Follow your teacher’s instructions as you complete the day-to-day steps below.

Week 1 Focus: Writing an Informational Essay

This week focuses on writing an essay on the following prompt: Write an informational essay that explains what the original inventions of these sweet treats have in common.

# Day 1 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | You’ll be writing an essay on this topic: Write an informational essay that explains what the original inventions of these sweet treats have in common.  Today’s Work:   1. Read the articles and underline or highlight evidence that could be used in your essay about what the original sweet treats have in common. Hint: If you’re not sure what to look for, start by finding information about how well-known sweet treats were first invented.   [*Sweet Treats Articles*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/ETzJUUr1NjNDnOCXeo9IHKUBKvLEVuCqTPUHZxTLvJ2XuQ?e=mvHpyr) |

# Day 2 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Today you’ll begin writing your essay.  Today’s Work:   1. Review the articles you highlighted from Day 1. 2. Then, use the *Building an Essay Sheet* to plan for writing. As you plan, consider writing two body paragraphs: one about *how* *ice cream was first invented* and another about *how* *chocolate chip cookies were first invented*. 3. Next, draft an introduction for the essay. Include an attention grabber and a big idea statement to tell the reader exactly what you’ll be writing about.   [*Building an Essay Sheet*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/EXhltDbD9_5GsKog3UcNk3EBZA-2E2wxvDxx0fiz5fxpIA?e=rVb8Bv) |

# Day 3 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Time to draft a body paragraph for your essay.  Today’s Work:   1. Use the *Building an Essay Sheet* and the *Sweet Treats Articles* to organize Body Paragraph 1 about how ice cream was first invented. 2. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article). |

# Day 4 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Time to draft a second body paragraph for your essay.  Today’s Work:   1. Use the *Building an Essay Sheet* and *Sweet Treats Articles* to organize Body Paragraph 2 about how chocolate chip cookies were first invented. 2. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article).   If you’re up for a challenge, write another body paragraph about how popsicles have changed! |

# Day 5 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Now it’s time to wrap up your essay.  Today’s Work:   1. Use the *Building an Essay Sheet* to draft your conclusion. 2. Look back at your introduction. Ask yourself: How can I wrap up and end the essay? 3. After finishing the conclusion, go back and read through the essay, looking for these things:   - Capital letters at the beginning and punctuation at the end of each sentence  - Enough evidence and explanation in each body paragraph  - Words that might be spelled incorrectly  4. When you’ve finished, follow your teacher’s instructions for turning in your essay. |

Follow your teacher’s instructions as you complete the day-to-day steps below.

Week 2 Focus: Reading Comprehension

This week you’ll be reading stories and articles, while answering questions.

# Day 6 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Today’s Work:   1. Complete the Read and Respond Activity sheet. Follow your teacher’s instructions for turning this assignment in.   [*Sneak Attack Read and Respond Activity Sheet*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/ETsGnB3cpQROpC_0xgGkmDoBuWmTq_FKIUbt3OoEkZnNTA?e=EhManR) |

# Day 7 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Today’s Work:   1. Complete the Read and Respond Activity sheet. Follow your teacher’s instructions for turning this assignment in.   [*Pencil Power Read and Respond Activity Sheet*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/EevDsLIBGMNAi1ANG_QyWWgBlX-lqQW8j0fC2731urPwJA?e=tcU3aF) |

# Day 8 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Today’s Work:   1. Complete the Read and Respond Activity sheet. Follow your teacher’s instructions for turning this assignment in.   [*Seagull’s Revenge Read and Respond Activity Sheet*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/EZKRWpSSiBxKsjojO0Ai0ZYBznTqKFfftFj2Dqv8JRov6g?e=BfegTp) |

# Day 9 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Today’s Work:   1. Complete the Read and Respond Activity sheet. Follow your teacher’s instructions for turning this assignment in.   [*The Endangered Tapir Respond Activity Sheet*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/ESQRMMG6zpxNr3uPjUk_X1oBFn22CV7I7_m0cFMuz2qSkQ?e=rp2F5c) |

# Day 10 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Today’s Work:   1. Now that you’ve read four different stories/articles, select the one you liked the best. 2. Write a response that includes the five Ws: Who? What? Where? When? and Why? Be sure to include the title of the story or article and the most important details only. Follow your teacher’s instructions for turning this assignment in. |

Follow your teacher’s instructions as you complete the day-to-day steps below.

Week 3 Focus: Writing an Opinion Essay

This week focuses on writing an essay on the following prompt: Write an opinion essay that explains whether or not you think there should be laws so that everyone must wear helmets when riding bikes and why.

# Day 11 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | You’ll be writing an opinion essay on this topic: Write an opinion essay that explains whether or not you think there should be laws so that everyone must wear helmets when riding bikes and why.  Today’s Work:   1. Read the articles and underline or highlight evidence that could be used in your essay about whether or not you think there should be laws so that everyone must wear helmets when riding bikes and why.   [*Bike Helmets Articles*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/EZYsSkJkSjBPhNsyIoVy6FUBfJI-13LDPxaAAfXKiacftA?e=u9g0f4) |

# Day 12 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Time to organize and plan your essay.  Today’s Work:   1. Review the articles you highlighted from Day 11. 2. Then, use the *Building an Essay Sheet* to plan for writing. As you plan, think about which side you will take and what text details you will use to support your opinion. 3. Next, draft an introduction for the essay. Include an attention grabber and a big idea statement to tell the reader exactly what you’ll be writing about. Be sure to tell your opinion about bike helmets!   [*Building an Essay Sheet*](https://writescore-my.sharepoint.com/:b:/p/murielle_borrie/EXhltDbD9_5GsKog3UcNk3EBZA-2E2wxvDxx0fiz5fxpIA?e=WR0S7s) |

# Day 13 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Time to draft a body paragraph for your essay.  Today’s Work:   1. Use the *Building an Essay Sheet* and the *Bike Helmets Articles* to organize Body Paragraph 1. 2. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article). |

# Day 14 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Time to draft a second body (and third, if wanted) paragraph for your essay.  Today’s Work:   1. Use the *Building an Essay Sheet* and the *Bike Helmets Articles* to organize Body Paragraph 2. 2. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article). |

# Day 15 English Language Arts

|  |  |
| --- | --- |
| Writing & Reading | Now it’s time to wrap up your essay.  Today’s Work:   1. Use the *Building an Essay Sheet* to draft your conclusion. 2. Look back at your introduction. Ask yourself: How can I wrap up and end the essay? 3. After finishing the conclusion, go back and read through the essay, looking for these things:   - Capital letters at the beginning of each sentence  - Punctuation at the end of each sentence  - Enough evidence and explanation in each body paragraph  - Words that might be spelled incorrectly  When you’ve finished, follow your teacher’s instructions for turning in your essay. |