TCM

Teacher Created Materials

Created *by* Teachers *for* Teachers and Students

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For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Write TIME FOR KIDS— Level 2

This sample includes the following:

Best Practices Guide Cover (1 page)
Best Practices Guide Table of Contents (1 page)
How to Use This Product (5 pages)
Lesson Plan (14 pages)
Card (2 pages)

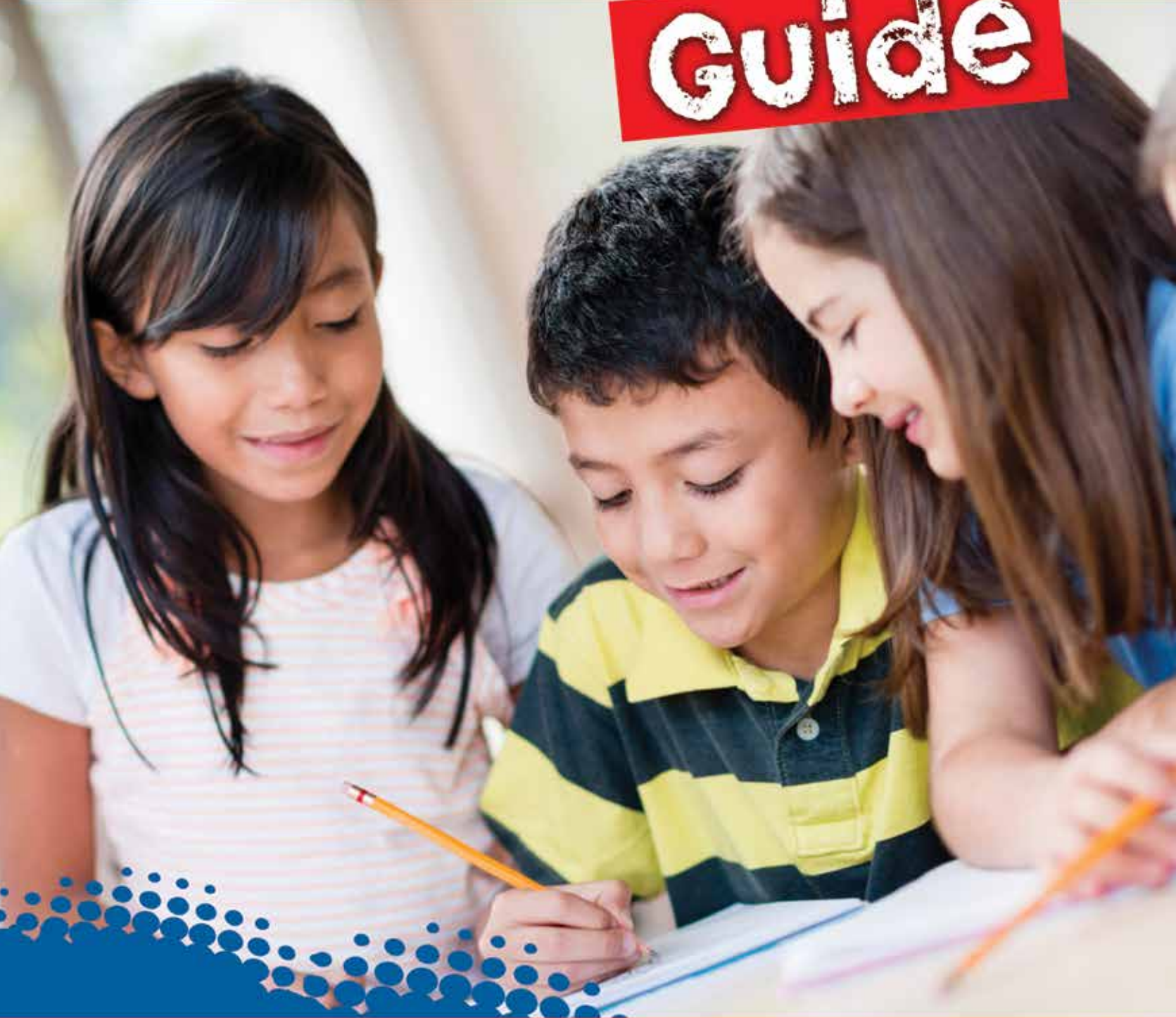To **Create** a World in which
Children love to Learn!

