

# Write TIME FOR KIDS

## Lessons and Activities

Level 3

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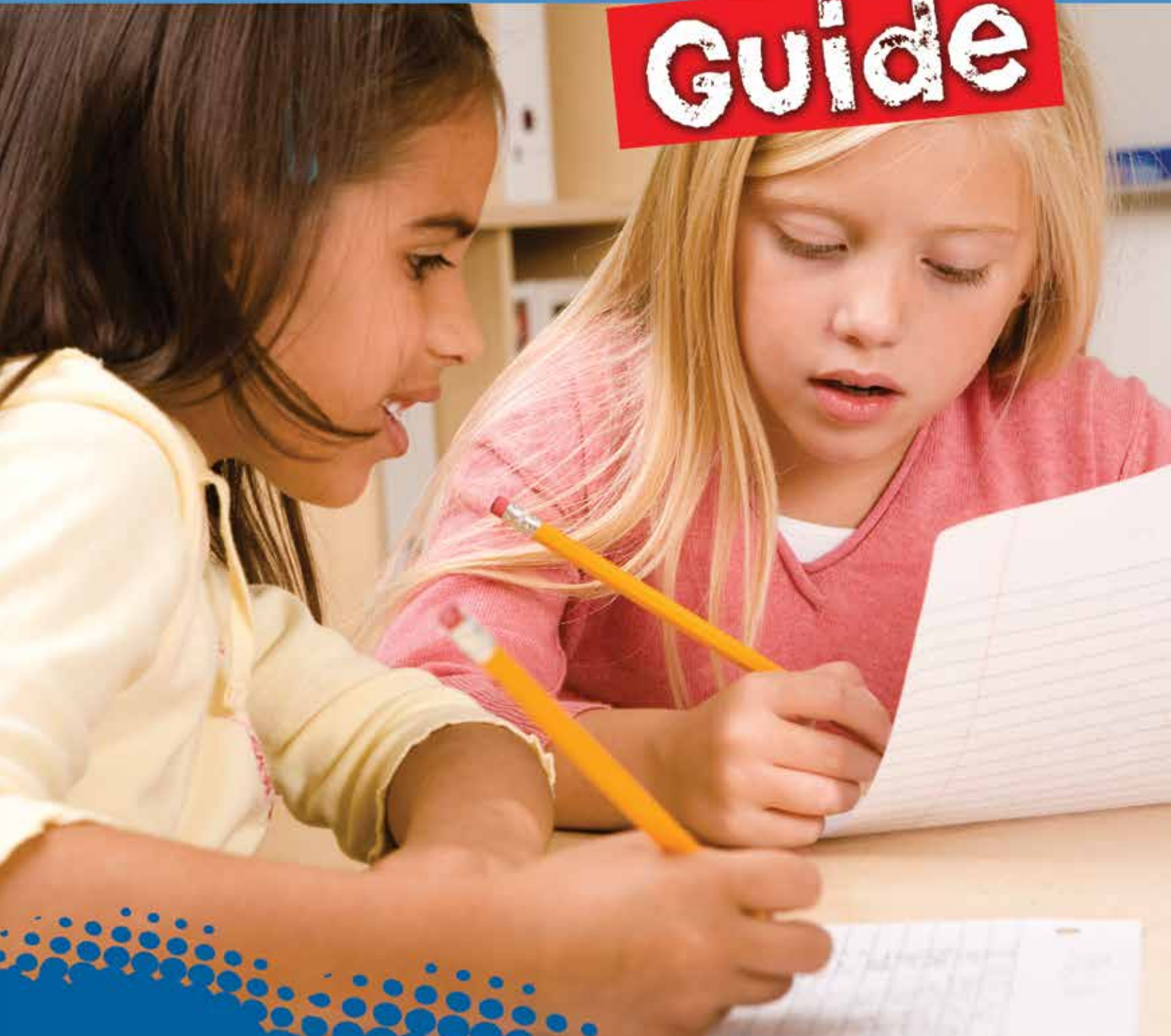


**Write**  
**TIME**  
FOR KIDS

Level 3

# Best Practices

**Guide**





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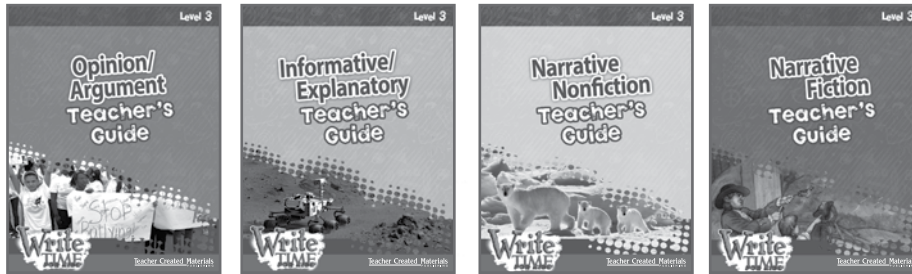
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# How to Use This Product

## Program Components

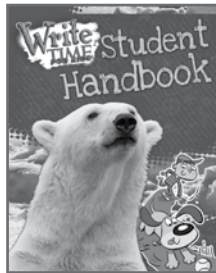
### Teacher's Guides



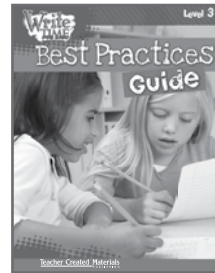
### 32 Mentor Text Cards



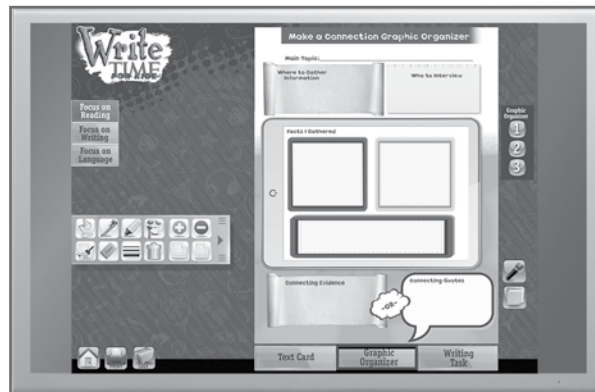
### Student Handbook



### Best Practices Guide



### Technology Platform



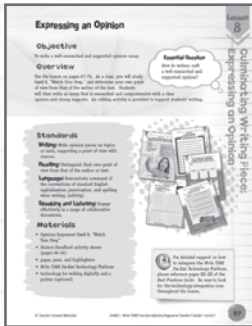


# How to Use This Product (cont.)

## Lesson Components

### Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all 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.



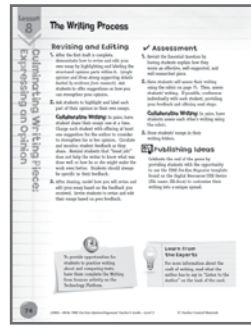
**Overview:** Includes key information for planning (standards and a list of materials).



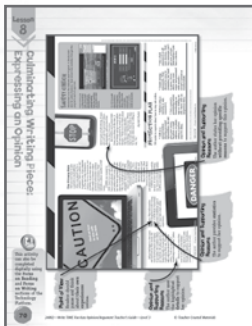
**The Writing Process:** Includes Prewriting and Drafting instruction, using a graphic organizer, frame, and draft page.



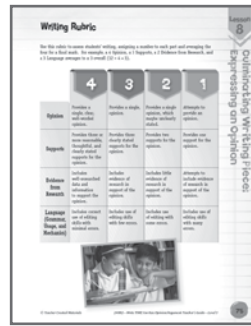
**Analyzing the Mentor Text:** Introduces the text and key vocabulary words, as well as provides close reading instruction.



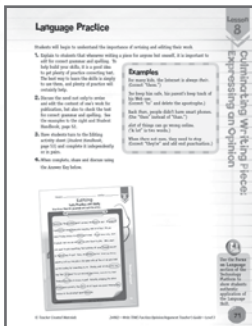
**The Writing Process:** Includes Revising, Editing, Assessment, and Publishing Ideas.



