

THE OLDEST STUDENT

LESSONS FOR:

OPINION WRITING

COMPARING INFORMATION

KEY DETAILS

COLON USAGE

GRADES 3-5



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 2020-2020 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!)

[Play on Words in Mentor Text](#)

[Mentor Sentence Student Page](#)

[Mentor Text Main Idea & Details](#)

[Mentor Sentence Assessment](#)

[Bessie Coleman Main Idea](#)

[Outline a Topic](#)

[Comparing Texts](#)

[Shirley Chisholm Outline](#)

[Assess Main Idea and Details](#)

[Add New Details](#)

[Constructed Response](#)

You'll need: The Oldest Student by Rita Lorraine Hubbard

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>The Oldest Student</u> for enjoyment. Summarize the book and write the same for a book report.	Show students the mentor sentence. Discuss the meaning of figurative language. Notice about the sentence and emphasize the colon usage.	Students will interpret the meaning of figurative language found in the mentor text and write one on their own.
DAY TWO	Students will analyze primary sources of the Chattanooga Flood and identify information shown in the photographs.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of colon usage.	Students will brainstorm things that are hard to learn and share reasons why on an outline.
DAY THREE	Students will note key details found in the article about the Chattanooga Flood and identify information shown in the photographs.	Discuss how the sentence can be revised to make it better. Allow students to revise the sentence and share.	Students will support their ideas from the previous lesson with details on their outline.
DAY FOUR	Students will read an article about Clementine Hunter and compare her and Mary Walker on an H-diagram.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will write their draft using their outline and a list of transition words.
DAY FIVE	Assess the students' understanding of the article by having them write a paragraph about the flood.	Practice focusing on the sentence and writing a "copy" of the sentence.	Students will write to an opinion prompt using information from notes and their own ideas.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, 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 not going to use mentor sentences, I encourage
Mentor Sentence (The Best Student) to visit new websites to read and videos on
Mentor Sentence (The Best Student) to visit new websites to read and videos on
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 has all the words, but point out the colon if they don't notice it as 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? Especially focus on the prepositions and nouns since this is the information the colon leads to, but 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 you want to write about. Imitate the example first and allow the students to notice what is the same/different from the original.

Day 5: Students will notice what they have learned with a guided assessment.

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THEME: MENTOR TEXT

Core Anchor Standards: RI.2, RL.2

Duration: 45 MINUTES

Objective: Students will determine a theme using the key details from the text.

Materials needed:

The Oldest Student by Rita Perraine Hurtado

Theme Activity

Actions: Show students the book you are going to read with them, The Oldest Student. 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.

Once you have read the entire book, ask students to summarize the book in a discussion to make sure they can recall the main idea and key details of the story.

Lead students in a discussion to get to the theme of the story by reviewing Mary's life specifically. Point out how she always said she was going to learn to read, but there were many reasons she couldn't learn throughout her life. Discuss what made her decide it was time to learn and the obstacles she faced in order to do so.

Allow students time to decide what the theme of the book is based on what they just discussed. Remind students that the theme isn't stated outright in the text, but we can infer what the author hopes we take from the story based on what characters learn and how they grow.

Work together to write the theme on the board, or have the students write the theme on a card to share with a partner (to be able to discuss the evidence).

Name: Possible Responses

Date: _____

THE OLDEST STUDENT



theme:

(possible answer)

theme: perseverance
Mary put everything up in your dream
and when the time comes to

evidence:

From a young age, Mary was a little girl who had a dream to the dream that one day she would be free and would learn to read.

evidence:

When Mary was 10 years old, she decided it was time to learn to read. One day she went to a reading class.

evidence:

Mary put everything she had into learning to read. She studied until her eyes were red, wrote her own words, and challenged herself to make sentences.

FIGURATIVE LANGUAGE: MENTOR TEXT

Core Anchor Standards: W.3, L.5, RL.4

Duration: 20 MINUTES

Objective: Students will demonstrate understanding of figurative language in the mentor text.

Materials needed:
The Oldest Student by Rita Herraine Hudson
Figurative Language Activities

Actions: Remind students of the book you read, The Oldest Student. Recall the way the author used show-don't-tell writing. For example, the author introduced us to Mary by letting us know she isn't free without coming right out to say she is enslaved. The author revealed information about Mary's life in an entertaining way. This shows us that nonfiction texts can be written in different ways while still providing factual information.

There are many examples of figurative language in the book. Give students the figurative language activity with students to identify the examples of figurative language and how it helps create a picture in the reader's mind. You may return to the examples in the book to re-read for context to help complete the activity.

***note about first page- There are birds called swallow-tailed kites... she wasn't using a metaphor for the birds here, but you could still discuss how birds and kites could be interchanged in a metaphor.*

Figurative Language

Figurative language does not mean what it literally says. Authors use figurative language to help readers visualize or feel a certain way. It often compares two things that don't belong together to help the reader get a mental picture. Below, explain what the figurative language means, and then use figurative language to describe reading.

Across fields and through woods,
ex-slaves surged like waves crashing
hard to shore.

The enslaved people were
compared to waves crashing -
they move quickly in a rush
that cannot be stopped.

At week's end, she would offer Mama
the one lonely quarter she had
earned.

A quarter is an object without
feelings, but by saying it is
lonely, we know that she only
earned one quarter and it also
alludes to being sad.

Mary decided that flying was a lot
like reading: they both made a body
feel as free as a bird.

Flying is compared to reading -
they both help her feel free.

These feelings are also compared
to birds because they can go
wherever they want.

Describe reading
using figurative language:

I travel through time and space
when I read. Books are like

Windows to far-away places. I
can visit myself.

ANALYZE PRIMARY SOURCES

Core Anchor Standards: RI.7

Duration: 30 MINUTES

Objectives: Students will analyze primary sources to gain information about an event.

Materials Needed:

Primary Source Images

5 W's recording sheet

Actions: We learn in the book that in 1917, Mary's family moved to Chattanooga, Tennessee after Chattanooga's Great Flood. She couldn't read the newspapers but she could study the pictures to understand what happened.

Display the images for the students, or print them and pass them out. These photographs were taken during the Great Flood. Direct students to look closely at the details in the images. Allow students to discuss what they see.

Remind students that Mary couldn't read the paper but she could look at the pictures. Ask students, could she truly understand what happened just by looking at the pictures?

Give students the 5 W's recording sheet. Allow them write details where they can to answer the questions, but point out that just by looking at the pictures, she couldn't truly learn all of the information about the flood. This shows a negative effect of not learning how to read.

PREVIEW



PREVIEW



PREVIEW

3/10/17
McALLIE AVE. NEAR VIADUCT
FLOOD - MOLT-1917



PREVIEW



PREVIEW

PREVIEW

Answering the 5 W's

Who was affected by the flood?

- people who lived there (houses were flooded)

What happened during the flood?

- people had to row in boats down the streets
- there was so much water, it almost reached the roofs of houses
- everything was under water

Where did the flood happen?

- in neighbourhood and the streets

When did the flooding take place?

- we wouldn't know without reading or hearing from someone

Why did the flooding occur?

- we didn't know about the flooding or hearing from someone

REASONS FOR OPINIONS

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

Duration: 35 MINUTES

Objectives: Students will support their opinion with reasons.

Materials Needed:

Opinion Form Organizer

Actions: Discuss the things that were difficult for Vellie because she couldn't read. Point out how in the previous lesson, without being able to read about the Great Flood, it was difficult to really understand all of the facts/details of the event. Point out that, without school and without the time to learn, it was difficult for Mary to learn to read which is why she didn't until much later in life.

Brainstorm as a class some other things that are difficult to learn to do. (playing specific sports, learning cursive, baking, etc...) Discuss what might make it difficult to learn. (not having enough, not having a place to learn, no materials, etc...) These are reasons and details for why you feel that this is hard to learn.

Have students choose one of the brainstormed items for something they want to outline, and give reasons why on the organizer. (Do not move on to support in this lesson.)

Allow students to share their opinions and reasons.

PREVIEW

Opinion:

It is hard to learn how to play soccer.

Reason:

You need to understand and apply the rules of the game.

Reason:

It costs money to buy a soccer ball, and a coach can help you learn skills and moves.

Reason:

It takes a lot of time to practice those skills and moves.

Support:

Support:

Support:

KEY DETAILS

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

Duration: 20 MINUTES

Objective: Students will identify key details about an event from an article.

Materials: See also: The Great Flood of 1825 (5 W's recording sheet, partially completed from previous lesson)

Actions: Remind students of the images they saw in the previous lesson of the Chattanooga Flood. Discuss how they could understand some information about the flood from the pictures, but not all without reading about it, too.

Give students The Great Flood article. Allow them to read the article (or read it together). Ask if they have a better understanding about the flood having read about it. Ask what kinds of things they know now about this event. Have students record the new information on the recording sheet.

***There are also some great vocabulary words that can be learned with clues in this article. As students read the first time, you will want to stop occasionally to have students use context clues to explain the meaning of words like flee, sheltered, recede, and restored.*

PREVIEW

The Great Flood

One of the worst floods to happen in Tennessee occurred in Chattanooga in March 1917. Melting snow and heavy rain caused the Tennessee River to rise. On March 5, officials noticed the river was rising quickly. They notified police and firemen who helped the community face the flood. That night, the city was surrounded by water.

Eight hundred families had escaped. They took shelter in schools, churches, and other empty buildings out of the flooded area. Families took what they could with them, using every truck, boat, and wagon. Some people even had chickens in the school where they were sheltered. Unfortunately, some farm animals couldn't be moved and they drowned.

By noon on March 7, the water began to recede. The city took another three days to drain.

The health committee did a full meeting of the city about many homes and buildings could not be restored. Thousands of people were left homeless.



Answering the 5 W's

Who was affected by the flood?

- people who lived there (homes were flooded)
- 800 families escaped
- some farm animals died
- thousands of people were left homeless

What happened during the flood?

- people had to row in boats down the streets
- there was so much water, it almost reached the roofs of houses
- everything was under water
- people took shelter in schools, churches, and other empty buildings
- people took what they could with them

Where did the flood happen?

- in neighborhoods and the streets
- in Chattanooga

When did the flooding take place?

- you wouldn't know without reading or hearing from someone
- March 1936
- began on March 5
- the water drained by March 10

Why did the flooding occur?

- we didn't know about the danger of hearing from someone
- melting snow and heavy rain caused the Tennessee River to rise
- the river rose very fast

SUPPORTING DETAILS

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

Duration: 45 MINUTES

Objectives: Students will support their reasons with facts and details.

Materials Needed:

Opinion Essay Organizer, Comparison Organizer, previous lesson

Actions: Discuss with students what being able to support your reason for facts and details can help people understand your opinion.

Have students take out their outlines from the previous lesson. Remind students they are focusing on what makes something hard to learn. They came up with three reasons in the previous lesson, but we need more evidence and details that support those reasons.

Call on students to read their outlines, and then ask them to give more details to support what they said. Ask “why” and “how” questions. For example, with the sample: “Why do you need to understand all of the rules?” “How can not having good content get you from the game?” “Why is time important for practice?”

Have students add evidence and details to their organizer.

PREVIEW

Opinion:

It is hard to learn how to play soccer.

Reason:

You need to understand and apply the rules of the game.

Reason:

It costs money to have a coach who can help you learn skills and moves.

Reason:

It takes a lot of time to practice those skills and moves.

Support:

There are 17 official rules. The important thing is to know the rules because it keeps everyone on the field safe. If you didn't know the rules you might end up helping the other team win.

