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Write TIME FOR KIDS— Level 1

This sample includes the following:

Best Practices Guide Cover (1 page)

Best Practices Guide Table of Contents (1 page)

How to Use This Product (5 pages)

Lesson Plan (14 pages)

Card (2 pages)

To Create a World ⁱⁿ which
Children love to Learn!

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Write
TIME
FOR KIDS

Level 1

Best Practices

Guide



Program Welcome

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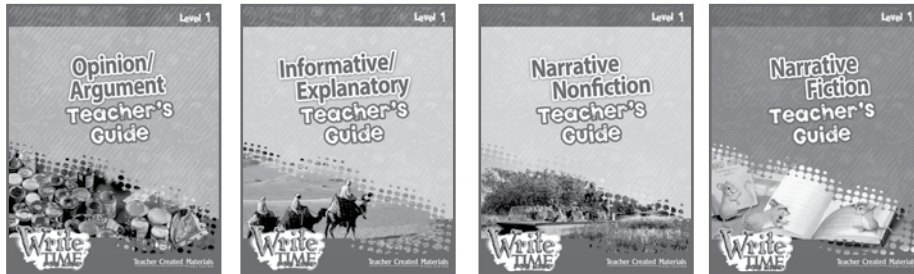
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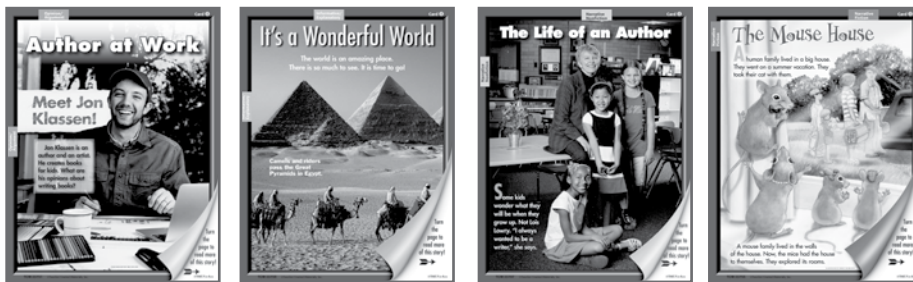
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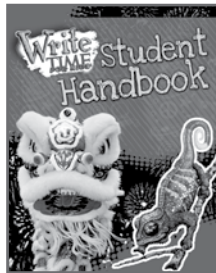
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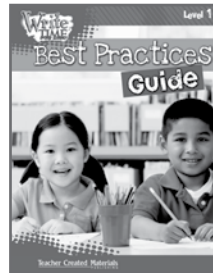
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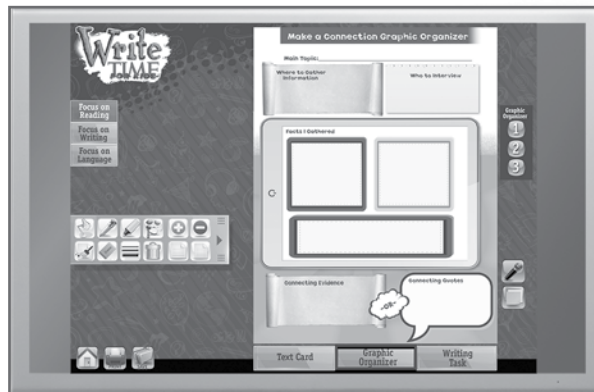
Student Handbook



Best Practices Guide



Technology Platform



How to Use This Product (cont.)

Lesson Components

Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.

Writing Narrative Nonfiction

Objective
Students will understand the purpose and components of narrative nonfiction writing, including the importance of research and the use of primary sources to create a compelling story.

Overview
Students will learn about the importance of research and the use of primary sources to create a compelling story.

Standards
Students will understand the importance of research and the use of primary sources to create a compelling story.

Reading and Listening
Students will understand the importance of research and the use of primary sources to create a compelling story.

Materials
Students will understand the importance of research and the use of primary sources to create a compelling story.

Overview: Includes key information for planning (standards and a list of materials).

The Writing Process

Prewriting
Students will understand the importance of research and the use of primary sources to create a compelling story.

Drafting
Students will understand the importance of research and the use of primary sources to create a compelling story.

Collaborative Writing
Students will understand the importance of research and the use of primary sources to create a compelling story.

