

Create Five-Paragraph Persuasive Caldecott Essays with Your Students

Step 1: Eight school weeks before the Caldecott is announced, present your students with ten different Caldecott contenders. Have them partner up and read the choices during reader's workshop. As they read, they should note the title and theme of each book in their reader's workshop notebook.

Step 2: Seven weeks before the Caldecott, ask students to vote for the book they think should win the award. After looking at the ballot slips, pair students up with other students who chose the same book. Then, give each pair three sticky notes. Ask them to go through the book, and pick out three illustrations that best support the theme of the book. Conference with each pair of students to help them verbally develop their ideas. If you want a tool to help you better discuss artwork in your conference, a great resource to help people understand how illustrations work is *Picture This: How Pictures Work* by Molly Bang.

Step 3: Six weeks before the Caldecott, ask students to write the first body paragraph. After they write it, have them peer conference and use the checklist at the bottom of the first paragraph page. Then, they can type it up. In the meantime, you can conference with students while the others are typing.

Step 5: Five weeks before the Caldecott, ask students to write the second body paragraph. After they write it, have them peer conference and use the checklist at the bottom of the first paragraph page. Then, they can type it up. In the meantime, you can conference with students while the others are typing.

Step 6: Four weeks before the Caldecott, ask students to write the third body paragraph. After they write it, have them peer conference and use the checklist at the bottom of the first paragraph page. Then, they can type it up. In the meantime, you can conference with students while the others are typing.

Step 7: Three weeks before the Caldecott, ask the students to write and type the introductory and conclusion paragraphs. It is really helpful if you have discussed author's purpose/message in reader's workshop before you get to this stage. If you have done so, it will be much easier for students to write an attention grabbing hook because they have become adept at identifying the big message in the book and applying it to their own lives.

Step 8: Two weeks before the Caldecott, conference with any remaining students. Make color photo copies of each illustration the students wrote about so that they can be displayed side-by-side with their essays. Mount the essays and the illustrations on poster board.

Step 9: One week before the Caldecott, display the student's work, ballots and the nominated books in the hallway. Ask other classrooms to come take a look at the essays and the books and vote for the book they think should win the Caldecott. If time allows, invite parents in for a Caldecott presentation and have each pair of students read their essays to the audience. Have pairs alternate reading every other paragraph to cut down on the overall presentation time.

There are student samples on the other pdf at www.katenarita.com that you can use as models.

Have a blast! It's so much fun.

Best wishes,

Kate Narita

Name: _____

The first reason _____ should
win the Caldecott for his/her illustrations in
_____ is because he/she

to reinforce the theme of _____.

Peer Proofreader Checklist

____ There are at least five sentences. ____ Each sentence starts with a different word.

____ The title is underlined.

____ Each sentence relates to the topic sentence.

Name: _____

The second reason _____
should win the Caldecott for his/her illustrations in
_____ is because he/she

to reinforce the theme of _____.

Peer Proofreader Checklist

____ There are at least five sentences. ____ Each sentence starts with a different word.

____ The title is underlined.

____ Each sentence relates to the topic sentence.

Name: _____

The third reason _____
should win the Caldecott for his/her illustrations in
_____ is because he/she

to reinforce the theme of _____.

Peer Proofreader Checklist

____ There are at least five sentences. ____ Each sentence starts with a different word.

____ The title is underlined.

____ Each sentence relates to the topic sentence.

Name: _____

Persuasive Introductory Paragraph

I. Question _____

II. Short answer _____

III. Thesis Statement ... _____

IV. Transition Sentence

Name: _____

Persuasive Essay Conclusion Paragraph

In conclusion, _____

(copy thesis statement from introduction paragraph)

Opinion sentence:
