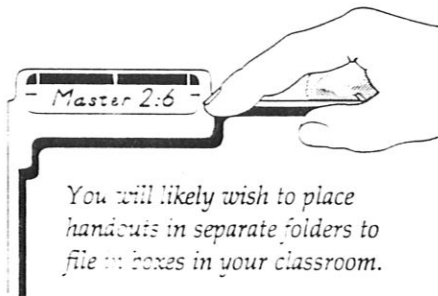


Narrative

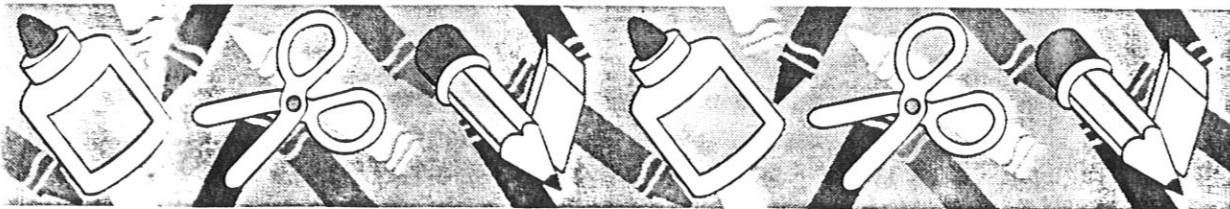
Essay

## Setup Directions

1. Duplicate the following and make student handouts and overlay transparencies as noted:
  - Master 2:1, Level 1 CUTOUTS, one per student
  - Master 2:2, Level 1 RIGHT BRAIN DIAGRAM, one per student plus overlay
  - Master 2:3, Level 1 WRITING FRAME 1, one per student plus overlay
  - Master 2:4, MIXED UP PARTS, one per student plus overlay
  - Master 2:5, Level 2 WRITING FRAME 2, one per student plus overlay
  - Master 2:6, NARRATIVE COMMENT, one per student
  - Master 2:7, Level 2 CUTOUTS, one per student (option)
  - Master 2:8, Level 2 RIGHT BRAIN DIAGRAM, one per student
  - Master 2:9, SUNSET ESSAY, one per student plus overlay
  - Master 2:10, RUBRIC EVALUATION PROCEDURE, one per student
  - Master 2:11, WRITING RUBRIC, overlay only



2. Obtain the following:
  - Scissors
  - Glue
  - Construction paper, 12"x18"
  - Student Guide, one per student



## Lesson 1

### Materials:

- Master 2:1, Level 1 CUTOUTS, one per student
- Scissors and glue
- Sheet of 12"x18" construction paper, one per student

### Procedure:

#### 1. Read/tell:

✓ “Today, we are going to learn about a new style of writing. It is going to be fun and easy to remember and you will soon be very proud of your writing.”

#### 2. Hold up either cut outs of the three monkeys placed on sticks, or use three stuffed monkeys (These are available cheaply through Oriental Trading Company’s catalog). Introduce these monkeys as Bing, Bang, and Bongo. Tell the students,

“You will be working with them to learn to write better.”

#### 3. Read/tell:

✓ “Good writing requires good thinking. Good thinking requires clear organization of thought. At first, we are going to organize our thinking in five short paragraphs: The introduction, called the **Bunch of Bananas**; the first body paragraph, called **Bing**; the second body paragraph, called **Bang**; the third body paragraph, called **Bongo**; and the conclusion, called **Barrel of Monkeys**.”

#### 4. Pass out Master 2:1, Level 1 CUTOUTS, and the construction paper to each student. Have them cut out each part and then have them paste the parts onto the construction paper in the correct order down the left side of the construction paper. Tell them that later they will cut and paste a sample essay’s parts onto the right side of the poster. Students should save these posters for use later in the week.

**T**eaching  
tip →

*We put tiny T-shirts on the three monkeys that say Bing, Bang, and Bongo. We also made a stuffed bunch of bananas out of cloth and use an actual apple barrel with three more monkeys to complete the teacher model set.*

## Lesson 3

**T**eaching  
tip →

*For many years we realized only moderate success while teaching writing in this way: "good" sentence to "good" paragraph with a stretch into a mediocre essay. After we created FIRST STEPS, students' success was quicker and greater from concentrating on the 5-paragraph essay format from the beginning.*

### Materials:

- Master 2:4, MIXED UP PARTS, one per student
- Scissors
- Glue
- Poster
- 3 colored HI-LITERS or pencils (blue, green, and red)

### Procedure:

1. Have students take out their Bing-Bang-Bongo poster. Review the parts, using your stuffed models or construction paper cut outs.
2. Pass out Master 2:4, MIXED UP PARTS. Read it aloud quickly. Tell students that this essay is obviously all mixed up and needs to be cut apart and redone. Their task for today is to help this imaginary student put together his essay's part in the correct order.
3. Have students take out blue, red, and green writing tools. Tell them to underline the BING idea in the bunch of bananas with the blue color, the BANG idea with the red color, and the BONGO idea with the green color. They then should finish underlining each paragraph in either blue, red, or green. Finally, students should underline the BING, BANG, and BONGO ideas in the Barrel of monkeys, using the assigned colors.
4. Have students cut apart each section and set them in proper order on the right side of their posters. Tell them *not* to paste down the parts until you have given each one permission to do so.
5. Tell the students to raise their hands when they think they are done. Rotate and visually check for comprehension, giving each student the go ahead to glue the parts down on the right hand column of the poster across from the pictures representing the correct parts.
6. When they have finished, have several students read their essays aloud. Tell them to put their poster away for tomorrow.

## Teaching Tip

Once one of our students said, "Oh, we have to put away the three monkeys in the barrel just like we always have to put away the supplies."

9. Repeat Step 7, but this time do Bongo as the third point.
10. Now the students are ready to put all three monkeys back into the barrel of monkeys. *This visual concept of a summary is vital to good essay writing.* Students must learn how to close their writing by using a conclusion. However, at this beginning level, the concluding paragraph is a simple restating of Bing, Bang and Bongo. Have students orally tell what they think would be a good example and discuss.
11. Have students write their barrel of monkeys concluding paragraph.
12. If you have time, call on several students to share their essays. Tell the students that during the next lesson, they will edit and rewrite these rough draft essays.

## Lesson 5

### Materials:

- Poster
- Rough draft from Day 4
- Master 2:6, NARRATIVE COMMENT, one per student
- Lined paper
- Pencil

### Procedure:

1. Have students take out all their supplies.
2. Assign students into groups of two to four.
3. Tell students they have 10-15 minutes to improve their essays. They may self-edit or work with a friend. With advanced students you may want to pass out Master 2:6, NARRATIVE COMMENT. First, pairs are to read each essay aloud; second, they are to discuss it; and, third, they are to make editing suggestions for improvement of their edit buddy's paper on the NARRATIVE COMMENT sheet, using their posters for help.

## Teaching Tip

Obviously, your students will have to write more than one essay on Level 1 to become proficient, although the authors believe in moving individual students to Level 2 whenever they are ready. You can introduce Level 2 anytime even though we interrupt Level 1 lessons here on the assumption you may have a "brightie or two" who needs the immediate challenge. Hence, Lesson 6, which follows, can be done on both levels simultaneously. Then, when you do introduce "Rubric Evaluation" that involves use of the Rubric Anchor Papers in the Student Guide, you can have students evaluated on both levels simultaneously. See WRITING RUBRIC at the end of this section.

**T**eaching tip →

*Cruise the room and check students' accuracy as they write all this information in appropriate places.*

