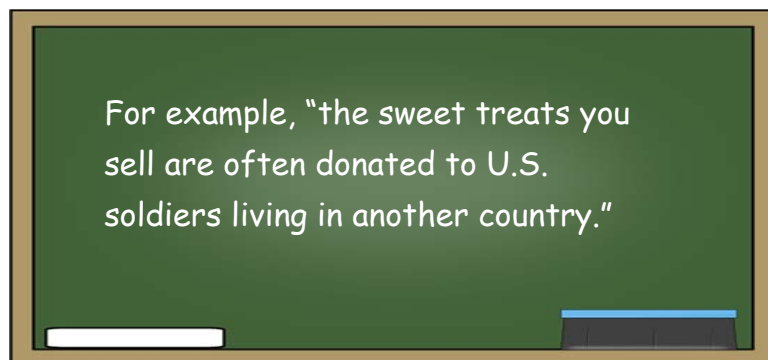


Figure 17 Evidence Based Term Paragraph 2

The students will get into pairs or work individually, placing the evidence based term into the third text evidence for paragraph three from, “Should You Give Up Your Halloween Candy?”

Example answers:

- On page 1, “Julia’s dentist was paying kids \$1 for every pound of Halloween candy they turn in.”
- According to the text, “Julia’s dentist was paying kids \$1 for every pound of Halloween candy they turn in.”
- In paragraph 1, “Julia’s dentist was paying kids \$1 for every pound of Halloween candy they turn in.”

Practice One:

“Writers, now it is time to practice adding evidence based terms in front of your text evidence for body paragraphs. Let’s go back to your text evidence for the article, “[Should Chocolate Milk Be Banned from Your School?](#)” Please go back to your evidence and add evidence based terms.” The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students’ completed Text Evidence Graphic Organizer for evidence based terms.

Practice Two (More challenging):

Students will revisit the prompt, *Should the Olympics be held in the same location?*

Students will take out their pervious article, “[A permanent home for the Olympic Games.](#)”

Since the students already read, annotated, developed a thesis statement, created topic sentences and found text evidence, they will use the [Evidence Based Terms Handout](#) to add evidence based terms to their text evidence.

Assessment: The teacher can look at the students’ completed Text Evidence Graphic Organizers for evidence based terms.

1.5.5. EXPLAIN THE EVIDENCE (DAY 10-13)

“Writers, now that we have evidence we need to explain how the evidence supports your topic sentence. Also, you need to show how the evidence connects to the claim”

The teacher will pass out the [Let Me Explain handout](#) and [Let Me Explain Graphic Organizer](#).

The students will fill out the notes as the teacher walks through how to explain the evidence for the first paragraph.

“First, I am going to look at my topic sentence and text evidence from the article “Should You Give Up Your Halloween Candy?” for body paragraph 1.”

The teacher will write the topic sentence and text evidence on the smartboard.