Level 2

Write TIME FOR KIDS

Best Practices Guide

Program Welcome

Best Practices

Program Features

Appendices

How to Use This Product

Program Components

Teacher's Guides
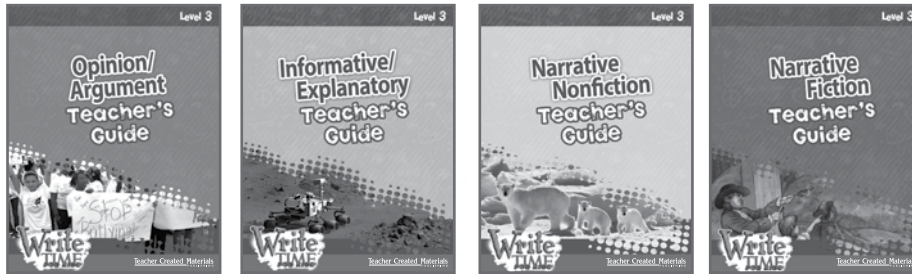
32 Mentor Text Cards

Student Handbook
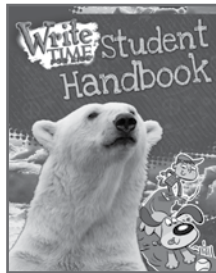
Best Practices Guide
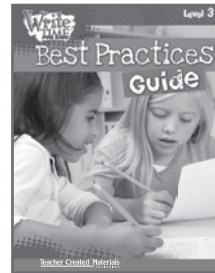
Technology Platform
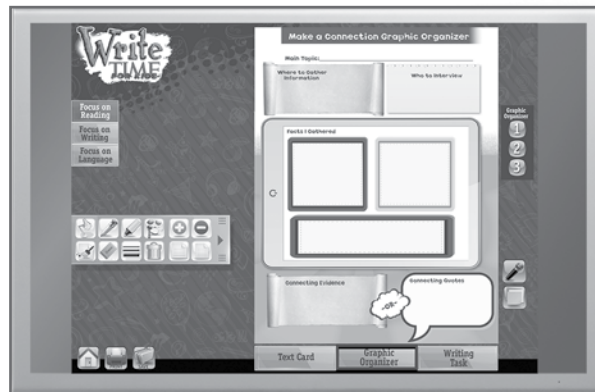
How to Use This Product (cont.)

Lesson Components

Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.
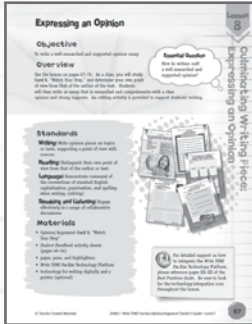
Overview:
Includes key information for planning (standards and a list of materials).

The Writing Process:
Includes Prewriting and Drafting instruction, using a graphic organizer, frame, and draft page.

Analyzing the Mentor Text:
Introduces the text and key vocabulary words, as well as provides close reading instruction.
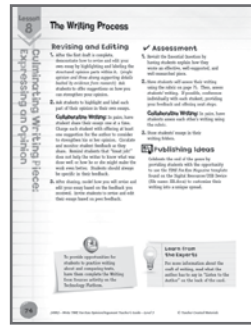
The Writing Process:
Includes Revising, Editing, Assessment, and Publishing Ideas.
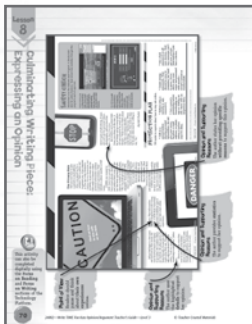
**Annotating the Mentor Text:**
Introduces annotations to support analyzing the Mentor Text and to build a reading and writing connection.
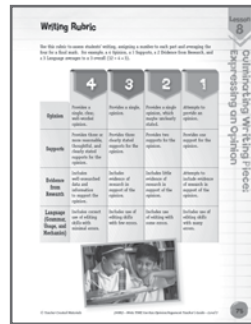
Writing Rubric:
Features a writing rubric, specifically tailored to the lesson's writing task.
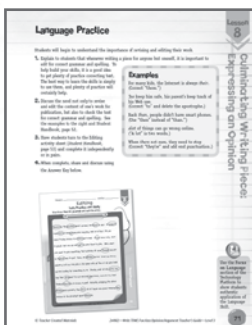
Language Practice:
Addresses the language skill and makes authentic connections to the Mentor Text.
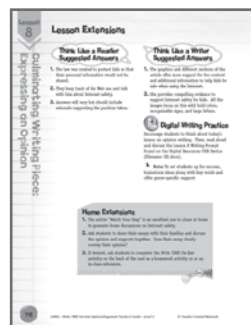
Lesson Extensions:
Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

Student Handbook

Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.

Mentor Text Card: Supports close reading with a student-friendly version of the card for easy annotations and highlights.
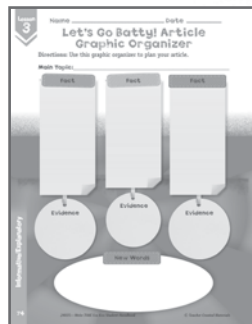
Graphic Organizer: Supports the prewriting and planning stage of the writing process.

Language Practice: Includes an introduction and mini lesson for the target language skill and a practice activity to check for understanding of the skill, as well as an application activity to demonstrate mastery of the skill.
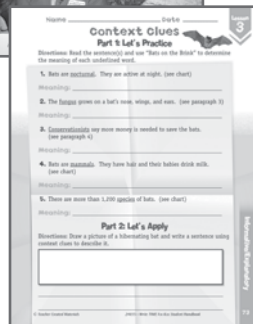
Draft Frame: Supports struggling writers and English language learners as they transition from the prewriting stage to the drafting stage of the writing process.

Draft: Includes a student-friendly rubric to remind students what information to include in their writing pieces, and provides a place for students to draft their writing.

How to Use This Product (cont.)

Using the Technology Platform

Getting Started

- Select from one of the four genres.

- Select the card for the day's lesson.
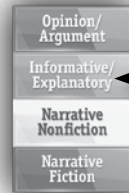
Analyzing the Mentor Text Card

On the **Text Card** tab:

- Select from the three standards: Reading, Writing, or Language.

- View the highlighted annotations provided for each standard to show the reading and writing connections.

- Click on each highlighted section to receive a detailed annotation that describes how that standard is used/addressed on the Mentor Text Card.
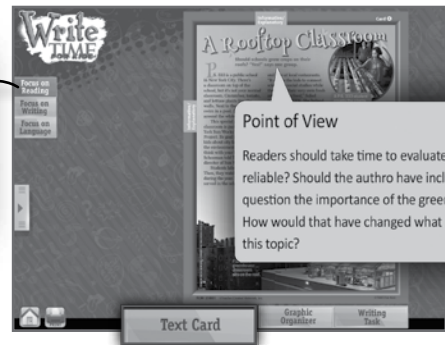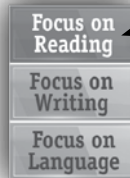
The Writing Process

Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organize**r tab:

- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson, as well as various levels of writing needed.
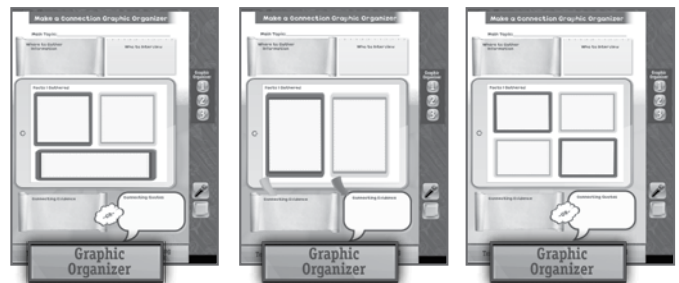
Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.

- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.
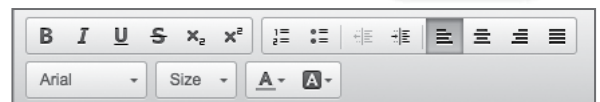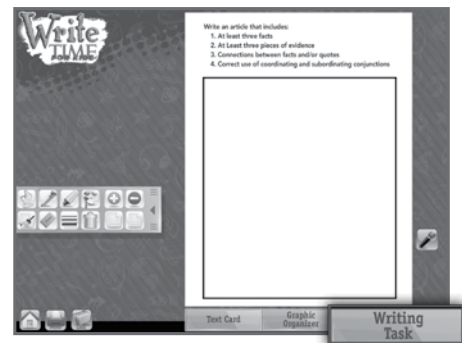
Assessment Preparation

On the **Writing from Sources** tab in Lesson 8 of each genre:

- Use the Writing from Sources task to prepare students for today's assessments and testing environment. Students will read and compare the information from two texts and respond to a writing prompt.

> Read "Goodbye, Bullies!" and "Watch Your Step." Then, write an informative article that gives three steps people can take to stay safe online or at school. To support your ideas, explain how each step will keep people safe.
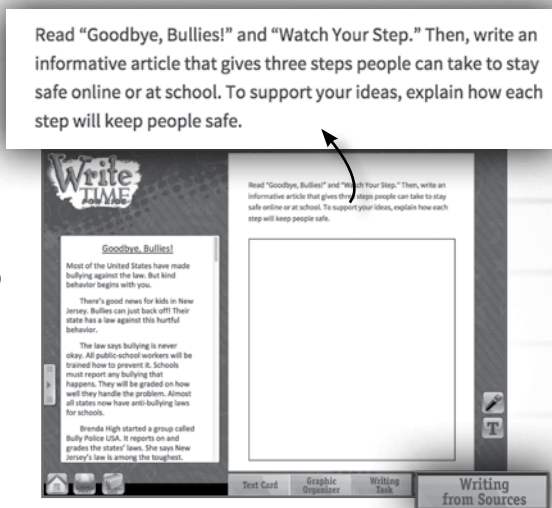
Bonus Features

There are a variety of tools available for the user, including but not limited to print, save, record, highlight, erase, zoom in, zoom out, and delete.

Save—Students may save their completed work in PDF and/or Word formats, making it simple for teachers to import student work into their system(s) of choice.

Print—Students may print all the work they complete in the Technology Platform.

Record—Teachers may ask questions, provide feedback, etc. Students may record themselves reading, respond to teachers, etc. All recordings may be saved.

Notes—Teachers and students can easily collaborate using this tool.

Note: The Technology Platform may be found on the Digital Resources USB Device.

Using Words to Describe

Objective

To write an opinion piece, using description to introduce the topic in a letter.

Overview

Use the lesson plan on pages 27–34. As a class, you will study **Card 3**, "A Safe Home," answering *who*, *what*, *where*, *when*, *why*, and *how* questions. Students will then write a letter, focusing on the use of description. An adverb activity will support their writing.