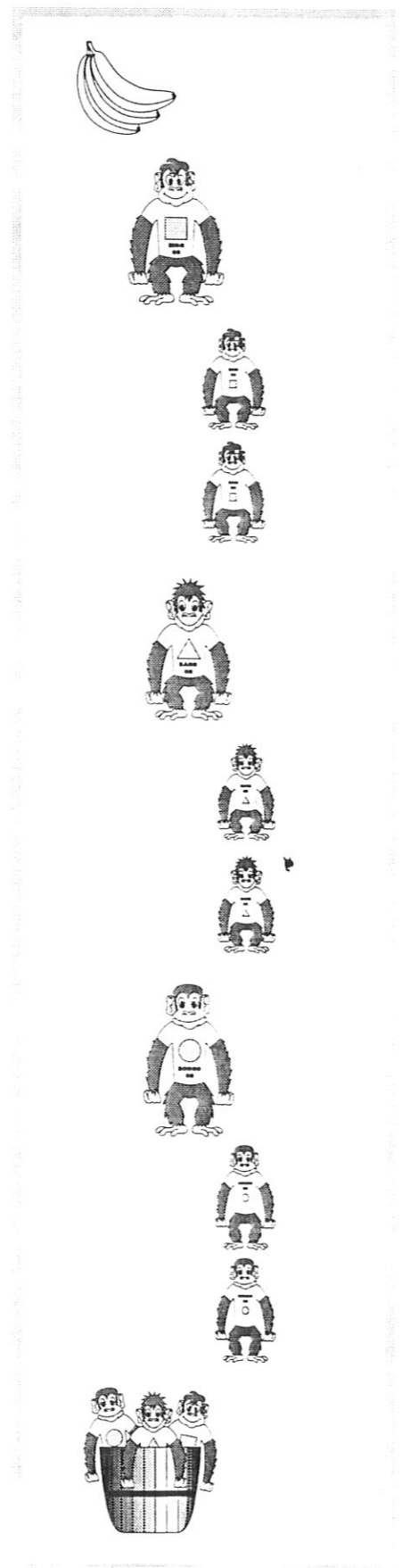
3. Display overlay of Master 2:9, SUNSET ESSAY. Students will refer to this essay and identify each item. For example, they should suggest "Sky ablaze" as the "Interest Catcher" and then write the words "sky ablaze" next to the bananas on their Level 2 poster.

4. Next to the large Bing monkey students write "peaceful scene." Next to the first Bing SD monkey students write "evening air calms the soul." Next to the second Bing SD monkey students write "sinking sun brings relaxation."

5. Next to the large Bang monkey students write "sunset a ritual." Next to the first Bang SD monkey students write "inner clock." Next to the second Bang SD monkey students write "separates day and night."

6. Next to the large Bongo monkey students write "usually pleasing." Next to the first Bongo SD monkey students write "colors painted the sky." Next to the second Bongo SD monkey students write "colored blended together."

7. Next to the barrel of monkeys, students write "enjoyed for tranquility, closure, and harmony" and "take time to watch the sunset."



**T**eaching tip →

*Admittedly "A Beautiful Sunset" is a high-quality essay. Only a few talented young writers might be able to match its level on their own.*

## Evaluation Using a Writing Rubric

**T**eaching  
tip →

For more information on using rubric evaluation, see Interact's program—THE INTERACTIVE CLASSROOM (Basic).

### Introduction

After telling students to look at the WRITING RUBRIC CHART on page 4 in their Student Guides, we briefly go over the major points on it. We discuss the RUBRIC POINTERS on page 5 for the literal, thoughtful and discerning writers. Then, we have students look at the Anchor 3, Anchor 4, and Anchor 5 Narrative Essays. We explain that we are going to use these essays and rubric pointers as models for evaluating our own work. We hasten to tell our students that all of us can work and train to be better swimmers, but not many of us will compete in the Olympics and that students need not be discouraged because few will ever reach the 6 on the rubric, and that even reaching a 5 is quite good. By always trying to be better each time we write, however, we can aspire to a "5" with the goal being that all of us will write at least at the "4" level by the year's end.

### Evaluation Lesson on the Use of the Writing Rubric

*Note: This rubric is a modification of one developed by a special committee of teachers working with the California State Department of Education.*

#### Materials:

- Essays from a previous lesson
- Student Guides
- Master 2:11, WRITING RUBRIC

#### Procedure:

1. Form your class into Quads of 4. Taking the essays turned into you on a previous day, pass them out randomly to each group.
2. Have the Quads open their Student Guides to the Anchor Essays for the type they are evaluating.
3. Call students attention to Master 2:11, WRITING RUBRIC, on page 4 in their Student Guides. Place an overhead transparency of this chart on the overhead and go over it slowly with students. *Discuss how each score is determined.* Tell the students to read carefully the 3, 4, and 5 rubric score descriptions. Explain that they will learn to use these rubrics to score their papers. Remind them that the rubric is both a standard that a paper is judged against and also an instructional aid in helping all students increase the quality of their writing skills.