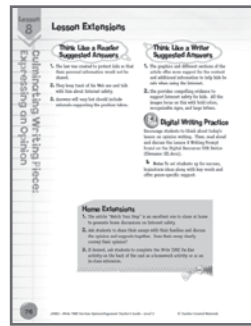
**Annotating the Mentor Text:** Introduces annotations to support analyzing the Mentor Text and to build a reading and writing connection.



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



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



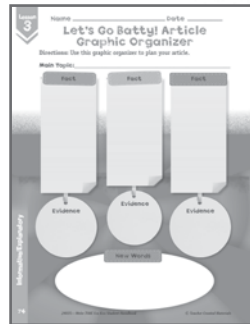
**Lesson Extensions:** Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

## Student Handbook

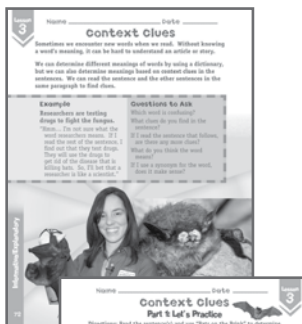
Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.



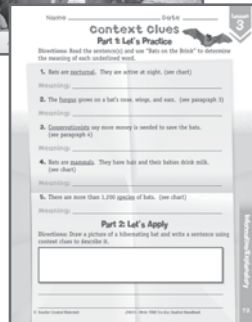
**Mentor Text Card:**  
Supports close reading with a student-friendly version of the card for easy annotations and highlights.



**Graphic Organizer:**  
Supports the prewriting and planning stage 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.



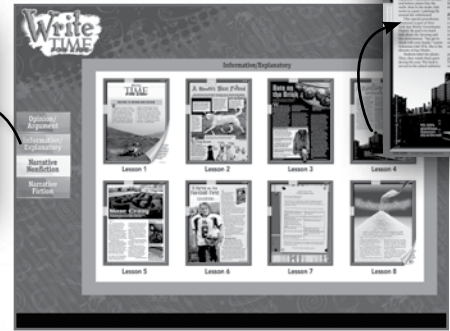
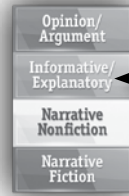


# How to Use This Product (cont.)

## Using the Technology Platform

### Getting Started

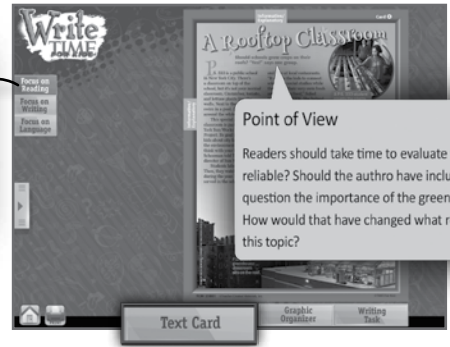
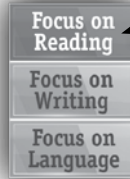
- Select from one of the four genres.
- Select the card for the day's lesson.



### 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.



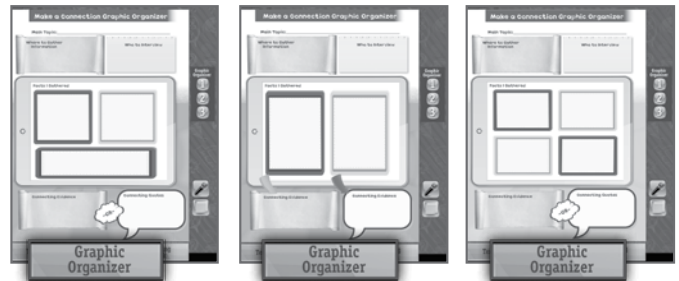
**Point of View**  
Readers should take time to evaluate the sources. Are they reliable? Should the author have included quotes that question the importance of the greenhouse classroom? How would that have changed what readers think about this topic?

