

FINDING WINNIE

LESSONS FOR:

PURPOSE OF DIALOGUE

TYPES OF NONFICTION

FACT-BASED OPINIONS

QUOTATION MARKS

GRADES 3-5



MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

**With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2021-2022 school year
for less than \$3 a month!**

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Narrative Nonfiction vs. Fiction](#)

[Mentor Sentence Student Page](#)

[Character: Mentor Text](#)

[Mentor Sentence Assessment](#)

[Compare Texts](#)

[Purpose of Dialogue](#)

[Forming Opinions](#)

[Revising for Dialogue](#)

[Opposing Views](#)

[Practicing Dialogue](#)

[Opinion Assessment](#)

[Response to Literature](#)

You'll need: Finding Winnie by Lindsay Mattick

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Finding Winnie</u> for enjoyment. Compare the narrative nonfiction mentor text to the fiction genre.	Show students the mentor sentence. Discuss the great things they notice about the sentence, emphasizing the dialogue.	Students will learn the purpose of using dialogue in writing.
DAY TWO	Students will prove Harry's character trait through his thoughts, words, and actions.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of quotation marks.	Students will revise writing with descriptive dialogue.
DAY THREE	Students will compare an expository text to the narrative nonfiction mentor text, identify similar information, and notice how it is presented differently.	Discuss how the sentence could be revised. Work to revise together, or allow students to revise the sentence and share.	Students will practice writing dialogue by drafting a new scene for the book, <u>Finding Winnie</u> .
DAY FOUR	Students will read a new nonfiction article and form an opinion using the information provided.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will write opposing view statements, including their opinion in each with a supporting reason.
DAY FIVE	Students will respond to a prompt about the book which requires them to form an opinion and support it.	Practice focus skill more with "Editing Assessment" (or use the page as a "quiz").	Students will complete an assessment to show their understanding of pros and cons, forming an opinion, and opposing views.

MENTOR SENTENCE

Core Anchor Standards: L.2, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are new to using mentor sentences, I encourage
Mentor Text (Find a Winnie) to visit new websites to read and videos on
Mentor Sentence lessons to help you to ease into started with
Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the one that all the characters heard, not point of the dialogue. The dialogue is the focus.

Day 2: Students should identify the function of the words in the sentence. Do the words help the reader understand what the author is communicating? Don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to write the same/ different on their own.

Day 5: Students will share what they have learned with an editing session.

Monday - possibilities of things to notice

*dialogue

quotation marks

tag comes first – comma after tag

simple sentence

simple sentence within dialogue

descriptive

introductory adverb

Technically, the sentence is a sentence because the direct noun clause acting as the direct object, 'thought'... but I do students need to know that, so present it as two different sentences.

Right away, the boy thought,

"There is something special

Tuesday - possibilities of things to notice

Right away

the – article

boy, bear – nouns

thought – verb

there, some – pronouns

is – linking verb

special, that – adjectives

about – preposition

Right away, the boy thought, "There is something special about that bear."

complete subject
simple subject

complete predicate
simple predicate

Wednesday - possibility of revised sentence

Immediately, the boy thought, "There is something remarkable about that bear."

(changed adverb and adjective)

Thursday - possibility of imitation sentence

Grumpily, the child whined, "There is nothing fun about going to bed."

about the bear."

~ Finding Winnie

Right away, the boy thought,
"There is something special about
that bear."

~ Finding Winnie

Right away, the boy thought,
"There is something special about
that bear."

~ Finding Winnie

Right away, the boy thought,
"There is something special about
that bear."

~ Finding Winnie

QUOTATION MARKS

Quotation marks are used to show what someone is saying, or to show a tag-telling who is in the dialogue. They are also used to show a tag-telling who is in the dialogue. They are also used to show a tag-telling who is in the dialogue. They are also used to show a tag-telling who is in the dialogue.

Right away
"There is
that bear
~ Finding

something special about that bear.



That bear has
lost his mother.

I'll give you
twenty dollars
for the bear.

I've decided to
name her
Winnie.

There's
somewhere we

I have to take
care of the horses
at the front.

apart, I'll always
love you.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

Right away, the boy thought, "There is something special about that bear."

Add commas (if needed) and quotation marks to the following sentences:

2. He felt inside his pocket and said, "I shouldn't."

3. He paced back and forth and said, "I can't."

4. "What do bears eat?"

