

Grade 5 English Language Arts

Week of January 4– January 8

Lesson 5: Oreo Paragraph

Don't you love cookies? Although homemade are always best, this lesson is going to focus on Oreo cookies.

(If you don't love Oreos, imagine it is a sandwich or a hamburger - with a top, a filling, and a bottom.)



So what do Oreos have to do with reading and writing? Watch this video to find out: [Oreo – How to Write Your Opinion](#)

Time to Make an Oreo!

Look at the organization of a paragraph, Oreo Style!

Topic Sentence:

Crunchy creamy Oreo cookies and paragraph share common ingredients. Like the chocolate sandwich on top of an Oreo, a paragraph's topic sentence provides a delicious introduction to the main idea of the paragraph.

Supporting Details:

Inside the paragraph, the rich smooth filling or the supportive details support and develop the topic sentence. At the bottom of the cookie and at the end of the paragraph, the delectable experience ends off with a final chocolatey crunch or a clincher sentence that restates the main idea in a powerful, new way. If necessary, it also gives the transition to the next Oreo.

Concluding Sentence:

In summary, when biting into a scrumptious Oreo cookie, remember, it has three parts just like a paragraph.

Your Task

Write a paragraph using the prompt “Why kids should _____” about something of your choice.

Draft

1. Be sure you start with a delicious introduction in the form of a topic sentence.
2. Add some rich creamy filling in the form of supporting details.
 - a. Tell the reader a little more about your topic (what is it, why is it important).
 - b. Give an example or two. Cite evidence (proof) to help show why it is worthwhile that “Kids should...”
3. End with a final chocolatey crunch or a clincher sentence that restates the main idea in a powerful new way.

Review – Why Revise?

It is easy to go through the motions of revising your work but also easy to forget exactly what you are doing when you revise and why. Watch the video and take the **revising oath**. Being done with your draft does NOT mean you are done with your writing. It means you are just beginning. Watch this [video](#).

RE = again VISE = to see

By seeing your writing again, you can make it better! Look at your words to see where you can do the following to improve your writing:

1. Add
2. Subtract
3. Move
4. Change

Ask yourself:

- Are my ideas in a logical order?
- Does everything make sense?
- Have I done everything I can to say things well?
- Have I chosen the best words?
- Do I have well-crafted sentences?
- Do I start with a delicious introduction for a topic sentence? Do I attempt to engage the reader with an interesting and clear topic sentence?

- Check over your rich creamy filling. Do I have clear supporting details and include examples or evidence from the text?
- Have I put in enough interesting details and used evidence from the text?
- How well does my final chocolatey crunch or a clincher sentence restate the main idea in a powerful new way?

Your Task

Go back to your paragraph and use the checklists to revise, edit, and evaluate your first draft. Use a different colour pen so you can see your changes. If possible, do the evaluate step with your home facilitator.



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- Have I chosen the best words?
- Do I have well-crafted sentences?
- Do I start with start with a delicious introduction for a topic sentence? Do I attempt to engage the reader with an interesting and clear topic sentence?
- Check over your rich creamy filling. Do I have clear supporting details and include examples or evidence from the text?
- Have I put in enough interesting details and used evidence from the text?
- How well does my final chocolatey crunch or a clincher sentence restate the main idea in a powerful new way?



Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

- ___ Does the writing start with a topic sentence? Do you attempt to engage the reader with an interesting and clear topic sentence?
- ___ Are clear supporting details used? Do they include examples or evidence from the text?
- ___ Has detail / language been used effectively? Has repetition been avoided? E.g. Don't start sentences repeatedly in the same way. (If you start sentences with "Then", "Because", or "So", they may be boring sentences or incomplete sentences. Use interesting language.)
- ___ Are ideas in a logical order?
- ___ Are you beginning to experiment with varying your sentence lengths? Not all of your sentence should have the same length/rhythm.
- ___ Have you used correct basic spelling, punctuation, and grammar?