### The Writing Process

#### Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organizer** tab:

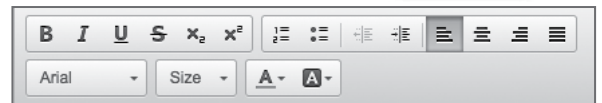
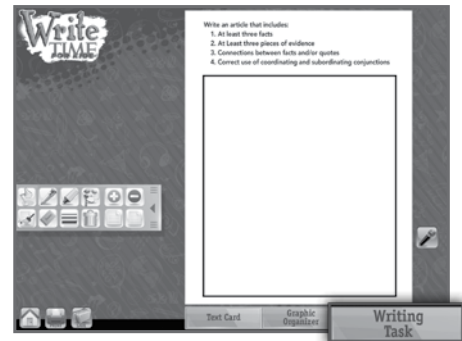
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson, as well as various levels of writing needed.



#### Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

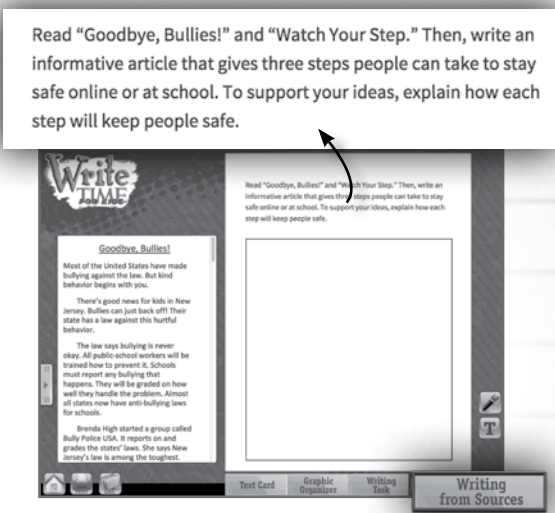
- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



## 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.



# Providing a Conclusion

## Objective

To learn how to conclude opinion writing in a meaningful way by crafting an opinion paragraph.

## Overview

Use the lesson on pages 43–50. As a class, you will study **Card 5**, “Goodbye, Bullies!,” and analyze the structure of the text, focusing on the text features. Students will then craft a paragraph that includes a concluding statement. A shades of meaning language activity is provided to support students’ writing.

### Essential Question

How do writers effectively conclude their writing?

## Standards

**Writing:** Provide a concluding statement or section.

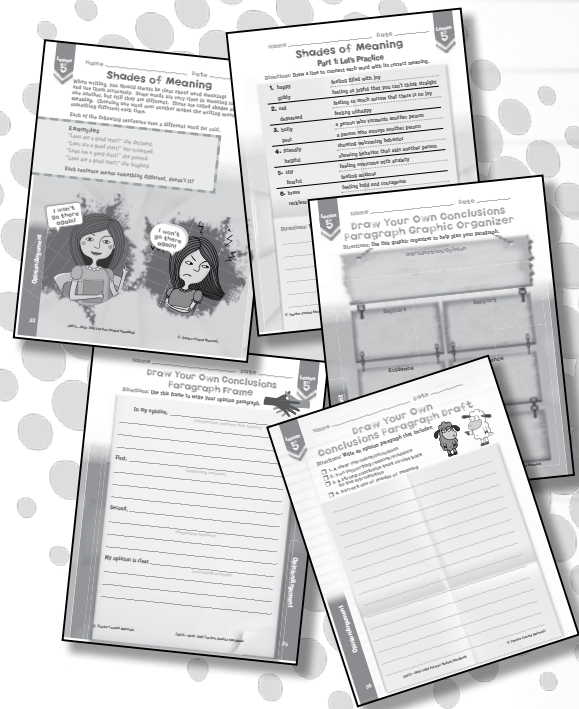
**Reading:** Use text features and search tools to locate information relevant to a given topic efficiently.

**Language:** Identify real-life connections between words and their use. (*shades of meaning*)

**Speaking and Listening:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Materials

- Opinion/Argument **Card 5**, “Goodbye, Bullies!”
- *Student Handbook* activity sheets (pages 31–36)
- 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 5**, “Goodbye, Bullies!,” and analyze the structure of the text, focusing on text features that give insight into the meaning and the value of the conclusion.

“1. As we read today’s article, let’s identify the author’s opinion and how well the author supports the opinion. Additionally, let’s pay special attention to the images and to how the author concludes her writing.”

