

THE CRAYON MAN

LESSONS FOR:
TEXT STRUCTURE
BIOGRAPHIES
PAIRED TEXTS
VIVID VERBS

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

Table of Contents

Digital Learning Links	4
Week At-A-Glance.....	5
Mentor Sentence Lesson.....	6-14
Teacher Display Sentence.....	7
Student Sentence Strips.....	8
Daily Lesson Possibilities and Models.....	9
Interactive Vivid Verb Activity.....	10-12
Editing Assessment.....	13-14
Text Structure: Mentor Text.....	15-18
Using Transitions.....	19-21
More Text Structures: Mentor Text.....	22
Parts of a Biography.....	23-26
Compare and Contrast Structure.....	27-30
Research an Inventor.....	31-32
Identify Text Structure.....	33-35
Draft Biography.....	36-38
Paired Text Integration.....	39-41
Complete Biography.....	42
Short Biography Essay Rubric.....	43

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!)

[Problem and Solution](#)

[Mentor Sentence Student Page](#)

[Compare and Contrast](#)

[Mentor Sentence Assessment](#)

[Identify Text Structure](#)

[Vivid Verb Interactive Activity](#)

[Basketball Paired Texts](#)

[Using Transitions](#)

[Text Structures Poster](#)

[Parts of a Biography](#)

[Notes Collection Page](#)

You'll need: The Crayon Man by Natascha Biebow

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>The Crayon Man</u> for Students will identify the structure of the story them (J.).	Show students the mentor sentence. Use the mentor tools to notice about the sentence emphasizing vivid verbs.	Students will use transitions in their writing. Give them time in order to rewrite the second text about the transitions are made.
DAY TWO	Students will identify the text structure of the short biography at the back of the book and compare the information provided in it to the story.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of vivid verbs.	Students will compare two short biographies to identify the key parts of a biography and make a checklist.
DAY THREE	Students will read and analyze and identify its structure and compare the information contrast, and organize the information from the	Discuss how the sentence can be revised. Work to revise together, allow students to revise the sentence and	Students will research an inventor and use notes collection sheet to organize their
DAY FOUR	Students will identify the text structure of four different short texts.	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 notes collection sheet and their checklist.
DAY FIVE	Students will read the text and identify the structure to a comprehension test	Practice using the sentence "During assessment" (or use the sentence as a "copy").	Students will publish their biography, revise first for transitions and vivid verbs.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, L.5, W.5

Duration: 15 MINUTES DAILY

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

Materials Needed: Students are new to using mentor sentences, encourage

Mentor Text (The Lion and the Mouse) to visit the website to read and watch videos on

Mentor Sentence Lesson Plan to help them complete the assignment easily. Get 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. Don't worry if they don't notice all the things I have listed, just point out the vivid verbs if they can't find this. The focus is on the sentence.

Day 2: Students should identify the function of the sentence in the text. Do the words help the reader understand what the author is communicating? Especially focus on the verbs, 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 they would like to write about. Be sure to share the example first and allow the students to notice what is the same and different from the original.

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

Monday - possibilities of things to notice
 *vivid verbs (flocked, marvel)
 proper nouns (Binney & Smith, St Louis World's Fair)
 ampersand/and symbol (&)
 prepositional phrases
 possessives
 plural nouns (admirers, inventions)
 simple sentence
 idiom (far and wide)

Tuesday - label the sentence
 Admirers, in from, at - prepositional phrase
 "far and wide" - idiom
 "flocked" - verb
 "to marvel" - prepositional phrase
 Binney & Smith - possessive noun
 the - article

Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair.

complete subject
 simple subject

complete predicate
 simple predicate

Wednesday - possibility of revised sentence

Enthusiastic admirers from far and wide flocked to marvel at Binney & Smith's unique inventions at the St. Louis World's Fair.
 (added adjectives)

Thursday - possibility of imitation sentence

Spectators from far and wide arrived to cheer on Atlanta's baseball team at the World Series.

Admirers from far and wide flocked to marvel at Binney

& Smith's inventions at the

Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair.
 ~ The Crayon Man

Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair.
 ~ The Crayon Man

Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair.
 ~ The Crayon Man

Name: Archer Ke Date: _____

Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair.
 ~ The Crayon Man

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair.