5. "We don't eat?" said the boy.

6. "You bring the whole place with a laugh."

7. "I'll be you for a while," he said.

8. "We're shipping out to France," he explained.

9. Harry said, "It's the most important thing really."

NARRATIVE NONFICTION: MENTOR TEXT

Core Anchor Standards: RI.5

Duration: 45 MINUTES

Objectives: Students will identify similarities and differences between fiction and narrative nonfiction.

Materials needed:
Finding Winnie by Lindsay Ward
Narrative Elements activity

Actions: Show students the book you are going to read with them, Finding Winnie. Ask them, just by looking at the cover, to decide if the book is fiction or nonfiction. They may point out the word “true” which helps you know the book will be informational, but also make sure to discuss the fact that there isn’t a photograph on the cover- instead it uses illustrations. We usually think of drawings and illustrations in fiction books, but they can also be used with informational books that we call narrative nonfiction. With narrative nonfiction, the book reads like a fictional story, but it is a true story.

Read the first couple of pages to the students. Talk about how it reads like a story” right from the beginning with dialogue and the introduction as a bedtime story and again, the illustrations. The author finds out Harriet’s location through enough descriptions, not in a “factual” or “expository” way, meaning the book isn’t strictly presenting information. Begin filling in the Narrative Elements activity either as an anchor chart, and/or having students fill in the chart as you go.

Read the entire book, noting the similarities and differences of fiction and narrative nonfiction after you have read the book. Point out that nonfiction texts can be written in different ways while still providing factual information.

take a look at:

You could read another version of Winnie’s story, like the book, Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh - also narrative nonfiction, and compare the structures of the two.

Name: **SUGGESTIONS**

Date: _____

Narrative Elements

Fiction not true	Both	Nonfiction true
imaginary details	written in story form with developed character(s) entertaining	historically accurate shares real emotions and details
	beginning / middle / end (sequence / chronological)	
	includes dialogue there is a problem and solution	
	descriptive language	

PURPOSE OF DIALOGUE

Core Anchor Standards: W.3, RI.1, RI.2

Duration: 30 MINUTES

Objectives: Students will understand the ways dialogue can develop a story.

Materials Needed:

Finding Winnie by E. Nesbit
Dialogue poster (to be read or display)

Actions: Point out in the mentor text, Finding Winnie, that there are actually two forms of dialogue: dialogue between Cole and his mom as she tells the bedtime story, and dialogue within the story she tells. We can visually distinguish between the two because the dialogue with Cole is written in italics.

First, discuss the author's craft and purpose of the dialogue between Cole and his mother- he keeps interrupting her. Why would the author choose to include this type of dialogue to provide information about the story in a child friendly way. Look at the story board. Cole's mother describes vegetables for Cole which would also help the reader learn the meaning. In a composition notebook, students might be in the glossary, or get a word from the sentence. Cole's mother sees the bear, Cole's mother explains about trappers. Moving through the story, she also explains the worth of \$20 in the early 1900s.

Return to the bedtime story that the mother is telling about Harry (and then about Christopher Robin) and point out the other ways the dialogue helps the story. It helps us understand Harry's character - we know the type of person he is through his thoughts and words. It also helps explain the setting and the plot, for example, when the Colonel spoke of how long they had to travel and where they were going.

What Does Dialogue Do?

PREVIEW

provide more information or definitions

set the scene and/or tell about the setting

PREVIEW

gives insight into characters and their thoughts

PREVIEW

teaches the reader about the character(s)

reveals the plot with details and descriptions

CHARACTER: MENTOR TEXT

Core Anchor Standards: RI.1, RI.2, RL.3

Duration: 20 MINUTES

Objective: Students will prove a character's trait through his thoughts, words, and actions.

Materials Needed:
Finding Winnie by Lindsay M. Fick
Character Analysis Activity

Actions: Have students orally summarize Finding Winnie with a focus on Harry Colebourn. Make sure students are noticing (in relation to the previous lesson about dialogue) how Harry's character is revealed through the dialogue and his thoughts.

Complete the activity as a whole group mini-lesson so you can refer back to pages in the book, or students could complete with a partner or in small groups with photocopies of a few pages from the book and then come back to the table to go over their responses.

