

**Save this packet**, you will use it each time you

write about how adult animals protect their offspring.

As you finish each step, put a check mark on your Sharing Your Expertise Record Sheet.

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| **Writing Resource Packet**Follow these steps to write about your research. |
| 1. Learn from a Model
 |
| 1. Write a Focus Statement
 |
| 1. Write the First Piece of Evidence
 |
| 1. Add More Evidence
 |
| 1. Write a Conclusion
 |
| 1. Revise and Edit
 |
| 1. Share and Celebrate!
 |



**STEP**

**1**

Adult animals do many things to help their offspring survive. Mother chimpanzees keep their babies clean so they don’t get sick. They pick dirt and insects out of their hair. A mother beluga helps its baby breathe. It pushes the baby up out of the water to get air. Mother bears teach their babies how to climb trees. This helps them to get away from dangerous animals. These are some of the ways adult animals help their offspring survive.

Your teacher will lead you through the steps on the next page to help you understand the model by coloring it.

**How to Color Code the Model**

Use crayons to color code the model. Follow your teacher’s directions to do the steps in order.

1. Together, read the first sentence out loud. This is called a focus statement. It tells what the piece is about. Lightly shade the first sentence green.
2. Put your finger on the last sentence. Together, read it out loud. This is called a concluding statement. It says almost the same thing as the focus statement. Lightly shade the last sentence green.
3. Listen as your teacher reads the next two sentences about the chimpanzee. They are facts from research. Color the two sentences about chimpanzees yellow.
4. Listen as your teacher reads the next two sentences about the belugas. They are facts from research. Color the two sentences about belugas blue.
5. Listen as your teacher reads the next two sentences about the bears. They are facts from research. Color the two sentences about bears light blue.
6. Listen as your teacher slowly reads the whole model aloud. Hold up the correct color of crayon to show how what you are hearing matches the model you colored.

**STEP**

**2**

**Write the focus statement.**

***Reread***



*The first sentence you will write is the* ***focus statement****.*

*It tells the “big idea” of your piece.*

**Reread** the ***focus statement*** from the **model**:

*Adult animals do many things to help their offspring survive.*

***Talk***

**What is the “big idea” of your piece?**



With a partner:

Talk about what you are going to write.

***Write***

 *Your teacher and classmates will help you to* ***write a focus statement*** *on your paper.*

***Revise and Edit***

When you have finished, revise and edit your focus statement so that your writing is clear and correct. If you finish early, add a picture or diagram to your illustration page.

**STEP**

**3**

**Add one piece of evidence.**

**Reread**



Next use the **evidence** from your graphic organizer.

The **evidence** helps the reader understand the **focus statement**.

You will add your **evidence** one piece at a time.

**Reread** the first piece of **evidence** from the **model**.

***Mother chimpanzees keep their babies clean so they don’t get sick. They pick dirt and insects out of their hair.***

***Talk***

Point to one piece of evidence on your graphic organizer.

With a partner:

Talk about what you are going to write.

***Write***

Reread what you have already written.

After the focus statement:

Write about your first piece of evidence.

***Revise and Edit***

When you have finished, revise and edit your focus statement so that your writing is clear and correct. If you finish early, add a picture or diagram to your illustration page.

**STEP**

**4**

**Add two, or more, pieces of evidence.**

***Reread***



Add at least two more pieces of evidence to your piece.

**Reread** the rest of the **evidence** from the **model**:

***A mother beluga helps its baby breathe. It pushes the baby up out of the water to get air.***

 ***Mother bears teach their babies how to climb trees. This helps them to get away from dangerous animals.***

***Talk***

Point to the next piece of evidence on your graphic organizer.

With a partner:

Talk about what you are going to write.

***Write***

**Reread** what you have already written. After your first piece of evidence:

Write about the second piece of evidence.

***Repeat***

Repeat this process to add one (or more!) additional pieces of evidence.

***Revise and Edit***

When you have finished, revise and edit your piece so that your writing is clear and correct.

**STEP**

**5**

**Write the concluding statement.**

***Reread***



The last sentence is called the **concluding statement.** It wraps up your piece and reminds the reader of the “big idea”. Your teacher and classmates will help you to write a **concluding statement.**

**Reread** the **concluding statement** from the **model**:

***These are some of the ways adult animals help their offspring survive.***

***Talk***

What is the “big idea” that you are writing about?

Put your finger on the **Focus Statement** of your piece.

With a partner:

Talk about how you might say this again using slightly different words.

***Write***

Reread what you have already written.

After all of the evidence:

Write your concluding statement.

Be sure it repeats your “big idea”

***Revise and Edit***

When you have finished, revise and edit your concluding statement so that your writing is clear and correct. If you finish early, add a picture or diagram to your illustration page.

**STEP**

**6**



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| Informative/ExplanatoryWriting Checklist | Whole Class | Small Group |
| My piece shows I know and understand the topic I researched.  |  |  |
| I state my focus clearly. |  |  |
| I have evidence that supports my focus. |  |  |
| I use pictures to match the written words. |  |  |
| I use capital letters at the beginning of sentences. |  |  |
| I use punctuation at the end of sentences. |  |  |
|  I correctly spell words I know. |  |  |

When you finish, add pictures or diagrams to your illustration page.

You may want to add:

* A labeled drawing of your baby animal and its mom or dad.
* An illustration showing how the adult cares for its baby.

**Share and Celebrate!**

**STEP**

**7**

Congratulations! You are an expert (and a scholar!).

Your teacher will share plans for sharing and celebration!

If you want to learn even more, check out these resources:

# 6 Farm Animal Moms Who Will Do Anything For Their Babies - <https://www.thedodo.com/farm-animals-moms-babies-affection-1132764570.html>

# Top Ten Animal Dads- <https://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2010/Top-Ten-Animal-Dads.aspx>