

**Sharing Your Expertise**

**Writing Resource Packet**

*Deepening Your Understanding and Communicating What You Have Learned*

**Save this packet**, you will use it as a resource each time you

write about ***natural disasters****.*

As you finish each step, record the date on the Sharing Your Expertise Record Sheet.

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| **Writing Resource Packet**  You will follow these Steps to Write an Informative/Explanatory Piece |
| Analyze a Model |
| Write an Introduction |
| Write Proof Paragraph 1 |
| Write Proof Paragraph 2 |
| Write the Conclusion |
| Final Revision and Editing |
| Add a Visual! |
| Share and Celebrate! |



**Analyze a Model**

Read the model. Then follow the directions to analyze the piece.

Directions: *Follow these steps as you work with the model Violent Volcanoes.*

Materials: Crayons, and a copy of the blank painted essay. (*Note: if students have not done a painted essay before, this work with the model will need lots of guidance!*)

1. Read the model aloud. What do you notice about the model?
2. Reread the introduction.
   1. Find the focus statement in the introduction and underline it. Then color it green.
   2. Now, find the two points that tell more about the focus statement. Color the first one yellow, and the second one blue.
   3. Color the rest of the introduction red.
3. Reread the first proof paragraph. Notice what kinds of information it has.
   1. Color the first proof paragraph yellow.
4. Reread the second proof paragraph. Notice what kind of information it has. Now, notice how the first sentence of the second proof paragraph ties the two proof paragraphs together.
   1. Color the words in the first sentence that relate to the first proof paragraph yellow.
   2. Color the rest of the words in the first sentence blue.
   3. Now color the rest of the second proof paragraph blue.
5. Reread the conclusion. The last paragraph will repeat the focus, and do a little more thinking about why it’s helpful to know about volcanoes, so we can protect ourselves from harm.

a. Use a mixture of yellow and blue to color the conclusion green.

1. What color would you color the title? Why?

Violent Volcanoes

Volcanoes are dangerous and destructive natural disasters. Volcanoes begin underground in the middle of the earth. The liquid rock pushes up to the surface through the weak parts of the earth’s crust, causing an eruption. Volcanoes are different. Many volcanoes are dormant and haven’t erupted in years. But some volcanoes are active and erupt all the time. We have to be very careful when dealing with volcanoes. They can be dangerous and destructive, but luckily, there are steps we can take to reduce the impact of volcanoes.

Dangers ahead!

Volcanoes are dangerous for a variety of reasons. One reason is they are random and unpredictable so we don’t know a lot about them. Active volcanoes erupt all the time at any time and are dangerous to go near and study. Another reason they are dangerous is because they cause a lot of destruction. The hot lava kills plants, animals, and people. Land can disappear and gets covered in rock. Volcanoes cause other problems like fires, tsunamis, and acid rain. Volcanoes can be a dangerous unpredictable natural disaster.

Reducing Impacts and Staying Safe

How can we reduce the impact of volcanoes and keep ourselves safe even though they are dangerous? People can keep themselves safe by listening to warnings from volcanologists who study volcanoes and predict possible eruptions. If the conditions are right for a volcano, they issue a warning and give directions to people that tell them what to do to stay safe. People that live near volcanoes should have an emergency plan to get away from the volcano safely. They should have a survival checklist and supplies like goggles and facemasks to protect them from the volcanic ash and gas. Scientists can reduce the impact of volcanoes by learning more about them. Vulcanologists study volcanoes by going inside the volcano. Geologists, seismologists, and volcanologists work together to share information about volcanoes and the earth’s movements. Machines like the tiltmeter give scientists information about the changes in the volcanoes shape. Even though we can’t prevent a tornado, we can reduce the impact of a tornado and keep ourselves safe.

Volcanoes are dangerous, but we have ways to keep ourselves safe. The more we learn about volcanoes, the less damage they can do. According to *Earth Erupts: Volcanoes,* by Mary Colson, “we can hope that developments in technology will help vulcanlologists understand more about volcanoes.” Hopefully in the next 20 years, there will be fewer deaths, and more people will survive volcanic eruptions.

Sources: *Earth Erupts: Volcanoes,* by Mary Colson

Weather WizKids: “Volcanoes” (http://weatherwizkids.com/weather-volcano.htm)



**Write an Introduction**

On your own, write, revise and edit the **introduction** for your informative/explanatory essay.