Underline all of the vivid verbs in the sentences below:

2. He marveled at the rich scarlet-red tones of the cardinal's feathers.

3. He admired the deep blue-greens of the waves in the sea.

4. He invented a kind of chalk that wasn't dusty and didn't run.

5. They poured and sifted colored powders.

6. Their wings judged the color.

Change the verbs below to make them more vivid.
 (The verbs are in parentheses.)

7. They made crayons in even more different shades.

fetch, carried, etc

8. Edwin brought colorful bouquets from his garden.

Vivid verbs are descriptive. Instead of walk, say stroll, saunter, or even wander. Use colorful verbs to describe your notebook, so that it is a work of art. Use vivid verbs, color the notebook, and use a vivid verb on the notebook. Use the verbs in your crayon box.



16 demonstrate shades of meaning, or even wonder. Cut out the 16. If they are "boring verbs", ring" crayon that might replace in box pocket.



PREVIEW

PREVIEW

TEXT STRUCTURE: MENTOR TEXT

Core Anchor Standards: RI.1, RI.5

Duration: 45 MINUTES

Objective: Students will identify the text structure of the story.

Materials Needed:

The Crayon Man by John Biebow

Text Structures Poster

Problem & Solution Organizer

Actions: Read The Crayon Man for enjoyment to the students, stopping before the “How Crayola Crayons Are Made Today” page at the end.

After reading the story, read each explanation of the text structures from the poster. Discuss with students how the structure should describe the text as a whole, not just parts of it. So, for example, although cause and effect were compared in the book, the overall structure of the text is not compare and contrast. And although a few steps in making the crayons are shared, the overall text is not written with references to things so wouldn't be sequential structure either. Students recognize that the structure is problem and solution. (Problem & solution and cause & effect can often be similar in structure – and can be tricky to identify! In fact, one might argue that this book is cause & effect because of the chain of events that led to the crayons' creation. However, there are several problems presented in the book that Edwin works to solve – and does – so this is a great example of the problem and solution text structure!)

Use the Problem & Solution Organizer to classify the text.

Text Structures

Sequence/Chronology

Events are in order, organized from beginning to end with references to time

Ask yourself...

What happened in an organized way?

Compare & Contrast

Similarities and differences of two or more things or people are shared

Ask yourself...

Who or what is being compared?

Cause & Effect

Events are described with the reasons (causes) for why they happened

Ask yourself...

What happened and why did it happen?

Problem & Solution

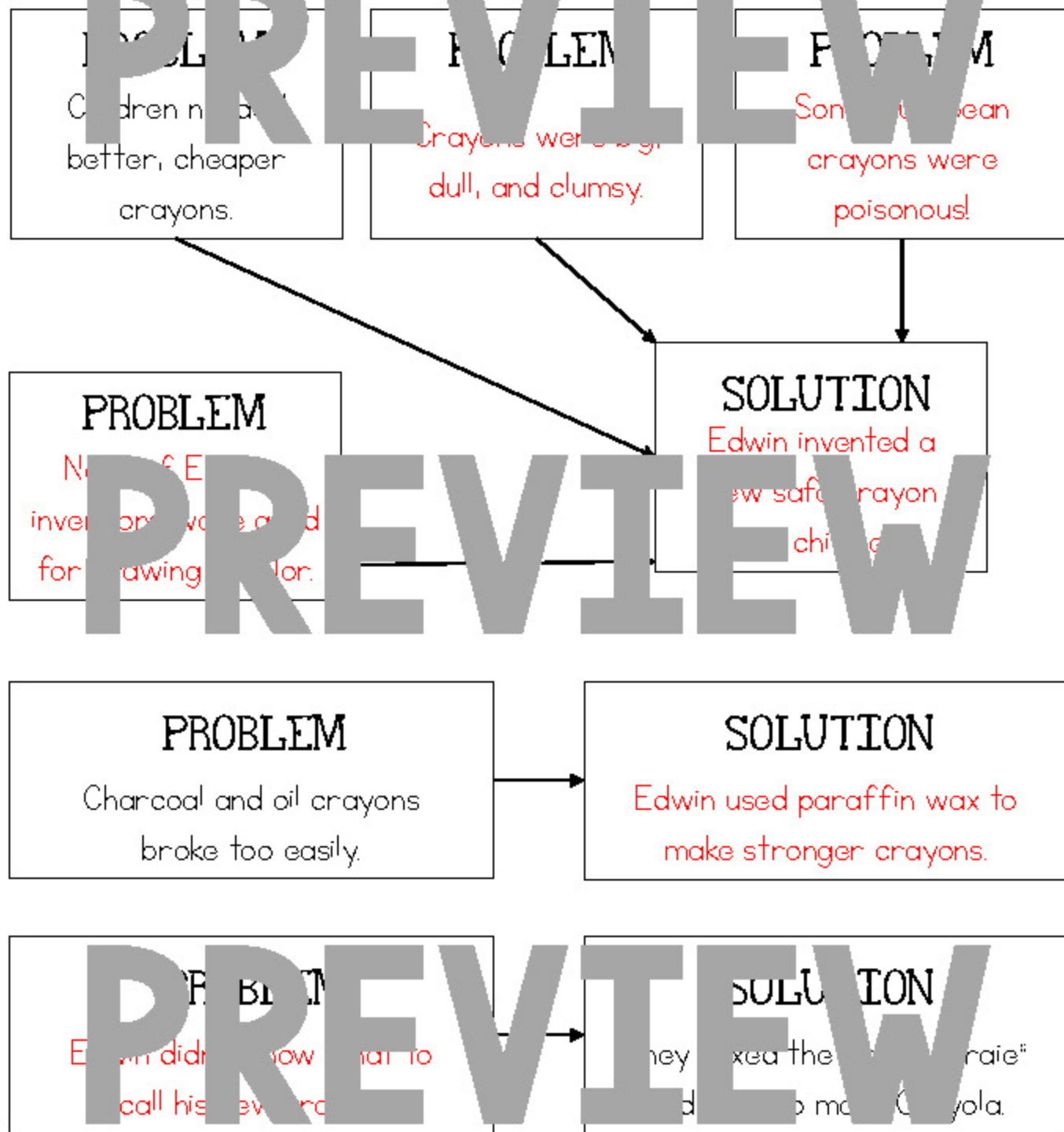
A problem is described with one or more ways to solve the problem

