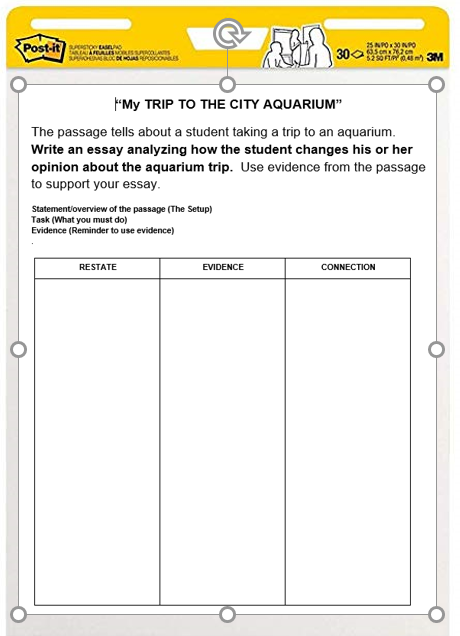
**My Trip to the City Aquarium Modeled Lesson Script**

**Prior to the lesson:**

Pre-write the prompt on chart paper before lesson and include the graphic organizer:



Display the 3 part question/prompt poster:

***3 Parts of the Question/Prompt***

***Statement***

***Task***

***Evidence***

Prompt: The passage tells about a student taking a trip to an aquarium. Write an essay analyzing how the student changes his or her opinion about the aquarium trip. Use evidence from the passage to support your essay.

Materials:

Copy of passage for each student

Copy of chart with prompt for each student

Red, green and blue crayon/colored pencil for each student

Paper for students to write their essays on

Begin Lesson:

* ***Today we are going to do an activity needed to be a good reader and communicator. This type of task can be found on a test such as the M-Step. It is a skill that is necessary to fully comprehend a text and talk about the text.***
* ***First, we are going to read the 3 part question/prompt.***

Read Prompt:

**The passage tells about a student taking a trip to an aquarium. Write an essay analyzing how the student changes his or her opinion about the aquarium trip. Use evidence from the passage to support your essay.**

* ***I am calling it a question, however you have probably noticed that there is no question mark. We call this a prompt.***
* ***Today we are going to dissect the question/prompt into 3 parts to make it easier to understand.***

Read Prompt:

**The passage tells about a student taking a trip to an aquarium. Write an essay analyzing how the student changes his or her opinion about the aquarium trip. Use evidence from the passage to support your essay.**

* ***How many parts did I say are in this question/prompt?***(Show 3 part poster)
* ***There are three parts to the question/prompt.***
* ***The first part of the question/prompt is the Statement. The statement tells the reader what they WILL read about and sets the purpose for reading the passage.***
* ***Let’s read the question/prompt aloud and see if you can identify the statement part of the question.***

Read Question Aloud Again

**The passage tells about a student taking a trip to an aquarium. Write an essay analyzing how the student changes his or her opinion about the aquarium trip. Use evidence from the passage to support your essay.**

* ***What is the statement? Please underline the STATEMENT in RED.***
* ***The second part of the question is the Task****.* ***The task is what the intended audience wants from you.***
* ***What do you have to do to show that you understand the text?***
* ***How do you prove that you “get it”.***
* ***The task will contain a “doing” word. You MUST DO something.***
* ***Let’s read the question/prompt again.***

Read Question Aloud Again

**The passage tells about a student taking a trip to an aquarium. Write an essay analyzing how the student changes his or her opinion about the aquarium trip. Use evidence from the passage to support your essay.**

* ***What is the task? Please underline the TASK in GREEN.***
* ***The third part of the question is the reminder to use EVIDENCE****.* ***It focuses your writing to include your ideas but requires that you use evidence to support your essay.***
* ***Let’s read the question again.***
* ***What is the evidence reminder? Please underline the EVIDENCE reminder in BLUE.***

**My Trip to the City Aquarium** *(10 minutes)*

Each student should have their own copy of text.

* ***Today we are analyzing a text and writing to respond to reading.***
* ***This is a Shared Reading activity. I have a copy of the text and so do you.***
* ***Where should your eyes be when I am reading the text? On your text.***
* ***At the end of this lesson you will be able to read the text, annotate (take notes), and write an essay to answer the task.***
* ***You have a document that contains both a description of the parts of the question and a chart.***
* ***You will be taking notes or (annotate) the text.***
* ***You have a chart that has 3 categories.*** (Have students get out chart)
* ***You will see RESTATE, EVIDENCE, and CONNECTION as headings.***
* ***As we read for the 1st read through, I will read to you and you will follow along.***

