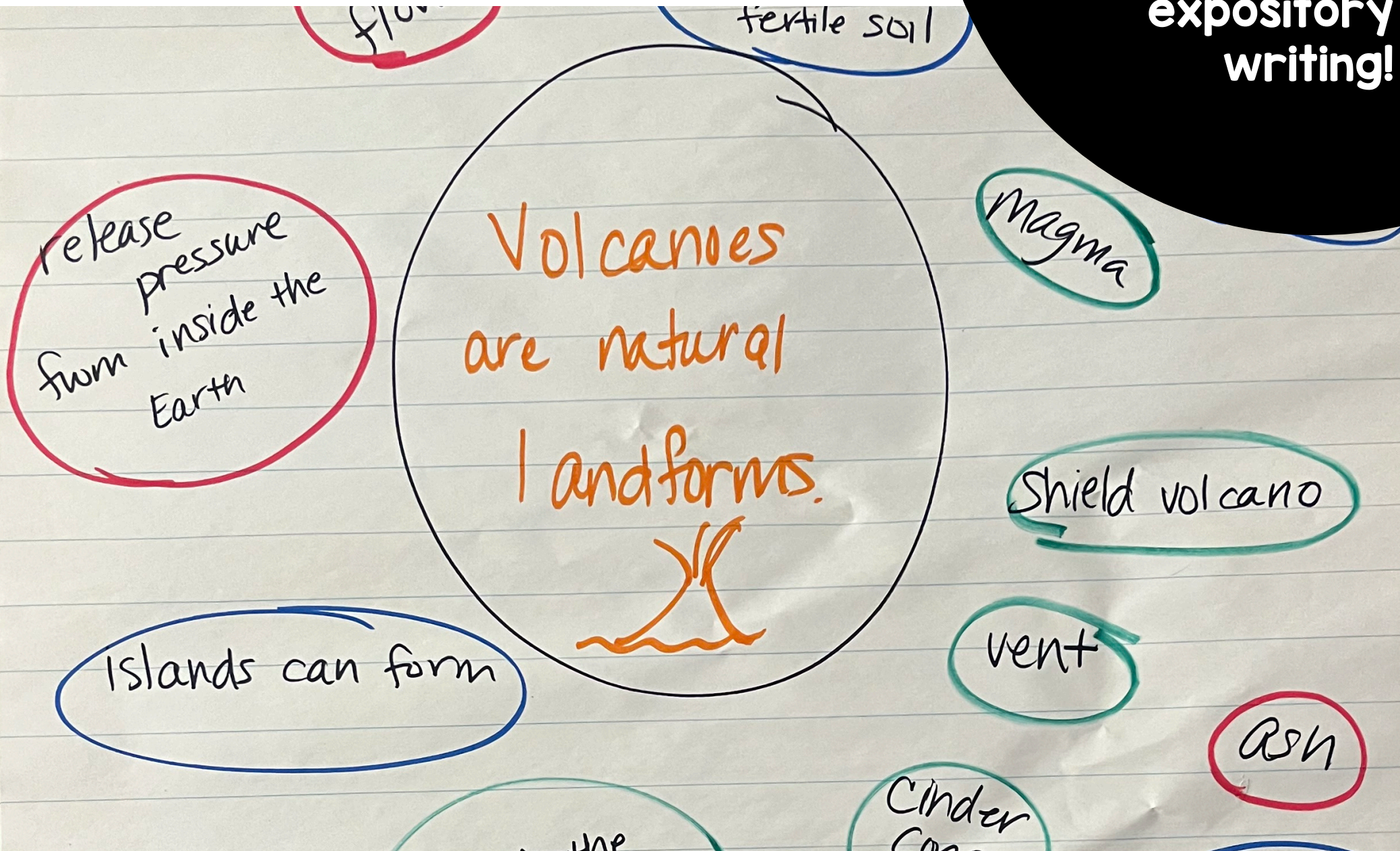


Expository Writing Lessons

Creating Main Ideas

Brainstorm main
ideas for
expository
writing!



Teacher Tips & Lesson Plans

Teacher Tips

EXPOSITORY

Introduce with a Mentor Text
Starting out by reading a great authentic text is the way we learn. Read a mentor text (you can use the list during reading time. Then, go back to the part you want students to notice. Then, point out what you notice about organizing their information by the main ideas they want me to

Teacher Tools

MAIN IDEAS MENTOR TEXTS

- An Egg is Quiet by Dianna Hutts Aston
- Whose Eye Am I? by Shelly Rothner
- Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist

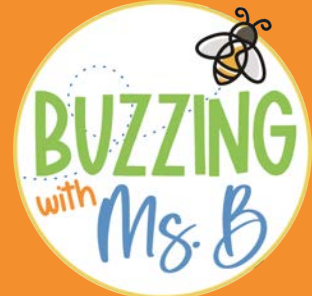
Tips for great writing instruction and mentor texts for main ideas

We Do: Students Share
There are a few ways to do a strategy in teams or pairs. The teacher being the support.

You Do: Independent
At this point, the students can write. They can apply it in a previously written piece to app

WRITING UNIT: Creating main ideas			
Date & Target	Lesson sequence	Materials Needed	
1. Set up and fill 2. Read 3. See idea of the main idea about: TIP: I want to have them by... The student will make observations about main ideas in authentic text.	1. Use the "What's it all about?" Handouts to have students read the details about each central idea and write main idea statements. Simple sentences work best for main ideas. This	• What's it all about? handout • Main idea checklist	
1. Prov 2. Stu 3. Stu 4. add it! The student will notice and record examples of main ideas that support the central idea in authentic text.	1. Use the "Revise It" handout to guide students through this process. 2. The first paragraph can be done as a model and students can participate with sharing their ideas. 3. The second and possibly third paragraph can be done in pairs to give students support while writing main ideas. 4. The remaining paragraph is a good opportunity to see what students can do on their own.	• Revise It handout • Main idea checklist	
1. Ask students to use the "Try It" handout to try creating main ideas for a new piece of writing. 2. Use the "Main Idea Checklist" to have them work through the process. 3. Have them choose their favorite 2-3 main ideas and mark them with a star.	1. Ask students to use the "Try It" handout to try creating main ideas for a new piece of writing. 2. Use the "Main Idea Checklist" to have them work through the process. 3. Have them choose their favorite 2-3 main ideas and mark them with a star.	• Try It handout • Main Idea Checklist	

8 days of lesson plans, ready to print and go!



Anchor charts

Materials and
for building the
anchor chart
as a hands-on
engaging
activity!

EXPOSITORY MAIN IDEAS ANCHOR CHART

This is what the completed chart looks like!