Ask yourself...

What is the problem and how was it solved?

Problem & Solution:

The Crayon Man



USING TRANSITIONS

Core Anchor Standards: R.1, R.5, W.2, W.4, W.5

Duration: 30 MINUTES

Objectives: Students will use transition words to write in sequence.

Materials needed:

The Crayon Book by John Schoenherr

Text Structures Poster

Transition List

Actions: Show students "How Crayola Crayons Are Made Today" found at the end of the book after the story. Ask students to identify the text structure: sequence (note that the images are numbered in order). The caption of each image tells how crayons are made. Because they are written as captions for numbered/sequential images, and not in paragraph form, transitions are not used or needed.

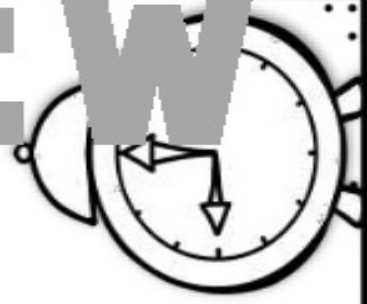
Performance task/assessment: paraphrase the caption and add transitions to write a paragraph explaining how Crayola crayons are made. Talk to students about the importance of starting the start of sentences. Give students the Transition List to use as a reference as they help you rewrite the steps.

**Depending on your class's ability to paraphrase, etc, you might even write out the paragraph example ahead of time with blanks for transitions to explicitly practice using transition words in writing.

Transition

Words and Phrases To Show Time Or Order

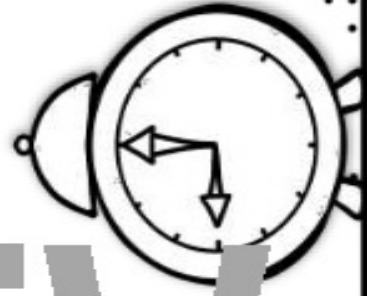
before first to begin/to start
next after that second then
in addition on third while
later again in the end at last
finally as in the end rarely
to miss sometimes
every now and then
in the future



Transition

Words and Phrases To Show Time Or Order

before first to begin/to start
next after the second then
in addition to third then
later again while following
finally last time at last
to finish sometimes rarely
every now and then
in the future