Support:

Not everyone can afford to pay for a coach. Someone to help them. A coach can help teach you new skills step-by-step. Without a coach, you might not know what moves you are doing incorrectly.

Support:

Someone who is very busy will have to make time for practice. If you aren't learning new moves quickly, it might take someone extra practice to get something like a kick just right.

COMPARING TEXTS

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

Duration: 30 MINUTES

Objectives: Students will compare the content of two texts.

Materials Needed:

The Olden, Under the, anta, the H, o

Clementine, Hunter, role

Compare/Contrast H-Diagram

Actions: Give students the Clementine Hunter article to read, or read it together. Compare Mary Walker and Clementine Hunter. Students could get with a partner and one student remind the other about all of the important things they remember about Mary, and let the partner add anything the student forgot, then switch for Clementine.

Give students the H-Diagram. Students should work to compare the two women using the information from the two texts. Give students time to have students work together or independently.

***Paragraphs 2 and 3 use the same structure with colon usage as the mentor sentence. See if students point it out, and if not- review the sentences and discuss the structure again!*

Clementine Hunter

Clementine Hunter was born at a time when enslaved people didn't have birthdays. Historians believe she was born in late 1886 at Hidden Hill plantation in Louisiana. She moved to Melrose plantation when she was 15 years old. Clementine spent her childhood on the farm, working as a housekeeper. She didn't go to school, so she never learned to read or write. It wasn't until she was in her 50s that she found a new interest which eventually made her famous.

Melrose plantation had an artist's colony where painters, writers, and artists could stay and work. One day, in the late 1930s, as Clementine was cleaning, she found some brushes and paint that had been left behind by an artist. She used them to paint a picture of a river baptism on a window shade, and that day, her painting career began.

The window shade wasn't the only odd "canvas" she used. She often painted on bottles, cardboard boxes, plates, or discarded fabric. No one taught Clementine how to paint. Her art was self-taught. Even without formal training, Clementine Hunter is considered a folk artist. She painted the scenes that lived in her memory: people picking cotton, women washing clothes, funerals, and baptisms.



In the 1940s, Clementine earned extra money by selling her paintings for a quarter. She painted because she loved to do it, not for the money. Even though Clementine didn't care to be famous, in 1949, she became the first African-American artist to have an exhibition in the New Orleans Museum of Art. This led to several more exhibitions across the country. Clementine was also invited to the White House by President John F. Kennedy in the late 1960s. She lived all the way up until her death at 91 years old. By the end of her life, Clementine had created over 5,000 pieces of art!

Mary Walker



born in Alabama

raised a family

learned to read and write
with the aid of H

Book

born enslaved

didn't learn to read and write at a young age

lived to be over 100

learned something new
in life

were acknowledged by presidents

Clementine Hunter



born in Louisiana

never learned to read and write

became a legendary
artist

PREVIEW

USING TRANSITIONS

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

Duration: 45 MINUTES

Objectives: Students will use transition words as they write their opinion draft.

Materials Needed:
Opinion Essay Outline (from previous lesson)
Transition List
Draft Paper

Actions: Talk to students about the importance of varying the start of our sentences. Give students the Transition List to use as a reference as they turn their outline into a draft.

Discuss how we don't just use any transition simply to change it up- the transition should make sense in the context. (We would not say "Baking isn't easy to learn. After that, you can find a recipe." Instead, "After that, you can find a recipe" would make more sense to say "first" or "next" for example.)

Students should use transitions to vary the start of their sentences in their draft.

PREVIEW

Transition

Words and Phrases

LINK:

first/second/third

next

finally

also

moreover

in addition

RELATE:

equally as important

likewise

in the same way

for example

OPPOSE:

I know you think...but...

some people think

even though

however

although

CLARIFY:

after all

because

clearly

obviously

consequently



Transition

Words and Phrases

LINK:

first/second/third

next

finally

also

after that

in addition

RELATE:

equally as important

likewise

in the same way

for example

OPPOSE:

I know you think...but...

some people think

even though

however

although

CLARIFY:

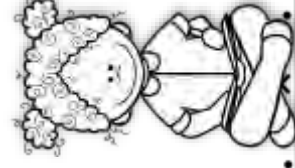
after all

because

clearly

obviously

consequently



Opinion:

It is hard to learn how to play soccer.

Reason:

You need to understand and apply the rules of the game.

Reason:

It costs money to have a coach who can help you learn skills and moves.

Reason:

It takes a lot of time to practice those skills and moves.

Support:

- 17 official rules
- important to know the rules because it keeps everyone on the field safe
- you might end up helping the other team win

Support:

- might not be able to afford to pay someone to help teach the moves
- coach teaches new skills step-by-step
- you might not know what moves you are doing correctly

Support:

- a busy person will have to make time for practice
- might be someone extra practice to get something like a kick just right
- teams practice together

ASSESS LEARNING

Core Anchor Standards: RI.1, RI.2

Duration: 15 MINUTES

Objective: Students will demonstrate understanding of a nonfiction article.

Materials Needed:

Clementine Hunter article

Comprehension Assessment

Actions: Give students the comprehension questions to answer about Clementine Hunter using the article for support.

PREVIEW

PREVIEW

Answer these questions about Clementine Hunter.

1. When did Clementine first start painting?

- a. 15 years old b. 1886 ☒ c. past 50 years old d. 1949

2. What images did Clementine paint?

- ☒ a. memories b. window shades
c. bottles d. bowls of fruit

3. Why didn't Clementine sell her paintings for a lot of money?

She painted because she loved it, not to make money.

4. Where did Clementine begin to paint?

- a. Hidden plantation ☒ b. Meigs plantation c. New Orleans Museum

5. Who taught Clementine to paint?

She taught herself.

6. How was Clementine honored for her work?

- a. She was the first African-American artist to have an exhibition.

b. Her work was displayed in museums across the country.

c. She was invited to the White House.

- ☒ d. all of the above

TEXT-BASED WRITING PROMPT

Core Anchor Standards: RI.1, RI.3, RI.9, W.1, W.4, W.9, W.10

Duration: TWO 45 MINUTE PERIODS

Objectives: Students will form an opinion and write to the prompt.

Materials needed:

Outline

Opinion Text-Based Prompt

Transitions List

Compare/Contrast H-Diagram

Opinion Text-Based Prompt Checklist

Actions: Students should use the H-Diagram from the previous lesson and their own ideas to formulate an opinion about learning something new. They should outline their ideas and then write to the prompt.

PREVIEW

PREVIEW

Name: _____ Date: _____

OPINION TEXT-BASED PROMPT CHECKLIST

- ☐ read the prompt/question and answer
- ☐ summarize reasons (intro & conclusion)
- ☐ give supporting details for each reason
- ☐ use transition words
- ☐ provide specific examples from the text
- ☐ cite the source of the examples
- ☐ edit for errors
- ☐ correct capitalization
- ☐ correct punctuation
- ☐ check for complete varied sentences

Opinion Prompt Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes consistent supporting details</p> <p>Cites both texts throughout writing, and refers to at least one for each reason</p>	<p>Includes some supporting details</p> <p>Cites one or both texts throughout writing, and refers to them a few times</p>	<p>Provides little to no supporting details, or is inconsistent with opinion</p> <p>Lacks reference to the texts throughout writing</p>
Organization	<p>Effective introduction and conclusion refer to the opinion stated</p> <p>Each paragraph is effective with supporting details</p>	<p>Introduction and conclusion refer to the opinion stated</p> <p>Each paragraph is mostly organized with reasons and supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of reasons and supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is mostly correct in grammar and punctuation</p> <p>Sentence types are varied</p>	<p>Has minor errors in grammar and punctuation</p> <p>Some variation in sentence types</p>	<p>Has writing that is often incorrect in grammar and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>



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