**T**eaching  
tip →

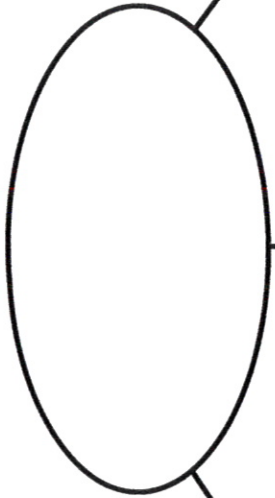
*Note that this lesson is generic to all sections and, hence, is used to evaluate all types of essays. Even though this evaluation procedure may seem too complex for younger students, it has been the authors experience that students adapt to the procedure rather quickly and, as a class, become excellent evaluators by semester's end.*

Masters

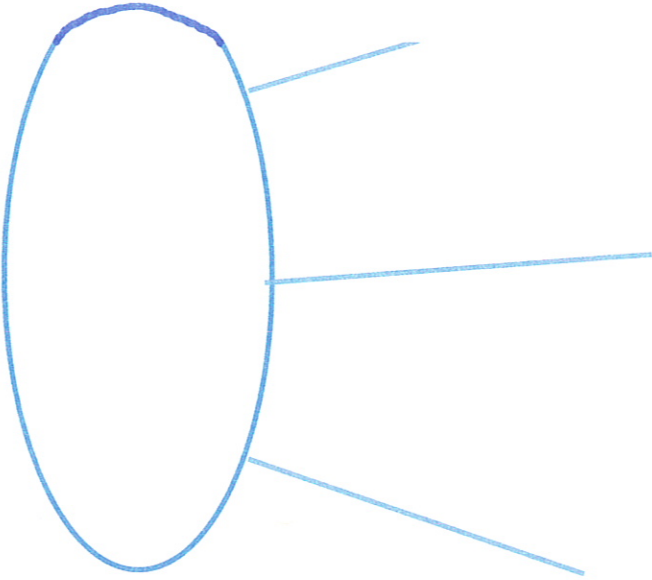
Ch. 2



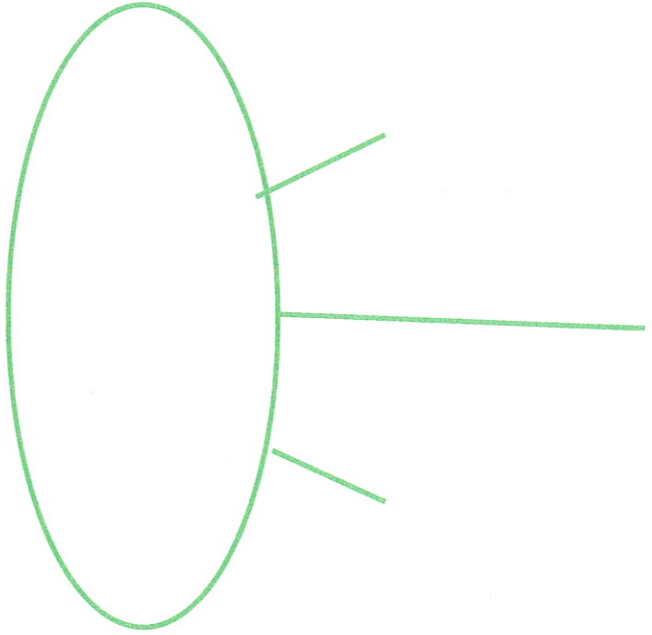
Topic



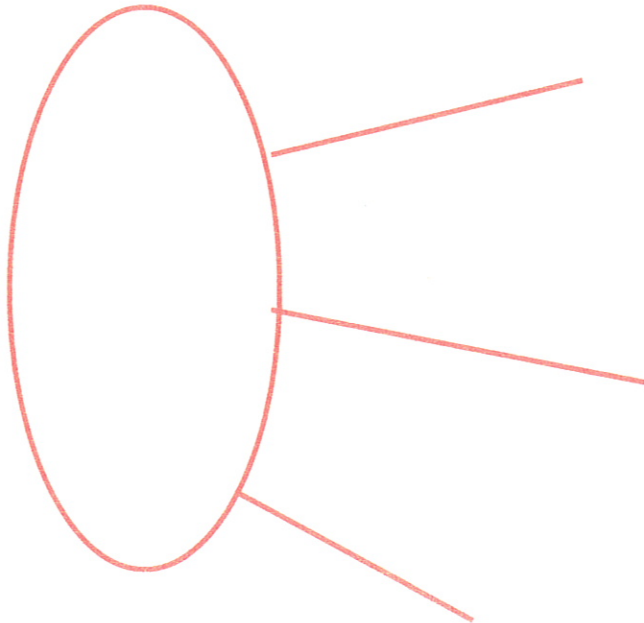
BONGO



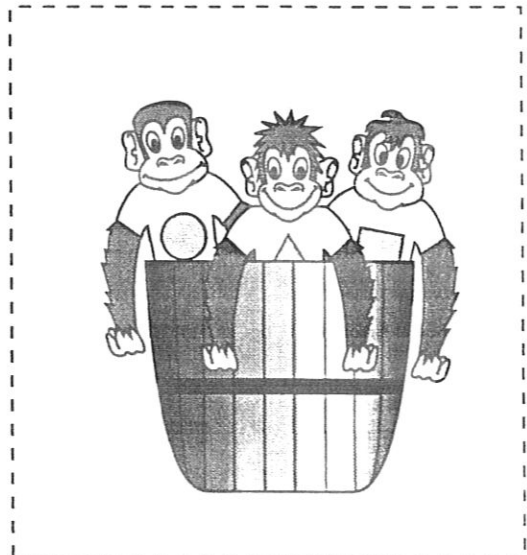
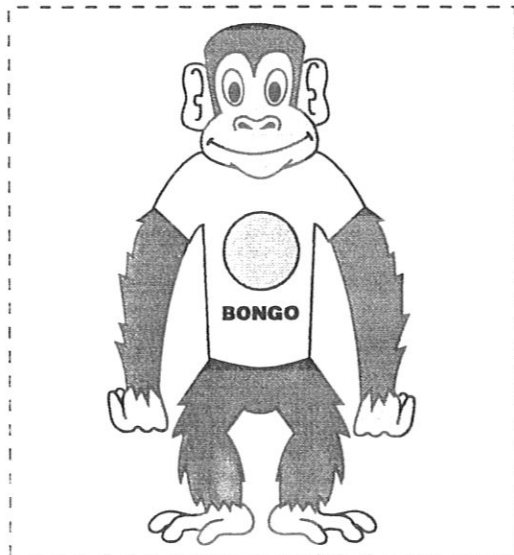
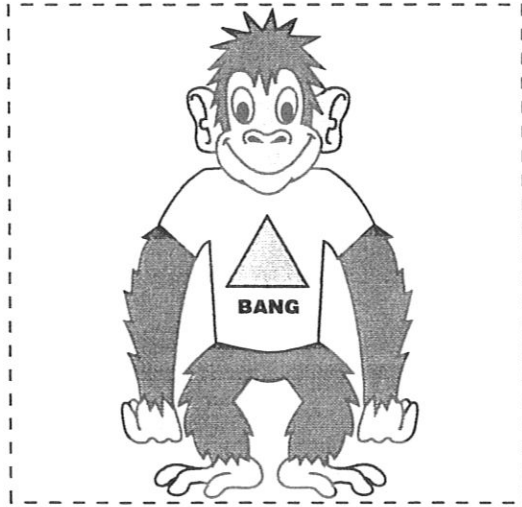
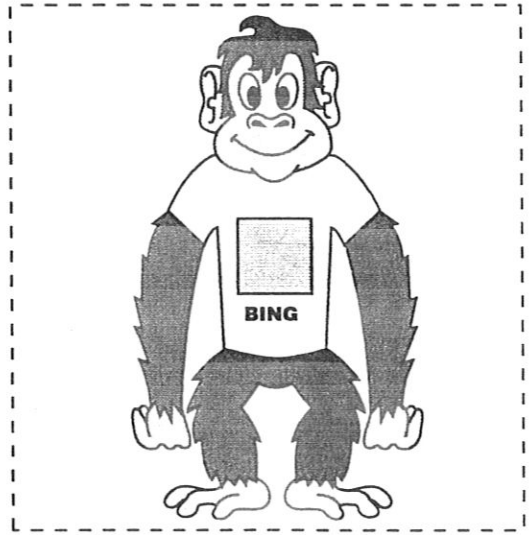
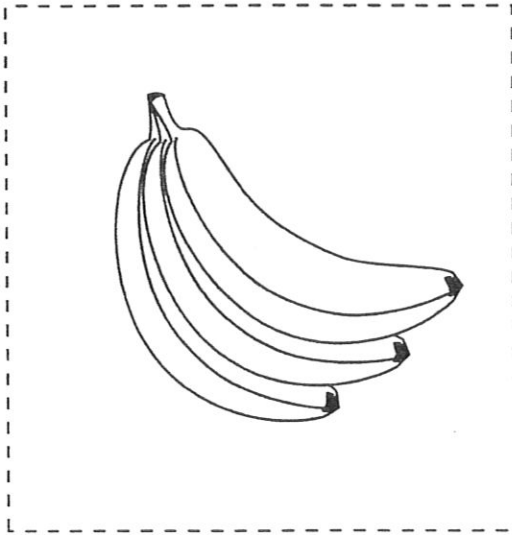
BANG