How Crayola Crayons Are Made Today

Before the process of making Crayola crayons can begin, lead crayon wax is delivered to the Crayola factory in Pennsylvania by train. That wax is melted and stored in tanks. Then, pumped inside, to begin, workers mix colored powders with the wax. Then, they add clay to thicken it. Next, the mixture is pumped into a huge mold that contains crayon-shaped holes. While cold water flows under the mold to harden the wax, a large blade scrapes off the extra wax on top of the mold. After the crayons are cooled, they are pushed up from the mold. A robotic arm then moves them to a machine that wraps a pre-printed sticky label around each crayon. Following the labeling, workers store the crayons in large cardboard cartons, sorted by color. Finally, to fill the Crayola boxes, workers place the different colors of crayons into a machine which drops one of each color onto a conveyor belt. A robotic arm picks up the Crayola boxes and another arm pushes the crayons into them. The two boxes are packed in a large cartons and at last, they are sent to stores to be sold to you!

MORE TEXT STRUCTURES: MENTOR TEXT

Core Anchor Standards: RI.1, RI.5

Duration: 25 MINUTES

Objective: Students will explore different types of text in the book.

Materials Needed:

The Crayon Man by John Biebow

Text Structures Poster

Actions: Discuss with students how the mentor text is nonfiction, but reads more like a storybook, or fiction. This is called narrative nonfiction. Illustrations are also typically used with narrative nonfiction, rather than photographs.

Show students the biography of Edwin Binney, "A Man Who Loved Color," at the end of the book. Discuss the ways this text is different than the story, even though it also tells about him. Prompt students to identify the text as a biography, but not chronologically (as a true biography would be).

Ask students to identify the text in the biography that they had already learned in the story. (You might photocopy that page or post it on a document sharing app so that students can have the text in front of them.)

-He planted a colorful garden.

-He had a love of color and nature.

-He carried colorful bouquets to the office.

-He listened and created all his life.

-He had an invention called Crayola crayons.

-His partner was Sarah Smith and was a businesswoman.

-He worked at the factory with the children and designed (his team).

-The image is captioned to show he had a wife, a

PARTS OF A BIOGRAPHY

Core Anchor Standards: W.2, RI.5, RI.8

Duration: 30 MINUTES

Objective: Students will identify the important parts of a biography.

Materials Needed:

The Father of Basketball article

The Craziest Man in Baseball article

Parts of a Biography activity

Actions: Give students the article about James Naismith. Read it together, and allow them to identify the text structure and genre (chronological and biography).

If you photocopied or shared the biography page of Edwin Binney, allow students to pull that back out. (If not, display the page from the book on a projector so students can see the text.)

Use the Parts of a Biography activity to notice the similarities in the two biographies are written. Walk through each paragraph by paragraph, noticing similarities. Of course, you can point out that not all biographies are written in this format, but these are two examples of short biographies that give a good overall view of their life.

Talk about how both biographies use a quote. How did each of the quotes support its text? What was the purpose of including them? *It helped us understand the kind of man Edwin was and gave us insight from a loved one. It gave more explanation of how rowdy the boys were at the YMCA, and the words were directly from James himself about what he loved to do.* You might also notice the biographies, as well as the titles of the biographies, aren't simply titled with the name).

Students will be writing their own biographies in the next unit, so this activity is a good way to “backwards design” their writing and provide a checklist for their drafts.

The Father of Basketball

James Naismith was born in 1861 in Canada. He lived with his uncle after his parents passed away from the same disease, the diphtheria. As a child, he enjoyed playing games. James also enjoyed sports like football and lacrosse, which he played through his college days. He graduated from McGill University in Montreal with a degree in Physical Education.

James Naismith moved to the United States around the age of 30. He began working at the YMCA in Springfield, Massachusetts. During the winter of 1891, while in charge of a class of rowdy boys who had to play indoors, he invented the game of basketball!

He took two peach baskets and attached them to opposite walls of the gym about ten feet high. He thought up thirteen rules that the players had to follow in order to play the game, most of which still exist today.

"The invention of basketball was not a coincidence. It was developed out of a need. These boys simply wanted to play a sport indoors." -James Naismith

Basketball became a favorite sport, and soon spread through other YMCAs in the United States. James Naismith went on to become the first basketball coach at the University of Kansas. In 1904, the game was demonstrated at the St. Louis World's Fair. By 1916, basketball became an official event of the Summer Olympic Games. Naismith handed out the medals to the winning team. He died just a few years after that in 1939.