CENTRAL IDEA:
DOGS ARE GREAT COMPANIONS

SUPPORTS THE CENTRAL IDEA
Dogs: companions

DOES NOT SUPPORT THE CENTRAL IDEA

Having someone to take care of can be good for humans.

Dogs can be trained to protect their owners.

People who have a dog to love on are usually healthier.

We can learn a lot from taking care of a pet.

Dogs and cats have a history of fighting.

People who travel a lot need to make arrangements for their dogs.

It takes time and effort to train a puppy.

HANDS-ON ACTIVITY
Build the Chart

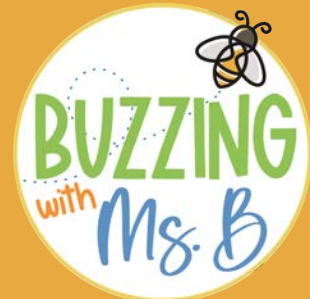
Help students identify which main ideas are related to and support the central idea.

Before the lesson:

1. Prepare the anchor chart by marking out the lines for the table. Leave everything else blank.
2. Copy sorting activity. Keep the main ideas separate from the central ideas (you may want to use two different colors of paper.) Cut up the cards.

During the Lesson:

1. Give each group a set of main idea cards and T-chart. Place the central idea card on the board/document camera.
2. Ask them to read a main idea statement as a team and decide whether their main idea statement supports the central idea. If it does, have them sort it into the "supports the central idea" side of the T-chart. If it doesn't, sort it onto the other side. They should verbalize their reasoning with, "This main idea supports the central idea because --" or "This main idea does not support the central idea because --"
3. Continue with all of the cards.
4. Choose a card and ask a team to share whether they believe it supports the central idea and why or why not. Work through all of the cards.

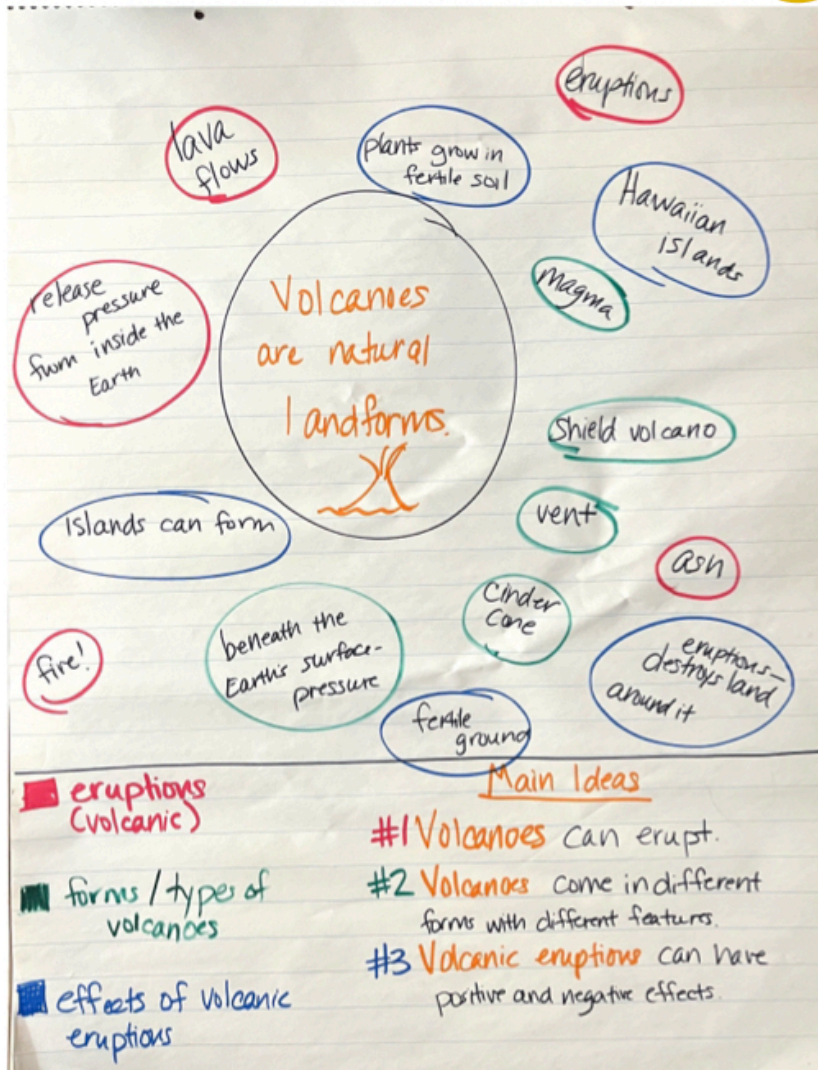


Brainstorming Chart Activity

This fun brainstorming activity with a gallery walk is a great way to engage kids!

MAIN IDEA BRAINSTORMING CHART

This is what the process looks like when it's completed!



BRAINSTORMING MAP #1

Central Idea:

BRAINSTORMING MAP #2

Central Idea:
Cooking for yourself
can be a
healthy choice.

BRAINSTORMING MAP #4

Central Idea:
Cooking is a hobby
many people enjoy

Central Idea:
Many holidays
involve food.



Five main idea posters/printable charts

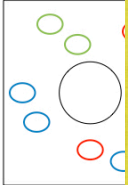
EXPOSITORY MAIN IDEAS

Creating main ideas

Good writers organize their writing by grouping their information into main ideas. These main ideas support the central idea by telling you something important about it.

To Write Main Ideas...

1. Read your central idea (what you are writing about).
2. Brainstorm even more ideas.
3. Circle related ideas.
4. Write a main idea for each group of related ideas.



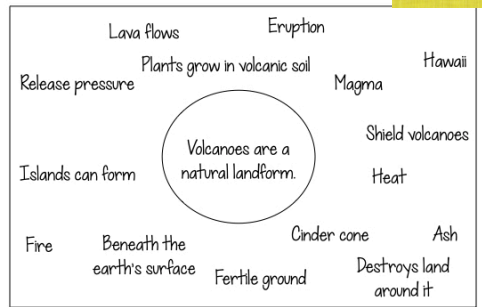
STEP ONE TO WRITE MAIN IDEAS

Brainstorming details

To brainstorm details:

1. Read the central idea.
2. Think about all of the things you know that are related to that idea.
3. Write them all over your map.