Differentiated Instruction
Students will understand the importance of research and the use of primary sources to create a compelling story.

The Writing Process: Includes Prewriting and Drafting instruction, using a graphic organizer, frame, and draft page.

Analyzing the Mentor Text

Analyzing the Mentor Text
Students will understand the importance of research and the use of primary sources to create a compelling story.

Collaborative Writing
Students will understand the importance of research and the use of primary sources to create a compelling story.

Publishing Ideas
Students will understand the importance of research and the use of primary sources to create a compelling story.

Analyzing the Mentor Text: Introduces the text and key vocabulary words, as well as provides close reading instruction.

The Writing Process

Revising and Editing
Students will understand the importance of research and the use of primary sources to create a compelling story.

Assessment
Students will understand the importance of research and the use of primary sources to create a compelling story.

Collaborative Writing
Students will understand the importance of research and the use of primary sources to create a compelling story.

Publishing Ideas
Students will understand the importance of research and the use of primary sources to create a compelling story.

The Writing Process: Includes Revising, Editing, Assessment, and Publishing Ideas.

Annotating the Mentor Text

Annotating the Mentor Text
Students will understand the importance of research and the use of primary sources to create a compelling story.

Collaborative Writing
Students will understand the importance of research and the use of primary sources to create a compelling story.

Publishing Ideas
Students will understand the importance of research and the use of primary sources to create a compelling story.

Annotating the Mentor Text: Introduces annotations to support Analyzing the Mentor Text and to build a reading and writing connection.

Writing Rubric

	4	3	2	1
Introduction	The topic is introduced.	The topic is introduced.	The topic is introduced.	The topic is introduced.
Details	Details are provided.	Details are provided.	Details are provided.	Details are provided.
Support	Support is provided.	Support is provided.	Support is provided.	Support is provided.
Language	Language is used.	Language is used.	Language is used.	Language is used.

Writing Rubric: Features a writing rubric, specifically tailored to the lesson's writing task.

Language Practice

Word	Definition	Example
Investigate	To look into or research something.	She investigated the cause of the accident.
Collaborate	To work together with others.	They collaborated on their project.
Publish	To make something known to the public.	They published their findings.
Assess	To evaluate or judge something.	They assessed the situation.

Language Practice: Addresses the language skill and makes authentic connections to the Mentor Text.

Lesson Extensions

Think Like a Reader
Students will understand the importance of research and the use of primary sources to create a compelling story.

Think Like a Writer
Students will understand the importance of research and the use of primary sources to create a compelling story.

Digital Writing Practice
Students will understand the importance of research and the use of primary sources to create a compelling story.

Home Extensions
Students will understand the importance of research and the use of primary sources to create a compelling story.

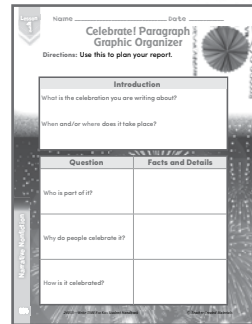
Lesson Extensions: Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

Student Handbook

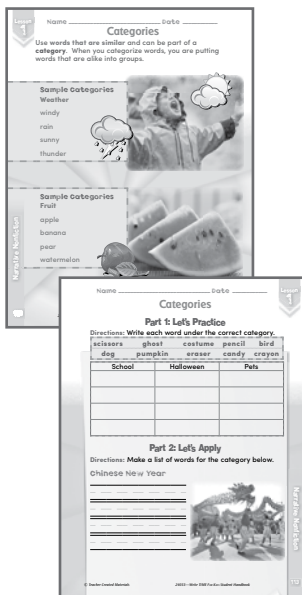
Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.



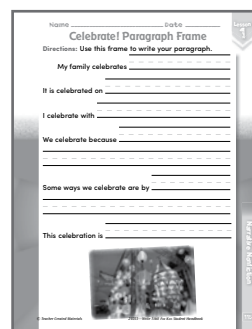
Mentor Text Card:
Supports close reading with a student-friendly version of the card for easy annotations and highlights.



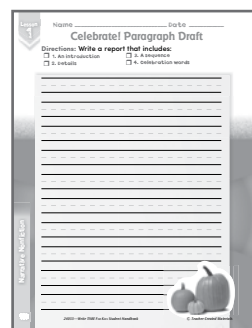
Graphic Organizer:
Supports the prewriting and planning stages of the writing process.



Language Practice:
Includes an introduction and mini-lesson for the target language skill and a practice activity to check for understanding of the skill, as well as an application activity to demonstrate mastery of the skill.



Draft Frame:
Supports struggling writers and English language learners as they transition from the prewriting stage to the drafting stage of the writing process.



Draft:
Includes a student-friendly rubric to remind students what information to include in their writing pieces, and provides a place for students to draft their writing.

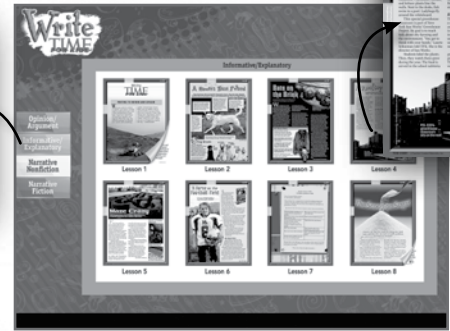
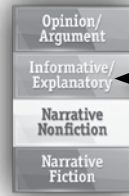


How to Use This Product (cont.)

Using the Technology Platform

Getting Started

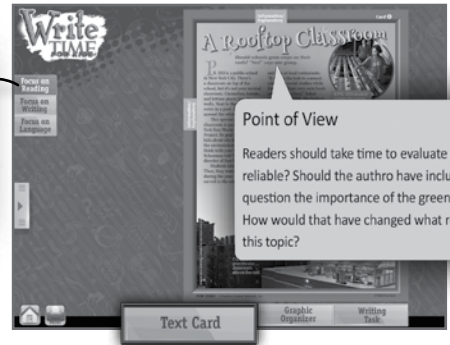
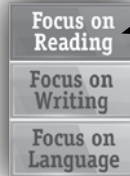
- Select from one of the four genres.
- Select the card for the day's lesson.



Analyzing the Mentor Text Card

On the **Text Card** tab:

- Select from the three standards: Reading, Writing, or Language.
- View the highlighted annotations provided for each standard to show the reading and writing connections.
- Click on each highlighted section to receive a detailed annotation that describes how that standard is used/addressed on the Mentor Text Card.



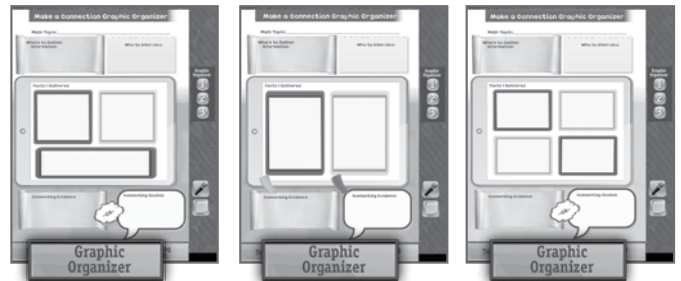
Point of View
Readers should take time to evaluate the sources. Are they reliable? Should the author have included quotes that question the importance of the greenhouse classroom? How would that have changed what readers think about this topic?

The Writing Process

Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organizer** tab:

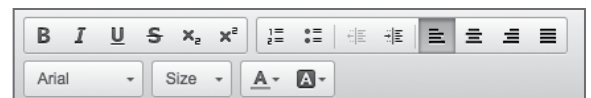
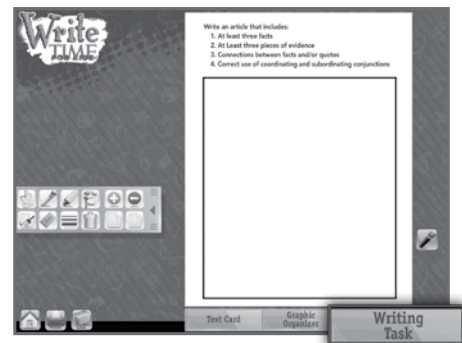
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson, as well as various levels of writing needed.



Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

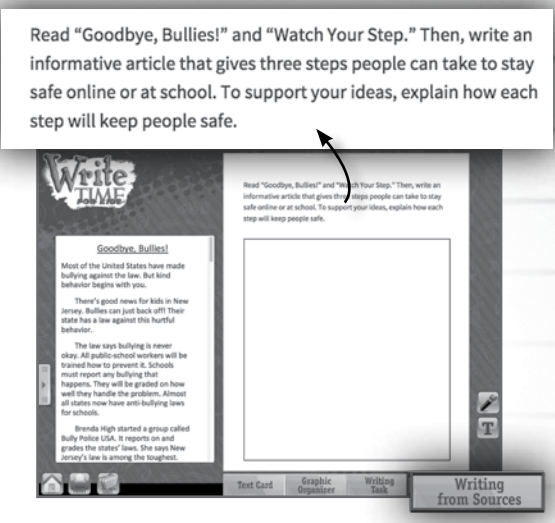
- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



Assessment Preparation

On the **Writing from Sources** tab in Lesson 8 of each genre:

- Use the Writing from Sources task to prepare students for today’s assessments and testing environment. Students will read and compare the information from two texts and respond to a writing prompt.



Bonus Features

There are a variety of tools available for the user, including but not limited to print, save, record, highlight, erase, zoom in, zoom out, and delete.



Save—Students may save their completed work in PDF and/or Word formats, making it simple for teachers to import student work into their system(s) of choice.



Print—Students may print all the work they complete in the Technology Platform.



Record—Teachers may ask questions, provide feedback, etc. Students may record themselves reading, respond to teachers, etc. All recordings may be saved.



Notes—Teachers and students can easily collaborate using this tool.

Note: The Technology Platform may be found on the Digital Resources USB Device.

Focusing on a Topic

Objective

To focus on and introduce a topic and opinion.

Overview

Use the lesson plan on pages 19–26. Study **Card 2**, “Cool Inventions,” and have students notice how the author introduces a topic, states an opinion, and remains focused on the topic throughout the article. Students will write letters about which inventions they think are the most interesting. A comma activity is provided to support students’ writing.

Essential Question

How do I introduce my topic?

Standards

Writing: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

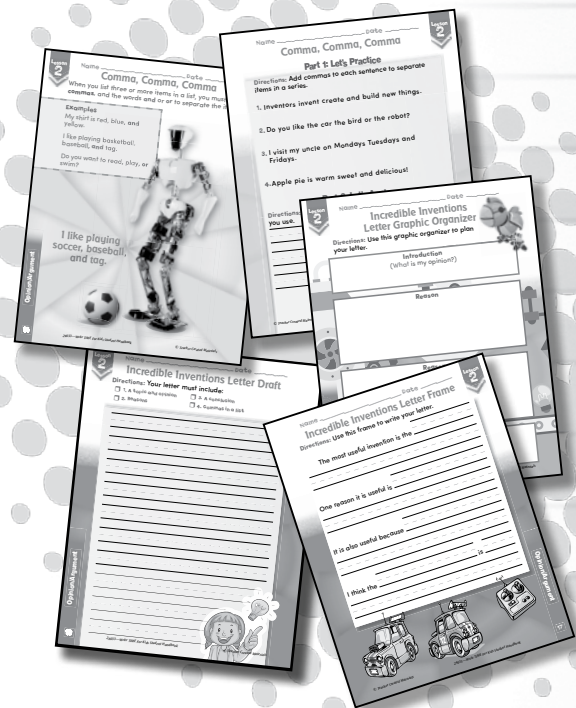
Reading: Use the illustrations and details in a text to describe its key ideas.

Language: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Materials

- Opinion/Argument **Card 2**, “Cool Inventions”
- *Student Handbook* activity sheets (pages 13–18)
- paper, pens, and highlighters
- *Write TIME FOR KIDS* Technology Platform
- technology for writing digitally and a printer (optional)



For detailed support on how to integrate the *Write TIME FOR KIDS* Technology Platform, please reference pages 58–59 of the *Best Practices Guide* and the User Guide found on the USB Device. Be sure to look for the technology integration icon throughout the lesson.

Analyzing the Mentor Text

Establishing a Purpose: Students will read **Card 2**, “Cool Inventions,” using the pictures and details in the text to describe its key ideas.

“1. This card tells us about inventions and the author’s opinion of them. The author does a fantastic job of introducing the topic and stating an opinion. Let’s examine how the author does this.”

2. Display Opinion/Argument **Card 2**, “Cool Inventions.” Have students independently read the card. Then, read it aloud as students follow along in their *Student Handbooks* on page 13.

Note: For additional support, play the audio recording of the card from the Technology Platform, or engage students in a choral or echo reading.