PARTS OF A BIOGRAPHY

A biography is: the story of someone's life with descriptions
and explanation of important events (a factual/truthful story)

What kind of information is included in biographies?

- ☐ when and where they were born
- ☐ details of their childhood
- ☐ details of life before an important achievement
- ☐ explanation of importance (why are they famous?)
- ☐ details about important events
- ☐ how their achievements affect others
- ☐ details of life after an important achievement
- ☐ when they died (if they are no longer alive)
- ☐ _____

What else might be included in a biography?

- ☐ personal accounts (oral recordings)
- ☐ photographs
- ☐ _____

COMPARE AND CONTRAST STRUCTURE

Core Anchor Standards: RI.5

Duration: 30 MINUTES

Objective: Students will identify the text structure and organize the information.

Materials needed:

The Rules of Basketball article

Text Structures Poster

Compare and Contrast Organizer

Actions: Give students The Rules of Basketball article. Read the passage aloud to them or allow them to read it to themselves, if the readability is appropriate.

Review the text structures poster as a class. Ask the questions found down the right side of the poster about each structure to determine which one describes the passage. Once they agree it is compare and contrast (because it is comparing the rules that James Naismith came up with to the rules that apply today), give the students the organizer.

Complete the organizer together or allow students to work as partners to complete it. (Come back together to check and discuss their answers.)

The Rules of Basketball

The inventor of basketball, James Naismith, devised 13 rules for the players to follow. Over the years, some of the rules have changed a little. The foundation of the game is still the same. The original rule that does not apply today is the one that required the ball to stay in the basket. Today, a goal and net are used. The basket, and the ball must drop through the net to count as a goal.

In the early days of the game, the ball could be thrown in any direction with one or both hands. That rule still applies today, except for when a player crosses the midcourt line. Then, the ball may not be thrown back over that line. Another rule that has slightly changed is how players move with a ball. James Naismith enforced the rule that a player could not run with the ball, and they must throw the ball from the spot where they caught it. In present-day rules, a player may dribble the ball while they run. James Naismith only required one referee, while today, there are three per game. There are also a lot of fouls that were not in the original rules, but now there are timekeepers and scorers.

One new rule that hasn't changed at all is that the ball may be bounced away from an opponent with one or both hands, but using a fist is a foul. The ball must be kept between the hands, not in the arms or with the body. Naismith's rules stated it was considered a foul if a player pushes, holds, trips, or strikes an opponent, or hits the ball with a fist. These are all still fouls, but the way these fouls are handled has changed. In Naismith's rules, the second time a player did this, he would be disqualified from the game until the next goal was made. Additionally, if either side made three fouls in a row, the opponents would gain the points of a goal. In the present-day rules, a player would be disqualified with five or six fouls, and instead of an out-of-bounds shot, a foul shot or "free throw" to score one point without the opponent interfering.

Today, the game has changed so much that players are given more time with the ball. In Naismith's original rules, the game was played in four quarters that were 12 minutes long. Today, there are four quarters, but only two fifteen-minute halves.



Compare and Contrast: The Rules of Basketball

James Naismith's Rules

Present-day Rules

Both

- the ball had to stay in the basket to count as a goal

- the ball can be thrown in any direction

- a player can't run with the ball and pass through from the back when they catch it

- the game had one referee with many duties

- a player was disqualified after two fouls

- three fouls in a row by a team gave the other team points

- two fifteen-min halves

- the ball can be batted away from an opponent

- the ball must be held between hands, not with arms or body

- fouls include pushing, pulling, tripping, etc.

- striking an opponent; and hitting the ball with a fist

- there is a hoop and net that the ball drops through for a goal

- the ball can be thrown in any direction except after crossing midcourt line

- a player may double the ball and dribble it

- the game has three referees, a scorekeeper, and a timekeeper

- a player is disqualified after five or six fouls

- free throws are given for points rather than fouls

- four twelve-min quarters

RESEARCH AN INVENTOR

Core Anchor Standards: W.5, W.7, W.8, W.9

Duration: 45 MINUTES

Objectives: Students will conduct a short research project to collect information.

Materials Needed:

Library Laptop

Notes Collection Page

Actions: Students will learn about a famous inventor. Maybe they want to find out about a person that invented something they like to use or someone that fascinates them, or you can assign students an inventor (perhaps someone related to another content area you are teaching).