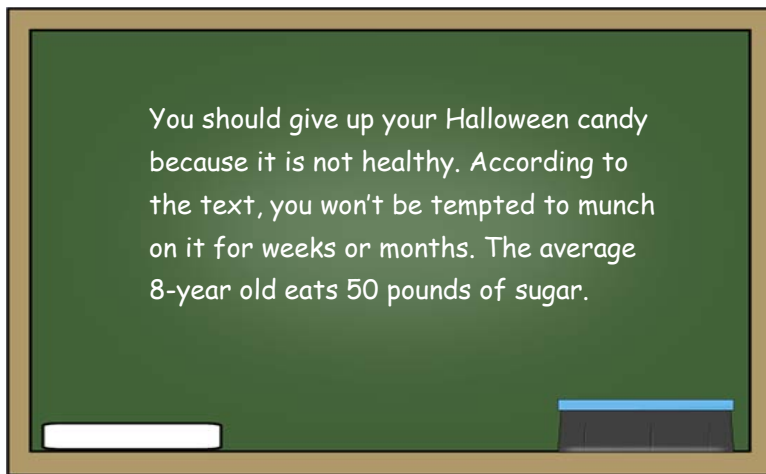


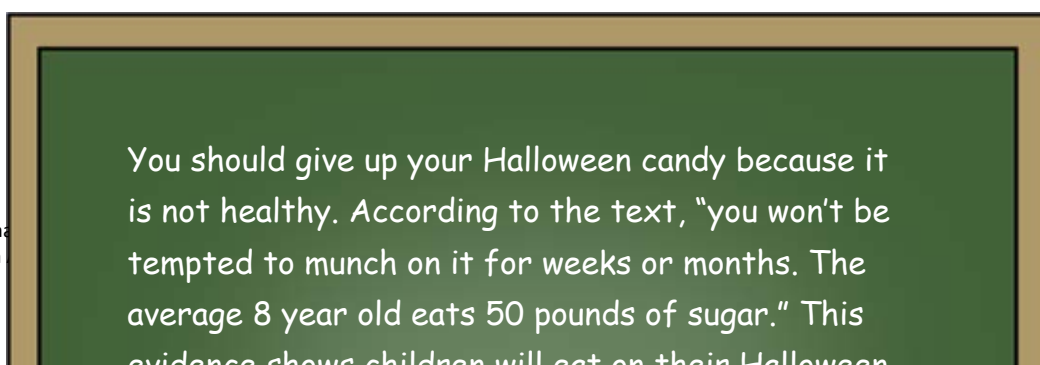
Figure 18 Topic sentence and evidence for paragraph 1 of Halloween essay

“Now, I am going to look at the [Let Me Explain handout](#) and pick a term that will work best for me to explain how the evidence connects to the topic sentence. I am going to pick the sentence stem, *this evidence shows.*”

“I am going to ask myself, *what does this evidence show about Halloween candy not being healthy?* I am going to reword the evidence into my own words: *This evidence shows children will eat on their Halloween candy for months causing the kids to eat more sugar than normal.*”

“Now, I am going to reflect why my evidence proves my claim of Halloween candy being unhealthy: *This extra sugar is unhealthy for the kid's body.*”

“I have completed my first body paragraph for the article, “Should You Give Up Your Halloween Candy?” See Figure 19 for the complete paragraph.



“Let’s do the second explanation for paragraph 2 from, “Should You Give Up Your Halloween Candy?” article together. First, we are going to look at the topic sentence and text evidence from the article for body paragraph 2.”

The teacher will fill out the [Let Me Explain Graphic Organizer](#) on the smartboard and the students will fill out on their handouts. “We are going to write the topic sentence and text evidence for the second paragraph in the Let Me Explain Graphic Organizer.”

- Topic Sentence 2: You should give up your Halloween candy because you can help others.
- Text Evidence 2: For example, the sweet treats you sell are often donated to U.S. soldiers living in another country.

“Now, we are going to look at the Let Me Explain handout and pick a sentence stem that will work best for us to explain how the evidence connects to the topic sentence.” The students will choose a term of the list. For this unit we will use *illustrates*.

“We picked *this evidence illustrates*. We are going to ask ourselves, what does this evidence illustrate about Halloween candy can helping others?”

The students will reword the evidence and discuss how the evidence illustrates Halloween candy helping others.

Example: “This evidence illustrates children can sell their Halloween candy and give it to U.S. soldiers overseas.”

“Now we are going to reflect why giving Halloween candy to U.S. soldiers overseas is helping others.”

The students will discuss why giving soldiers overseas Halloween candy is helping.

Example: “Children giving their Halloween candy to soldiers overseas are helping the soldiers because they do not have candy.”

“We have completed the second body paragraph for the article, “Should You Give Up Your Halloween Candy?” See Figure 20 for the complete paragraph.