Example:



Expository Structure

INTRODUCTION WITH CENTRAL IDEA:

MAIN IDEA:

MAIN IDEA:

MAIN IDEA:

DETAILS

CONCLUSION

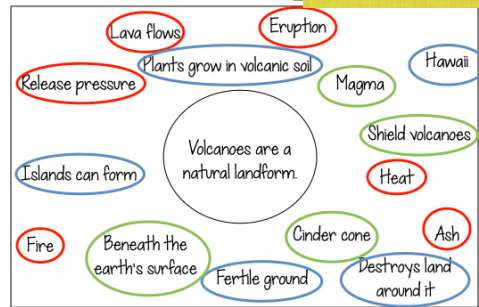
STEP TWO TO WRITE MAIN IDEAS

Categorizing details

To categorize details:

1. Read one detail and circle it.
2. Find other related details if you can.
3. Create a category key.
4. Continue categorizing details.

Example:



STEP TWO TO WRITE MAIN IDEAS

Write main ideas

To write main ideas:

1. Read one category.
2. Turn it into a complete sentence by writing the topic/verb/category.

Example:

1. Forms/types of volcanoes
Volcanoes have different formations.
2. Eruptions
Volcanoes can erupt.
3. Effects of eruptions
Volcanic eruptions can cause positive and negative effects.

Handouts for creating main ideas following a three-step process



Start by introducing the three steps to creating main ideas

Collect main ideas from literature

TRY IT!

Think about a topic you know a lot about. What are you an expert in? Write it here.

Now think about the central idea you'd like to share with people. What is the really big idea they need to know about that topic? Write it in the circle in the map below. That's your central idea. Then brainstorm everything you know about that idea in the space around the circle.

2. Create your categories by circling related ideas in one color. Then make your category key here.

3. Write one main idea statement for each category.

MAIN IDEAS

Step one: Brainstorm details

1. Read your central idea (the statement your whole piece will be about).

2. Brainstorm everything you can think of about that idea.

3. Circle related ideas in one color and write a category name.

4. Write a main idea statement. The details you circled become the details in the paragraph.

Step two: Categorize details

1. Read one detail and circle it.

2. Find other related details if you can and circle them in the same color.

3. Create a category key.

4. Continue categorizing details.

Step three: write main ideas

1. Read one category.

2. Turn it into a complete sentence by writing the topic/verb/category.

3. Effects of onomatopoeia: Onomatopoeia can cause positive and negative effects.

MAIN IDEAS WE FOUND

INTRODUCTION WITH CENTRAL IDEA:

MAIN IDEA:

DETAILS:

CONCLUSION:

Try creating your own main ideas following the three step process!

REVISE IT!

Read the piece below. The main ideas have been left out. Figure out what statements would work best for the main ideas and revise the piece to include them.

Got a little down time and you're not sure what to do? Making your own costume is a fun way to spend an afternoon.

You don't have to buy anything special to make your own costumes! Empty cereal or delivery boxes, construction paper, and school supplies can come together to make you into a monster, knight, or lion. Sometimes it's hard to imagine what you can make with just a few simple things, but using our brains like this helps them grow!

Instead of going to the store and buying something that will someday end up in the trash, you can reuse items you already have. This means you're creating less waste, but it also means you're spending less money! Everything we buy has to go somewhere someday. Just think about all of the things you have and how they might end up!

With a few hours, some supplies, and creative energy, you can make your own costume.

MAIN IDEAS CHECKLIST

To come up with main ideas:

- ☐ Identify your central idea
- ☐ Brainstorm everything you know about it
- ☐ Make categories
- ☐ Write a main idea for each category

Remember, your main ideas need to...

- ☐ Relate to the central idea
- ☐ Be in a complete sentence
- ☐ You can follow the "topic/verb/category" format if that helps!

Practice revising two compositions by adding main ideas

WHAT'S IT ALL ABOUT?

Read the central idea and categories below. Use the categories to write main idea statements.

Central Idea: Technology makes a lot of things easier.

Categories:

- Connecting with family
- Learning about new things
- Getting things we need

Main Ideas:

-
-
-

Central Idea: Trees are important.

Categories:

- Animals homes
- Make oxygen
- Shade

Main Ideas:

-
-
-

Write main ideas from provided categories

Expository Writing Lessons

Good Conclusions

Teach students to write better, more engaging conclusions for expository writing!

GOOD CONCLUSION

TYPE	EXAMPLE	DESCRIPTION
ACTION	The next time you find yourself outside, bend down and observe the tiny creatures we usually just step right over!	The author tells the reader to take an action because of the information they've learned.
Gingerbread	Intro: Boom! The earth shakes and a cloud of ash fills the air. Volcanoes are violent and ferocious natural formations, but are they important, too? Conclusion: While they may be violent, ferocious natural formations, volcanoes do an important job for the Earth.	The author refers back to the intro to bring the piece to a close.



Teacher Tips & Lesson Plans

Teacher Tools

GOOD CONCLUSIONS MENTOR TEXTS

Teacher Tips

EXPOSITORY: GOOD CONCLUSIONS

Introduce with a Mentor Text

Starting out by reading a great example of the strategy done well in an

Tips for great writing instruction and mentor texts for good conclusions

Say, "I'm going to try to do that too, and then try it in your own writing." Explain what you're thinking as you do it. Why are you using this writing strategy? How are you figuring out what to write? What do you want the reader to think and feel as they read it? Think aloud slowly as you write to help students understand how writers think.

We Do: Students Try It with Support

There are a few ways to do a "we do" in writing. You can have students try the strategy in teams or pairs, or you can do a guided writing activity with the teacher being the support.

You Do: Independent Practice

At this point, the students can try to apply the strategy in their own writing. They can apply it in a new piece of writing or go back and revise a previously written piece to apply the strategy.

Circle Back

One Tiny Turtle by Nicola Davies

Chameleons Are Cool by Martin Jenkins

Just Right: Searching for the Goldilocks Planet

Big Blue Whale by Nicola Davies

Ivory: The Remarkable True Story of the Shopping

Pumpkins by Jacqueline Farmer

WRITING UNIT: Good Conclusions

Date & Target	Lesson sequence	Materials Needed
The student will make observations about expository conclusions in authentic text.	1. Set a purpose authors use in 2. Read aloud 3. Model making the writer write "..." 4. Read aloud 5. Have students write "I notice"	
The student will identify how an author crafts five different types of	1. Give each group 2. Ask them to write on a colored pencil 3. Then ask them to match	

WRITING UNIT: Good Conclusions

Date & Target	Lesson sequence	Materials Needed
The student will evaluate different conclusions to determine which is most effective for introducing	1. Provide students with a copy of "Which is Most Effective?" 2. Read the first piece together. 3. Read both conclusion choices. Ask students to decide which conclusion does a better job of introducing the topic and hooking the reader. 4. Write a statement to explain why you chose that conclusion. (You may have a different response or justification than the one I provided in the key.)	• Which is Most Effective? handout
The student will notice and record examples of different types of conclusions in authentic text.	1. Provide team mentor texts, which type of 2. Students can provide or in 3. Alternate of the page in the 4. Have students they found.	
The student will write a new conclusion for a new piece of writing.	1. Ask students to use the "Try It" handout to try writing a new conclusion for a new piece of writing. 2. Use the "Conclusion Checklist" to have them evaluate it and see if it has all the proper parts. 3. Have them mark their favorite with a star.	• Try It handout • Conclusion Checklist

BUZZING
with
Ms. B

Anchor chart

Materials and for building the anchor chart as a hands-on engaging activity!