Essential Question

How do I introduce the topic in opinion writing?

Standards

Writing: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

Reading: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Language: Use adverbs.

Speaking and Listening: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Materials

- Opinion/Argument **Card 3**, "A Safe Home"
- *Student Handbook* activity sheets (pages 19–24)
- paper, pens, and highlighters
- *Write TIME For Kids* Technology Platform
- technology for writing digitally and a printer (*optional*)
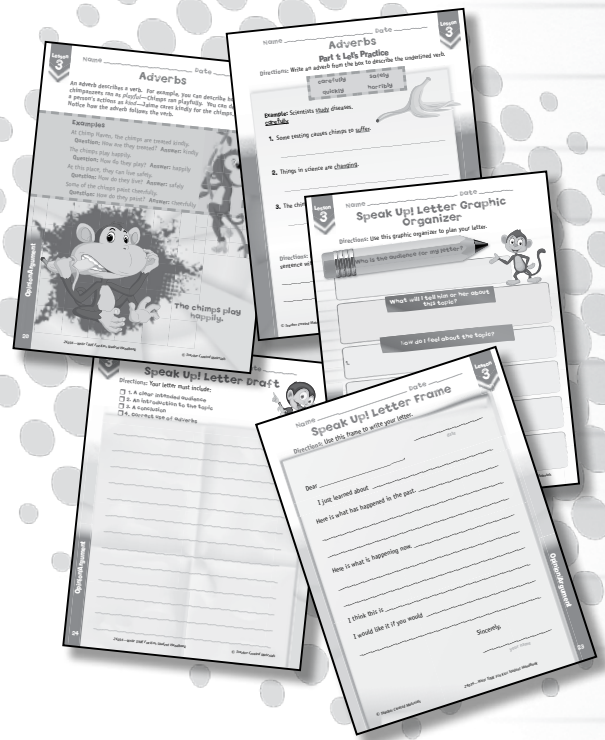
For detailed support on how to integrate the *Write TIME For Kids* Technology Platform, please reference pages 58–59 of the *Best Practices Guide* and the User Guide found on the USB Device. Be sure to look for the technology integration icon throughout the lesson.

Analyzing the Mentor Text

Establishing a Purpose: Students will read **Card 3**, "A Safe Home," and answer *who*, *what*, *where*, *when*, *why*, and *how* questions.

"**1.** This card is about a controversial topic. When something is controversial it means people will disagree. Some people have strong feelings about one side of the issue, while some people have strong feelings about the other side of the issue. As we read, we will notice that the author and people in the story have opinions about the topic."

2. Display **Card 3**, "A Safe Home." Have students independently read the card. Then, read it aloud as students follow along in their *Student Handbooks* on page 19. **Note:** For additional support, play the audio recording of the card from the Technology Platform, or engage students in a choral or paired reading.

Vocabulary: See the reverse side of the card for potentially challenging vocabulary definitions (*retire, research*). Once the words have been introduced and the meanings explained, divide the room in two. One side is *True*, while the other side is *False*. Say the word in a sentence. If the word's definition is accurately reflected in the sentence, students jump to the *True* side. (*My mom will* retire *this summer. I will* research *chimpanzee habitat.*) If the word's definition is not accurately reflected in the sentence, they jump to the *False* side. (*My mom will* retire *the leftovers from dinner. I will* research *going to bed.*)

3. Have students independently read the card once more. Then, read it aloud. As you read, draw attention to the annotations provided on page 29. Have students selectively annotate their copies (*Student Handbook*, page 19).

"Let's think about the content of the article by answering questions beginning with *who*, *what*, *where*, *when*, *why*, and *how*. *Who* is the person who works at National Institutes of Health (NIH)? (*James Anderson*) *What* new thing is happening at NIH? (*They are retiring chimps and sending them to a new home*.) *Where* will the chimps live? (*At a place in Louisiana called Chimp Haven*.) *Why* were the chimps used by NIH? (*Scientists did medical testing on them*.) *How* will NIH do research without chimps? (*They will do testing on humans*.) When writing our own articles and stories, we should present information about our topic answering the same questions. (*who, what, where, when, why*, and *how*) This information helps readers better understand the topic."

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Reading Extension: On the back of the card, look at the "Think Like a Reader" questions. To support a collaborative environment, have students turn to a partner to discuss each question. Then, come together as a group to share. Suggested answers can be found on page 34.

Ask and Answer Questions

When a new source is introduced, **readers should pause and ask questions**, such as *Who* is this source? *Why* is this person being quoted? *How* does this person relate to the topic of the article? *Why* is this person considered an expert on the topic of this article? Reading the text should help answer these questions.

Topic

Authors can tell readers what an article is about in a **short introduction**. An introduction summarizes the text that follows. The best way to create a summary is to read your writing and think about what it's about. What do all the sentences have in common? If you can answer that question in a sentence or two, you have summarized the article. That is the topic of the article.

Opinion/
Argument

Card ❸

A Safe Home

Opinion/
Argument

Chimp Haven now has 165 chimps.

