Writing Informative Pieces

Subject: Language Arts

Grade Level: 3rd

Common Core State Standard: CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Goal: The students will develop an understanding and be able to write an informative piece on a particular topic.

Objective: Given a prompt on healthy eating, the student will write an informative piece including a topic sentence, at least three supporting details, and a concluding sentence. (Bloom’s Taxonomy Applying Level/DOK Level 2)

A. Introduction/Motivation
   1. Welcome the students to class.
   2. Inform the students that they will be learning about how to write an informative piece today.
   3. Give each student glue and a cut and paste handout entitled, “Topic Sentences” (Attachment #1)
      - Instruct the students to cut the sentences out that are located at the bottom of the handout and paste them to the paragraph they correspond with at the top.
      - Allow students time to complete the handout and go over the correct answers.
      - Ask the following questions about each paragraph:
         ➢ What was the paragraph about?
         ➢ Did the topic sentence “hook” you?
         ➢ Was the topic sentence supported by details and/or facts?
         ➢ Was there a concluding sentence?
         ➢ Was the paragraph informative?
      - Tell the students that when you write an informative piece that it should answer all of these questions.
   4. Tell the students that by the end of the lesson today they will be able to write an informative piece about a healthy eating including a topic sentence, at least three supporting details, and a concluding sentence.
   5. Inform the students that it is important to be able to write an informative piece so they can provide readers with information about a particular topic.
B. Study Learning

1. Show the students a poster containing the term *informative* and the definition of it. (The following is the information that should be written on the poster or PowerPoint presentation.)
   - *Informative* means to provide useful information.

2. Inform the students that the author's purpose in writing an informative piece is to provide the readers with information about a particular topic.

3. Tell the students that authors get their information from:
   - Interviewing people
   - Researching information on the internet
   - Reading books, encyclopedias, or other resources
   - Conducting research

4. Tell the students that after a writer of an informational article has done the research, he or she must decide how to organize the article – that is, what kind of structure to use, such as chronological order, topics and subtopics, order of importance, spatial order – such as describing a building room by room.

5. Tell the students that the author must make the article clear and interesting to the reader. Making it interesting begins with the lead, or opening paragraph, which grabs the reader’s attention.
   - Examples:
     - “They weren’t expecting to feel so fabulous after exercising three days in a row.”
     - Cheetahs are truly amazing animals and can change direction in midair when chasing prey.

6. Provide the following information to students on a poster or Smart Board and explain each:
   - A good informative piece should:
     - Have an introduction
     - Have a clear focus or topic statement
     - Use specific facts and examples from the text(s) to support the focus or topic and explains your thinking
     - Have a conclusion
     - Use precise language and linking words to connect ideas
     - Have correct spelling, capitalization and punctuation

7. Provide the students with the following examples of topics for informative pieces – some topics can be in the form of questions:
   - What can you do to conserve water?
   - What can you do to be more healthy?
   - Water pollution
   - Body Systems
8. Provide the students with the informational article entitled, “Fat: Public Enemy Number 1.” (Health) (Attachment #2)
   - Read the text aloud.
   - Have students answer the following questions about the text and highlight the different parts using different colors (the topic sentence – yellow, the details or facts – green, the conclusion – blue):
     - What was the paragraph about?
     - Did the topic sentence “hook” you?
     - Was the topic sentence supported by details and/or facts?
     - Was there a concluding sentence?
     - Was the paragraph informative?

9. Review the writing process with the students and remind them that every time they write something, they should always go through these steps: (Attachment #3-
   - Prewriting
   - Drafting
   - Revising and Editing
   - Rewriting
   - Publishing

10. Introduce book, *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids*! by Edward Miller (can use any nonfiction book and may only have time to read part of this book) and read the text aloud.
    (Health)
    - Ask appropriate before, during, and after reading questions.
    - Ask the students if this was an informative book. If so, what did they learn about?
    - Have a class discussion about eating healthy and being active.

11. Provide the students with the handout entitled, “Four Squares.” (Attachment #4)
    - Instruct the students to write the topic, “Eating Healthy and Being Active” at the top of the paper.
    - Work with students to fill in the middle with a topic sentence and then the four squares with facts supporting the topic sentence.
    - Use the information written on the four squares to write an informative paragraph on the board about eating healthy and being active.

