

Evidence-Based Writing

Box of Shocks (EBook) - Grade 5 - Short lesson

TIME

OBJECTIVE

10 minutes Write a coherent evidence-based paragraph explaining Oliver's development.

PRODUCT

One claim-evidence-reasoning paragraph using at least three cited atoms.

Essential question: How does Oliver change from a collector seeking shocks into someone who acts as Diggory's friend?

Materials	Text to mark
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- Prepared passages: Passage 2, Passage 10, Passage 11, Passage 15
- Passage 2
- Passage 10
- Passage 11

Lesson sequence

1 Focus - 2 min

- Passage 15

Teacher direction:	How does Oliver change from a collector seeking shocks into someone who acts as Diggory's friend?
Prepared text:	Passage 2, Passage 10, Passage 11, Passage 15 2 Evidence move - 5 min
Teacher direction:	Oliver first imagines a collection designed to shock his parents. After confronting Diggory's hardship, the box matters less, and he gives Diggory food and Bubbles. Diggory's final message supports the conclusion that Oliver has begun acting as a friend.
Prepared text:	Passage 2, Passage 10, Passage 11, Passage 15 3 Product - 3 min
Teacher direction:	One claim-evidence-reasoning paragraph using at least three cited atoms.

Prepared text:

Passage 2, Passage 10, Passage 11, Passage 15

Support & extension

Above: Address a counterpoint: Oliver still keeps the Box of Shocks, so explain why his development is a change in priorities rather than a total rejection of his earlier self.

Below: Provide a paragraph frame with spaces for an initial motivation, a turning point, a helpful action, and Diggory's response.

Assessment

- Presents a clear claim about Oliver's change
- Uses evidence from both the beginning and later parts of the story
- Explains how each selected detail supports the claim
- Avoids claiming knowledge beyond the cited evidence