

Your Students Will

- assess a student benchmark paper that ranks high in the key quality.
- listen to you read an excerpt from *Fables* by Arnold Lobel.
- watch a video of Arnold Lobel.
- explore how the author of *Fables* organized this fable to end with a sense of resolution.
- apply what they learn to their own writing.

Materials You'll Need

- Benchmark Paper ORG: Resolution 2 ([TraitSpace](#))
- Student-Friendly Scoring Guide: Organization ([TraitSpace](#); Student Handbook, p. 233)
- excerpt from *Fables* by Arnold Lobel ([TraitSpace](#); Literature Anthology, p. 21)
- Closing the Deal ([TraitSpace](#); Student Handbook, p. 178)
- A Fable-ous Ending (Student Handbook, p. 183)
- video clip of Arnold Lobel ([TraitSpace](#))
- students' writing folders and argument writing unit projects

Jump Start Benchmark Paper 2

Before class, project Benchmark Paper ORG: Resolution 2. As students enter, have them score it using the Student-Friendly Scoring Guide: Organization in the Student Handbook, keeping in mind the key quality, Ending With a Sense of Resolution. Discuss their assessment and reasons for assigning the score.

Mentor Text Lesson from *Fables* by Arnold Lobel

Synopsis

For *Fables*, Arnold Lobel created twenty original tales, each with a moral, or life lesson, at the end. In "The Hippopotamus at Dinner," a Hippopotamus visits a restaurant. When the waiter places ordinary-sized servings of food before him, the extraordinary-sized diner reorders in bucket-, bathtub-, and mountain-size portions. Alas, poor Hippopotamus eats so much that he can't get up from the table. He learns that "Too much of anything leaves one with a feeling of regret."

Introduce

- Show the video clip of Arnold Lobel and discuss it with students. Before reading the mentor text, ask students what they know about fables. If necessary, remind them that fables often contain nonhuman characters with human characteristics. They also teach readers a moral, or life lesson, that is typically stated in the conclusion.
- Read the mentor text aloud to students and, when you finish, discuss its moral.
- Ask students something like: *How are fables an effective form of argument writing? How does the moral at the end give a fable a strong sense of resolution? Project the Closing the Deal sheet and discuss techniques the author used to end with a satisfying conclusion.*

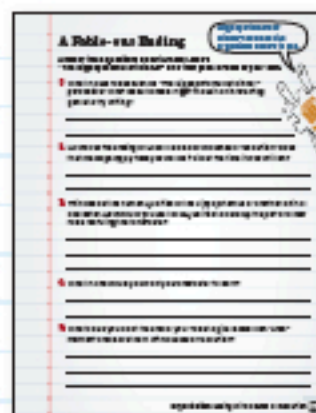


Literature Anthology, p. 21



Explore

- Project the mentor text for students to refer to throughout the lesson.
- Read aloud the first two questions on the A Fable-ous Ending sheet in the Student Handbook. Then have students pair up and answer those questions in their Student Handbooks.
- Have students share important lessons they've learned in life and follow regularly, such as that having a sense of humor helps in difficult times and that keeping an open mind leads to new and exciting experiences.
- Ask a volunteer to read aloud the last three questions on the A Fable-ous Ending sheet. Then have partners work together to answer those questions in the Student Handbook and plan a fable based on one of the life lessons they shared.
- If time allows, have students draft their fable on a separate sheet of paper, and cap it off with a strong ending, using the techniques on the Closing the Deal sheet.
- In a group discussion, have students talk about the characters, plot, and moral they chose for their fable.



Student Handbook, p. 183

Wrap Up

Discuss the sense of closure that is achieved by ending with a moral. Ask students how this idea of closure might extend to other forms of argument writing. In a marketing brochure, for instance, is there an irresistible wrap-up of key points? How about in an argument essay? Explain that endings are challenging, no matter the mode or format. Urge students to spend time thinking about how they will end their unit projects with a sense of resolution.

Writing Folder Application Improving the Piece

Ask students to work on the piece they selected from their writing folders on Day 1, following their margin notes about Ending With a Sense of Resolution and revising their pieces accordingly. Remind students to refer to the tips for ending with a sense of resolution on the Closing the Deal sheet in the Student Handbook. Encourage them to use a separate sheet of paper if they need more space or if they mark up their pieces heavily. Then have them return the papers to their writing folders.

Independent Writing Argument Writing Unit Project

Have students continue working on their unit projects. Circulate and confer with students about how they can improve their projects by paying special attention to Ending With a Sense of Resolution, as well as to other key qualities they've been learning about.

Tip: Have students exchange drafts of their projects with a partner and ask questions such as How do you plan to end your project? Will your ending persuade your readers? How can you improve your ending to make it stronger? Encourage them to use the answers to strengthen their drafts.

Professional Development
Find video of lessons and activities like these on PD Live.