Name: POSSIBLE ANSWERS Date: _____

FINDING WINNIE

Describe Harry through his thoughts, words, and actions.

PREVIEW

compassion

thoughts

shouldn't. I can

Then his heart made up his mind.

words:

"I've decided to name her Winnipeg so we'll never

lose her from here."

"Winnipeg is going to be our home for a while

Even if we're back, I'll always love her. You'll

always be my Bear."

he takes care of animals (vet)

he saves Winnie from the trapper

he brought Winnie to England because

he didn't want to be apart from her

he took Winnie to the zoo to be raised

safely, and left her when he saw

she was happy there

PREVIEW



REVISING FOR DIALOGUE

Core Anchor Standards: W.3, L.2

Duration: 30 MINUTES

Objectives: Students will revise a scene with descriptive dialogue.

Materials Needed:

Finding Voice by Mary M.

Dialogue poster

Spruce Up The Scene activity

Actions: Pass out the activity to the students. Point out that the first paragraph provided (without dialogue) shows us what Harry did, but in the second paragraph, his character was more developed with dialogue added. It also made the paragraph more interesting.

Work to revise the second “spruce up the scene” paragraph by adding dialogue, either as a class or in small groups. Allow students to work independently or with partners. If they work in groups or with partners, be sure to allow time for students to share out their revised paragraphs.

Spruce Up The Scene

Adding dialogue to a narrative can make it more interesting while also revealing details about the characters and the scene.

WITHOUT DIALOGUE The little Bear gasped and shouted at Harry when he saw that the soldier had brought her aboard the train. She could not believe Harry was. This was a smart idea with no fear of the bears and danger of soldiers. She stood straight up on her hind legs as if to salute the Colonel. Suddenly, the Colonel didn't feel so angry anymore.

WITH DIALOGUE (excerpt from Finding Winnie): "Captain Colebourn!" said the Colonel on the train, as the little Bear sniffed at his knees. "We are on a journey of thousands of miles, heading into the thick of battle, and you propose to bring this Most Dangerous Creature?" Bear stood straight up on her hind legs as if to salute the Colonel. The Colonel stopped speaking all at once --and then, in quite a different voice, he said, "Oh, hallo."

YOUR TURN Revise the following scene from Finding Winnie with dialogue.

Winnie was in the army now. Harry taught her to stand like a soldier. She rose on her two hind legs and he brought the marshmallow higher until she was standing, almost as though she were human. "Good girl, Winnie! Stand tall, and keep your head high!" He would cheer. "Yes, now turn this way," Harry encouraged her to move the marshmallow to the left. She followed eagerly. "Good! Now Harry rewarded her with the marshmallow. They really are a Remarkable Bear." He told Winnie.

Winnie was in the army now. Harry taught her to stand like a soldier. He held a marshmallow above Winnie's nose to make her look up. She rose on her two hind legs and he brought the marshmallow higher until she was standing, almost as though she were human. "Good girl, Winnie! Stand tall, and keep your head high!" He would cheer. "Yes, now turn this way," Harry encouraged her to move the marshmallow to the left. She followed eagerly. "Good! Now Harry rewarded her with the marshmallow. They really are a Remarkable Bear." He told Winnie.

"A Remarkable Bear indeed," declared the Colonel.

COMPARE TEXTS

Core Anchor Standards: W.8, W.9, RI.1, RI.3, RI.9

Duration: 25 MINUTES

Objectives: Students will compare information from two texts to identify new and duplicate facts.

Materials needed:
Harry Cosebourn article

Actions: Read the article about Harry Cosebourn as a class, or allow them to read it silently to themselves. Lead a discussion about information they recognized that was also shared in Finding Winnie, as well as new information they learned in the article.

Discuss the differences in the way the information was presented; narrative nonfiction vs. expository.

Choose a color code to highlight facts that were also in the mentor text, and facts that were new information. They concluded with the lesson that ONLY shared information highlighted.

You could also discuss what they learned in Finding Winnie that was not shared in the article. You might have them flip the article over and make notes on the back first of everything they remember from the book that wasn't in the article, then share in the discussion, for recall practice.

Harry Colebourn

KEY

Harry Colebourn was born in Birmingham, England on April 12, 1887. In 1905, he moved to Canada to study veterinary surgery. Harry attended the Ontario Veterinary College. After graduating in 1908, he moved to Winnipeg and became a veterinarian as well as an officer with the Canadian Cavalry.

