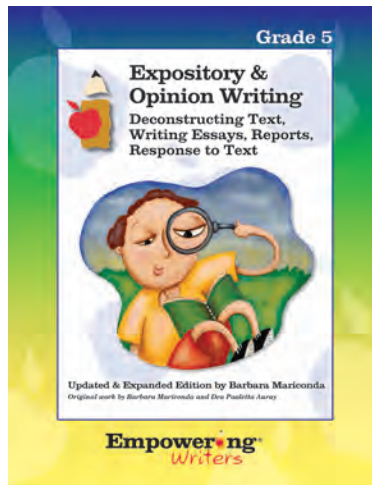




Grade 5
Expository and Opinion Writing
Deconstructing Text, Writing Essays, Reports, Response to Text

Student Pages for Print or Projection

SECTION 1: Recognizing Genre/Organization
Part 2



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Student Page

Name: _____

SAFETY FIRST: THE NECESSITY OF SNOW DAYS

While most students revel in a snow day, few know how difficult the decision to close schools because of bad weather can be. Schools face criticism if they close too readily due to bad weather or if they choose to remain open during a storm. When making this tricky decision, most schools consider the amount of snow, the timing of the storm, and any accompanying weather conditions.

Obviously, the amount of snowfall is an important consideration. After all, the heavier the snowfall, the longer it takes to clear the roads. As a general rule, most schools consider closing when there is more than three inches of snow on the ground. They are more likely to close school when the snow is heavy and wet because of the increased chance of power outages. Just imagine how parents would worry if their children were stranded at school without heat or lights!

The timing of the storm always needs to be taken into account. School officials must consider when the snow fell or when it is predicted to begin and end. If snow falls early in the morning, it is likely that schools will be closed because the roads will not be cleared in time for buses. If a substantial snowstorm is predicted to begin in the afternoon, a snow day may be called because travel conditions are likely to be treacherous by the close of school. However, the School Superintendents Association advises that snow days never be called just on the basis of a single weather forecast. Instead, it suggests that superintendents “rely on multiple sources of information including subscription weather alert systems, local radio and television meteorologists and their own judgment.”

(continued)



Finally, school closings are more likely when icy conditions, extreme cold or strong winds accompany the snowstorm. Strong winds may cause dangerous snow drifts as well as fallen tree branches in the roadways. Icy conditions cause cars to skid and people to sustain falls. On very cold mornings, school buses need time to warm up, so they are likely to run behind schedule. Children could get frost-bite while waiting for the school bus and, sadly some children just don't have the winter clothing they need to stay warm when the temperature drops dramatically.

While parents sometimes have to miss work when schools call a snow day, it is wise to stay home when winter weather becomes treacherous and unpredictable. A snow day is not just a happy surprise for students, but a genuine necessity, especially when a significant amount of snow falls, when the storm hits at an inconvenient time and when it is accompanied by other dangerous conditions.



SAFETY FIRST: THE NECESSITY OF SNOW DAYS

1.) While most students revel in a snow day, few know how difficult the decision to close schools because of bad weather can be. Schools face criticism if they close too readily due to bad weather or if they choose to remain open during a storm. When making this tricky decision, most schools consider the amount of snow, the timing of the storm, and any accompanying weather conditions.

introduction

main idea

2.) Obviously, the amount of snowfall is an important consideration. After all, the heavier the snowfall, the longer it takes to clear the roads. As a general rule, most schools consider closing when there is more than three inches of snow on the ground. They are more likely to close school when the snow is heavy and wet because of the increased chance of power outages. Just imagine how parents would worry if their children were stranded at school without heat or lights!

snowfall amount

main idea

3.) The timing of the storm always needs to be taken into account. School officials must consider when the snow fell or when it is predicted to begin and end. If snow falls early in the morning, it is likely that schools will be closed because the roads will not be cleared in time for buses. If a substantial snowstorm is predicted to begin in the afternoon, a snow day may be called because travel conditions are likely to be treacherous by the close of school. However, the School Superintendents Association advises that snow days never be called just on the basis of a single weather forecast. Instead, it suggests that superintendents “rely on multiple sources of information including subscription weather alert systems, local radio and television meteorologists and their own judgment.”

timing of storm



dangerous conditions

4.) Finally, school closings are more likely when icy conditions, extreme cold or strong winds accompany the snowstorm. Strong winds may cause dangerous snow drifts as well as fallen tree branches in the roadways. Icy conditions cause cars to skid and people to sustain falls. On very cold mornings, school buses need time to warm up, so they are likely to run behind schedule. Children could get frost-bite while waiting for the school bus and, sadly some children just don't have the winter clothing they need to stay warm when the temperature drops dramatically.

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conclusion



Student Page

Name: _____

SAFETY FIRST: THE NECESSITY OF SNOW DAYS

1. This is an example of what kind of writing? Circle one:

Expository Opinion

2. Number each paragraph.

3. Circle the **introduction**.

4. Box the **conclusion**.

5. Circle the **title** and identify the **topic**.

6. Underline the **lead** in red.

7. Underline the **topic sentence** in blue.

8. Underline each **MAIN IDEA** or **MAIN REASON** and label accordingly. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.