2. Display **Card 5**, “Goodbye, Bullies!” Have students independently read the card. Then, read it aloud as students follow along in their *Student Handbooks* on page 31.

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

**Vocabulary:** See the reverse of the card for potentially challenging vocabulary definitions (*administrators, prevent*). To familiarize students with the words, use the familiar clapping song “Miss Mary Mack” and replace *black* with the vocabulary word and *back* with the definition.

3. Have students independently read the card once more. Then, read it aloud. As you read, draw attention to the annotations on page 45. Have students selectively annotate their copies (*Student Handbook*, page 31). Be sure to also point out the various text features (*captions, headings, photographs*).

“What is the author’s feeling about bullying? (*She is opposed to it.*) How do we know? (*The title is the first hint. It tells us that the author wants bullies to go away.*) The first line of the introduction tells us that there is good news about bullies going away. What else supports her position against bullies? (*She lists all the things that are being done to stop bullying, such as principals who follow through on the laws and report incidents.*) The conclusion is all about making a big difference against bullies. How do we know this is seen as a good thing by the author? (*She asks two important questions imploring readers into action.*)

In the top right, the photo has a line through it. That line means ‘no’ bullies are tolerated here. The bottom photo shows happy kids taking part in an anti-bullying program. How are these images important to the author’s opinion? (*They provide a visual affirmation about acceptable and unacceptable behavior.*)”

**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 50.

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





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

Opinion/Argument

Card 6

# Goodbye, Bullies!

Most of the United States have made bullying against the law. But kind behavior begins with you.

There's good news for kids in New Jersey. Bullies can just back off! Their state has a law against this hurtful behavior.

The law says bullying is never okay. All public-school workers will be trained how to prevent it. Schools must report any bullying that happens. They will be graded on how well they handle the problem. Almost all states now have anti-bullying laws for schools.

Brenda High started a group called Bully Police USA. It reports on and grades the states' laws. She says New Jersey's law is among the toughest. She gives it her highest mark, an A++.

## Bullying Basics

Bullying takes many forms. Teasing and name-calling are examples. Leaving someone out is another. It can also be physical. If it happens over and over again, it's bullying. It can take place anywhere from the playground to the Internet. Studies show that nearly half of all kids will get bullied in school. At least 10 percent of kids say they are bullied regularly.

## Solving the Problem

Some school administrators say they were dealing with bullying long before the law passed. "The law will not change what we do. That's because we already take the issue very seriously," says Bruce Winkelstein. He is the principal of Brookside School in Allendale, New Jersey.



"Laws are a good start," says Brenda High. "But then we have to make sure schools show them." Laws won't change behavior. Do you treat others kindly? Do you speak out against bullying? That will make the biggest difference of all.

—By Elizabeth Winchester

Students in Swansboro, North Carolina, participate in the nationwide Million T-shirt March Against Bullying on May 17, 2012.



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### Title

The title of the article describes the topic of the piece in just two words.

### Conclusion

The author concludes the article with a call to action.

### Concluding Statements

This paragraph is about where, when, and how bullying takes place.

### Conclusion

This final section addresses possible problems with anti-bullying laws and discusses ways to solve these problems.

# Language Practice

Great writing begins with a solid understanding of words. In this way, the author can make thoughtful choices about the words to use. It is a good idea to reinforce student exploration of words and word choices.

1. Explain that when writing, you should always be clear about word meanings and use them accurately. Some words are very close in meaning to one another, but still they are different. These are called *shades of meaning*. Choosing one word over another makes the writing mean something different each time. Each of the example sentences uses a different word for *said*. See the examples to the right and *Student Handbook*, page 32.
2. Have students turn to the Shades of Meaning activity sheet (*Student Handbook*, page 33) and complete it independently or in pairs.
3. When complete, share and discuss using the Answer Key below.

## Examples

"Laws are a good start!" she *declared*.

"Laws are a good start!" she *screamed*.

"Laws are a good start!" she *pouted*.

"Laws are a good start!" she *laughed*.