At the start of World War I, known at the time as The Great War, Harry enlisted to serve as a veterinarian. He had to travel long distances to the lines of battle. On the train ride to Valcartier to join the other Canadian troops, he purchased a bear cub for \$20 from a hunter. He named her Winnie after the town where he and many of the members of his regiment lived.

Winnie became the mascot of Harry's brigade. She traveled with him aboard a large ocean liner to England, where they were stationed in Salisbury Plain. Winnie would follow Harry and the other soldiers around as though she were a dog. A British soldier named Harry Pickersley and they became inseparable.

When the brigade was given orders to move to French battlefronts, Harry knew it would be too dangerous to bring Winnie. He arranged for her to stay at the London Zoo until the end of the war. According to entries in his diaries, Harry intended to bring Winnie back to Canada with him when the war was over. However, after seeing how happy she made zoo visitors, and how well she was cared for, he officially donated her to the London Zoo in 1919. The bear keepers also adored her, saying she was the tamest and best-behaved bear they'd ever cared for, and the only bear they could ever remember seeing. It could be inferred by them allowing her to stay in the zoo.

Harry returned to Winnipeg and established his own veterinary practice. He also married Christina McLean in 1923, and they had a son, named in 1925. He dedicated his unpaid hours to his love for animals until his death in 1947.



PRACTICING DIALOGUE

Core Anchor Standards: W.3, RI.2, L.2

Duration: 45 MINUTES

Objectives: Students will write a scene with descriptive dialogue.

Materials Needed:

Finding Winnie by E. Nesbit

Dialogue poster

Writing prompt

Actions: Remind students of the purpose of dialogue in a narrative (using the poster to guide the conversation). Point out the way dialogue was used MEANINGFULLY in the mentor text – we didn't read pointless conversations that didn't contribute to the plot.

Tell students they are going to expand one of the scenes from the book with dialogue. Show them the page where Christopher Robin is lying on Winnie's back, hugging her. Ask students to imagine that Christopher Robin is hugging Winnie and maybe said aloud to his father, who was standing off in the corner. How could we learn more about Christopher through some dialogue? Or what the setting for the plot?

Pass out the writing prompt. Students should write a scene with descriptive dialogue. Remind students that they aren't writing an entire story. They are providing more details and description of Christopher Robin and Winnie's interaction.

If students are not ready to write this independently, complete this as a shared writing activity, allowing students to make suggestions and help you "think."

PREVIEW

Christopher Robin would visit Winnie at the zoo...

Winnie was such a tame and gentle bear, her keeper let Christopher and his father into her enclosure. Winnie would trot over, sniff Christopher's pockets for any hidden treats. "Silly bear," he'd think to himself as he would show her his empty pockets. Then, Christopher would climb onto Winnie's back and nuzzle into her soft fur. "She smells like honey!" he would announce to his father. Christopher's father would chuckle and make a mental note to write about Winnie's love for honey. Time seemed to stand still as he watched the two best friends play together. "Hold on tight," he'd call out to Christopher.

PREVIEW

FORMING OPINIONS

Core Anchor Standards: RI.1, RI.2, RI.3, RI.8, W.1

Duration: 45 MINUTES

Objectives: Students will read a nonfiction article and form their own opinion.

Materials Needed:

Zoos: Help or Harm? by [Name]

Pros and Cons T-Chart

Actions: Discuss with students how it's important to hear from both sides of an argument when a person is trying to form their own opinion. Typically, this would mean reading or hearing from more than one source as well, but today, they will be looking at one nonfiction article that presents information from both sides of an argument about zoos to save time.

Pass out the article to the students. Make sure to point out that this is NOT persuasive or opinion; it is nonfiction because it contains both sides of an argument about zoos and does not try to convince the reader that zoos are helpful or harmful.

Read the article together. Discuss the "pros" and "cons" and write them on the T-Chart (this could all be done together, or start as a class and then allow them to complete independently or with a partner). Ask students to form their own opinion about zoos after seeing all the pros and cons- are zoos helpful or harmful? You might also discuss how sometimes we aren't totally "for" or "against" something; perhaps they see the ways zoos can be helpful AND harmful. Talk about how that is still a valid opinion. For example, maybe they believe zoos should ONLY be used for rehabilitation and rescue, because those animals would otherwise die in the wild. Allow students to respectfully discuss their opinion with a partner or small group.

take a few minutes:

Allow students time to research further into the debate on zoos and find more pros and cons from other sources.

Zoos: Helpful or Harmful?

Zoos have been a topic that people have debated for decades. There are some reasons people think zoos should exist, but there are also people who have arguments against every one of those reasons.



The first point most people make in support of zoos is that they educate about the animals living there. However, in today's day and age, one could learn much more through a documentary on TV or searching the internet than at a zoo.

Studies have shown that many animals live longer in zoos, as they are cared for by trained professionals. They have regulated diets and don't have any predators. But then it's also important to remember that zoo animals have a much different way of life than they would in the wild. They have no freedom to roam. Their food is brought to them. Their habitats will never be the same as in the wild.

It's difficult to protect animals that live in the wild, and there are many endangered species. Veterinarians can treat sick or injured animals that would likely die in nature. Zoos are a safe place for rescued animals that can't be kept in a person's home, but that would also be true in the wild, either.

Zoos also have breeding programs which can help repopulate a threatened species. On the other hand, the animals born in the breeding programs are rarely ever released into the wild. Some scientists and activists who fight to save endangered species argue that stricter laws to protect animals and conserve their natural habitats would be more beneficial than zoos.

Most zoos are well-maintained and have rules for guests to keep the animals protected, but some zoos are not as clean or strict and the animals suffer.

Nevertheless, some scientists like Jane Goodall, who spent years studying chimpanzees in the wild, think that the zoos are useful. "Goodall says that all zoos should be closed, but she spent the time I have spent in the wild. They have seen the threats destroying chimpanzee habitats; they don't understand what it's like to watch a chimp struggle, wounded and lame from a wire snare. But I do."

Name: **KEY**

Date: _____

PROS

CONS

education
animals live longer in zoos
animals cared for by professionals

animals have regulated diets
animals don't have predators
protection for sick or injured
protects endangered species

rescue animals
repopulation of rare species

learn more on TV or Internet than at zoo
animals have special needs
for young animals

habitats aren't the same
breeding programs don't release to wild
stricter laws would be more beneficial
some zoos are not clean and don't have
strict rules

Based on the facts, form an opinion about zoos:

answers vary

OPPOSING VIEWS

Core Anchor Standards: W.1, W.4, W.5

Duration: 25 MINUTES

Objectives: Students will create a list of opposing opinions and explain their belief with a reason.

Materials needed:
Opposing Views activity
Pros and Cons T-chart

Actions: Remind students of the opinion they formed the previous day about zoos by reviewing the pros and cons chart. To form their opinions, they had reasons, which they discovered reading the article (or maybe from prior knowledge).

Before giving students the activity, relate the word opposing to “opposite” – an opposing view is a belief that is the opposite of yours. Write the following sentences containing opposing beliefs on the board:

Some people believe zoos are important for education, but I believe they aren't because there are trained professionals who can care for them when they are hurt.

Some people believe zoos are important for education, but I believe zoos aren't important because I don't like going to the zoo.

Discuss how each of these sentences starts with an opposing view to an opinion that is stated in the second half of the sentence, starting with, “I believe.” The first example is supported with facts, but the second sentence gives another opinion as a reason.

Correct the second sentence to support the opinion with a fact instead: *Some people believe zoos are important for education, but I believe zoos aren't important because you can't go to a Disney Park and learn more than you would at the zoo.*

Allow students time to complete the activity, supporting their opinion with factual reasons that they listed on their pro/con chart.

Name: _____ Date: _____

Not everyone agrees about everything. This is called "opposing views." Below, write opposing beliefs to your own about zoos, and give reasons why you believe differently.

Some people believe...

Others believe...

PREVIEW

PREVIEW

PREVIEW

RESPONSE TO LITERATURE

Core Anchor Standards: RI.1, RI.2, W.1, W.4, W.9

Duration: 30 MINUTES

Objective: Students will respond to the mentor text.

Materials Needed:

Finding Winnie by Lindsay M. Stick

Zoos: Helpful or Harmful? article and/or videos and photos list

Response to Literature form

Response Prompt

Actions: Discuss with students how Winnie was rescued and had never lived in the wild. Also remind students how Harry had planned to take Winnie back to Canada with him after the war, but decided to leave her in the zoo.

Give students the prompt. Go over the checklist with the students for the response to literature. Ensure that they understand all of the prompts before they begin writing. Pass out the response form to share on the board for them to write in a journal or separate paper. Encourage students to use details from the prompts/connections to support their own opinion.

RESPONSE TO LITERATURE CHECKLIST

- ☐ summarize the text(s)
 - ☐ include title and author
 - ☐ only give important details
- ☐ restate the prompt/question, and answer
- ☐ make connections to the text(s)
 - ☐ provide specific examples from the text(s)
 - ☐ give personal or real world examples
- ☐ edit for errors
 - ☐ correct capitalization
 - ☐ correct punctuation
 - ☐ check for complete varied sentences

Name: _____

SAMPLE

Date: _____

Should Harry have left Winnie in the
London Zoo after the war was over?

Winnie-the-Pooh is based on a real bear named Harry Coleborn who was a labrador in the army in World War I. That baby bear who he called Winnie became the mascot of their regiment. When the regiment was sent to battlefields in France, Harry knew it wasn't safe for Winnie, so he arranged for her to live in the London Zoo. After the war was over, he decided it was best if she stay in the zoo. Winnie became a beloved and famous bear when a boy named Christopher Robin fell in love with her, and Christopher's father wrote books about Winnie-the-Pooh.

Although Harry loved Winnie, it was the right thing for Harry to leave Winnie in the zoo. It was the best place for her. Bears grow to be large, so she wouldn't be able to live in his house. Although zoos aren't open and free like the wild, she would have had even less space in Harry's yard to roam.

Because Winnie was rescued as a small cub, she was never taught to hunt or protect herself. If she were not kept in Harry's yard and allowed to wander, she could have gotten into trouble. She would not have been able to survive in the wild. At the zoo, she was fed a healthy diet and lived in a protective habitat. And, of course, if he had taken Winnie from the zoo, Christopher Robin would have never written the books about Winnie-the-Pooh!

Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes a clear, thoughtful analysis of the text with the name and author of the text</p> <p>Addresses the prompt</p> <p>Includes relevant, specific details</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Summarizes the text</p> <p>Includes the name and author of the text</p> <p>Answers the prompt</p> <p>Includes mostly specific details</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Does not summarize the text</p> <p>Answers the prompt with limited detail</p> <p>Lacks reference to the text throughout writing</p> <p>Provides little to no supporting details</p>
Organization	<p>Effective introduction and conclusion</p> <p>Each paragraph is effective</p> <p>Paragraphs are connected with transitions</p> <p>Includes relevant, specific supporting details</p>	<p>Introduction and conclusion refer to the text</p> <p>Each paragraph is mostly effective</p> <p>Paragraphs are organized with connections</p> <p>Includes supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of connections</p> <p>Lacks supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Minimal errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Minor errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Major errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

OPINION ASSESSMENT

Core Anchor Standards: W.1, W.8, RI.1, RI.8

Duration: 20 MINUTES

Objectives: Students will read a nonfiction article, identify pros and cons, and form an opinion with support to an opposing view.

Materials needed:

Home Assignment

Actions: Give students the assignment to complete the assessment. Use the assessment as a teaching tool for more practice with the skill.

PREVIEW

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Home Alone

Deciding when a child is old enough to stay home alone after school is a tremendous task for some parents. It's important that they are mature enough to handle being alone on their own. Each child is different. No one is there to remind them to do their homework, or to do their chores. They must learn to manage their time on their own. Babysitters and daycare can be very costly, but children must be able to handle being left alone. They must be able to care for and protect themselves. For example, if a child is alone and gets hungry, it would be important that they know how to fix a snack without using sharp knives or the stove. They could severely harm themselves, or worse, start a fire. Children must also follow other safety rules, like keeping the doors locked and never opening the door for strangers.

PROS OF KIDS HOME ALONE

teaches responsibility
learns to manage time
saves money - no babysitter or daycare

CONS OF KIDS HOME ALONE

could be dangerous if they aren't responsible
could start a fire
could be hurt by strangers if they don't follow safety rules

possible answer:

Some people think it's too dangerous for children to be home alone, but I believe children who are mature can stay home because they are safe and responsible by following the rules.



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