Vocabulary: See the reverse side of the card for a potentially challenging vocabulary definition (*aircraft*). After introducing the word and its meaning, have students discuss what they already know about machines that fly and ask questions about what they do not know. (*I’ve been on an airplane to visit family in another city; What else besides airplanes are called flying machines?*)

3. Have students independently read the card once more, closely examining how the pictures help to describe key ideas in the text. Then, read it aloud again. As you read, draw attention to the annotations provided on page 21. Have students selectively annotate their copies by circling key words, such as those that introduce the topic (*Student Handbook*, page 13).

“What is this article about? Turn to a partner and discuss. (*cool inventions*) What are the author’s opinions about these cool inventions? (*The author believes that the new inventions can be very useful.*) The author writes, *Inventors create or build new things* at the beginning of this article. Why do you think the author did this? (*to introduce the topic of inventions*) Writing a sentence that introduces the topic before stating your opinion, makes your opinion piece better. Reminding yourself of the topic as you write will help you stay focused on the topic, just as the author does in ‘Cool Inventions.’”

Reading Extension: On the back of the card, look at the “Think Like a Reader” questions. To support a collaborative environment, have students turn to a partner to discuss each question. Then, come together as a group to share. Suggested answers can be found on page 26.



This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Topic

The author clearly **introduces** and **explains** the topic.

Opinion/
Argument

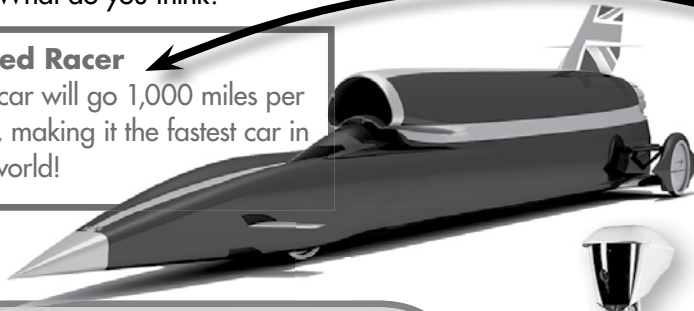
Card 2

Cool Inventions

Inventors create or build new things. They try to come up with ways to make our lives better. These new inventions could be very useful. What do you think?

Speed Racer

This car will go 1,000 miles per hour, making it the fastest car in the world!

**Key Details**

Key details in the text **support** the author's **opinion**.

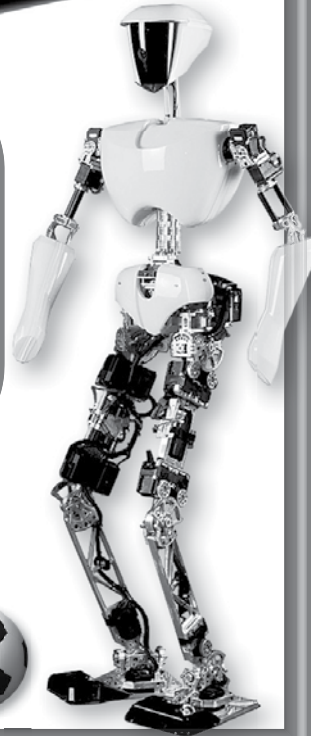
Winged Wonder

It looks like a bird. It flies like a bird. But it is not. It is a tiny aircraft. It can even fly backward.

**Soccer-Playing Robot**

This robot is a soccer champ! It played in a game for robots. Will robots one day play against humans?

-By TFK Staff

Opinion/
Argument

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©TIME For Kids

Photographs

Photographs **help** readers **understand** how futuristic these inventions are. They help them understand why these examples support the author's opinion.



This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Language Practice

Students will practice using commas to separate three or more items in a series.

1. Explain that all writing has to be clear for readers to understand it. One way to do that is to use *commas* in a list. When you list three or more items in a list, you must use commas and the words *and* or *or* to separate the items. See the examples to the right and in the *Student Handbook*, page 14.
2. Have students turn to the Comma, Comma, Comma activity sheet (*Student Handbook*, page 15) and complete it independently or in pairs.
3. When complete, share and discuss, using the Answer Key below.

Examples

My shirt is red, blue, **and** yellow.

I like playing basketball, baseball, **and** tag.

Do you want to read, play, **or** swim?