EXPOSITORY CONCLUSIONS ANCHOR CHART

This is what the completed chart looks like!



GOOD CONCLUSIONS		
TYPE	EXAMPLE	DESCRIPTION
ACTION	The next time you find yourself outside bend down and observe the tiny creatures we usually just step right over!	The author tells the reader to take an action because of the information they've learned.
Circle Back	Entry Board: The earth shakes and a cloud of ash fills the air. Volcanoes are violent and ferocious natural formations, but are they important, too? Conclusion: While they may be violent, ferocious natural formations, volcanoes do an important job for the Earth.	The author refers back to the introduction to bring the piece to a close.
SUM IT UP	Cesar Chavez faced many challenges in his lifetime, but he changed the way migrant workers lived for the better.	The author makes a general statement that wraps up all of the information in the piece.
Reflection	Without stars in the sky, the night sky would be dark and a lot less interesting!	The author shares their thoughts or feelings about the topic that shows why they wrote the piece.

HANDS-ON ACTIVITY Build the Chart



Help students notice and differentiate different types of Conclusions. Then think about why an author would choose to write that sort of conclusion. What is the effect on the reader?

Before the lesson:

1. Prepare the anchor chart by marking out the lines for the table. Leave everything else blank.
2. Copy matching activity. Keep the conclusions separate from the descriptions (you may want to use two different colors of paper.)
3. Cut up the cards.

During the Lesson:

1. Give each group a set of the set of cards.
2. Ask them to read the conclusions only and notice what the writer has done in each type. Students can underline with a colored pencil to justify their thinking.
3. Then ask students to look at the description cards. Have them match the conclusions with the description.
4. Choose one conclusion. Ask groups to share their thinking with the whole class: what did the writer do to introduce his or her topic?
5. Add the conclusion (the larger version) to the anchor chart with a piece of tape and label the type of conclusion. Then ask groups to share their description card and add that to the chart.



Five expository conclusions posters/ printable charts

EXPOSITORY CONCLUSIONS

Good Conclusions



Good writers choose their conclusions carefully. The

purpose of
and inform
sh

To Write

1. Choose a c
 2. Try them
 3. Choose the
- the most int

EXPOSITORY CONCLUSION

Sum it Up



The author makes a general statement that wraps up all of the information in the piece.

To Sum it Up:

1. Think about the topic of your piece. What is the big idea you want the reader to take away?
2. Write this in one sentence or two. Make sure it's not introducing any new information. It should just be a general statement about the information you've shared.

Example:

Cesar Chavez faced many challenges in his lifetime, but he changed the way migrant workers lived for the better.

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EXPOSITORY CONCLUSION

Action



The author tells the reader
the informat

To Write a Sum

Think about the topic
action the reader can
more about it?

Write a sentence ending
the action.

Example:

The next time you find your
observe the tiny creature

EXPOSITORY CONCLUSION

Circle Back



The author refers back to the introduction to bring the
piece to a c

To Write a

1. Reread your i
 2. Think about h
- the structure
different but
introduction.

Example:

Intro: Boom! The
air. Volcanoes are
but are they imp

Conclusion: While
formations, volca

EXPOSITORY CONCLUSION

Reflection



The author shares their thoughts or feelings about the
topic that show why they wrote the piece.

To Write a Reflection Conclusion:

1. Think about the topic of your piece. What thoughts or feelings do you have about it?
2. Choose one that connects to the piece you wrote and will help the reader understand why you wrote this piece.
3. Write a sentence sharing your thought or feeling.

Example:

Without stars in the sky, the night sky would be da
lot less interesting!

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Practice choosing the best conclusion for the piece

GOOD CONCLUSIONS SOUND

Sum it up

Action

Circle Back

Reflection

[illegible]

Practice revising their own writing

WHICH IS MOST EFFECTIVE?

When you're writing a conclusion, it's important that the conclusion actually wraps up the topic and your perspective on it without introducing anything new.

Read the facts. Decide on which of the two conclusions best suits the expository piece. Explain your reasoning.

What's juicy, red, and full of nutrients? A tomato! While tomatoes might not sound exciting, they're an important part of our shipping belt!

We often buy tomatoes in the vegetable section of the grocery store, but they're technically a fruit! This is because it's the part of the plant that contains the seeds. While you have probably had red tomatoes before, tomatoes come in different colors including yellow, pink, purple, and even white!

But tomatoes are more than colorful! They are a source of nutrients, such as Vitamin C, Vitamin K, and Fiber! These are things your body needs to grow healthy and strong. You can enjoy tomatoes in a crunchy salad, in a delicious tomato soup, or even in a sauce on top of pasta.

The forest is peaceful and quiet. Water trickles down a nearby stream. Suddenly there's a rustling in the trees. Birds take flight. The forest awakens in a quiet, peaceful way. It's a beautiful sight to see the creature once again.

Alaskan is a huge disease from the January period. It's an enormous disease about 28-34 feet long. It's smaller than a T-Rex but it was still larger than many dinosaurs! The Alaskan leg for it is.

Inside
heart of
Alaska
every
year

Choice A: The next time you're filling up your car, get a bright, beautiful handful of tomatoes and let them sit. Your body will thank you!

Choice B: Tomatoes are also a delicious fruit. Like eating them with a little bit of sugar, carrots, and a nice dish of ranch dressing.

_____ is a better conclusion for this expository piece because _____

Choice A: The Alaskan leg for it is.

Choice B: Alaskan disease is really big.

_____ is a better piece because _____

REVISE IT!

Read the paragraph below. This is the conclusion to an expository piece about elephants. Help Kayden revise their conclusion to interest the reader by trying the different types of conclusions. Then put a star next to the one you think Kayden should use.

That's everything I've learned about elephants! They're very interesting animals.

REVISE IT!

Read the paragraph below. This is the conclusion to an expository piece about elephants. Help Kayden revise their conclusion to interest the reader by trying the different types of conclusions. Then put a star next to the one you think Kayden should use.

That's everything I've learned about elephants! They're very interesting animals.

Sum it up

Action

Reflection

Elephants are intelligent, family oriented animals. To raise their babies with love. I really admire these strong, loving creatures.

Circle Back

Reflection

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Practice revising a sample conclusion

Expository Writing Lessons

Types of Details

Build better paragraphs with different types of details!