Name \_\_\_\_\_ Date \_\_\_\_\_ Lesson 5

### Shades of Meaning

#### Part 1: Let's Practice

Directions: Draw a line to connect each word with its correct meaning.

1. happy	_____	feeling filled with joy
giddy	_____	feeling so joyful that you can't think straight
2. sad	_____	feeling so much sorrow that there is no joy
depressed	_____	feeling unhappy
3. bully	_____	a person who torments another person
pest	_____	a person who annoys another person
4. friendly	_____	showing welcoming behavior
helpful	_____	showing behavior that aids another person
5. shy	_____	feeling overcome with anxiety
fearful	_____	feeling anxious
6. brave	_____	feeling bold and courageous
reckless	_____	feeling wild and without care for safety

#### Part 2: Let's Apply

Directions: Write a paragraph using three of the words from above.

The bully at school was driving me crazy. He was not friendly at all! I felt so brave on the day I told him to leave me alone.

Opinion/Argument

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



# The Writing Process

By crafting a paragraph, students will understand that a strong conclusion solidifies an opinion. 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 60–70) as needed.

## Prewriting

1. A complete writing piece includes a plan for the conclusion. While it is okay to change the plan along the way, starting with a clear idea is often best.
2. As a class, brainstorm at least four topics that students think are problems at school. (*limited PE, cheating, recess time, long lunch line*)

**Collaborative Writing:** In small groups, have students brainstorm additional topics. Have students select one topic to be the basis for their paragraph.

3. Successful writers have their audience or readers in mind as they write. An effective opinion paragraph has a topic of interest for readers. It provides a clear opinion, strong supports for the opinion with evidence, and a powerful conclusion. Some of the best conclusions link right back to the introduction. They complete a circle of information. They can also ask a thought-provoking question, or call the reader to action.
4. Model how to create your own plan using the Draw Your Own Conclusions Paragraph Graphic Organizer (*Student Handbook*, page 34), focusing on the conclusion you plan to write. Scaffolded graphic organizers are available on the Technology Platform.
5. Have students complete their graphic organizers independently.

## Drafting

1. Model how to use the graphic organizer to write a draft of the paragraph.
2. Then, have students write their opinion paragraph on the Draw Your Own Conclusions Paragraph Draft (*Student Handbook*, page 36).

**Collaborative Writing:** As an additional option, students can work in small groups to discuss and begin writing their paragraphs.

## Differentiated Instruction

**1 Language Support:** Show students the illustrations/pictures from the card. Ask them to write a prediction about what the text will be about. Have students read their predictions aloud. Read the text to see if any predictions were correct. The Draw Your Own Conclusions Paragraph Frame (*Student Handbook*, page 35) is provided for additional drafting support.

**2 Challenge:** Students who are ready to dig a little deeper should flesh out the assignment as three paragraphs: an introduction, supports with evidence, and conclusion paragraph. They should see the introduction as the hook and the conclusion as the seal of the argument.

## Art of Persuasion

Ask students to use logic and facts to persuade the reader that their opinion is correct by engaging in a debate.



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 paragraph by highlighting each part. (*opinion, two supports with evidence, conclusion*) Invite students to offer suggestions on how to improve your paragraph by revising your hook or strengthening your conclusion.
2. Invite students to highlight the conclusions in their own paragraphs.

**Collaborative Writing:** In small groups, have students share their paragraphs one at a time. Charge each student with offering at least two compliments and one suggestion for the author to consider. Circulate and monitor student feedback as they share.

Students should listen for whether or not the writer has included an introduction that states the opinion, two good supports with evidence, and an effective concluding statement that ties everything together.

3. After sharing, model how you will revise and edit your paragraph based on the feedback you received. Have students 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 review their writing and explain why their conclusion is effective.
2. Have students self-assess their writing using the rubric on page 49. 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' paragraphs in their writing folders.

## Publishing Ideas

Help students bind their finished writing with a hole punch, rubber band, or paper clip. Allow time for students to share their bound writing with their peers.



### 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 Introduction and Opinion, a 3 for Supporting Evidence, a 2 for Conclusion, and a 3 for Language averages to a 3 overall ( $12 \div 4 = 3$ ).