9. Read this detail: *Depending on the timing of the storm, schools may opt for a delayed opening or early dismissal rather than a full snow day.*

Where does this detail belong? Paragraph # _____

10. Number the references to each main idea restated in the conclusion. Use paragraph numbers.

11. Fill in the summarizing framework/author's prewriting plan. If the piece is expository, circle 'Main Idea', if it's an opinion piece, circle 'Main Reason':

TOPIC: _____

Main Idea/Main Reason #1 _____

Main Idea/Main Reason #2 _____

Main Idea/Main Reason #3 _____



Name: _____

SAVE ME FROM SNOW DAYS!

Imagine a gray winter day. Your fingers and toes tingle with the cold, your knees and elbows are sore and possibly bleeding (you can't tell for sure since you are wearing two sweaters and ski pants) because you slipped on ice-covered pavement. The hours roll by slowly since you are bored beyond belief. You can't enjoy your favorite winter sports, you could have a power outage at any minute and snow days can cut into your summer vacation.

On snow days travel is difficult making it challenging to get to your favorite winter sport. After all, how many of us live within walking distance of a skating pond, sledding hill or ski mountain? You can be sure nobody is going to give you a ride to any of these places because driving in the slushy mess of the road is dangerous. In my opinion, this is extremely frustrating because the freshly fallen snow usually makes conditions for skiing, snowboarding and sledding absolutely perfect.

Another problem with snow days is that you have to worry about power outages. This is a serious concern because you are stuck at home with nothing to do except watch dull daytime television and play computer games until your wrist aches. You won't even be able to rely on these simple diversions if the raging storm knocks out the electricity at your house. Picture yourself stuck in a cold, dark house with absolutely nothing to do. What could be worse?



Student Page

In the darkest hours of this never-ending day, you remember that sometimes snow days have to be deducted from your summer vacation. So, you've traded in a sunny summer day that you could have spent fishing, swimming, bike riding and canoing for this boring snow day. Instead of cutting days off summer vacation, some schools cancel their February vacations, shorten spring break or hold classes on Saturdays to make up for snow days. From my point of view, this makes snow days something to avoid at all cost.

Who needs snow days? I believe they should be outlawed. After all, studded snow tires and four-wheel drive vehicles are available and they make travel possible through the worst of winter weather. On these boring days, we can't enjoy winter sports and we run the risk of a power outage. The final insult is that these long, dreary days just may cost us some of the fair-weather fun we look forward to all year long.



SAVE ME FROM SNOW DAYS!

Topic -
snow days

Descriptive
Segment

introduction

Lead

1.) Imagine a gray winter day. Your fingers and toes tingle with the cold, your knees and elbows are sore and possibly bleeding (you can't tell for sure since you are wearing two sweaters and ski pants) because you slipped on ice-covered pavement. The hours roll by slowly since you are bored beyond belief. You can't enjoy your favorite winter sports, you could have a power outage at any minute and snow days can cut into your summer vacation.

topic sentence

main reason

2.) On snow days travel is difficult making it challenging to get to your favorite winter sport. After all, how many of us live within walking distance of a skating pond, sledding hill or ski mountain? You can be sure nobody is going to give you a ride to any of these places because driving in the slushy mess of the road is dangerous. In my opinion, this is extremely frustrating because the freshly fallen snow usually makes conditions for skiing, snowboarding and sledding absolutely perfect.

main reason

3.) Another problem with snow days is that you have to worry about power outages.

This is a serious concern because you are stuck at home with nothing to do except watch dull daytime television and play computer games until your wrist aches. You won't even be able to rely on these simple diversions if the raging storm knocks out the electricity at your house. Picture yourself stuck in a cold, dark house with absolutely nothing to do. What could be worse?

main reason

travel is difficult

power outages



Annotated Page

main reason

effects summer vacation

4.) In the darkest hours of this never-ending day, you remember that sometimes snow days have to be deducted from your summer vacation. So, you've traded in a sunny summer day that you could have spent fishing, swimming, bike riding and canoing for this boring snow day. Instead of cutting days off summer vacation, some schools cancel their February vacations, shorten spring break or hold classes on Saturdays to make up for snow days. From my point of view, this makes snow days something to avoid at all cost.

5.) Who needs snow days? I believe they should be outlawed. After all, ^②studded snow tires and four-wheel drive vehicles are available and they make travel possible through the worst of winter weather. On these boring days, we can't enjoy ^③winter sports and we run the risk of a power outage. The final insult is that these long, ^④dreary days just may cost us some of the fair-weather fun we look forward to all year long. conclusion



Name: _____

SAVE ME FROM SNOW DAYS!

1. This is an example of what kind of writing? Circle one:

Expository Opinion

2. Number each paragraph.

3. Circle the **introduction**.

4. Box the **conclusion**.

5. Circle the **title** and identify the **topic**.

6. Underline the **lead** in red.

7. Underline the **topic sentence** in blue.

8. Underline each **MAIN IDEA** or **MAIN REASON** and label accordingly. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.

9. Read this detail: *If you have brothers and sisters, they're likely to be just as bored as you are during a power outage and you'll probably annoy each another.*

Where does this detail belong? Paragraph # _____

10. Number the references to each main idea restated in the conclusion. Use paragraph numbers.

11. Fill in the summarizing framework/author's prewriting plan. If the piece is expository, circle 'Main Idea', if it's an opinion piece, circle 'Main Reason':

TOPIC: _____

Main Idea/Main Reason #1 _____

Main Idea/Main Reason #2 _____

Main Idea/Main Reason #3 _____



Student Page

Name: _____

A BOWLING PARTY

I've had lots of fun at pool parties in the summer and sledding parties in the winter. Parties with scavenger hunts are great any time of the year. So are birthday celebrations with smiling clowns and big bouncy houses. But, as far as I'm concerned, the best kind of party for boys and girls of all ages is a bowling party.

If you've ever bowled, you will surely agree that it is fun, whether you're good at it or not. I'm always excited to hear the sharp crack that lets everybody know I've knocked down all or most of those white pins. Still, I just laugh along with my friends if my ball tumbles into the gutter with a thud. The colorful, blinking lights of the bowling alley and the cheers of the high scorers seem to put everybody in a really good mood. It's fun to rent a pair of comical gray and red bowling shoes. Everybody is wearing them and they do keep you on firm footing as you launch your ball down the slick alley.

The way I see it, planning a bowling party is a breeze. You just book a few lanes and invite your friends. You can buy favorite party treats like cheesy pizza and crispy onion rings right at the bowling alley, so all you'll need to bring is a cake and paper plates. Chances are, everybody is going to be having so much fun they won't want to stop to eat anyway. I'd select cute bowling-themed party favors and invitations that are widely available and inexpensive. You can even get a piñata in the shape of a bowling pin to break open at your party.

Finished bowling? Well, the fun is just getting started because now it's time to hit the arcade! My personal favorite game is air hockey. If you've ever played, you'll surely agree that this game, in which you send a puck sailing along a slick surface at breakneck speed, is an absolute blast. Foosball is another arcade game that everybody enjoys - and who doesn't love a rowdy game of pinball?

I absolutely love a bowling party. Bowling is fun, regardless of your skill level, the party is easy to plan, and gives you a chance to share the excitement of arcade games with all of your friends. My birthday is in March and I am definitely going to celebrate with a bowling party. Look for your invitation in the mail! You're not going to want to miss it.



Topic:
Bowling party

A BOWLING PARTY

Lead

1.) I've had good times at pool parties in the summer and sledding parties in the winter.

Parties with scavenger hunts are great any time of the year. So are birthday celebrations with smiling clowns and big bouncy houses. But, as far as I'm concerned, the best kind of party for boys and girls of all ages is a bowling party.

introduction

2.) If you've ever bowled, you will surely agree that it is entertaining, whether you're good at it or not. I'm always excited to hear the sharp crack that lets everybody know I've knocked down all or most of those white pins. Still, I just laugh along with my friends if my ball tumbles into the gutter with a thud. I like the colorful, blinking lights of the bowling alley and the cheers of the high scorers seem to put everybody in a really good mood. I think it is fun to rent a pair of comical gray and red bowling shoes. Everybody is wearing them and they do keep you on firm footing as you launch your ball down the slick alley.

topic sentence

3.) The way I see it, planning a bowling party is a breeze. You just book a few lanes and invite your friends. I can't think of anything better than enjoying your cheesy pizza and crispy onion rings right at the bowling alley, so all you'll need to bring is a cake and paper plates. Chances are, everybody is going to be having so much fun they won't want to stop to eat anyway. I'd select cute bowling-themed party favors and invitations that are widely available and inexpensive. You can even get a piñata in the shape of a bowling pin to break open at your party.

bowling

planning

4.) The party is just getting started when bowling is over because now it's time to hit the arcade! My personal favorite game is air hockey. If you've ever played, you'll surely agree that this game, in which you send a puck sailing along a slick surface at breakneck speed, is an absolute blast. Foosball is another arcade game that everybody enjoys - and who doesn't love a rowdy game of pinball?

arcade

5.) I absolutely love a bowling party. Bowling is fun, regardless of your skill level, the party is easy to plan, and gives you a chance to share the excitement of arcade games with all of your friends. My birthday is in March and I am definitely going to celebrate with a bowling party. Look for your invitation in the mail! You're not going to want to miss it.

conclusion



Student Page

Name: _____

A BOWLING PARTY

1. This is an example of what kind of writing? Circle one:

Expository Opinion Narrative

2. Number each paragraph.

3. Circle the **introduction**.

4. Box the **conclusion**.

5. Circle the **title** and note the **topic**.

6. Underline the **lead** in red.

7. Underline the **topic sentence** in blue.

8. Underline each **MAIN REASON**. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.

9. Read this detail: *Make sure you have plenty of quarters on hand for the race car driving games too.*

Where does this detail belong? Paragraph # _____

10. Circle the opinion language throughout the piece.

11. Number the references to each main idea restated in the conclusion. Use paragraph numbers.

12. Fill in the summarizing framework/author's prewriting plan:

TOPIC: _____

Main Reason #1 _____

Main Reason #2 _____

Main Reason #3 _____



Name: _____

HATCHET BY GARY PAULSEN

Have you ever wondered if you could survive without a kitchen full of groceries and a safe, warm bed to sleep in at night? I've often daydreamed about being stranded on a desert island. Could I manage to build myself a little shelter? Could I survive by diving for shellfish and climbing for coconuts? I thought it would be great to find out, until I read the novel Hatchet by Gary Paulsen! This unforgettable novel showed me that wilderness survival is difficult and dangerous as main character Brian Robeson is forced to fend for himself in a remote forest after a plane crash. I found Brian to be a realistic character with determination and a respect for the awesome power of nature.