**Guided Practice**

12. Divide the students into small groups of 3 or 4 and give them two handouts entitled, “The Digestive System.” (Attachment #5) and the “Hamburger Writing” handout (Attachment #6). (Health)
    - Have the students pick a recorder and a reporter for their group.
• Instruct the students to read about the digestive system and then fill out the “Hamburger Writing” handout.
• Tell the students they will have to write a topic sentence, three details, and a concluding sentence about the digestive system.
• Instruct the students to combine their topic sentence, details, and concluding sentence into a cohesive paragraph.
• Allow time for students to complete their work and share their paragraphs.
• (Monitor students as they work and provide feedback as needed.)

Independent Practice

13. Inform the students they are going to make a flip flap book (foldable) about the human body. (Health)
• Give each student a piece of construction paper, scissors, and a marker.
• Instruct the students to divide their paper in half hotdog style.
• Instruct the students to open their paper back up and cut four even slits in their paper but to stop at the crease they made when they folded it the first time. They should have five flaps. (Demonstrate this for the students.)
• Tell the students to write the word topic sentence of the outside of the first flap, detail on the outside of the second, third, and fourth flaps, and conclusion on the outside of the last flap.
• Tell the students to write a topic sentence statement on the inside of the first flap about the human body, write a detail under each of the middle flaps, and a concluding sentence on the inside of the last flap.
• Allow the students to use their science books, the internet, informational books, encyclopedia, etc... to research information about the human body if needed.
• Allow time for students to work and share their flip flap books.

C. Culmination

1. Review the term informative and the definition of it.
   • Informative means to provide useful information.
2. Remind the students that the author’s purpose in writing an informative piece is to provide the readers with information about a particular topic.
3. Review the questions that can be answered about a good, well-written informative piece.
   ▶ What was the paragraph about?
   ▶ Did the topic sentence “hook” you?
   ▶ Was the topic sentence supported by details and/or facts?
   ▶ Was there a concluding sentence?
   ▶ Was the paragraph informative?
3. Tell the students that we are going to do one more activity together as a class.
   (bodily/kinesthetic – P.E. and Health Integration)
• Divide the students into two lines at the back of the classroom. Leave enough room for the students to do a relay race to the front of the classroom – or take the students outside or to the gym if possible.
• Tell the students that they will be given an action word to perform. When they hear the word, they must act the word out to the front of the classroom, touch the board and then do it back and touch the next person’s hand in line. They will then go to the back of the line. As one person finishes, the next person in line will move up.
• The following are examples of action words to be performed:
  ➢ Hop
  ➢ Jump
  ➢ Skip
  ➢ March
• After the relay race is complete, instruct the students to go back to their seats, but to put their hand over their heart to see how fast their heart is beating.
• Discuss how exercising elevates your heart rate and how this is a healthy thing to do every day.
• Tell the students that we are now going to write an informative paragraph together on the board about exercising.
• Have the students provide a topic sentence, three details, and a concluding sentence about exercising.
• Allow a volunteer to read the paragraph orally.
4. Clarify any questions or misconceptions at this time.

D. Follow-Up
1. Tell the students to clear their desks except for a pencil and a piece of paper.
2. Provide the students with a copy of the food pyramid. (Health) (Attachment #7)
   • Review the food pyramid and food groups.
   • Discuss healthy eating.
3. Direct the students to write an informational paragraph on healthy eating that contains a topic sentence, three details, and a conclusion.
   • Allow the students to use their science books, the internet, informational books, encyclopedia, etc... to research information about healthy eating if needed.
   • Remind students that authors of informative pieces piece is to provide the readers with information about a particular topic.
4. Tell the students to turn their papers in when they finish and get a copy of the handout entitled, “Topic Sentences,” to complete. (Attachment #8)
Materials and Resources:
1. “Topic Sentences” cut and paste handout (Attachment #1)
2. Scissors, glue
3. Posters containing information about informative pieces
4. Computer, projector and/or Smart Board
5. “Fat: Public Enemy Number 1” article (Attachment #2)
6. The writing process handout (Attachment #3)
8. “Four Squares” graphic organizer (Attachment #4)
9. “The Digestive System” article (Attachment #5)
10. “Hamburger Writing” handout (Attachment #6)
11. Construction paper, scissors, markers
12. “Food Pyramid” handout (Attachment #7)
13. “Topic Sentences” handout (Attachment #8)
14. Dry erase board and markers

Adaptations for lower grades:
- Provide sentences, articles, and examples written on a lower grade level.
- Have students provide just one or two details rather than three.
- Select easier topics for the writing activities.

Adaptations for upper grades:
- Provide sentences, articles, and examples written on a higher grade level.
- Have students provide 5 or 6 details rather than three.
- Select more in depth topics for the writing activities.