Chimpanzees have been used in medical research. The U.S. government says it will retire more than 300 of those chimps.

Chimps and people are alike in many ways. That's why scientists often use chimps to study human diseases. They test drugs and treatments on these animals.

Many people don't like this kind of testing. They think it is very cruel. They say it can make these smart animals suffer.

Some drugs tested on chimps save human lives. That's why the National Institutes of Health (NIH) has used chimps. But now things are changing at the NIH. James Anderson works there. He says it's better to test with humans. "Testing humans is the quickest way to get an answer," he told TFK. Now, the NIH won't need so many chimps. Most of them will be retired.

Home, Sweet Home

The retired apes will be sent to a new home in Louisiana. It is called Chimp Haven. It is a safe place for chimps. Here, chimps are treated kindly. They can climb trees. They can play happily in the grass. They have toys to play with. Some cheerful chimps even do artwork!
-By TFK Staff

At Chimp Haven, an ape uses a stick to taste a treat placed inside a fake termite mound.

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Topic

Each paragraph starts with a topic sentence. It introduces the topic of each paragraph. The sentences that follow all have to do with this topic.

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.
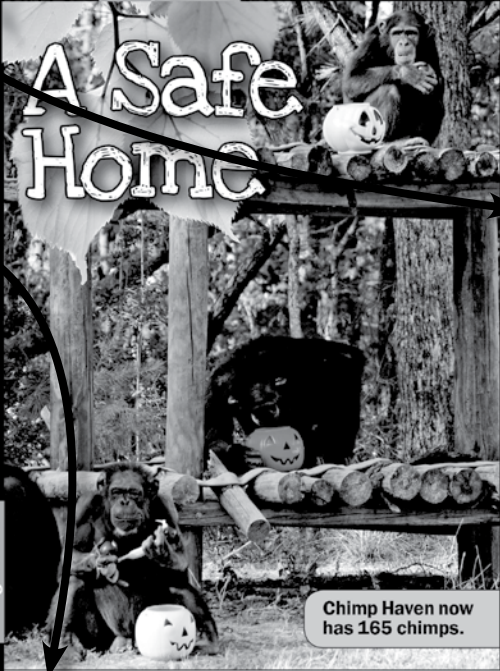
Language Practice

Students will use adverbs to add description to writing.

1. Review how an *adverb* describes a *verb*. For example, you can describe how chimpanzees ran as *playfully*—chimps ran playfully. You can describe a person's actions as *kind*—James cares kindly for the chimps. Notice how the adverb follows the verb. See the examples to the right and in the *Student Handbook*, page 20.

2. Have students turn to the Adverbs activity sheet (*Student Handbook*, page 21) and have them complete it independently or in pairs.

3. When complete, share and discuss using the Answer Key below.

Examples

At Chimp Haven the chimps are treated *kindly*.

Question: How are they treated? (*kindly*)

The chimps play *happily*.

Question: How do they play? (*happily*)

At this place, they can live *safely*.

Question: How do they live? (*safely*)

Some of the chimps paint *cheerfully*.

Question: How do they paint? (*cheerfully*)

Name _____ Date _____

Lesson 3

Adverbs

Part 1: Let's Practice

Directions: Write an adverb from the box to describe the underlined verb.

> carefully   safely
> quickly   horribly

Example: Scientists <u>study</u> diseases.
carefully

1. Some testing causes chimps to <u>suffer</u>.
horribly

2. Things in science are <u>changing</u>.
quickly

3. The chimps will <u>live</u> at Chimp Haven.
safely

Part 2: Let's Apply

Directions: Pick a sentence from paragraph 3 on **Card 3**. Rewrite the sentence with an adverb.

Answers will vary but may include James Anderson
works <u>actively</u> there.

Opinion/Argument

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Use the **Focus on Language** section of the Technology Platform to show students authentic application of the Language Skill.

The Writing Process

Students will write a letter introducing the topic and expressing an opinion about animal testing for medical research. Before beginning the writing process, introduce the lesson's rubric as well as revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–70) as needed.

Prewriting

1. When we express an opinion, we must first introduce a topic to the audience, such as I might want to tell a friend how I feel about the testing of animals for medical research. I need to begin by explaining that scientists do this kind of research as a way of curing human disease. Then, I can tell my friend how I feel about the use of animals for testing.

2. As a class, discuss the opinions students have about testing on chimps and their feelings about chimps going to Chimp Haven to live. Tell them that their opinions matter, and it is important to speak up and tell people about them. Model how to plan your writing using the Speak Up! Letter Graphic Organizer (*Student Handbook*, page 22). Scaffolded graphic organizers are available on the Technology Platform.

Collaborative Writing: In small groups, have students discuss the article and write a support for their opinion.

3. Have students complete their graphic organizers independently.

Art of Persuasion

Explain that people, including students, can make a difference by expressing their opinions. By using logic and facts, they can persuade readers to agree with their points of view.