	4	3	2	1
Introduction and Opinion	Provides a strong introduction and a clearly stated opinion.	Provides a good introduction and an opinion.	Provides an introductory sentence.	Attempts to provide an introduction and/or opinion.
Supporting Evidence	Supports the opinion with two or more good supports and evidence.	Supports the opinion with a support and/or evidence.	Provides a support but does not provide evidence.	Attempts to support the opinion.
Conclusion	Provides a strong conclusion that circles back to the introduction.	Provides a conclusion that may or may not circle back to the introduction.	Provides a basic conclusion.	Attempts to provide a conclusion.
Language (Grammar, Usage, and Mechanics)	Includes correct use of shades of meaning with minimal errors.	Includes use of shades of meaning with few errors.	Includes use of shades of meaning with some errors.	Includes use of shades of meaning with many errors.



## Lesson Extensions

### Think Like a Reader Suggested Answers

1. Bullying behavior includes teasing, name calling, leaving someone out, and causing physical harm.
2. The author includes this statement because it is not about changing laws but changing students' attitudes, perceptions, and awareness.
3. Brenda's organization is Bully Police USA.

### Think Like a Writer Suggested Answers

1. Numbers are used to tell readers what percentage of kids are bullied and what percentage of kids are bullied regularly.
2. Answers will vary but may include that the conclusion is powerful because it calls the reader to look at himself or herself and make positive changes to make a stand against bullying.



### Digital Writing Practice

Encourage students to think about today's lesson on opinion writing. Then, read aloud and discuss the Lesson 5 Writing Prompt found on the Digital Resources USB Device.

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

### Home Extensions

1. Ask students to talk with their families about bullying and what they can do to stop it and to not be a part of it.
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 5

# Goodbye, *Bullies!*

**Most of the United States have made bullying against the law. But kind behavior begins with you.**

- T**here's good news for kids in New Jersey. Bullies can just back off! Their state has a law against this hurtful behavior.
- The law says bullying is never okay. All public-school workers will be trained how to prevent it. Schools must report any bullying that happens. They will be graded on how well they handle the problem. Almost all states now have anti-bullying laws for schools.
- Brenda High started a group called Bully Police USA. It reports on and grades the states' laws. She says New Jersey's law is among the toughest. She gives it her highest mark, an A++.

## Bullying Basics

- Bullying takes many forms. Teasing and name-calling are examples. Leaving someone out is another. It can also be physical. If it happens over and over again, it's bullying. It can take place anywhere from the playground to the Internet. Studies show that nearly half of all kids will get bullied in school. At least 10 percent of kids say they are bullied regularly.

## Solving the Problem

- Some school administrators say they were dealing with bullying long before the law passed. "The law will not change what we do. That's because we already take the issue very seriously," says Bruce Winkelstein. He is the principal of Brookside School in Allendale, New Jersey.



- "Laws are a good start," says Brenda High. "But then we have to make sure schools follow them." Laws won't change behavior. Do you treat others kindly? Do you speak out against bullying? That will make the biggest difference of all.

—By Elizabeth Winchester

Students in Swansboro, North Carolina, participate in the nationwide Million T-shirt March Against Bullying on May 17, 2012.



# Shades of Meaning

When writing, you should always be clear about word meanings and use them accurately. Some words are very close in meaning to one another, but still they are different. These are called **shades of meaning**. Choosing one word over another makes the writing mean something different each time.

Each of the following sentences uses a different word for **said**.

## Examples

"Laws are a good start!" she **declared**.

"Laws are a good start!" she **screamed**.

"Laws are a good start!" she **pouted**.

"Laws are a good start!" she **laughed**.

Each sentence means something different, doesn't it?