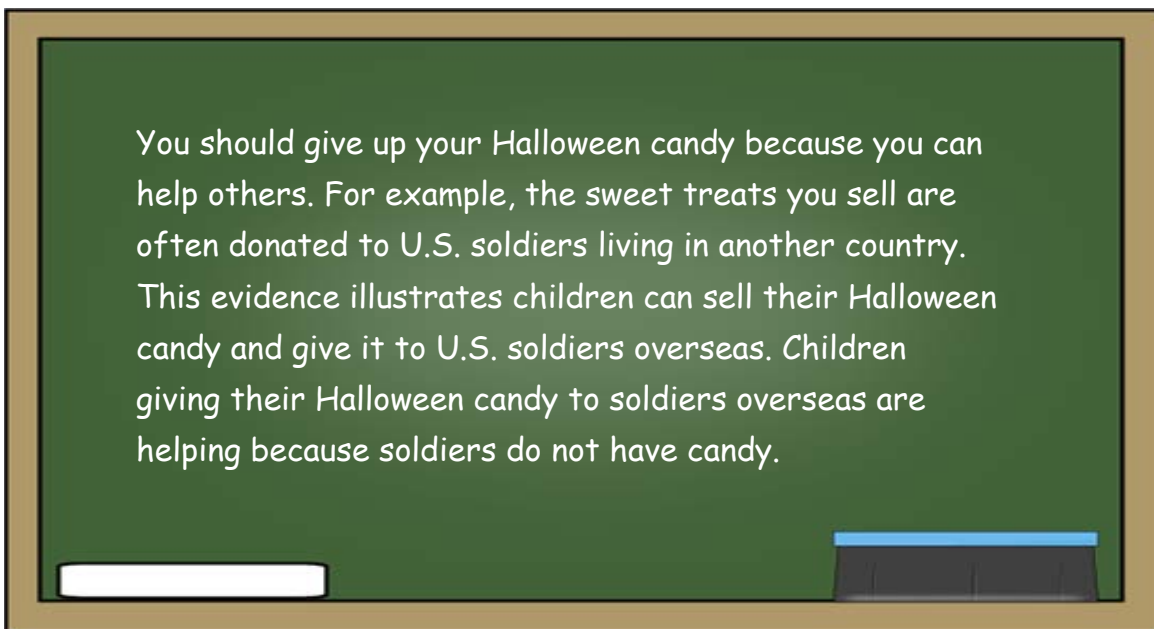


Figure 20 Halloween complete second body paragraph

“Now it is your turn do the third explanation for paragraph 3 from, “Should You Give Up Your Halloween Candy?” Please fill out a Let Me Explain Graphic Organizer. Find the third topic sentence and text evidence for the third paragraph and write it on your graphic organizer. Then pick a partner and explain evidence for our third paragraph.”

Example answer:

- **Topic Sentence:** You should give up your Halloween candy because you can earn money.
- **Text evidence:** On page 1, Julia’s dentist was paying kids \$1 for every pound of Halloween candy they turned in.
- **Explain sentence starter:** This evidence demonstrates the dentist is paying kids money for their Halloween candy.
- **Reflect:** A child can turn in their Halloween candy to the dentist as a way to earn money.

Paragraph 3:

You should give up your Halloween candy because you can earn money. On page 1, Julia’s dentist was paying kids \$1 for every pound of Halloween candy they turned in. This evidence demonstrates the dentist is paying kids money for their Halloween candy. A child can turn in their Halloween candy to the dentist as a way to earn money.

Practice One:

“Writers, now it is time to practice how to explain the evidence. Let’s go back to your topic sentences and text evidence for the article, “[Should Chocolate Milk Be Banned from Your School?](#)” Please create three body paragraphs and use the [Let Me Explain Handout](#) and [Let Me Explain Graphic Organizer](#). The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students’ completed Let Me Explain Graphic Organizers and/or the three completed body paragraphs.

Practice Two (More challenging):

Students will revisit the prompt, *Should the Olympics be held in the same location?*

Students will take out their pervious article, “[A permanent home for the Olympic Games.](#)” Since the students already read, annotated, and developed a thesis statement, created topic sentences and text evidence for the article, they will compose three body paragraphs, using the [Let Me Explain Handout](#) and [Let Me Explain Graphic Organizer](#). The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students’ completed Let Me Explain Graphic Organizers and/or the three completed body paragraphs.

1.6. CONCLUSION (DAYS 1-5)

1.6.1. MATERIALS

Video Clip:

- [Write a Killer Conclusion](#) by Shmoop: [Youtube](#)

Graphic Organizers and Handouts:

- [Conclusion Graphic Organizer](#)
- [Transitional Words Handout](#)

1.6.2. HOW TO CREATE A CONCLUSION (DAY 1-2)

“Writers today we will work on the conclusion of the essay. Conclusions are key; without them the paper is not finished. The conclusion is very important to your readers because this part of your paper summarizes the main idea of your paper and reminds the reader of your main points. The essay deserves a well-conceived ending.”

The teacher will show [Write a Killer Conclusion](#) by Shmoop.

The teacher will pass out the [Conclusion Graphic Organizer](#) and model how to fill out the Conclusion Graphic Organizer while the students follow along.

“First I am going to look at my thesis statement for my essay from the article, “Should You Give Up Your Halloween Candy?” The teacher will write the thesis statement on the smartboard.