Drafting

1. Model how to use the graphic organizer to write a draft of an opinion letter.

2. Before writing about your opinion, you need to think about *who* your audience is, *what* your thoughts, feelings, and ideas are, and *why* you feel it is important. When I write to my friend Susan, I'll begin with *Dear Susan*. Then, I will describe the issue and tell my opinion. I will end my letter with a request for her to agree with me or a request for her to do something about the issue, such as writing a letter or donating money to support Chimp Haven.

3. Have students draft letters sharing their opinions on the Speak Up! Letter Draft (*Student Handbook*, page 24). Remind them to use the graphic organizer as the basis for planning the letter.

Differentiated Instruction

❶ **Language Support:** Have student pairs create a word bank of feelings to use in their letters. The Speak Up! Letter Frame (*Student Handbook*, page 23) is provided for additional drafting support.

❷ **Challenge:** Have students include one opinion for and one against the topic.

This activity can also be completed digitally using the **Graphic Organizer** and **Writing Task** sections of the Technology Platform.

The Writing Process

Revising and Editing

1. After the first draft is complete, demonstrate how to revise and edit your own letter by highlighting each part. (*audience, introduction,* and *conclusion*) Invite students to offer suggestions on how to improve your letter by clarifying the introduction to the topic or offering a stronger opinion in the conclusion.

2. Have students highlight each part in their own letters.

Collaborative Writing: In small groups, have students share their letters one at a time. Charge each student with offering at least two compliments and one suggestion for the author to consider. Circulate and monitor student feedback as they share. Remind students to offer specific feedback to their peers, such as "It's easy to understand your opinion and why you have it."

3. After sharing, model how you will revise and edit your letter based on the feedback you received. Encourage students to revise and edit their writing based on peer feedback.

✔ Assessment

1. Revisit the Essential Question by having students discuss the importance of clearly introducing the topic when writing an opinion letter.

2. Have students self-assess their writing using the rubric on page 33. Then, assess students' writing. If possible, conference individually with each student, providing your feedback and offering next steps.

Collaborative Writing: In pairs, have students assess each other's writing using the rubric.

3. Encourage students to deliver their letters. Store copies in their writing folders.

Publishing Ideas

Allow time for students to share their published writing in an Authors' Chair format. This special time will allow students to share their final product while receiving positive feedback from their classmates.

Digital Writing Practice: If possible, students should complete their revising and editing using the Technology Platform from which they can print their final drafts.

Learn from the Experts

For more information about the craft of writing, read what the author has to say in "Listen to the Author" on the back of the card.

Writing Rubric

Use this rubric to assess the students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Audience, a 3 for Topic Introduction, a 2 for Conclusion, and a 3 for Language averages to a 3 overall (12 ÷ 4 = 3).

	4	**3**	**2**	**1**
Audience	Clearly names an audience and writes intentionally with that specific audience in mind.	Names an audience and writes fairly well with that audience in mind.	Names an audience and writes generally with that audience in mind.	Names an audience.
Topic Introduction	Clearly introduces the topic and vividly describes the issue with details.	Clearly introduces the topic and describes the issue.	Introduces the topic and the issue.	Introduces the topic and vaguely mentions the issue.
Conclusion	Provides a clear, strong opinion with supporting reasons.	Provides an opinion with supporting reasons.	Provides an opinion with a reason.	Provides an opinion only.
Language (Grammar, Usage, and Mechanics)	Correctly uses adverbs with minimal errors.	Correctly uses adverbs with few errors.	Uses adverbs with several errors.	Uses adverbs with many errors.

Lesson Extensions

Think Like a Reader Suggested Answers

1. Scientists test treatments on chimps to find out if they will work on people.

2. Answers will vary, but may include they want chimps to be treated well and live happy lives.

3. Chimp Haven is a place in Louisiana where chimps retired from medical testing can live out their lives safely and happily.

Think Like a Writer Suggested Answers

1. The author begins by saying chimps are like people, which is why they are used by scientists.

2. The article could have begun with a description of Chimp Haven. It could also have begun by telling how chimps are used for testing.

Digital Writing Practice

Encourage students to think about today's lesson on opinion writing. Then, read aloud and discuss the Lesson 3 Writing Prompt found on the Digital Resources USB Device.