# Shades of Meaning

## Part 1: Let's Practice

**Directions:** Draw a line to connect each word with its correct meaning.

1. happy	feeling filled with joy
giddy	feeling so joyful that you can't think straight
2. sad	feeling so much sorrow that there is no joy
depressed	feeling unhappy
3. bully	a person who torments another person
pest	a person who annoys another person
4. friendly	showing welcoming behavior
helpful	showing behavior that aids another person
5. shy	feeling overcome with anxiety
fearful	feeling anxious
6. brave	feeling bold and courageous
reckless	feeling wild and without care for safety

## Part 2: Let's Apply

**Directions:** Write a paragraph using three of the words from above.

---



---



---



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---



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# Draw Your Own Conclusions Paragraph Graphic Organizer

**Directions:** Use this graphic organizer to help plan your paragraph.

**Introduction/Opinion**

**Support**

**Support**

**Evidence**

**Evidence**

**Conclusion**



# Draw Your Own Conclusions Paragraph Frame



**Directions:** Use this frame to write your opinion paragraph.

In my opinion, \_\_\_\_\_  
(introduction sentence with opinion)

---

---

---

First, \_\_\_\_\_  
(supporting sentence)

---

---

---

Second, \_\_\_\_\_

(supporting sentence)

---

---

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My opinion is clear \_\_\_\_\_  
(concluding sentence)

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# Goodbye, *Bullies!*

Most of the United States have made bullying against the law. But kind behavior begins with you.

**T**here's good news for kids in New Jersey. Bullies can just back off! Their state has a law against this hurtful behavior.

The law says bullying is never okay. All public-school workers will be trained how to prevent it. Schools must report any bullying that happens. They will be graded on how well they handle the problem. Almost all states now have anti-bullying laws for schools.

Brenda High started a group called Bully Police USA. It reports on and grades the states' laws. She says New Jersey's law is among the toughest. She gives it her highest mark, an A++.

## Bullying Basics

Bullying takes many forms. Teasing and name-calling are examples. Leaving someone out is another. It can also be physical. If it happens over and over again, it's bullying. It can take place anywhere from the playground to the Internet. Studies show that nearly half of all kids will get bullied in school. At least 10 percent of kids say they are bullied regularly.

## Solving the Problem

Some school administrators say they were dealing with bullying long before the law passed. "The law will not change what we do. That's because we already take the issue very seriously," says Bruce Winkelstein. He is the principal of Brookside School in Allendale, New Jersey.



"Laws are a good start," says Brenda High. "But then we have to make sure schools follow them." Laws won't change behavior. Do you treat others kindly? Do you speak out against bullying? That will make the biggest difference of all.

—By Elizabeth Winchester

Students in Swansboro, North Carolina, participate in the nationwide Million T-shirt March Against Bullying on May 17, 2012.



TOP: GODFER/DREAMSTIME.COM; BOTTOM: AP PHOTO/THE DAILY NEWS, DON BRVAN

# Providing a Conclusion

## Vocabulary

**administrators** (*noun*): people in charge of running or managing something

**prevent** (*verb*): to keep from happening

## Write TIME

- The picture at the bottom shows someone wearing a T-shirt that says, "Be kind. Every day. Every time. Everyone." Write your own anti-bullying slogan for a T-shirt.
- Why do you think some people bully others? Write a paragraph from the point of view of a bully that reveals his or her reasons for bullying someone.

## Think Like a Reader

- 1 What are some examples of bullying behavior?
- 2 The author says, "Laws won't change behavior." Why does she include this?
- 3 What is the name of Brenda High's organization?

## Think Like a Writer

- 1 How does the writer use numbers to help tell the story about bullying and anti-bullying laws?
- 2 What do you think about the author's choice for the conclusion?

## Listen to the Author

People have opinions about a wide variety of things. Some of your friends might like a particular movie or song or book, but you don't. Some people love broccoli while others can't stand it. Those are all opinions.

Other opinions are stronger than likes and dislikes. Sometimes, people use the words *right* and *wrong* to express opinions about things that are very important to them. These are beliefs that people use to guide their lives.

### A Strong Finish

As a writer, sometimes you'll be writing about your own opinions. Other times, you'll be writing about the opinions of others. In both cases, your job is to clearly describe the opinions and the reasons behind them. And then, you want to end with a strong statement or conclusion. Look at the last three sentences of "Goodbye, Bullies!" They invite readers to think about their own opinions and beliefs. Leave the reader thinking...that's what a good writer does.