

STRONG BONES RESEARCH & WRITING

<p>Focus Lesson: Strong Bones Research & Writing</p> <p>Materials: <i>Bones</i> by Seymour Simon Paper for writing response NCTE's Read Write Think website Persuasive writing lesson and/or format (downloadable) http://www.readwritethink.org</p> <p>Grade: 5</p> <p>Time: 45 minutes</p>	<p>*Common Core Standards: CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Thinking Skill: Analyzing, Researching</p>
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Objective:

Students will be able to understand why it is important to consume foods that keep bones strong.
 Students will use informational text to write a persuasive essay.

Connection:

We've been learning about calcium and Vitamin D's impact on bone health. Today we are going to learn more about the different bones in the body.

Explicit Instruction:

Why is it important to have strong bones?
 What are some foods that help make our bones strong?

Explain to students that today they will be reading about bones from Seymour Simon's non-fiction book *Bones*. They will use the information they read to discuss with their group why having strong bones are important. Later they will be writing a persuasive piece on why it is essential to have strong bones.

Guided Practice:

Photocopy pages from *Bones* by Seymour Simon. All students should get a copy of the skeleton on the first page of the book and the first page of text. Then split students into groups. Each group of students can have different handouts from the book (skull, spine, ribs, leg bones, arm bones).

Have students read and highlight text with their groups.

Students should highlight information that shows why it is important to have strong bones.

Ask students to discuss evidence from the text that shows why having strong bones is important.

Independent Practice:

Students will return back to their seats. Go over the writing prompt (leave directions on the board for students to reference as they work).

Prompt: Your friend Jeremy tells you that he does not think it is important to have strong bones. He tells you it does not matter what you eat or drink. Is Jeremy correct? Write a persuasive letter to Jeremy explaining why it is important to have strong bones, what activities you can do with strong bones, and what foods/drinks you can consume that will help your bones stay strong.

Teachers can use persuasive essay format from NCTE's Read Write Think website to help students structure their persuasive essays.

Reflection – Group Share:

Come back together as a class and have some students share their responses.

Reading list:

Bones by Seymour Simon

Extra Resource: *Bones* by Steve Jenkins

Teacher Note: If there is time, lesson can be extended into a project over multiple days. It would be beneficial to have some extra handouts on bone strength. Students also need time to rewrite their persuasive pieces.