Thesis statement: You should give up your Halloween candy because it is not healthy, you can help others, and you can earn money.

“I have to reword my thesis statement. I am going to go through my thesis statement and circle words where I can use synonyms (see Figure 21).”

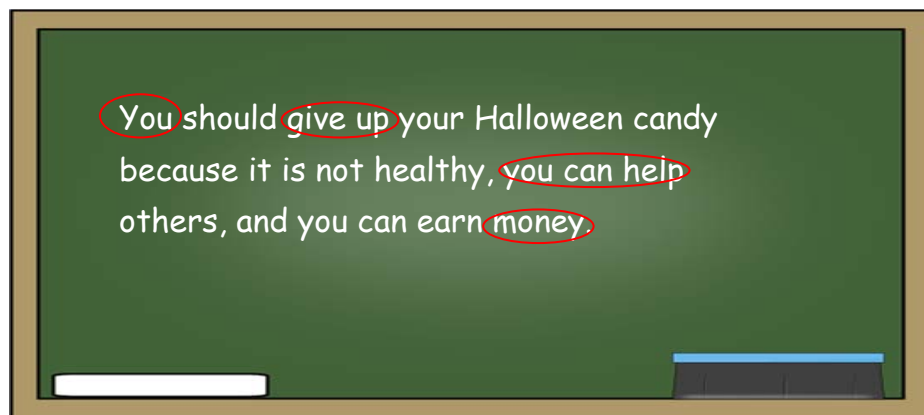


Figure 21 Rewording Thesis Statement

The teacher will demonstrate how to find synonyms for the words and reword the thesis statement by using a thesaurus or looking the words up online.

Example revised thesis statement: People should hand over their Halloween candy because it is not healthy, it can benefit others, and cash can be earned.

The teacher will write the new thesis statement on the [Conclusion Graphic Organizer](#) on the smartboard.

Next, the teacher will write each topic sentence in the boxes on the Conclusion Graphic Organizer.

“I am going to create my last sentence of the essay. This sentence is just as important as getting the reader’s attention in the first place. You want to write something that leaves an impression in the mind of your audience. I am going to end with a thought-provoking question. Anytime you can focus the audience on the main point of your writing, then leave them with something to mull over once they have finished the reading, you have succeeded.”

“When making a thought-provoking question you want one that stands by itself and leads the reader to wonder, “What if?” The question needs to connect the topic and claim of your essay. The topic is *Halloween candy* and the claim is *children should give it up.*”

A question for this unit: Do you think if children switched their Halloween candy, they could get something better?

The teacher will write the whole conclusion in the conclusion box on the Conclusion Graphic Organizer.

Example Answer:

People should hand over their Halloween candy because it is not healthy, it can benefit others, and cash can be earned. First, you should give up your Halloween candy because it is not healthy. In addition, you should give up your Halloween candy because you can help others. Furthermore, you should give up your Halloween candy because you can earn money. Do you think if children switched their Halloween candy, they could get something better?

Practice One:

“Writers, now it is time to practice how to form a conclusion. Let’s go back to your thesis sentence and topic sentences for the article, “[Should Chocolate Milk Be Banned From Your School?](#)” Please create a conclusion and use the [Conclusion Graphic Organizer.](#)” The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students' completed [Conclusion Graphic Organizers](#) and/or their completed conclusions.

Practice Two (More challenging):

Students will revisit the prompt, *Should the Olympics be held in the same location?*

Students will take out their previous article, "[A permanent home for the Olympic Games.](#)" Since the students already read, annotated, and developed a thesis statement, created topic sentences and body paragraphs for the article, they will compose a conclusion, using the [Conclusion Graphic Organizer](#). The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students' completed [Conclusion Graphic Organizers](#) and/or their completed conclusions.

1.6.3. TRANSITION WORDS (DAY 3)

"Transitional words and phrases mean little by themselves, but they are very important in linking your ideas together smoothly and logically so that your paragraphs have coherence."

"Writers, we are on the last step to creating your essay. We are going to learn about transitional words and phrases. What is a transition? A transition is connecting one paragraph to another paragraph. The transitions will create flow which will make it easier for the reader to follow what you are saying."

The teacher will pass our [Transitional Words Handout](#), and show the students how to insert the transition words into each paragraph of their Halloween essay.

Assessment: The teacher can look at the students' completed essays to see if transition words were inserted.