Option 1- Students should research an inventor by using www.kidtopia.info or www.kiddle.co to search for information, or going to a website like www.ducksters.com/biography/ or www.exploregeorgia.com if you have a subscription (or another website that offers biographies).

Option 2- Collect texts about inventors from the library for students to use, or allow students time in the library to check out books about an inventor.

Give students the notes collection page to help them organize the information they find and keep related information grouped logically. **If necessary, students can turn over their page and draw the three columns for more room to keep writing.** Depending on the inventor and the source, a quote might not be available. You could make that optional to include.

Name: _____ Date: _____

INVENTOR:

BORN

DIED

QUOTE BY OF YOU THE INVENTOR

IMPORTANT FACTS
ABOUT EARLY LIFE

FACTS ABOUT
INVENTION
(WHY? HOW?)

IMPORTANT FACTS
ABOUT LIFE AFTER
INVENTION

IDENTIFYING TEXT STRUCTURE

Core Anchor Standards: RI.5

Duration: 30 MINUTES

Objectives: Students will classify informational text by structure.

Materials needed:

Text Structures Poster

Identifying Structure Activity

Actions: Review the text structures using the poster with students. Work through each paragraph on the Identifying Structure Activity, asking the structure questions from the right side of the poster to determine if it fits the paragraph. This could be done completely as a whole group lesson, or you might get them started, then send them off to work with a partner to finish. If they work with a partner, require them to justify to each other why they believe it is that structure.

**This could also be done totally independently as a end of the week assessment to determine understanding of structures.

take a few more:

Give students some practice identifying the main idea and create titles for the first three paragraphs.

In 1843, a man named Levi Strauss moved to San Francisco because of the California Gold Rush. He wasn't going there to get rich on the gold, though. Levi wanted to sell goods to the gold miners. But most of them didn't have much money with them, so not many things they could carry. Levi saw that like many others, that the men needed to survive, also had canvas, used for tents and wagon covers. When he spoke to the gold miners, he learned that they had a hard time finding a pair of pants strong enough to last. Since they knelt on the ground a lot, they wore holes in their pants easily. After hearing the complaint, Levi had an idea. He crafted the canvas he had into waist overalls. These pants **were** more durable, but because the fabric was so thick, they weren't very comfortable and often irritated the miners' skin.

Text Structure: **cause and effect**

Levi's "waist-high overalls" style through the years since the overalls first appeared in 1850. In fact, the design that was patented wasn't even blue or made of denim! The pants were made from a strong canvas material to make them long-lasting. Not long after these "waist-high overalls" were patented, the fabric changed to denim. The first jeans only had one back pocket. They also had buttons at the waist to be used with suspenders. Jeans were only worn by men doing hard labor. In 1891, the pants got a second back pocket. In 1904, the pants got a buckle at the waist. Since the new style was so popular, the pants didn't need the suspenders. Eventually, the buttons at the waist were also removed. Finally, in 1905, Levi's were made. They were the first blue jeans for women.

Text Structure: **sequence/chronology**

Levi Strauss and Jacob Davis were both European immigrants who moved to America for a better life, but their new lives were very different indeed. Levi Strauss was a respected businessman in his native Austria. He had a thriving business selling materials and other goods that people needed. Jacob Davis was a tailor, and Levi's former partner Jacob wanted a strong pair of pants for his own manufacture. He found that using metal rivets on the seams and pockets helped them last longer. Jacob knew this discovery would be valuable, but unlike Levi, he didn't have the money to apply for the patent. Jacob asked Levi to be his financial partner, and he agreed. On May 20, 1873, the patent was issued for "Improvements in fastening pocket openings." This was the beginning of a lifelong partnership and the birth of blue jeans.

Text Structure: **compare and contrast**

WAIST-HIGH OVERALLS

Are you frustrated with pockets that rip open?

Do you need durable overalls to protect your legs?

Get the pants that are tough, functional, and comfortable, work comfortably by miners, farmers, and other hard workers.



Text Structure: **problem and solution**

DRAFT BIOGRAPHY

Core Anchor Standards: W.2, W.4, W.5, W.8

Duration: 45 MINUTES

Objectives: Students will use their notes to draft a biography.

Materials Needed:

Checklist for Part of a Biography (from earlier lesson)

Notes Collection Page

Paper for Draft

Actions: Students should use their notes collection page to draft their biography. Remind them of the important parts of a biography by reviewing the checklist. Also remind them the biography should be written in chronological order. It might help to number their facts on their notes collection page before drafting.