**Read text together (15 minutes)**

* ***Now, I am going to ask you to read a 2nd time.***
* ***During this close reading, you will be annotating or taking notes in your evidence column.***
* ***To be specific, you are not taking notes on everything you find interesting. You are only writing down evidence that supports the claim.***
* ***The claim in this prompt is “how the student changes his or her opinion about the aquarium trip”.***
* ***The only evidence you will be collecting must answer the claim that the student in the passage changes his or her opinion about the trip.***
* ***I am looking for a minimum of 3 pieces of evidence.***
* ***Highlight the examples in the text to support the claim.***
* ***I need you to annotate (write down) at least 3 pieces of supporting evidence that you highlighted on your chart under the evidence column.***
* ***I will also be completing this task on my anchor chart.***
* ***If you are struggling and cannot find evidence to support your claim, you are welcome to use my evidence points.***
* ***However, there is a rule you must follow if you write what I write. If you choose to use my evidence from the chart and write it exactly as it appears on your chart, you must find within the text WHERE I FOUND IT and HIGHLIGHT the words.***
* **Read a second time to yourself, highlight and write your 3 evidence bullets now.**

Regroup: read your bullets aloud

* ***Many of you have completed the three pieces of evidence.***
* ***If you are still working, continue after I explain the next box.***
* ***The heading reads “Connection”. This connection section will be included in your conclusion.***
* ***Your connection should relate back to the task.***
* ***AS WELL AS an ending statement that echoes the task.***

***For example:*** *I would write: This story reminds me of the time my parents forced me to go to SeaWorld with my baby brother when I was 18 years old. I had a bad attitude and thought it’d be lame. I was surprised that I actually enjoyed it. “My Trip to the Aquarium” can remind us all that it is good to keep an open mind sometimes. You might surprise yourself and end up liking something.*

* ***Now write your connection in the connection section of the graphic organizer.***

Teacher writes their connection in the connection section while students are filling out their connection section.

Move to Restate Box

* ***Think of the RESTATE section as the opening sentences to your essay.***
* ***In this section you are going to restate the task you are completing for this essay.***
* ***One way you might start this section is by saying, “In the passage, “My Trip to the City Aquarium” the author shows us how the student changes his or her opinion about the aquarium trip by….***
* ***I will share my thoughts with you in a few minutes but I want you to think about how you would introduce your audience to the task and explain to them what they are going to read about in your essay.***
* ***Those thoughts you are thinking now will go in the restate box.***

Write your RESTATE as students write.

* ***What you have just completed using the graphic organizer is your plan for your essay.***
* ***All that time and effort you put into your planning stage will pay off.***
* ***I am going to ask you to write your essay now. I am only going to give you 10 minutes to write the essay.***
* ***I promise you that if you filled out the table with fidelity, you’ll have almost everything you need to write the essay in less than 10 minutes.***

Do the section below if you have not taught paragraph writing prior to this lesson

* ***Before we start, let’s talk about what we know about writing an essay.***
* ***How many paragraphs does an essay have?***
* ***How many sentences are in a paragraph?***
* ***The answer is...it depends.***
* ***The purpose of this essay is to explain to your audience how the author shows how the main character changes his/her mind about visiting the aquarium with supporting evidence from the text.***
* ***So it will depend on the type of writer you are as to how many words, sentences, and paragraphs it takes you to do that.***
* ***I will provide a very rough idea of length.***
* ***Let’s take a look at our graphic organizer.***
* ***How many headings do you see? 3-great let’s for the sake of structure think of each heading as it’s own paragraph.***
* ***How do you offset paragraphs so your audience understands?***
* ***Ok, let’s look at the information inside the headings to possibly determine how many sentences may be in each paragraph.***
* ***RESTATE: Two to four…are you mentioning the title? Are you giving an overview of the text?***
* ***EVIDENCE: Three to six…are you using transitional phrases***
* ***CONNECTION: Two to four sentences...connect your feelings and thoughts back to the passage, provide a link to the big picture of life with something you learned.***
* ***I’ve set the timer for 10 minutes. Write your essay.***
* ***I will be writing my essay as you do.***

Essay Writing: Students will turn their notes into the essay. (10 minutes)

* ***Time is up, pencils down. It’s time to Edit and Revise. Editing first….We are going to play a quick game of Cops and Robbers.***
* ***Cops first. Find a partner and EXCHANGE papers.***
* ***The only thing you will point out are clear writing violations.***
* ***You will not comment on handwriting or spelling!!***
* ***You are only looking for capital letter use, ending punctuation, and verb-subject agreement.***
* ***If you find a violation, let your partner fix-it-up.***
* ***2 minutes...go!***
* ***Now Robbers: Place your paper on your desk.***
* ***During this section you will look to revise your paper.***
* ***You will go around the room silently to read as many papers as you can read in the time allotted.***
* ***Go alone, not in a group.***
* ***Collect all the good things you read in the essays.***
* ***You are allowed to “STEAL” them for your essay.***
* ***3 minutes Go!***
* ***Go back to your seat.***
* ***Take 5 minutes to revise.***
* ***Use what you stole from your friends and add to your paper or take things out of your essay that don’t make sense or fit.***
* ***Cross out words, use a carrot to add a word or phrase, draw arrows to add a section.***
* ***Use the revision skills you have learned in the past.***
* ***DO NOT REWRITE YOUR ESSAY.***