*The first paragraph of your essay is called the INTRODUCTION. The job of the introduction is to give some background information, or context, so that the reader can understand the piece. In your introduction, provide context about how the natural disaster you are writing about forms or starts. The introduction must also to catch your readers’ attention, so that they will want to read more! The introduction ends in a FOCUS STATEMENT. The FOCUS STATEMENT tells the main idea of your piece. In this essay, the focus statement is one sentence near the end of the introductory paragraph, followed by two points.*

***Analyze***

Read the model introduction below. Lightly shade the title and the context red and the focus statement green. Then shade point one yellow (the dangers), and point two blue (the steps we can take to reduce the impact and keep people safe).

Violent Volcanoes

Volcanoes are dangerous and destructive natural disasters. Volcanoes begin underground in the middle of the earth. The liquid rock pushes up to the surface through the weak parts of the earth’s crust causing an eruption. Volcanoes are different. Many volcanoes are dormant and haven’t erupted in years. But some volcanoes are active and erupt all the time. We have to be very careful when dealing with volcanoes. They can be dangerous and destructive, but luckily, there are steps we can take to reduce the impact of volcanoes.

***Talk***

With a partner talk about what you will write for your introduction. Decide together what you should write for your focus statement. Remember, your focus statement needs to include two points, one about the dangers and problems of your natural disaster, and one about how to reduce the impact to help people stay safe.

***Write***

On a piece of lined paper, write the introduction for your piece. Be sure to include the focus statement and two points.

***Revise and Edit***

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



**Write Proof Paragraph 1**

On your own, write, revise and edit **proof paragraph one** of your informative/explanatory essay.

*The next paragraph is called PROOF PARAGRAPH 1. Its job is to give evidence and reasons to support the first part of your focus. In this essay, the first part describes why your natural disaster is dangerous to people and possibly the environment. Notice how the model uses the words “one reason” and “another reason” to describe two reasons this natural disaster is dangerous. You might want to use the same or similar words in your essay when you write about the reasons your natural disaster is dangerous. Use “Part 1” of your graphic organizer to write this paragraph.*

***Analyze***

Read the model proof paragraph below. Underline the topic and concluding sentences. Lightly shade the evidence from the text and the elaboration yellow.

Volcanoes are dangerous for a variety of reasons. One reason is they are random and unpredictable so we don’t know a lot about them. Active volcanoes erupt all the time at any time and are dangerous to go near and study. Another reason they are dangerous is because they cause a lot of destruction. The hot lava kills plants, animals, and people. Land can disappear and gets covered in rock. Volcanoes cause other problems like fires, tsunamis, and acid rain. Volcanoes can be a dangerous unpredictable natural disaster.

***Talk***

Choose three pieces of evidence from your Part 1 graphic organizer to use in your writing. With a partner, point to each piece you have chosen and talk about what you are going to write.

***Write***

Reread what you have already written. Then, underneath the introduction, write the first proof paragraph for your piece.

***Revise and Edit***

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



**Write Proof Paragraph 2**

On your own, write, revise and edit **proof paragraph two** of your informative/explanatory essay.

*The next paragraph is called PROOF PARAGRAPH 2. Its job is to give evidence and reasons to support the second part of your focus. In this essay, the first sentence in the second proof paragraph is the transitional sentence from the first proof paragraph to the second proof paragraph. The second proof paragraph uses information from the Part 2 of your notes. You may want to check off parts in your notes that you use in your essay. Pay attention to the second proof paragraph’s construction. The sentences after the topic sentence are ways people can protect themselves. The second part of the paragraph is how scientists can keep us safe. Use the same two parts in your own proof paragraph.*

***Analyze***

Read the model proof paragraph below. Underline the topic sentence and the concluding sentence. Lightly shade the evidence from the text and the elaboration blue.

How can we reduce the impact of volcanoes and keep ourselves safe even though they are dangerous? We can keep ourselves safe by listening to warnings from volcanologists who study volcanoes and predict possible eruptions. If the conditions are right for a volcano, they issue a warning and give directions to people that tell them what to do to stay safe. People that live near volcanoes should have an emergency plan to get away from the volcano safely. They should have a survival checklist and supplies like goggles and facemasks to protect them from the volcanic ash and gas. We can reduce the impact of volcanoes by learning more about them. Vulcanologists study volcanoes by going inside the volcano. Geologists, seismologists, and volcanologists work together to share information about volcanoes and the earth’s movements. Machines like the tiltmeter give scientists information about the changes in the volcanoes shape. Even though we can’t prevent a volcanic reaction, we can reduce the impact of volcanoes and keep ourselves safe.