I have included a modeling example and draft if your students need modeling first- this **would** exceed the timeframe for completion. (Please don't do all the modeling and their drafting in one 45-minute period.)

Name: **Example**

Date: _____

INVENTOR: **Levi Strauss**

BORN: **February 26, 1829** in **Germany** DIED: **1905**

QUOTE BY ONE OF THE INVENTOR

IMPORTANT FACTS ABOUT EARLY LIFE

-Jewish family, discriminated against

-moved to America in 1850

-two brothers already in (C.) who owned dry goods company

-Levi worked with brothers

-moved to San Francisco during Gold Rush

-made money in mining, bedding, and mining tools also came to pants

-everyone trusted him

FACTS ABOUT INVENTION (WHY? HOW?)

-1872: Jacob Davis wanted to make more durable work

-he added the rivets to pockets and the factory had to be built

-Levi made them with out these other items

-"waist high overalls"

-first made of canvas, then denim dyed blue to hide stains

-manual workers wore them called them Levi's jeans

IMPORTANT FACTS ABOUT LIFE AFTER INVENTION

-the pants were very popular

-he cared for orphans and donated money to charities and orphanages

-Levi never wore jeans

-fashion on today

A Fortune in Blue Jeans

Levi Strauss was born February 26, 1829 in Germany. He moved to America in 1848 with his family to escape discrimination for being Jewish. His two older brothers had already immigrated to New York City before he arrived. They started a dry goods company. Levi began working for the company, too.

In 1853, Levi moved to San Francisco, California when he heard about the Gold Rush. He hoped to make money selling clothing, bedding, and tools from his brothers' company to the miners, and he did. He also crafted pants out of canvas when the gold prospectors mentioned their pants tore too easily.

Strauss became a respected businessman and a household name. In 1872, one of his customers, Jacob Davis, asked Strauss for his help. Jacob had an idea to make new work pants. He would add metal rivets to the pockets to help them last longer. He hoped Strauss would help him manufacture them. Levi loved the idea of these "waist-high overalls." They applied for the patent together, and immediately got to work.

At first, the pants were still made of canvas. The men eventually switched to denim, and they also dyed the material blue in order to hide stains. People who wore them began to call them "Levi's blue jeans." The pants became very popular. Strauss had to build an entire factory just to manufacture the jeans. He became wealthy selling these pants, even though he continued to work in the factory. Jacob Davis made a small fortune for himself, though. He gave away much of his money to charity and to his family. The pants were made for manual workers as a businessman, Levi never wore a pair of his own. He died in 1902. Today, they are considered a fashion icon, not worn only by laborers.

PAIRED TEXT INTEGRATION

Core Anchor Standards: RI.1, RI.3, RI.4, RI.8, RI.9

Duration: 30 MINUTES

Objectives: Students will analyze and evaluate content presented in two texts.

Materials needed:

The Father of Basketball and The Rules of Basketball

The Rules of Basketball

Paired Question Activity

Actions: Depending on previous work with paired texts, this activity could be done in guided groups, whole group, or independently. The students should use both texts to support their answers on the activity.

Find more information about using paired texts in the classroom on my website:

[ALL ABOUT USING PAIRED TEXTS](#)

[ALL ABOUT ANNOTATION](#)

[ALL ABOUT TDQs](#)

PREVIEW

Answer these questions about The Father of Basketball and The Rules of Basketball.

1. The Rules of Basketball gives more information about which paragraph in The Father of Basketball?

- a. 1 b. 2 c. 3 d. 4

2. What information is NOT shared in both texts?

- a. The baskets should be placed about ten feet high.
b. James Naismith wrote thirteen rules for the game of basketball.
c. A basket was used as the goal in the early days of the game.
d. Many of the rules James Naismith wrote are still used in the game today.

3. Use both texts to help you choose the word that best completes the first sentence of The Rules of Basketball.

- a. changed b. thought up c. became d. showed

4. In which text would this new fact best fit?

Teams could have nine players up until the year 1897, when it was determined that only five players could be on a team.

____ The Father of Basketball

X The Rules of Basketball

5. Why do you think James Naismith created a rule about fouls? Use the text to support your answer.

The boys were rowdy, and played in corners. _____ created the rules about
fouls because _____ didn't want anyone to get hurt.