Types of DETAILS

Type	Example	Description
FACTS	There are over <u>7,000</u> species of frogs on Earth.	The author includes a specific piece of information that usually includes a <u>number</u> that <u>can be proven</u> .
Examples	The <u>poison dart frog</u> is a <u>tiny blue</u> <u>frog</u> that lives in trees.	The author includes a statement that introduces one <u>specific</u> <u>kind</u> of the topic.
	They are amphibians <u>because</u> they live part of their lives in water.	The author explains how or why.



Teacher Tips & Lesson Plans

Teacher Tips

EXPOSITORY WRITING: FACTS & DETAILS

Introduce with a Mentor Text

Starting out by reading authentic text is the v mentor text (you can during reading time. T part you want student Then, point out what detail here that expla

You Do: Teacher

Say, "I'm going to tr Evaluate each student

Teacher Tools

DETAILS & FACTS

- Chameleons are Cool by Martin Jenkins
- Surprising Sharks! by Nicola Davies
- Bia Blue Whale by Nicola Davies

Tips for great writing instruction and mentor texts for good conclusions

You Do: Under

At this point, the stu writing. They can ap previously written pic

- Volcanoes by Franklin Branley
- Slither and Crawl by Jim Arnosky
- Biggest, Strongest, Fastest by Steve Jenkins
- Living Color by Steve Jenkins

©Heavenly Bodies: 2011 to present. Buzzy with Ms. B

WRITING UNIT: Details & Facts

Date & Target	Lesson sequence	Materials Needed
---------------	-----------------	------------------

The student will analyze paragraphs to identify the details the author has included.

WRITING UNIT: Details & Facts

Date & Target	Lesson sequence	Materials Needed
---------------	-----------------	------------------

The student will identify whether details are relevant (related to the topic) or irrelevant (unrelated).

WRITING UNIT: Details & Facts

Date & Target	Lesson sequence	Materials Needed
---------------	-----------------	------------------

The student will notice that

- 1 Set a purpose for reading: To notice how the author uses the details to inform the reader about the topic.
- 2 Read aloud a section of the text that has different details.
- 3 Model making observations about the beginning - "I notice

- Mentor text selections from list, or other titles you enjoy

9 days of lesson plans, ready to print and go!

The student will notice and record examples of different types of details in authentic text.

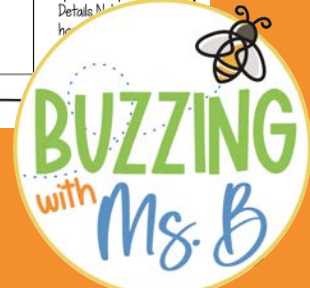
- 1 The student will notice and record examples of different types of details in authentic text.
- 2 Read aloud a complete mentor text that is chock-full of details (use the mentor text list - I recommend Chameleons are Cool or Surprising Sharks).
- 3 As you read, pause to make observations: "I notice the author wrote..." This helps me understand This is an example of a detail. Add this to your details chart.
- 5 Have students think-pair-share using the above speaking stems with a partner. Add their observations to your chart.

- (recommended Chameleons or Surprising Sharks)
- Details Chart (sample follows)
- Markers

The student will write an informational paragraph with different types details.

- 1 Give each group a set of cards.
- 2 Ask students in the group to read a card and identify the type of detail they read.
- 3 Have a discussion with students about the reason authors include different kinds of details (you and students).
- 4 Use the anchor chart pieces to build the chart.

- Prepared chart for building anchor chart.
- Types of Details anchor chart materials
- 1 set of types of details cards per team/pair
- Markers, chart paper
- Sticky notes
- optional: Expository Details Chart



Anchor charts

Materials and for building the anchor chart as a hands-on engaging activity!

EXPOSITORY DETAILS ANCHOR CHART

This is what the completed chart looks like!

Types of DETAILS

Type	Example	Description
FACTS	There are over 7000 species of frogs on Earth.	The author includes a specific piece of information that usually includes a number that can be proven.
Examples	The poison dart frog is a tiny blue frog that lives in trees.	The author includes a statement that introduces one specific type or kind of the topic category.
Explanations	They are amphibians because they live part of their lives in water and part on land.	The author explains how or why something happens.
Description	Frogs can pick out their sticky tongues and snatch a fly right out of the air.	The author includes details that show how something looks, feels, smells, sounds, or tastes.

MENTOR TEXT LESSON: ANCHOR CHART

Chameleons

Types of Details

From Chameleons Are Cool

FACTS

120 types of chameleons

live in Madagascar

largest is the size of a cat.

eyes can move in different directions

HANDS-ON ACTIVITY

Build the Chart

Help students notice and differentiate different types of details. Then think about why an author would choose to add that kind of detail.

Before the lesson:

1. Prepare the anchor chart by marking out the lines for the table. Leave everything else blank.
2. Copy matching activity. Keep the details separate from the descriptions (you may want to use two different colors of paper.) Cut up the cards.

During the Lesson:

1. Give each group a set of the set of cards.
2. Ask them to read the details only and notice what the writer has done in each type. Students can underline with a colored pencil to justify their thinking.
3. Then ask students to look at the description cards. Have them match the details with the description.
4. Choose one detail. Ask groups to share their thinking with the whole class: what did the writer do to introduce his or her topic?
5. Add the detail (the larger version) to the anchor chart with a piece of tape and label the type of detail. Then ask groups to share their description card and add that to the chart.

BUZZING
with
Ms. B

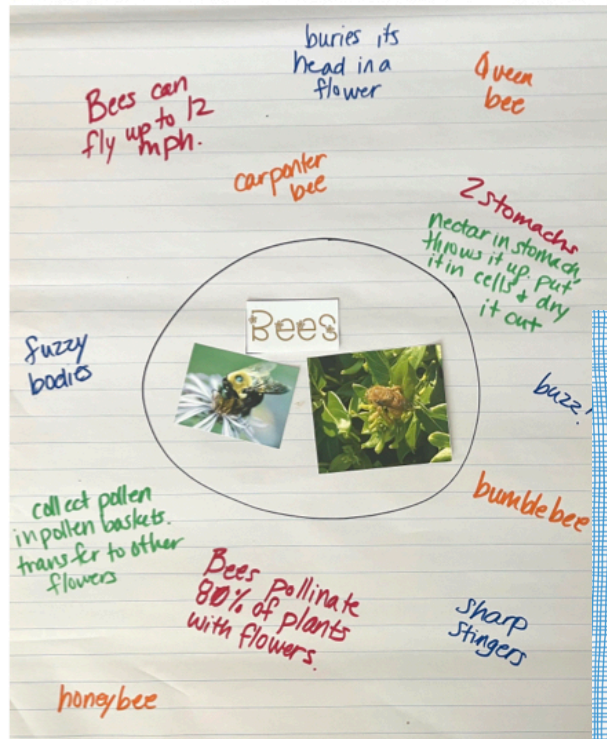
Collaborative detail charts chart

Engage
students in a
fun group
brainstorming
lesson!