While another author may have depicted Brian as a hero, Gary Paulsen portrays him more realistically. An ordinary 13-year-old boy, he is troubled by his parents' divorce, but helpless to do anything about it, and we know just how he feels. When he points the plane toward a safe landing spot, he's not being heroic. He's panicked, but does what he must to keep himself alive. We all have a survival instinct so we'd probably react the same way. We can imagine his hope as he realizes that his parents "would tear the world apart to find him." We can feel his hunger when he dreams about eating a cheeseburger. All of this makes it easy for us to empathize with Brian.

Brian's determination is also admirable. He faces overwhelming hardships, but he never gives up on trying to carve out a spot for himself in this hostile wilderness. He makes mistakes and pays dearly for them but also learns from them. One of his worst mistakes was trying to preserve his food by burying it only to find a skunk digging it up. As he tries to protect his food, Brian is sprayed directly in the face at a close distance. Two weeks later, his eyes still stung and the smell clung to his clothing for more than a month. Brian's reaction to the incident was to accept the loss of his food gracefully and gather more.



Student Page

As a city boy, Brian came to the wilderness with little understanding of nature, but he quickly grows to respect its amazing power. He feels no anger toward the skunk that stole his food or the moose who attacked him. In Brian's mind, he and the animals were all just living things trying to stay alive. The camaraderie he comes to feel toward nature is evident when he finds a gun: "It was a strange feeling, holding the rifle. It somehow removed him from everything around him. Without the rifle, he had to fit in, to be part of it all, to understand it and use it – the woods, all of it." Clearly Brian has come to understand the value of his experience in the wilderness armed with only his hatchet.

From his miserable first night in the wilderness to his rescue fifty four days later, Brian Robeson had me rooting for him on every step of his journey. As an ordinary boy who reacted to extraordinary hardships with determination and learned to respect nature, he is certainly the most courageous and memorable character I have ever met in literature.



HATCHET BY GARY PAULSEN

introduction

1.) Have you ever wondered if you could survive without a kitchen full of groceries and a safe, warm bed to sleep in at night? I've often daydreamed about being stranded on a desert island. Could I manage to build myself a little shelter? Could I survive by diving for shellfish and climbing for coconuts? I thought it would be great to find out, until I read the novel Hatchet by Gary Paulsen! This unforgettable novel showed me that wilderness survival is difficult and dangerous as main character Brian Robeson is forced to fend for himself in a remote forest after a plane crash. I found Brian to be a realistic character with determination and a respect for the awesome power of nature.

2.) While another author may have depicted Brian as a hero, Gary Paulsen portrays him more realistically. An ordinary 13-year-old boy, he is troubled by his parents' divorce, but helpless to do anything about it, and we know just how he feels. When he points the plane toward a safe landing spot, he's not being heroic. He's panicked, but does what he must to keep himself alive. We all have a survival instinct so we'd probably react the same way. We can imagine his hope as he realizes that his parents "would ^{quote} tear the world apart to find him." We can feel his hunger when he dreams about eating a cheeseburger. All of this makes it easy for us to empathize with Brian.

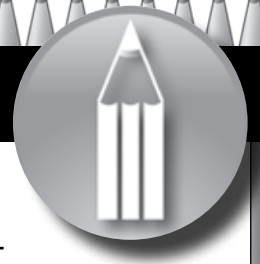
3.) Brian's determination is also admirable. He faces overwhelming hardships, but he never gives up on trying to carve out a spot for himself in this hostile wilderness. He makes mistakes and pays dearly for them but also learns from them. One of his worst mistakes was trying to preserve his food by burying it only to find a skunk digging it up. As he tries to protect his food, Brian is sprayed directly in the face at a close distance. Two weeks later, his eyes still stung and the smell clung to his clothing for more than a month. Brian's reaction to the incident was to accept the loss of his food gracefully and gather more.



Annotated Page

power of nature 4.) As a city boy, Brian came to the wilderness with little understanding of nature, but he quickly grows to respect its amazing power. He feels no anger toward the skunk that stole his food or the moose who attacked him. In Brian's mind, he and the animals were all just living things trying to stay alive. The camaraderie he comes to feel toward nature is evident when he finds a gun: "It was a strange feeling, holding the rifle. It somehow removed him from everything around him. Without the rifle, he had to fit in, to be part of it all, to understand it and use it – the woods, all of it." Clearly Brian has come to understand the value of his experience in the wilderness armed with only his hatchet. *quote*

5.) From his miserable first night in the wilderness to his rescue fifty four days later, Brian Robeson had me rooting for him on every step of his journey. As an ordinary boy who reacted to extraordinary hardships with determination and learned to respect nature, he is certainly the most courageous and memorable character I have ever met in literature. *conclusion*



Name: _____

HATCHET BY GARY PAULSEN

1. Number each paragraph. Circle the introduction paragraph and box the conclusion.
What type of text is the author writing about? _____
Is this response an expository or opinion text? _____
How do you know? _____
2. Put a bracket around the three BODY PARAGRAPHS and underline the MAIN IDEA SENTENCE in each.
3. Write a blurb (a word or two) in the margin next to each paragraph to tell what each paragraph is about.
4. Highlight the quotes in the 2nd and 4th paragraphs.
5. Fill in the summarizing framework/author's prewriting plan:
TOPIC: _____
Main Idea #1 _____
Main Idea #2 _____
Main Idea #3 _____
6. How does the author feel about the character of Brian Robeson? Support your answer with evidence from the text. _____

7. On the back of this sheet, use the following sentence starters to summarize the text:
This piece describes _____ .
The author felt that _____ and provided examples such as _____ .
It seems to me that the book Hatchet is _____ because _____ .
8. Do you think this was an effective book report? Why or why not? _____



Student Page

Name: _____

THE LOCH NESS MONSTER

Don't you wonder why some people doubt the existence of the Loch Ness monster? In my opinion, it is obvious that the Scottish highlands are home to not one, but a colony of prehistoric aquatic animals. When you consider the characteristics of Loch Ness itself, the persistent sightings of the strange creature and the results of sonar testing, you will surely agree that the Loch Ness monster is anything but a myth!