COMPLETE BIOGRAPHY

Core Anchor Standards: W.2, W.4, W.5, W.8

Duration: 45 MINUTES

Objectives: Students will complete their biography.

Materials needed:

Checklist for Part of a Biography (from earlier lesson)

Transition Words and Phrases

Draft

Paper for Essay

**Rubric

Actions: Students should complete their biography writing, making sure they revise their draft to include transitions as well as vivid verbs. They should also be sure that they have the important parts of a biography included. (Encourage them to use their checklist to be sure they have included the important parts.)

**You may choose to allow students to use the rubric to assess their own biographies or allow them to correct their writing if needed.

take a few more:

Students could type this to publish their biography if you have additional time in your schedule.

Short Biography Essay Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Provides facts and specific information to support ideas</p> <p>Provides sufficient information about their importance/achievements</p> <p>Includes consistent supporting details</p>	<p>Provides mostly relevant information to support ideas</p> <p>Provides some information about their importance/achievements</p> <p>Includes some supporting details</p>	<p>Has limited development of ideas; does not provide facts</p> <p>Gives little information about their importance/achievements</p> <p>Provides little to no supporting details</p>
Organization	<p>The essay is organized in chronological order</p> <p>Each paragraph is effectively organized with one main supporting detail</p>	<p>The essay is mostly organized chronologically</p> <p>Each paragraph is mostly organized with one main supporting detail</p>	<p>The essay is not organized chronologically</p> <p>Lacks organization of connections and 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>Handwriting is clear & legible</p> <p>Minimal errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Handwriting is mostly legible</p> <p>A few errors in capitalization and punctuation</p> <p>Some variety in sentence types</p>	<p>Handwriting is illegible</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>



Thank you for your purchase!

© Copyright 2021 Ideas By Jivey

Permission granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so is a violation of the Digital Millennium Copyright Act (DMCA).

TERMS OF USE

Please DO:

- *Use this product with your students in your class or for your own personal use.
- *Buy additional licenses for others to use this product at a discount by visiting your TPT "My Purchases" page.
- *Review this product to recommend that others buy it by providing a direct link to jivey's store or product.

Please DO NOT:

- *Give this item to others without the purchase of an additional license for them (this includes emailing, printing copies, or sharing through a website, cloud, or network).
- *Copy or modify any part of this document to offer others for free or for sale.

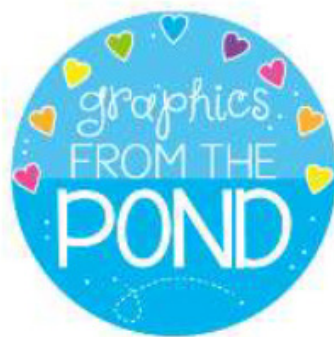
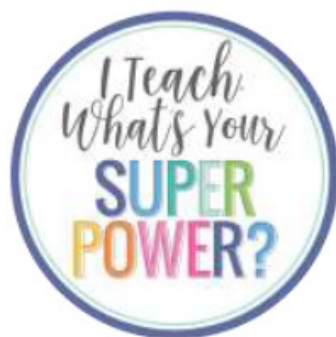
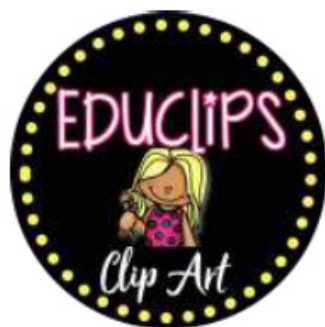
Credits of Use:

Thank you so much for your download!
Feedback and ratings are always appreciated!

Make sure to follow my blog for more
classroom ideas: www.ideasbyjivey.com



Clip Art, Frame, & Background Credit:



Admirers from far and wide flocked to marvel at Binney & Smith's inventions at the St. Louis World's Fair. ~ The Crayon Man

What do you notice about this sentence?

Label the parts of speech in the sentence that you know:

Admirers from far and wide flocked
to marvel at Binney & Smith's inventions
at the St. Louis World's Fair.

Revise the sentence:

Write a sentence imitating the style and structure of the mentor sentence:

VIVID VERBS

Vivid verbs are descriptive verbs that often demonstrate shades of meaning. Instead of walk, someone could stroll, saunter, or even wander. Sort the crayons to show if the verbs are "vivid" or "boring," then think of some replacements for the boring verbs.