Name _____ Date _____

Lesson 2

Comma, Comma, Comma

Part 1: Let's Practice

Directions: Add commas to each sentence to separate items in a series.

1. Inventors invent, create, and build new things.
2. Do you like the car, the bird, or the robot?
3. I visit my uncle on Mondays, Tuesdays, and Fridays.
4. Apple pie is warm, sweet, and delicious!

Part 2: Let's Apply


Directions: Write a sentence about three cool inventions you use.

Answers will vary but may include I use a blender, a microwave, and a computer.

Opinion/Argument

15

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Note: Commas keep words and ideas from running together. They tell readers where to pause. When using commas to set off each item in a series, the items can be words, phrases, or clauses.



Use the **Focus on Language** section of the Technology Platform to show students authentic application of the Language Skill.

The Writing Process

Students will write a letter about inventions. Before beginning the writing process, introduce the lesson's rubric as well as revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–71) as needed.

Prewriting

1. Today, we'll write opinion letters. It's important to state our opinions and stay on topic. We can do this by asking ourselves *Is this reason on topic and does it support my opinion?* Today, we'll choose one of the three inventions in the article, 'Cool Inventions,' that we think is the most useful. ”

2. As a class, brainstorm a list of reasons why each invention is cool. (*everyone does not have it, it does things nothing else can do, or it solves a problem*) Be sure to discuss how to effectively introduce the invention.

Collaborative Writing: In small groups, have students discuss how the inventions are useful, by creating a list of traits that make them effective.

3. Ask each student to choose one invention he or she believes is the most useful. Model how to plan your writing, using the Incredible Inventions Letter Graphic Organizer (*Student Handbook*, page 16). Scaffolded graphic organizers are available on the Technology Platform.

4. Have students complete their graphic organizers independently.

Art of Persuasion

Have students explain why the inventions they did not choose are not as interesting as the invention they did choose.

Drafting

1. Model how to use the Incredible Inventions Letter Graphic Organizer to write a draft of the letter.

“ First, I have to decide who the recipient of my letter will be. I'm going to write to my cousin who lives in another city. Right at the beginning, I'm going to tell her *I think the soccer-playing robot is the most useful*. Then, I'll tell her at least two reasons that support this, such as *With the robot playing goalie, you can practice your goal kicks*. My reasons must be true and stay focused on my chosen invention. I think I'll end my letter with how I feel about the robot, such as *I would love to buy one to give to you as a present*. ”

2. Have students draft their letters on the Incredible Inventions Letter Draft (*Student Handbook*, page 18). Remind them to stay on topic as they write.

Differentiated Instruction

1 Language Support: Have student pairs take turns stating their opinion about their chosen invention and their reasons. The Incredible Inventions Letter Frame (*Student Handbook*, page 17) is provided for additional drafting support.

2 Challenge: Have students refute an opposing view to their selected invention.



This activity can also be completed digitally using the **Graphic Organizer** and **Writing Task** sections of the Technology Platform.

The Writing Process

Revising and Editing

1. After the first draft is complete, demonstrate how to revise and edit your own letter by highlighting and labeling your topic and reasons. Invite students to offer suggestions on how to improve your letter, such as offering stronger reasons.
2. Have students highlight their topics and reasons in their own letters.

Note: Have students highlight each section of their graphic organizers and their frames and/or drafts as a quick way to check the transfer of their notes.

Collaborative Writing: In small groups, have students share their letters one at a time. Charge each student with offering at least one compliment, one suggestion, or asking one question. Circulate and monitor student feedback as they share. Remind students that their writing should stay on topic. Specificity is the heart of feedback. Offer sentence frames to help get them started, such as *Why did you _____?* or *I think it would be great if you _____.*

3. After sharing, model how you will revise and edit your letter based on the feedback you received. Encourage students to revise and edit their writing based on peer feedback.



Digital Writing Practice: If possible, students should complete their revising and editing using the Technology Platform from which they can print their final drafts.

✓ Assessment

1. Revisit the Essential Question by having students discuss how they focused on and introduced their topics.
2. Have students self-assess their writing using the rubric on page 25. Then, assess students' writing. If possible, conference individually with each student, providing your feedback and offering next steps.

Collaborative Writing: In pairs, have students assess each other's writing, using the rubric.