Practice One:

"Writers, now it is time to practice how to put in transitional words. Let's go back to your essay for the article, "[Should Chocolate Milk Be Banned From Your School?](#)" Please use the [Transitional Words Handout](#) and insert appropriate transitional words. The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students' completed essays to see if transition words were inserted.

Practice Two (More challenging):

Students will revisit the prompt, *Should the Olympics be held in the same location?*

Students will take out their previous article, "[A permanent home for the Olympic Games.](#)" Since the students created paragraphs for this article, they will now use the [Transitional Words Handout](#) to insert appropriate transitional words. The students can work in groups, partners, or individually.

Assessment: The teacher can look at the students' completed essays to see if transition words were inserted.

1.7. PUTTING THE ESSAY TOGETHER (DAY 4-5)

The students will take all the parts they have created for their Halloween essay and combine them to make a full essay. Since this will be their rough draft, they will need to edit and revise to improve their essay.

Practice One:

The students will take all the parts they have created for their chocolate milk essay and combine them to make a full essay. Since this will be their rough draft, they will need to edit and revise to improve their essay.

Practice Two (More challenging):

The students will take all the parts they have created for their Olympic essay and combine them to make a full essay. Since this will be their rough draft, they will need to edit and revise to improve their essay.

1.7.1. COMPLETE HALLOWEEN ESSAY EXAMPLE

Halloween Candy

Do you know how much sugar an average 8-year-old will eat in a year? An average 8-year-old will consume 50 pounds of sugar in a year! You should give up your Halloween candy because it is not healthy, you can help others, and you can earn money.

First, you should give up your Halloween candy because it is not healthy. According to the text, “you won’t be tempted to munch on it for weeks or months. The average 8-year old eats 50 pounds of sugar.” This evidence shows children will eat on their Halloween candy for months causing the kids to eat more sugar than normal. This extra sugar is unhealthy for the child’s body.

In addition, you should give up your Halloween candy because you can help others. For example, “the sweet treats you sell are often donated to U.S. soldiers living in another country.” This evidence illustrates children can sell their Halloween candy and give it to U.S. soldiers overseas. Children giving their Halloween candy to soldiers overseas are helping others because soldiers do not have any candy and it would be a special treat.

Furthermore, you should give up your Halloween candy because you can earn money. On page 1, “Julia’s dentist was paying kids \$1 for every pound of Halloween candy they turned in.” This evidence demonstrates the dentist is paying kids money for their Halloween candy. A child can turn in their Halloween candy to the dentist as a way to earn money.

In conclusion, people should hand over their Halloween candy because it is not healthy, it can benefit others, and cash can be earned. First, you should give up your Halloween candy because it is not healthy. In addition, you should give up your Halloween candy because you can help others. Furthermore, you should give up your Halloween candy because you can earn money. Do you think if children switched their Halloween candy, they could get something better?

*This is the rough draft. Students can revise to make a final draft.

1.8. ASSESSMENT TOOLS

- [Essay Assessment Rubric](#)- This can be used while the students are writing and at the end. The teacher can use as a formative assessment and conference with the student to provide feedback about which areas can be revised and which areas are strong. In addition, this can be used for a summative grade.
- [Essay Self-Assessment](#) – This can be used while students are providing feedback to one another and themselves.

1.9. LINKS

Videos:

- [How to write a thesis statement for beginners](#)

- [Writing Grabby Intro Sentences by Shmoop](#)
- [Thesis statement v Topic sentence by Shmoop](#)
- [Citation Methods by Shmoop](#)
- [Write a Killer Conclusion by Shmoop](#)
- Articles:
- [Should You Give Up Your Halloween Candy? : Storyworks](#)
- [Should Chocolate Milk Be Banned From Your School?: Storyworks](#)
- [A permanent home for the Olympic Games: Newsela](#)

Graphic Organizers:

- [Thesis Statement Graphic Organizer: Manley Library](#)
- [Topic Sentence Notes](#)
- [Topic Sentence Graphic Organizer](#)
- [Text Evidence Graphic Organizer](#)
- [Evidence Based Terms handout](#)
- [Let Me Explain handout](#)
- [Let Me Explain Graphic Organizer](#)
- [Conclusion Graphic Organizer](#)
- [Transitional Words Handout](#)
- [Essay Assessment Rubric](#)
- [Essay Self-Assessment](#)