Note: To set students up for success, brainstorm ideas along with key words and offer genre-specific support.
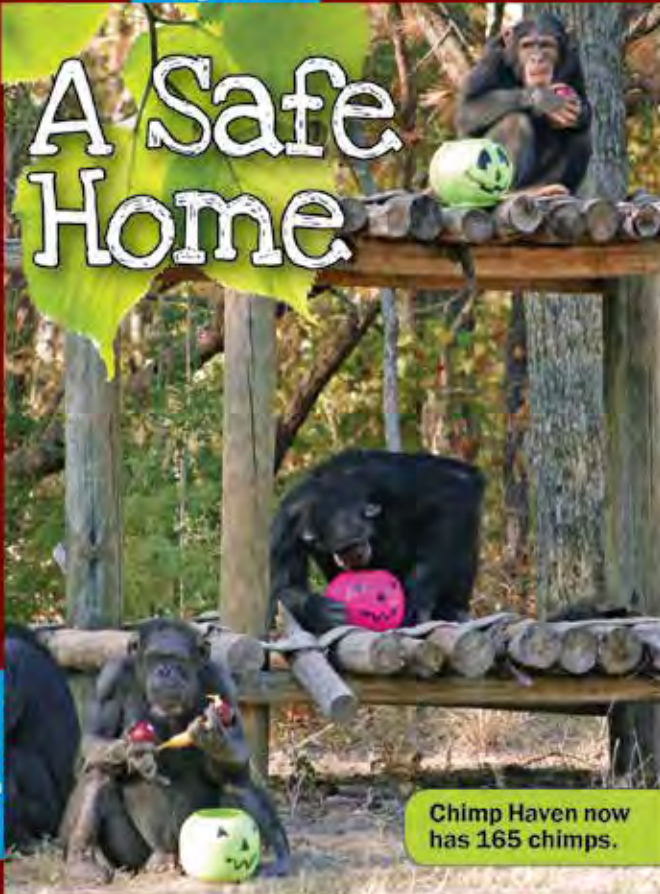
Home Extensions

1. Encourage students to share their letters with family members to engage them in discussion about the topic.

2. If desired, ask students to complete the *Write TIME For Kids* activity on the back of the card as a homework activity or as an in-class extension.

Opinion/Argument

Card 3

A Safe Home

Chimp Haven now has 165 chimps.

Chimpanzees have been used in medical research. The U.S. government says it will retire more than 300 of those chimps.

1 Chimps and people are alike in many ways. That's why scientists often use chimps to study human diseases. They test drugs and treatments on these animals.

2 Many people don't like this kind of testing. They think it is very cruel. They say it can make these smart animals suffer.

3 Some drugs tested on chimps save human lives. That's why the National Institutes of Health (NIH) has used chimps. But now things are changing at the NIH. James Anderson works there. He says it's better to test with humans. "Testing humans is the quickest way to get an answer," he told TFK. Now, the NIH won't need so many chimps. Most of them will be retired.

Home, Sweet Home

4 The retired apes will be sent to a new home in Louisiana. It is called Chimp Haven. It is a safe place for chimps. Here, chimps are treated kindly. They can climb trees. They can play happily in the grass. They have toys to play with. Some cheerful chimps even do artwork!
   —By TFK Staff

At Chimp Haven, an ape uses a stick to taste a treat placed inside a fake termite mound.

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Name _____ Date _____

Adverbs

An adverb describes a verb. For example, you can describe how chimpanzees ran as *playful*—Chimps ran playfully. You can describe a person's actions as *kind*—Jaime cares kindly for the chimps. Notice how the adverb follows the verb.

Examples

At Chimp Haven, the chimps are treated kindly.
Question: How are they treated? **Answer:** kindly

The chimps play happily.
Question: How do they play? **Answer:** happily

At this place, they can live safely.
Question: How do they live? **Answer:** safely

Some of the chimps paint cheerfully.
Question: How do they paint? **Answer:** cheerfully

The chimps play happily.

Adverbs

Part 1: Let's Practice

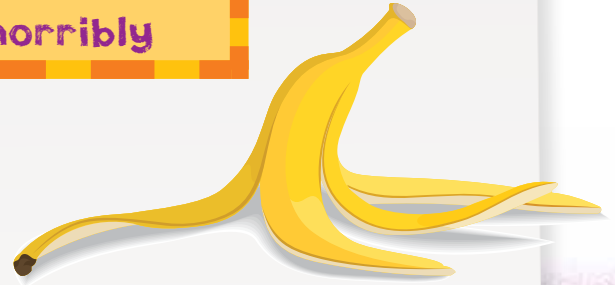**Directions:** Write an adverb from the box to describe the underlined verb.

carefully	safely
quickly	horribly

Example: Scientists <u>study</u> diseases.
<u>carefully</u>

1. Some testing causes chimps to <u>suffer</u>.

   _____

2. Things in science are <u>changing</u>.

   _____

3. The chimps will <u>live</u> at Chimp Haven.

   _____

Part 2: Let's Apply

Directions: Pick a sentence from paragraph 3 on **Card 3**. Rewrite the sentence with an adverb.

_____

_____

Opinion/Argument

Name _____ Date _____

Speak Up! Letter Graphic Organizer

Directions: Use this graphic organizer to plan your letter.

Who is the audience for my letter?

What will I tell him or her about this topic?

How do I feel about the topic?

1.

2.

3.

How do I want the reader of my letter to respond?

Speak Up! Letter Frame

Directions: Use this frame to write your letter.