The characteristics of the loch (loch is the Scottish way of saying lake) make it entirely possible that an unknown species is able to survive there, undetected. The loch is located in a rugged, sparsely populated area. It has a surface area of 21.8 square miles and reaches a depth of 755 feet. Just imagine how easily a small population of large creatures could find food and shelter in a body of water so large and so deep! Furthermore, huge underwater caverns that would provide perfect shelters for animals are known to exist at the bottom of the loch. Due to its high peat content, the loch is murky which makes it hard to spot underwater life. Amazingly, Loch Ness never freezes and maintains a constant temperature of 42-44 degrees. All of these features combine to make the loch a very hospitable environment for many elusive and adaptable kinds of life. The way I see it, Loch Ness is one of the few places on earth today where prehistoric aquatic creatures really could survive.

Since 1933, there have been over 3,000 reported sightings of the Loch Ness monster. While some have clearly been hoaxes, many are credible. One of the most authoritative belongs to scientist and inventor Robert Harvey Rines. Nobody could ever mistake the distinguished Rines for a quack. He was a war veteran, a lawyer, a lecturer at Harvard and the Massachusetts Institute of Technology and one of the inventors of ultra-sound technology. While on vacation in Scotland in 1972, Rines spied "a large, darkish hump covered with rough mottled skin" in the loch. He estimated that the creature was about

(continued)



45 feet long with a long tail, flippers and a long neck like a giraffe. The descriptions of other eyewitnesses are strikingly consistent with Rines'. If you compare those descriptions to fossil records, you've got an animal that bears an uncanny resemblance to the plesiosaur, a marine reptile said to have gone extinct 65 million years ago. Do you agree with the theory that the Loch Ness monster is a plesiosaur? I concur with Rines, who said, "If I didn't trust the people I've talked to and our own scientific evidence, I'd say I was crazy. I may not be able to prove it, but I know there was a plesiosaur in Loch Ness because I saw it."

Who can argue with the results of sonar testing? This sophisticated technology uses sound waves to locate underwater life and sense its size. It is very accurate and used extensively by the U.S. military. The overwhelming majority of sonar tests conducted in Loch Ness have detected "large, unidentified living creatures at a depth of 75 feet or more." The leader of one research expedition describes his excitement at seeing the images: "There is nothing that big in the Loch. I was in shock, as it looked like a big serpent. It's amazing. You can't fake a sonar image." Cynics say that the images are just a colossal bloom of algae, but what are the chances of algae thriving at 75 feet below the surface? At that depth, in waters as murky as those of Loch Ness, it is highly unlikely that any type of algae would get the sunlight it needs to grow.

Are you convinced that cold, deep Loch Ness provides a perfect habitat for large aquatic animals? Do you find more than 3,000 reported sightings hard to dismiss? Are you, like the U.S. military, willing to trust the results of sonar testing? If so, you will surely have to agree that Scotland's most controversial critter is definitely real!



THE LOCH NESS MONSTER

1.) Don't you wonder why some people doubt the existence of the Loch Ness monster?

In my opinion, it is obvious that the Scottish highlands are home to not one, but a colony of prehistoric aquatic animals. When you consider the characteristics of Loch Ness itself, the persistent sightings of the strange creature and the results of sonar testing, you will surely agree that the Loch Ness monster is anything but a myth!

2.) The characteristics of the loch (loch is the Scottish way of saying lake) make it entirely possible that an unknown species is able to survive there, undetected. The loch is located in a rugged, sparsely populated area. It has a surface area of 21.8 square miles and reaches a depth of 755 feet. I can just imagine how easily a small population of large creatures could find food and shelter in a body of water so large and so deep! Furthermore, huge underwater caverns that would provide perfect shelters for animals are known to exist at the bottom of the loch. Due to its high peat content, the loch is murky which makes it hard to spot underwater life. Amazingly, Loch Ness never freezes and maintains a constant temperature of 42-44 degrees. All of these features combine to make the loch a very hospitable environment for many elusive and adaptable kinds of life. The way I see it, Loch Ness is one of the few places on earth today where prehistoric aquatic creatures really could survive.

3.) Since 1933, there have been over 3,000 reported sightings of the Loch Ness monster. While some have clearly been hoaxes, many are credible. One of the most authoritative belongs to scientist and inventor Robert Harvey Rines. Nobody could ever mistake the distinguished Rines for a quack. He was a war veteran, a lawyer, a lecturer at Harvard and the Massachusetts Institute of Technology and one of the inventors of ultra-sound technology. While on vacation in Scotland in 1972, Rines spied "a large, darkish hump covered with rough mottled skin" in the loch. He estimated that the creature was about