***Talk***

Choose three pieces of evidence from your graphic organizer to use in your writing. With a partner, point to each piece you have chosen and talk about what you are going to write.

***Write***

Reread what you have already written. Then, underneath the first proof paragraph, write the second proof paragraph for your piece.

***Revise and Edit***

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



**Write the Conclusion**

On your own, write, revise and edit the **conclusion** for your informative/explanatory essay.

*The final paragraph is called a CONCLUSION. Its job is to wrap up the piece.*

*In your conclusion, you need to repeat your focus (the “what”), but you also need to add some of your own reflection (the “so what”).*

*In this essay, you will re-read the introductory paragraph and the two proof paragraphs before writing your conclusion. The conclusion for this essay should have a sentence that restates the focus of the piece. The other sentences are the “so what”. They include some thinking about the question, “So why is it helpful to learn as much as we can about this natural disaster?”, a quote from one of the resources, and a hopeful reflective sentence.*

*Now you try. Remember to use the “so what?” section of your notes to help you think about your conclusion.*

***Analyze***

Read the model conclusion below.

Find and underline the restated focus. Find the quote from the text and put a star by the quote. Underline a sentence that is the answer to the question about why it’s important to learn about natural disasters and how to reduce their impact (the “so what” question).

Volcanoes are dangerous, but we have ways to reduce the impact and keep ourselves safe. The more we learn about volcanoes, the less damage they can do. According to *Earth Erupts: Volcanoes,* by Mary Colson, “we can hope that developments in technology will help vulcanlologists understand more about volcanoes.” Hopefully in the next 20 years, there will be fewer deaths, and more people will survive volcanic eruptions.

Sources: *Earth Erupts: Volcanoes* by Mary Colson

Weather WizKids: “Volcanoes” (http://weatherwizkids.com/weather-volcano.htm)

***Talk***

With a partner talk about what you are going to write. Check to be sure you have clearly restated the focus.

***Write***

Reread what you have already written. Then, on a piece of lined paper, write the conclusion for your piece.

***Revise and Edit***

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

***Sources***

At the end of your piece, skip a line, and then list the sources you used in your research. Be sure to include the title or website address and the author.



**Final Revision and Editing**

Use the checklist below to put the final touches on your paper.

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristics of an Effective Informative/Explanatory Writing Piece** | **Got it!** | | |
| My piece shows the knowledge and understanding gained through my research. |  |  |  |
| I have an introduction that gives the reader some needed information about the topic. |  |  |  |
| I state my focus clearly and my writing stays focused. |  |  |  |
| My information is grouped in paragraphs. |  |  |  |
| Evidence from the text helps the reader to clearly understand my focus. |  |  |  |
| I use linking words to connect ideas within categories of information. |  |  |  |
| I use facts, definitions and details from the text to explain my ideas. |  |  |  |
| I use illustrations and formatting to help the reader understand information and ideas. |  |  |  |
| I use science words to show that I am knowledgeable about this topic. |  |  |  |
| I have a conclusion that restates the focus of the piece and does some “so what” thinking about natural disasters. |  |  |  |
| I use more than one source and list my sources. |  |  |  |
| Spelling, capitalization and punctuation is correct. |  |  |  |



**Add a Visual!**

Choose from the ideas below and in your text.

*Ideas for Visuals and Formatting that make sense for your piece:*

* Proof paragraph headings
* Illustrations and captions
* Side bars
* Maps, diagrams
* Lists
* Important Facts

Directions: Go back to the model and think about what visuals would make sense for that piece.

**Share and Celebrate!**



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:

* Blizzard Facts

<https://kidskonnect.com/science/blizzard/>

* *Disaster Strikes: Blizzard Night* by Marlane Kennedy
* How Floods Form by Ruth A. Musgrave

<http://kids.nationalgeographic.com/explore/science/flood/>

* Hurricanes 101 – Ep. 3

<http://kids.nationalgeographic.com/videos?videoGuid=8cc7d3e0-8db4-4b03-9c4f-ca55328328be>

* *If You Lived at the Time of the Great San Francisco Earthquake* by Ellen Levine
* Discovering the Mysteries of Earthquakes by Milwaukee Journal Sentinel, adapted by Newsela staff

<https://newsela.com/articles/Wisconsin-earthquakes/id/4834/>

* Volcanoes

<http://www.weatherwizkids.com/weather-volcano.htm>