BING



## 2.0 Brainstorm



# Level 1 RIGHT BRAIN DIAGRAM



Blank writing area with five horizontal lines for notes.



**BING**

Blank writing area with five horizontal lines for notes.



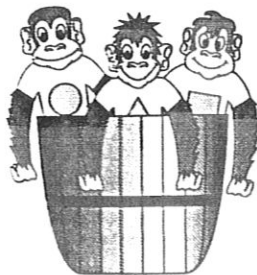
**BANG**

Blank writing area with five horizontal lines for notes.



**BONGO**

Blank writing area with five horizontal lines for notes.



Blank writing area with five horizontal lines for notes.

Title: Favorite Things Essay



"Put your ideas in order."

I love \_\_\_\_\_ . My  
three favorites are \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, and \_\_\_\_\_  
\_\_\_\_\_ .



"Tell how they are special in your life."



BING

My first favorite is \_\_\_\_\_ .  
I like them because they are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



"Have you used some good adjectives?"



BANG

My second favorite is \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .



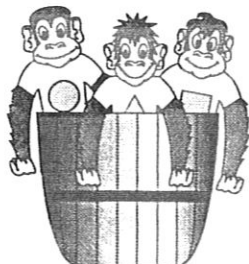
"Your descriptive words should make clear pictures in your readers' minds."



BONGO

My third favorite is \_\_\_\_\_ .  
It is neat that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

"Don't forget to summarize."



I like \_\_\_\_\_  
\_\_\_\_\_. My three favorites are  
\_\_\_\_\_  
\_\_\_\_\_ .

My second fascinating friend is named Joey. He is very good at skateboarding, and he is a creative genius. He is talented at all sports, and my mom says he's a daredevil. He is mischievous and brave, but always friendly. Joey is a very adventurous person, and I'm glad he's my friend.

Have you ever laughed so hard that you started to cry? That's how I feel when I'm with my three best friends. My best friends are named Alice, Joey and Maggie, and they are really a lot of fun to be around.


Last but not least is my friend Maggie. Maggie is a silly girl, with a wonderful sense of humor. She plays jokes on the teachers at school, which sometimes gets her in trouble, but mostly everyone loves her. Maggie is my favorite friend to hang around with on a Saturday.

First let me tell you about my friend Alice. She is very generous. She shares all her thoughts with me, and she even shares food with me after school when I am hungry. I can always count on Alice to help me out if I need something. I feel lucky to have an unselfish friend like Alice!

So now you know how lucky I am to have three such fabulous friends. Alice shares with me, Joey and I go on adventures, and Maggie just makes me laugh. I can't imagine a better group of friends to spend my time with - I hope we stay friends for the rest of our lives!

# NARRATIVE COMMENT

---

 **Note:** You will use this sheet to ensure that your essay is in the correct format. Use your posters as a guide. Fill in a comment after each question below:

I. Check the **Bunch of Bananas** (Introduction):

A. Does it have **BING-BANG-BONGO**-clearly stated in the first paragraph?

---

B. Does it catch **your interest**?

---

II. Check the **Bing** paragraph:

A. Does it **state the Bing topic** in the first sentence?

---

B. Does it have **detail** about Bing?

---

III. Check the **Bang** paragraph:

A. Does it **state the Bang topic** in the first sentence?

---

B. Does it have **detail** about Bang?

---

IV. Check the **Bongo** paragraph:

A. Does it **state the Bongo topic** in the first sentence?

---

B. Does it have **detail** about Bongo?

---

V. Check the **Barrel of Monkeys** (Conclusion) paragraph:

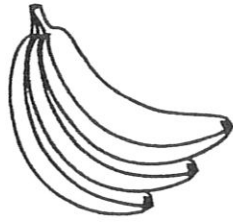
A. Are all the **“monkeys” put in the “barrel”**? That is, are Bing, Bang, and Bongo repeated in different words?

---

B. Does author state some **conclusion**?

---

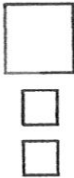
# Level 2 RIGHT BRAIN DIAGRAM



1. Interest Catcher: \_\_\_\_\_  
\_\_\_\_\_  
2. General Topic: \_\_\_\_\_  
\_\_\_\_\_  
3. List BING-BANG-BONGO ideas: \_\_\_\_\_  
\_\_\_\_\_



**BING**



BING Topic: \_\_\_\_\_  
BING Detail #1: \_\_\_\_\_  
BING Detail #2: \_\_\_\_\_  
\_\_\_\_\_



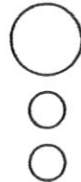
**BANG**



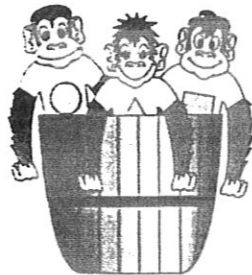
BANG Topic: \_\_\_\_\_  
BANG Detail #1: \_\_\_\_\_  
BANG Detail #2: \_\_\_\_\_  
\_\_\_\_\_



**BONGO**



BONGO Topic: \_\_\_\_\_  
BONGO Detail #1: \_\_\_\_\_  
BONGO Detail #2: \_\_\_\_\_  
\_\_\_\_\_



Summary Statement (Restate BING-BANG-BONGO):  
\_\_\_\_\_  
\_\_\_\_\_  
Conclusion: (Ask a question, state your opinion, or challenge the reader.) \_\_\_\_\_  
\_\_\_\_\_

## A Beautiful Sunset

At twilight the sun slipped away. It set the sky ablaze with orange, red, and violet colors. This sunset brought me peace, showed the day's closing, and displayed a harmonious image.

The sunset made a peaceful scene. The evening air calmed my soul. Then the sinking sun lulled and relaxed me as it slowly slid from sight.

Watching a sunset like this one could become a ritual for me. Nature gives me a setting sun as a sort of inner clock. The setting of the sun separates my day from my night.

The vibrant colors in that sunset sky went together pleasantly. Strong reds, weaker oranges, and pastel violet colors painted the sky. All blended together as the sun left another day.

I enjoy such sunsets for their tranquility, closure, and harmony. I'm like many others who love to sit and watch sunsets. Shouldn't all of us take time and sometimes join people in a backyard, on a beach, or by a lake? We will look at a twilight sky. What will we see and feel?