3. Store students' letters in their writing folders.

Publishing Ideas

Have students mail or e-mail their final letters. Recipients will enjoy receiving the letters and students will have the satisfaction of sending a published piece.



Learn from the Experts

For more information about the craft of writing, read what the author has to say in "Listen to the Author" on the back of the card.

Writing Rubric

Use this rubric to assess students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Topic, a 3 for Reasons, a 2 for Organization, and a 3 for Language averages to a 3 overall ($12 \div 4 = 3$).

	4	3	2	1
Topic	The topic and opinion are clearly established.	The topic and opinion are somewhat established.	The topic or opinion is established.	The topic and the opinion are unclear.
Reasons	All reasons are true and relevant to the topic.	Most reasons are true and relevant to the topic.	Some reasons are true and relevant to the topic.	Reasons are not true or are irrelevant to the topic.
Organization	Writing includes a clear introduction and a conclusion.	Writing includes an introduction and a conclusion.	Writing includes an introduction or a conclusion.	Writing does not include an introduction and conclusion.
Language (Grammar, Usage, and Mechanics)	Clearly understands using commas in a series.	Understands using commas in a series.	Somewhat understands using commas in a series.	Confused about using commas in a series.

Focusing on a Topic



Lesson Extensions

Think Like a Reader Suggested Answers

1. This article is about cool inventions.
2. Inventors create or build new things.
3. The photographs help you understand the article by showing you what is being written.

Think Like a Writer Suggested Answers

1. The author stays focused on the topic by sticking to the inventions listed.
2. Answers will vary but may include *I stay on topic when I write by looking back at my title.*



Digital Writing Practice

Encourage students to think about today's lesson about opinion/argument writing. Then, read aloud and discuss the Lesson 2 Writing Prompt found on the Digital Resources USB Device.

Note: To set up students for success, brainstorm ideas along with key words and offer genre-specific support.

Home Extensions

1. Have students share the contents of their letters with their families. Then, invite them to look around their homes and make lists of useful inventions.
2. If desired, ask students to complete the *Write TIME FOR KIDS* activity on the back of the card as a homework activity or as an in-class extension.



Opinion/
Argument

Card 2

Cool Inventions

- 1 Inventors create or build new things. They try to come up with ways to make our lives better. These new inventions could be very useful. What do you think?

Speed Racer

- 2 This car will go 1,000 miles per hour, making it the fastest car in the world!



Winged Wonder

- 3 It looks like a bird. It flies like a bird. But it is not. It is a tiny aircraft. It can even fly backward.



Soccer-Playing Robot

- 4 This robot is a soccer champ! It played in a game for robots. Will robots one day play against humans?



-By TFK Staff

Opinion/
Argument

Opinion/Argument

Comma, Comma, Comma

When you list three or more items in a list, you must use **commas**, and the words **and** or **or** to separate the items.