45 feet long with a long tail, flippers and a long neck like a giraffe. The descriptions of other eyewitnesses are strikingly consistent with Rines'. If you compare those descriptions to fossil records, you've got an animal that bears an uncanny resemblance to the plesiosaur, a marine reptile said to have gone extinct 65 million years ago. Do you agree with the theory that the Loch Ness monster is a plesiosaur? I concur

with Rines, who said, "If I didn't trust the people I've talked to and our own scientific evidence, I'd say I was crazy. I may not be able to prove it, but I know there was a plesiosaur in Loch Ness because I saw it." *quote*

sonar testing 4.) Who can argue with the results of sonar testing? This sophisticated technology uses sound waves to locate underwater life and sense its size. It is very accurate and used extensively by the U.S. military. The overwhelming majority of sonar tests conducted in Loch Ness have detected "large, unidentified living creatures at a depth of 75 feet or more." The leader of one research expedition describes his excitement at seeing the images: "There is nothing that big in the Loch. I was in shock, as it looked like a big serpent. It's amazing. You can't fake a sonar image." Cynics say that the images are just a colossal bloom of algae, but what are the chances of algae thriving at 75 feet below the surface? At that depth, in waters as murky as those of Loch Ness, it is highly unlikely that any type of algae would get the sunlight it needs to grow.

5.) Are you convinced that cold, deep Loch Ness provides a perfect habitat for large aquatic animals? Do you find more than 3,000 reported sightings hard to dismiss? Are you, like the U.S. military, willing to trust the results of sonar testing? If so, you will surely have to agree that Scotland's most controversial creature is definitely real!



Student Page

Name: _____

THE LOCH NESS MONSTER

1. This is an example of what kind of writing? Circle one:
Expository Opinion Narrative
2. Number each paragraph.
3. Circle the **introduction**.
4. Box the **conclusion**.
5. Circle the **title**.
6. Underline the **lead** in red.
7. Underline the **topic sentence** in blue.
8. Underline each MAIN REASON. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.
9. Circle the opinion language throughout the piece.
10. Highlight the quote in the third paragraph.
11. Number the references to each main idea restated in the conclusion. Use paragraph numbers.
12. Circle the word referent that appears in the conclusion.
13. Fill in the summarizing framework/author's prewriting plan:

TOPIC: _____

Main Reason #1 _____

Main Reason #2 _____

Main Reason #3 _____



Name: _____

Writing Simple Summarizing Paragraphs

Look at the following summarizing framework and summarizing paragraph:

TOPIC: Volcanoes

MAIN IDEA #1: What causes volcanoes

MAIN IDEA #2: Hazards of volcanoes

MAIN IDEA #3: How science can predict eruptions

This article provided information about volcanoes. The reader discovers the causes of volcanoes and learns about the hazards that occur when volcanoes erupt. The author also delves into the ways that science can help predict when these fiery eruptions are likely to occur.

Select one of the following summarizing frameworks and use informative verbs to help extend it into a summarizing paragraph as the author did, above.

TOPIC: Space Travel

MAIN IDEA #1: History

MAIN IDEA #2: Astronauts

MAIN IDEA #3: Spacecraft

TOPIC: Desert

MAIN IDEA #1: Landscape

MAIN IDEA #2: Wildlife

MAIN IDEA #3: Climate

TOPIC: Migration

MAIN IDEA #1: Birds

MAIN IDEA #2: Fish

MAIN IDEA #3: Seals

TOPIC: George Washington

MAIN IDEA #1: Early Life

MAIN IDEA #2: Year as soldier

MAIN IDEA #3: First President

INFORMATIVE VERBS

discusses

explores

uncovers

notes that

delves into

explains

predicts

illustrates

learns about

demonstrates

notes

highlights

emphasizes

discovers

observes

introduces

describes

investigates

outlines

scrutinizes

compare

contrast

shares

analyzes

identifies

reveals

presents

recognize

argues

determines

examines



Student Page

Name: _____

BIRDS OF PREY

If you look up in the sky and see a bird that doesn't even need to flap its wings to fly, you are probably looking at a bird of prey. Birds of prey, soar silently through the air. Also known as raptors, these large and interesting birds hunt and feed on other animals. Osprey, owls, hawks, and eagles are all birds of prey that share many characteristics, but differ in important ways too.

Owls are a well-known example of a bird of prey. These large-eyed night stalkers have very sensitive ears, excellent night vision and sharp talons that are perfect for snaring prey. They are known for their ability to turn their heads almost completely around to spot prey in their territory. Their configuration of wing feathers helps them to fly silently and surprise their prey. Some owls, such as the Barn Owl have a concave arrangement of feathers on their faces that channels sound into their ears. Owls come in a variety of sizes from the tiny Saw Whet Owl to the Great Grey Owl, which has a wingspan of over five feet. Though owls are known for their hooting they make a variety of clicking and hissing sounds. All owls hunt at night and therefore are seldom seen.

Hawks have much in common with owls. Both use their powerful eyesight and strong talons to hunt small rodents like mice. Easily recognized by its rusty-red tail feathers, the red-tailed hawk is a common sight in the Canadian skies, throughout the United States and into northern Mexico. The Sparrowhawk is less frequently sighted. This small hawk gets its name because 98 % of its diet consists of other birds, usually sparrows. It is preyed upon by larger birds of prey. Hawks are daytime or diurnal hunters who spot, swoop, and devour their prey. They can perceive more colors than humans, which helps them locate prey. Their beaks are more hooked than the curved beak of an owl.