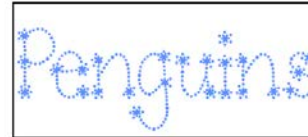
GENERATING LANGUAGE

The Charts

Place the name of the animal in the center, along with the photos for a visual scaffold. Draw a circle or a bubble around them.



PIECES FOR CHARTS



PIECES FOR CHARTS



PIECES FOR CHARTS



PIECES FOR CHARTS



GENERATING DETAILS

Animals

Help students generate details for writing with this engaging activity!

Before the lesson:

1. Prepare the four different animal charts. If you have a class larger than 16, I recommend creating two charts for each animal.
2. Gather markers for each child. Each group needs a different color marker, one for each student in the group.
3. Group students into groups of 2-3.

During the Lesson:

1. Give each student a marker (the same color for each student in the group. This will help you hold students accountable for participation on each animal chart).
2. Place the charts at different places in the room. Have each group start at one chart. Set a timer for a short number of minutes, approximately 8-12.
3. They can look at the pictures provided and add information they know about the animals. Information can be about habitat, features, appearance, adaptations, diet, life cycle, or any other information they know.
4. When the timer goes off, students rotate to the next animal chart and continue adding facts.

Books for each animal in case you or your kids need inspiration!
Giraffes: All Things Giraffes for Kids by Animal Reads
Bees: Give Bees a Chance by Bethany Barton
Zebras: Zebra! Animal Safari by Derek Zobel
Penguins: Penguins by Gal Gibbons



Five expository details posters/ printable charts

EXPOSITORY CONCLUSIONS

Details & Facts



Good writers include interesting details in their writing. They think about which details support their main idea.

To Write

1. Think about your main idea.
2. Look at the examples.
3. Make sure you write them.

EXPOSITORY DETAILS

Facts



The author includes a specific piece of information that usually includes a number that can be proven.

To Write a Fact:

1. Think about your main idea. What information do you know about this idea? What numbers relate to this idea?
2. Write a complete sentence that includes your fact.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

Example:

There are over 7,000 species of frogs on Earth.

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EXPOSITORY DETAILS

Examples



The author includes a statement that introduces one specific type or kind of the topic category.

To Write

1. Think about your main idea.
2. Write a sentence that introduces one specific type or kind of the topic category.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

Example:

The poison in trees.

EXPOSITORY DETAILS

Explanations



How or why something happens.

To Write:

1. Ask yourself, "Why?"
2. Write a sentence that explains why or how something happens.

3. Make sure it connects to other ideas.

of their

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EXPOSITORY DETAILS

Description



The author includes details that show how something looks, feels, smells, sounds, or tastes.

To Write a Reflection Conclusion:

1. Think about the topic of your piece. What does it look, smell, feel, sound, or taste like?
2. Choose one of these senses and write a sentence or two describing your topic or main idea.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

Example:

Frogs can flick out their sticky tongues and snatch a fly right out of the air.

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Handouts for trying out different types of details and applying them to student writing



Start by introducing four different types of details

Collect good details from literature

TRY IT!

Think about a topic you know a lot about. What are you an expert in? Write it here.

Now brainstorm details about this topic. Use them to write a paragraph below.

Facts	Explanations

Examples	Description

Write the paragraph here.

EXPOSITORY DETAILS NOTES

Facts

The author includes a specific piece of information that usually includes a number that can be proven.

1. Think about your main idea. What information do you know about this idea? What numbers relate to this idea?
2. Write a complete sentence that includes your fact.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

Explanations

The author explains how or why something happens.

1. Think about your main idea. Ask yourself, "Why?" Or "How?"
2. Write one or more sentences that explain why or how, in order.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

Examples

The author includes a statement that introduces one specific type or kind of the topic category.

1. Think about your main idea. As yourself if you can think of a specific time, kind or type of the topic.
2. Write a sentence that introduces this example.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

Description

The author includes details that show how something looks, feels, smells, sounds, or tastes.

1. Think about the topic of your piece. What does it look, smell, feel, sound, or taste like?
2. Choose one of these senses and write a sentence or two describing your topic or main idea.
3. Decide where it belongs in your paragraph. Make sure it connects to other ideas.

GOOD DETAILS WE FOUND

Facts

Explanations

Examples

Description

IT UP!

Helps to inform the reader about the main idea. Use the color put a checkmark next to the details that are included.

say the Earth and engels, the gna rade the middle of the city and during the spring they are covered in bright, colorful poppies. Called the Sun City, El Paso has an average of 247 days of sunshine. El Paso is a part of the Chihuahuan Desert and is full of interesting cactus and wildlife.

Types of details

- ☐ Fact (blue)
- ☐ Explanation (red)
- ☐ Example (green)
- ☐ Description (orange)

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Types of details

- ☐ Fact (blue)
- ☐ Explanation (red)
- ☐ Example (green)
- ☐ Description (orange)

Try brainstorming details for your own main idea! Write a paragraph with the details.

BRAINSTORM & WRITE YOUR OWN!

Choose a piece of writing that you have previously written. Read a main idea and write it below. Then brainstorm new details and use them to build a paragraph below.

LOVE IS CARNIVORE.

Read the sentence below. This is the main idea to an expository paragraph about lions. Help with brainstorming details of each type. Then put them in an order that makes sense to write the paragraph at the bottom of the page. You don't have to use all the details if they don't flow well.

Facts	Explanations

Examples	Description

Write the paragraph here.

Practice brainstorming details for main ideas

Color-code details to practice identifying the type!

Build skill and apply to writing

Handouts that
help kids apply
new skills!

Name: _____

REVISE IT!

Read the paragraph below. Mark a line through repeated or irrelevant details. Then rewrite the paragraph on the lines at the bottom of the page.

The saguaro cactus is found in the Sonoran Desert. This is the largest cactus in the US, reaching up to 40 feet in height. Prickly pear cactuses are much smaller than saguaros. The saguaro cactus. The cactus looks upwards. For example, the Gila woodpecker uses the cactus to use as a nest. We use the cactus to make a great hotel for

Write the paragraph here:

Name: _____

RELEVANT OR IRRELEVANT?

Read the main idea. Then read the details and decide if they're relevant or irrelevant. Cut them out and sort them into the two different categories.

Rainforests are full of unique plants.

RELEVANT	IRRELEVANT
Some rainforest orchids only bloom for one day out of the year.	The heliconia flower is a ten foot tall plant with large, colorful flowers that look like lobster claws.
There are 1300 species of birds in the rainforest.	Monkey plants trap small animals in their cup-like leaves and consume them.
The Amazon rainforest is home to around 30 million people	The corpse flower is a flower that has a horrible stench.
The rubber tree can grow to be 100 feet tall and makes up part of the canopy.	6% of the Earth is covered by rainforest.



Expository Writing Lessons

Good Introductions

Write engaging introductions with five different types of introductions!

EXPOSITORY INTRODUCTION

Paint a Picture

The author uses descriptive words to show what the topic looks like and create an image in the reader's mind.

To Paint a Picture

1. Think about the topic and what it looks like. Zo

2. Write a paragraph about the topic.
3. In your own words, describe the topic.

Expository Introductions

Good writers choose their words carefully. The purpose of an introduction is to introduce your topic and hook the reader.

The author uses descriptive words to show what the topic looks like and create an image in the reader's mind.

1. Think about the topic of your piece. Visualize what your topic looks like. Zoom in or zoom out to focus on the details.

REVISE IT!

Read the paragraph below. This is the introduction to an expository piece about baseball. Help the author revise her introduction to interest the reader by trying the different types of introductions! Then put the new introduction next to the one you think Ana should use.

Baseball is one of the most popular sports in the United States and it has a long history here. Want to learn more about baseball? Keep reading!

Paint a Picture

Name: _____

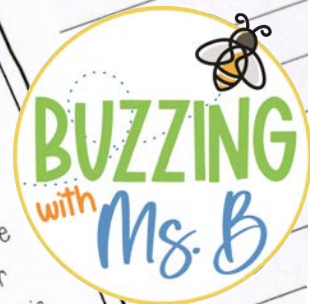
EXPOSITORY INTRODUCTION NOTES

Question

The author asks a question to get the reader's mind wondering about the topic and help them become interested in learning the answer to the question.

1. Think about the topic of your piece. What questions could you ask about it?
2. Write your question as your first sentence.
3. Then, answer it! Make sure your answer is related to your topic.

Imagine This



Teacher Tips & Lesson Plans

Teacher Tips

NARRATIVE: GOOD INTRODUCTIONS

Introduce with a Mentor Text

Starting out by reading a great example of authentic text is the way we learn to do what we are learning to do. You can use the list provided during reading time. Then, go back to it during part you want students to notice.

Then, point out what you notice the writer really interesting kind of introduction. She put environment before she introduced her topic.

Tips for great writing instruction and mentor texts for good introductions

Here are a few ways to do a "we do" in writing the strategy in teams or pairs, or you can have the teacher being the support.

You Do: Independent Practice

At this point, the students can try to apply writing. They can apply it in a new piece or previously written piece to apply the strategy.

Teacher Tools

GOOD INTRODUCTIONS MENTOR TEXTS



Paint a Picture



Background Information

Incredible Fact

The Bee Book by Charlotte Milner

Volcanoes by Dr. Franklyn Branley

Chameleons Are Cool by Martin Jenkins

Question

What If You Had Animal...? series by Sandra Markle

Creature Features by Steve Jenkins

Time to Eat by Steve Jenkins

Hottest Coldest Highest Deepest by Steve Jenkins

Just Right: Searching for the Goldilocks Planet by Curtis Manley

Imagine This

Surprising Sharks by Nicola Davies

From Seed to Plant by Gail Gibbons

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WRITING UNIT: Good Introductions		
Date & Target	Lesson sequence	Materials Needed
1. Set a introduct 2. Read 3. Model notice & understand 4. Read 5. Have them write		
The student will make observations about expository introductions in authentic text.		

6 days of lesson plans, ready to print and go!

WRITING UNIT: Good Introductions		
Date & Target	Lesson sequence	Materials Needed
1. Set a introduct 2. Read 3. Model notice & understand 4. Read 5. Have them write		
The student will make observations about expository introductions in authentic text.		
1. This is a good lesson to do as a "We Do" to provide enough scaffolding for students. Provide each student with a copy of the "Revise It" handout. Project the handout on a document camera if possible, or use a chart tablet to write on for the class to see. 2. Read the boring introduction provided. Model thinking aloud to try to write the first type of introduction you choose (you don't have to go in order!). 3. Try the second type of introduction, asking for student input. 4. Continue to revise the introduction in different ways, having students work in teams, pairs, and eventually trying it on their own and sharing it with the class. A key has been provided in case you need ideas! 5. Have students pull out a previously written piece that has a boring introduction. Use the "Revise Your Own" handout to have them revise it and choose the best one.		- Revise It handout - Document camera or chart paper - Revise Your Own handout
1. Ask students to use the "Try It" handout to try writing a new introduction for a new piece of writing. 2. Use the "Introduction Checklist" to have them evaluate it and see if it has all the proper parts. 3. Have them mark their favorites with a star.		- Try It handout - Introduction Checklist
The student will write a new introduction for a new piece of writing.		

Anchor charts

Materials and for building the anchor chart as a hands-on engaging activity!

EXPOSITORY INTRODUCTIONS ANCHOR CHART

This is what the completed chart looks like!

GOOD INTRODUCTIONS
for EXPOSITORY writing

TYPE	EXAMPLE	DESCRIPTION
QUESTION	Have you ever looked up at the night sky? What did you see there? If you were in a well-lit place, you might have only seen darkness, but if you were out in the country, you would have seen the stars and the crescent moon.	The author <u>asks a question</u> to get the reader's mind wondering about the topic and help them become <u>interested in learning</u> the answer to the question.
Paint a Picture	<u>Darkness</u> stretches across the sky <u>like a thick blanket</u> . <u>The pencils of light</u> dot its surface, and the <u>moon smiles down like a shining cat</u> , grinning in space.	The author uses <u>descriptive words</u> to show what the topic looks like and <u>create an image</u> in the reader's mind.
INCREDIBLE FACT!	If the Earth was hollow, you could fit <u>100 moons</u> into it. That's how small the moon is in comparison to the Earth.	The author shares an <u>interesting fact</u> or <u>piece of information</u> that hooks the reader into learning more about the topic.
BACKGROUND INFORMATION	The moon has <u>no atmosphere</u> . Its surface is covered in <u>rochers and dead volcanoes</u> . This satellite has <u>reflected light</u> for over billions of years, but it took until 1968 for mankind to <u>step foot</u> on its surface.	The author gives some <u>general information about the topic</u> to help the reader become interested in learning more.
Imagine This...	<u>You're standing in the middle of a field</u> , surrounded by darkness. What word will brighten your view? What word will make you pull out your telescope? Moon!	The author tells the reader <u>to imagine</u> that they are in a <u>specific place</u> to introduce their topic in a creative way.

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HANDS-ON ACTIVITY
Build the Chart

Help students notice and differentiate different types of introductions. Then think about why an author would choose to write that sort of introduction. What is the effect on the reader?

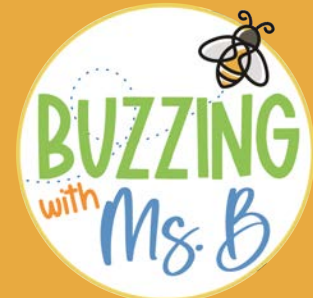
Before the lesson:

1. Prepare the anchor chart by marking out the lines for the table. Leave everything else blank.
2. Copy matching activity. Keep the introductions separate from the descriptions (you may want to use two different colors of paper.) Cut up the cards.

During the Lesson:

1. Give each group a set of the set of cards.
2. Ask them to read the introductions only and notice what the writer has done in each type. Students can underline with a colored pencil to justify their thinking.
3. Then ask students to look at the description cards. Have them match the introductions with the description.
4. Choose one introduction. Ask groups to share their thinking with the whole class: what did the writer do to introduce his or her topic?
5. Add the introduction (the larger version) to the anchor chart with a piece of tape and label the type of introduction. Then ask groups to share their description card and add that to the chart.

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Six expository introductions posters/ printable charts

EXPOSITORY INTRODUCTIONS

Good Introductions



EXPOSITORY INTRODUCTION

Incredible Fact



An author states an incredible fact as their introduction to "hook" the reader and get them interested in the topic right away.

To Write an Incredible Fact:

1. Think about the something surprising people might not know.
2. Use the fact as your introduction.
3. In the next sentence, introduce your topic by providing more information.

Example:

If the Earth was a marble, that's how small the human population is.

Read their introductions carefully. Choose the introduction to introduce your topic and hook the reader.

Good Introduction...

Read the introductions carefully. Choose the introduction you'd like to try. Write your own introduction. The best suits your piece and will be the most interesting to the reader.

EXPOSITORY INTRODUCTION

Background Information



The author gives some general information about the topic to help the reader become interested in learning more.

To Write Background Information:

1. Think about the topic of your piece. What are some important pieces of general (not specific) information your reader should know?
2. Write a few sentences to introduce your topic. Make sure you're not including the exact details you're going to include later in your piece, and that each detail is related directly to your topic.

Example:

The moon has no atmosphere. Its surface is covered in craters and dead volcanoes. This satellite has orbited Earth for over billions of years, but it took until 1969 for mankind to step foot on its surface.

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EXPOSITORY INTRODUCTION

Paint a Picture



The author uses descriptive language to help the reader visualize the topic looks like and create an image in their mind.

To Paint a Picture:

1. Think about the topic of your piece. How does your topic look like? Zoom in on the details. Use sensory language to help the reader visualize the topic.
2. Write several sentences to introduce your topic. Use sensory language to help the reader visualize the topic.
3. In your last sentence, name the topic.

Example:

Darkness. Pinpricks of light. Like a checkered floor.

EXPOSITORY INTRODUCTION

Ask a Question



The author asks a question to get the reader's mind wondering about the topic and help them become interested in learning the answer to the question.

To Ask a Question:

1. Think about the topic of your piece. What question can you ask?

What did you see? What did you hear? What did you feel? What did you think? What did you do? What did you say? What did you see and hear? What did you feel and think? What did you do and say?

What did you see? What did you hear? What did you feel? What did you think? What did you do? What did you say? What did you see and hear? What did you feel and think? What did you do and say?

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EXPOSITORY INTRODUCTION

Imagine this...



The author tells the reader to imagine that they are in a specific place to introduce their topic in a creative way.

To Write an Imagine This

1. Think about the topic of your piece. Where would the reader come across it? Write one sentence telling the reader to imagine they're in that setting.
2. Write a couple of questions that will get the reader thinking about your topic. They're like clues!
3. Write a sentence that names your topic.

Example:

You're standing in the middle of a field, surrounded by darkness. What word will brighten your view? What word will make you pull out your telescope? Moon!

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Handouts for trying out different types of details and applying them to student writing



Start by introducing five different types of introductions

Collect good introductions from literature

TRY IT!

Think about a topic you know a lot about. What are you an expert at? Write it here.

Now think about how you can write a good introduction for this topic. Try each kind and then put a star next to the one you think is the best!

☐ Paint a Picture	☐ Question
☐ Incredible Fact	☐ Background Information
☐ Imagine This	

EXPOSITORY INTRODUCTION NOTES

Good writers choose their introductions carefully. The purpose of an introduction is to introduce your topic and hook the reader.

Expository Introductions	Paint a Picture	Question
Incredible Fact	Background Information	Imagine This

GOOD INTRODUCTIONS WE FOUND

Expository Introductions	Paint a Picture	Question
Incredible Fact	Background Information	Imagine This

Write your own introductions for your own piece of writing and choose the best one

REVISE YOUR OWN!

Choose a piece of writing that you have previously written. Read the introduction and write it below. Then try to write a new introduction using each of the introduction types in the table. Mark your favorite with a star.

☐ Paint a Picture	☐ Question
☐ Incredible Fact	☐ Background Information
☐ Imagine This	

INTRODUCTION CHECKLIST

Decide on the type of introduction you'd like to try

- ☐ Paint a Picture
- ☐ Question
- ☐ Incredible Fact
- ☐ Background Information
- ☐ Imagine This

Remember, your introduction needs to:

- ☐ Introduce the topic
- ☐ Fit the tone of the topic
- ☐ Hook your readers so that they are interested to read

Revise a dull introduction in five different ways

WHICH IS MOST EFFECTIVE?

When you're writing an introduction, it's important that the introduction actually introduces the topic well and gets the reader's brain ready to read about it.

Read the short stories. Decide on which of the two introductions best suits the expository piece. Explain your reasoning.

Choice A: The funny thing is, not all spiders are dangerous to humans. Even though we humans tend to smash them on sight, many spiders don't have venom that affects humans at all. There are only a few spiders that actually kill humans with their bite.

Choice B: Imagine this. You're sitting on the porch swing in front of your house. Suddenly a creepy, creepy leg reaches out towards your hand. How many legs are on that little beast? Are there eight? Oh, not you dumb! Spider!

Choice A: Tell your friend that spiders are scary and the dry needles can kill you. Running water is scary. Spider while a deer is scary. Take a drink. What is this? New Mexico but there's more to it. Scary in this exciting spot!

Choice B: The San Geronimo is 1500 feet high and gets over 15 feet of snow. Adventurers seekers, take no fear! You've found your ski destination in New Mexico. is a better introduction for this expository piece because

Choose the best introduction for the piece