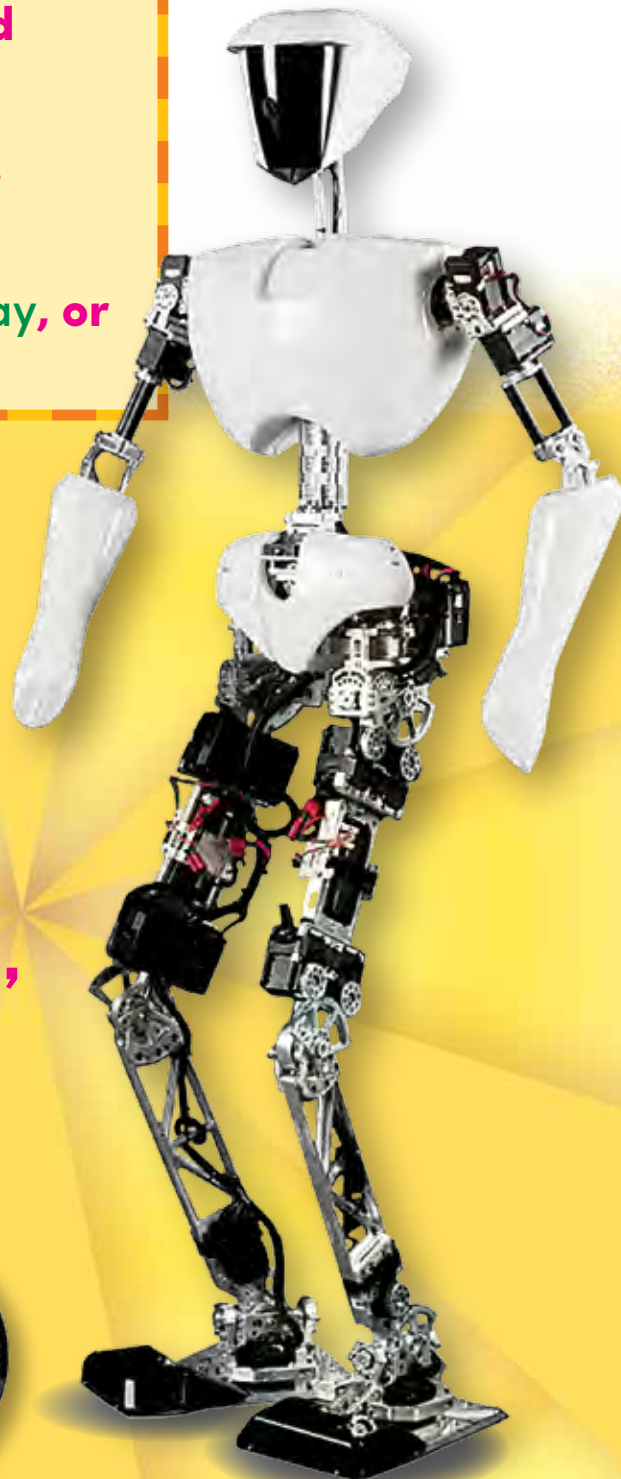
Examples

My shirt is red, blue, and yellow.

I like playing basketball, baseball, and tag.

Do you want to read, play, or swim?

I like playing soccer, baseball, and tag.



Comma, Comma, Comma

Part 1: Let's Practice

Directions: Add commas to each sentence to separate items in a series.

1. Inventors invent create and build new things.
2. Do you like the car the bird or the robot?
3. I visit my uncle on Mondays Tuesdays and Fridays.
4. Apple pie is warm sweet and delicious!

Part 2: Let's Apply

Directions: Write a sentence about three cool inventions you use.



Incredible Inventions

Letter Graphic Organizer



Directions: Use this graphic organizer to plan your letter.

Introduction
(What is my opinion?)

Reason

Reason

End
(How do I feel about the invention?)

Incredible Inventions Letter Frame

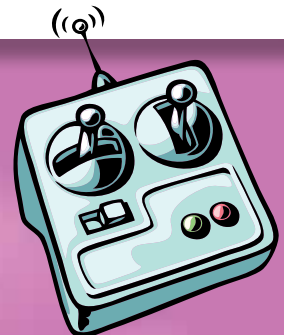
Directions: Use this frame to write your letter.

The most useful invention is the _____

One reason it is useful is _____

It is also useful because _____

I think the _____ is _____



Incredible Inventions Letter Draft

Directions: Your letter must include:

- 1. A topic and opinion
- 2. Reasons
- 3. A conclusion
- 4. Commas in a list

Handwriting practice area with 12 sets of primary-ruled lines (top solid, middle dashed, bottom solid) for writing a letter draft.



Cool Inventions

Inventors create or build new things. They try to come up with ways to make our lives better. These new inventions could be very useful. What do you think?

Speed Racer

This car will go 1,000 miles per hour, making it the fastest car in the world!



Winged Wonder

It looks like a bird. It flies like a bird. But it is not. It is a tiny aircraft. It can even fly backward.



Soccer-Playing Robot

This robot is a soccer champ! It played in a game for robots. Will robots one day play against humans?



-By TFK Staff



Focusing on a Topic

Vocabulary

aircraft (*noun*): An aircraft is a machine that flies.

Write TIME

- Do you think a tiny aircraft that looks like a bird can be useful? Write your opinion. Be sure to explain why.

Think Like a Reader

- 1 What is the article about?
- 2 What do inventors do?
- 3 How do the photographs help you understand the article?

Think Like a Writer

- 1 How does the author stay focused on the topic?
- 2 What do you do to stay on topic in your writing?

Listen to the Author

Good authors work hard to help readers understand what they are trying to say. That is why it is important to stay focused when you write your opinion. You do not want to change the

subject and end up writing about something else. Keep checking to make sure you are writing your opinion about one thing. Include only ideas and reasons for that opinion.