While owls and hawks live in forested areas, the osprey lives near lakes, rivers and other waterways. This large, white headed predator with yellow eyes, is a diurnal hunter that feeds almost entirely on fish and often builds its nests of sticks on top of telephone poles. Pesticides have hurt Osprey populations but the species has rebounded in recent years. Osprey can be seen diving into the waterways, capturing fish. Some people confuse osprey with eagles, but can be distinguished by their white bellies and a distinctive black stripe that extends from their eyes along the side of their heads. Like Osprey, eagles are usually sighted around water. Two types of eagles live in North America. The Bald Eagle, a symbol of American courage and freedom, is not bald at all. It has a pure white head and a dark brown body. With glints of shimmering golden brown around its neck, the Golden Eagle is another easily recognized bird of prey. This fearless bird has been known to attack coyotes with its sharp talons and powerful beak in order to defend its young.

North America is home to many birds of prey, from owls and hawks to osprey and eagles. These interesting raptors are among nature's most successful predators. Look up in the sky and see if you can spot one today.



Title:

Topic

BIRDS OF PREY

lead

introduction

1.) If you look up in the sky and see a bird that doesn't even need to flap its wings to fly, you are probably looking at a bird of prey. Birds of prey, soar silently through the air. Also known as raptors, these large and interesting birds hunt and feed on other animals. Osprey, owls, hawks, and eagles are all birds of prey that share many characteristics, but differ in important ways too.

word referent

2.) Owls are a well-known example of a bird of prey. These large-eyed night stalkers have very sensitive ears, excellent night vision and sharp talons that are perfect for snaring prey. They are known for their ability to turn their heads almost completely around to spot prey in their territory. Their configuration of wing feathers helps them to fly silently and surprise their prey. Some owls, such as the Barn Owl have a concave arrangement of feathers on their faces that channels sound into their ears. Owls come in a variety of sizes from the tiny Saw Whet Owl to the Great Grey Owl, which has a wingspan of over five feet. Though owls are known for their hooting they make a variety of clicking and hissing sounds. All owls hunt at night and therefore are seldom seen.

owls

3.) Hawks have much in common with owls. Both use their powerful eyesight and strong talons to hunt small rodents like mice. Easily recognized by its rusty-red tail feathers, the red-tailed hawk is a common sight in the Canadian skies, throughout the United States and into northern Mexico. The Sparrowhawk is less frequently sighted. This small hawk gets its name because 98 % of its diet consists of other birds, usually sparrows. It is preyed upon by larger birds of prey. Hawks are daytime or diurnal hunters who spot, swoop, and devour their prey. They can perceive more colors than humans, which helps them locate prey. Their beaks are more hooked than the curved beak of an owl.

hawk

4.) While owls and hawks live in forested areas, the osprey lives near lakes, rivers and other waterways. This large, white headed predator with yellow eyes, is a diurnal hunter that feeds almost entirely on fish and often builds its nests of sticks on top of telephone poles. Pesticides have hurt Osprey populations but the species has rebounded in recent years. Osprey can be seen diving into the waterways, capturing fish. Some people confuse osprey with eagles, but can be distinguished by their white bellies and a distinctive black stripe that extends from their eyes along the side of their heads. Like Osprey, eagles are usually sighted around water. Two types of eagles live in North America. The Bald Eagle, a symbol of American courage and freedom, is not bald at all. It has a pure white head and a dark brown body. With glints of shimmering golden brown around its neck, the Golden Eagle is another easily recognized bird of prey. This fearless bird has been known to attack coyotes with its sharp talons and powerful beak in order to defend its young.

osprey

eagles

5.) North America is home to many birds of prey, from owls and hawks to osprey and eagles. These interesting raptors are among nature's most successful predators. Look up in the sky and see if you can spot one today.



Student Page

Name: _____

BIRDS OF PREY

1. This is an example of what kind of writing? Circle one:

Expository Opinion Narrative

2. Number each paragraph.

3. Circle the **introduction**.

4. Box the **conclusion**.

5. Circle the **title** and note the **topic**.

6. Underline the **lead** in red.

7. Underline the **topic sentence** in blue.

8. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.

9. In paragraph 2 what phrase (or word referent) does the author use in place of bird of prey? _____

10. If you wanted to find out about birds of prey who live near water, which paragraphs would you read? Paragraph # _____ and _____

11. In paragraph 2, list the word referent the author uses in place of the word owl.

12. Fill in the summarizing framework/author's prewriting plan:

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

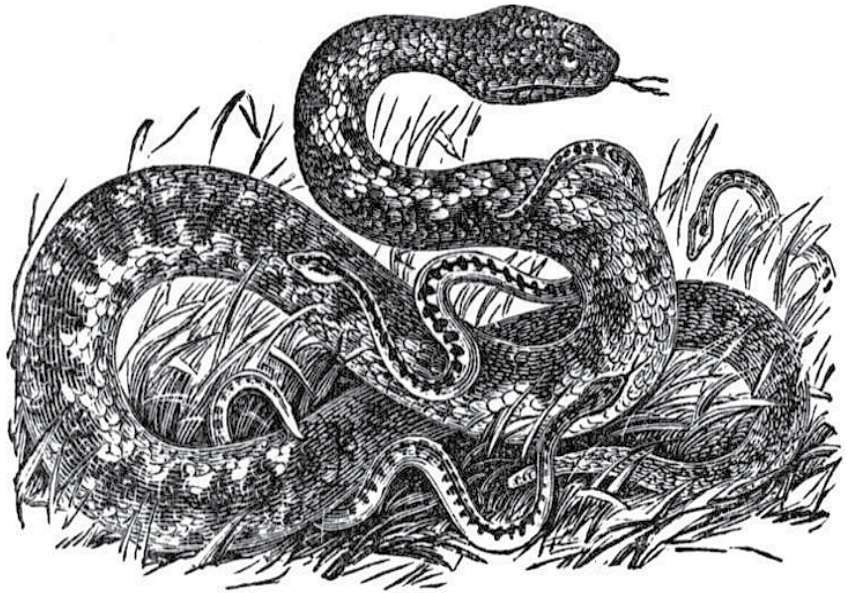


Student Page

Name: _____

VENOMOUS SNAKES VS. CONSTRICTORS

Do you hate snakes? If so, you are not alone. Many of us are terrified of these slithering reptiles and their deadly bites. But the fact is that only one-third of all snake species on earth are venomous. The rest are constrictors who pose very little danger to humans.