# RUBRIC EVALUATION PROCEDURE

## Learning Tip







Only Rubric levels 3, 4, and 5 are given. Levels 1 and 2 are not acceptable (any essay receiving a 1 or 2 will have to be redone), and Level 6 is so advanced that few will ever reach it. Although a 3 is an acceptable level, you will want most students to try to write at least a level 4 and strive to write a level 5 on each type of essay.



The following evaluation procedure is optional for young writers.

### Directions:

1. Join your Editing Pair with another pair to form a "Quad." ("Quads may have 3 to 5 students to balance out the class.) Your teacher will pass out to each Quad essays which class members handed in earlier.
2. Turn ahead in the Student Guide to the Anchor Essays for the type you have been studying and are evaluating.
3. Review the WRITING RUBRIC on page 4. Your teacher will discuss how each score is determined. *Carefully read the 3, 4, and 5 rubric score descriptions.* Learn to use these rubrics to score and evaluate your own essays as well as your classmates' essays. Be aware that the rubric is not only a standard that a paper is to be judged against; it is also an instructional aid to help you advance your writing skills.
4. Next, pass the essays around your Quad. Read each paper and think of the rubric as you score it. If you are the first student to score the paper, place a small number 1-6 on the lower right hand corner and fold over the corner.
5. Now pass the essay to another reader in your Quad who will read the paper and score it using the rubric. The second scorer writes his/her score on the bottom left-hand corner and folds over the corner.
6. Continue by passing the paper to a third reader who reads and scores it by writing a score in the upper right-hand corner and then folding over the corner. Finally, pass the essay to the fourth reader.
7. The fourth and final reader checks the three scores by unfolding the corners. If the scores are all within one point of each other, say two people scored it a 3 and one a 4, then the scoring is valid and the paper is given a 3. If, however, there is a large discrepancy—for example, one 2, one 4, and one 5—the fourth reader reads the paper and determines the score.
8. The essays are now returned to their authors.
9. Once scored, recorded, and returned, place your essay into your notebook or portfolio file folder for future reference.

Point		<b>Emergent Writer</b> <ul style="list-style-type: none"><li>• little or no evidence of fluency or direction</li><li>• no evidence of insightful or reflective thinking</li><li>• confused sentence structure with sometimes erroneous word choice</li></ul>
Point		<b>Developing Writer</b> <ul style="list-style-type: none"><li>• fragmented, insubstantial expression of ideas</li><li>• little or no evidence of insightful or reflective thinking</li><li>• simplistic language</li><li>• vague ideas or arguments with little evidence or conviction</li></ul>
Point		<b>Literal Writer</b> <ul style="list-style-type: none"><li>• unfocused collection of ideas</li><li>• may construct rambling, confused sentences</li><li>• little engagement in exploring ideas</li><li>• little sentence variety with inappropriate or uninvolved voice</li></ul>
Point		<b>Thoughtful Writer</b> <ul style="list-style-type: none"><li>• generally understandable and coherent</li><li>• focus may shift ... may show some evidence of insightful and reflective thinking, but ideas may not be fully developed</li></ul>
Point		<b>Discerning Writer</b> <ul style="list-style-type: none"><li>• demonstrates ease in expressing ideas, observations, and feelings</li><li>• generally focused, but may digress; shifts in thought may not be easy to follow</li><li>• some development of ideas that are interesting or provocative</li><li>• may take risks or reshape ideas; demonstrates insightful and reflective thinking</li><li>• lively, interactive, concrete language with some degree of sophistication and conviction</li><li>• includes appropriate reasons, examples, information, and anecdotes with elaboration</li></ul>
Point		<b>Exemplary Writer</b> <ul style="list-style-type: none"><li>• demonstrates ease in expressing ideas, observations, and feelings</li><li>• focused on the topic; shifts are logical and easy to follow</li><li>• ideas are provocative</li><li>• vivid expressions of thoughts, feelings, and images through use of details</li><li>• controls language and tone</li><li>• effectively evaluates both sides of an issue and may suggest a new idea or compromise</li><li>• exceptional papers show flair resulting from interesting ideas expressed in an original or artful way</li></ul>