_____

Dear _____,

I just learned about _____

Here is what has happened in the past. _____

_____

_____

Here is what is happening now. _____

_____

_____

I think this is _____

I would like it if you would _____

_____

Sincerely,

_____
your name

Opinion/Argument

Speak Up! Letter Draft

Directions: Your letter must include:

- ☐ 1. A clear intended audience
- ☐ 2. An introduction to the topic
- ☐ 3. A conclusion
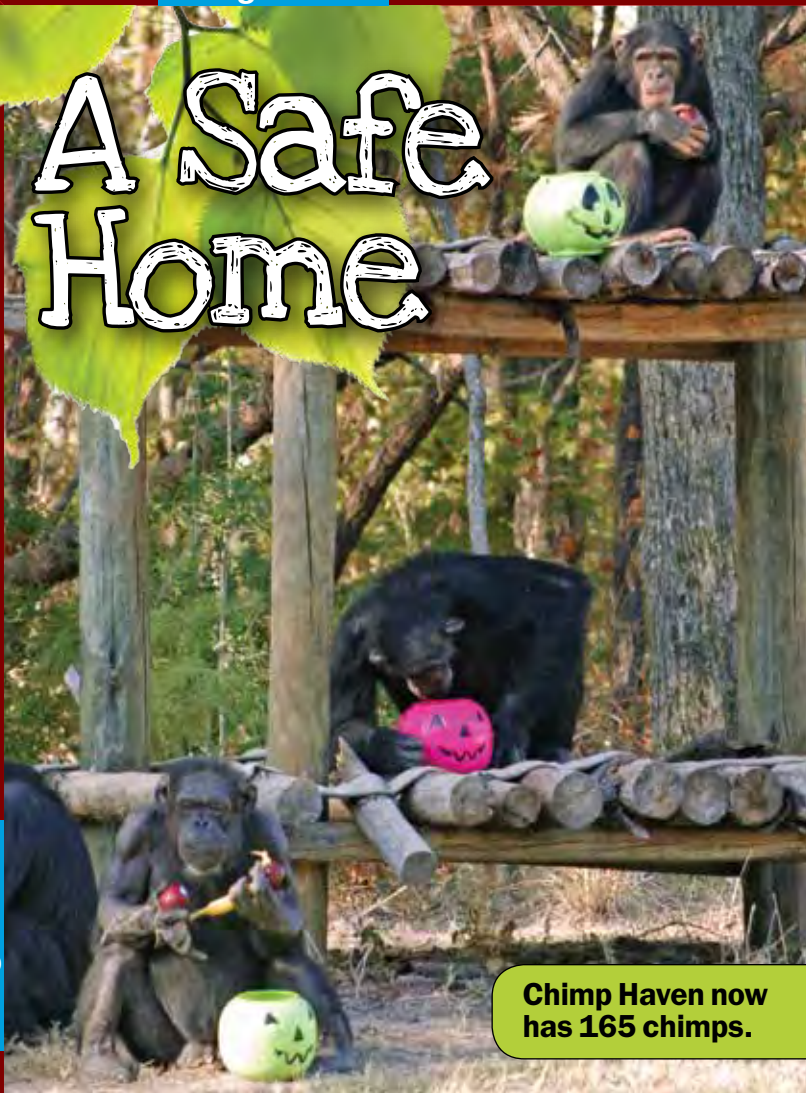- ☐ 4. Correct use of adverbs

_____

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A Safe Home

Chimp Haven now has 165 chimps.

Chimpanzees have been used in medical research. The U.S. government says it will retire more than 300 of those chimps.

Chimps and people are alike in many ways. That's why scientists often use chimps to study human diseases. They test drugs and treatments on these animals.

Many people don't like this kind of testing. They think it is very cruel. They say it can make these smart animals suffer.

Some drugs tested on chimps save human lives. That's why the National Institutes of Health (NIH) has used chimps. But now things are changing at the NIH. James Anderson works there. He says it's better to test with humans. "Testing humans is the quickest way to get an answer," he told TFK. Now, the NIH won't need so many chimps. Most of them will be retired.

Home, Sweet Home

The retired apes will be sent to a new home in Louisiana. It is called Chimp Haven. It is a safe place for chimps. Here, chimps are treated kindly. They can climb trees. They can play happily in the grass. They have toys to play with. Some cheerful chimps even do artwork!

-By TFK Staff

LEFT TOP: COURTESY CHIMP HAVEN, INC.;RIGHT BOTTOM: AP PHOTO—GERALD HERBERT

At Chimp Haven, an ape uses a stick to taste a treat placed inside a fake termite mound.

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Using Words to Describe

Vocabulary

retire *(verb)*: to stop doing a job after a long time

research *(noun)*: the careful study of a subject

Write TIME

- Make a list of words that tell what a chimp looks like.

- Choose one chimp shown in the top picture. Describe what it is doing.

Think Like a Reader

❶ Why do scientists test drugs and treatments on chimps?

❷ Why do you think people are interested in chimps?

❸ What is Chimp Haven?

Think Like a Writer

❶ How does the author choose to open the article?

❷ What other ways could this article have begun?

Listen to the Author

You always want to make your writing clear and interesting. Words that describe are great tools to help you do that. They let readers use their senses and their imaginations. Words that describe a person, place, or thing are adjectives. In the article, "safe" describes Chimp Haven. Adverbs are words that tell how, when, where, how much, or how often. In the article, "happily" tells how chimps play.

Put adjectives and adverbs in your writer's toolkit. Use them to bring your words to life. Readers will understand what you're saying and enjoy reading your words.