These two types of snakes share some traits, but each has distinct characteristics too. Let's learn more about the appearance, diet and feeding behaviors and habitats of these constrictors and venomous snakes.

At first glance, venomous snakes and constrictors look much the same with long, legless bodies and forked tongues that flicker from their mouths. Upon closer inspection, you will notice several obvious differences in their appearance. The next time you see a venomous snake in a glass enclosure at a zoo or nature center, look into its eyes. You will see slit-like, vertical pupils while constrictors have round pupils like we do. The head of a constrictor is slightly rounded, just a bit wider than the rest of its body. Conversely, a poisonous snake needs a much larger head to house its venom glands. Both types of snake can be quite colorful.



The diet and feeding behavior of both venomous snakes and constrictors is identical. Both hunt and eat other animals; both swallow their food whole. However, they attack their prey quite differently. A venomous snake will strike hard and fast, sinking its fangs deep into their victim and injecting them with a fatal dose of toxins. In contrast, constrictors kill by wrapping their muscular bodies around their target and strangling it to death. Another similarity is that both strike quickly and prey mostly on rodents.

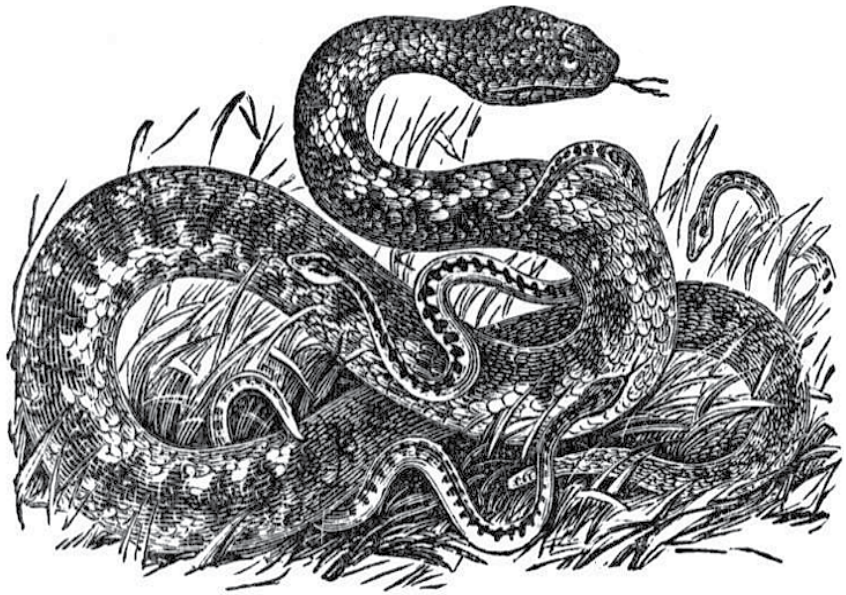
Another trait they share is that both constrictors and venomous snakes can live in a variety of habitats. Hot, dry deserts are the home of venomous rattlesnakes as well as the handsome black and white Kingsnake, which is a constrictor. Boa Constrictors and Anacondas, which can grow to more than 20 feet long and weigh as much as 300 pounds, prefer the steamy Amazon rainforest. They share this habitat with the Bushmaster, an aggressive snake that can deliver multiple highly toxic bites in a matter of seconds. There are also species of venomous snakes and constrictors living in the African jungles, the Australian bush, and in marine environments around the world.

From a timid garter snake to a swaying, spitting cobra, snakes are well-adapted for survival on earth. Without a doubt, it is interesting to compare the appearance, diet and feeding behaviors and habitats of constrictors and venomous snakes.



VENOMOUS SNAKES VS. CONSTRICTORS

1.) Do you hate snakes? If so, you are not alone. Many of us are terrified of these slithering reptiles and their deadly bites. But the fact is that only one-third of all snake species on earth are venomous. The rest are constrictors who pose very little danger to humans.



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appearance



diet

3.) The diet and feeding behavior of both venomous snakes and constrictors is identical.

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habitats

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5.) From a timid garter snake to a swaying, spitting cobra, snakes are well-adapted for survival on earth. Without a doubt, it is interesting to compare the appearance, diet and feeding behaviors and habitats of constrictors and venomous snakes.



Student Page

Name: _____

VENOMOUS SNAKES VS. CONSTRICTORS

1. This is an example of what kind of writing? Circle one:

Expository Opinion Narrative

2. Number each paragraph.

3. Circle the **introduction** paragraph.

4. Underline the **main idea sentence** in paragraphs 2, 3, and 4.

5. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.

6. Box the **conclusion**.

7. Fill in the summarizing framework/author's prewriting plan:

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____