


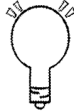
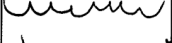





# Thesis Statement: Student Worksheet

Setting		Subject	Big Idea
When? 	Where? 	Who or What is the Information About? 	What about _____? Why is it important? 
1848 ← over 150 yrs. ago cold, clear day	along American River Southfork  deep	M James Marshall  industrious hardworking	discovered  gold precious metal caused  changed California heavily populated.
<p>On a cold, clear day back in 1848 along the southfork of the American River, industrious James Marshall discovered gold that caused California to change into a heavily populated area.</p>			

**Purpose:** To provide students with a tool to practice formulating and writing topic sentences and thesis statements.. The organizer displays the formula (setting, subject, big idea) and four boxes for planning ideas and recording fancy words. The lines below the boxes are for students to write these powerful sentences.

## Directions:

**Step 1: Plan the Subject:** Students identify the subject of their sentence by asking: *Who or what is the information about?* Students draw a picture or write their subject in the box below the heading, "Subject". (See "James Marshall" in the example above.)

**Step 2: Plan the Big Idea:** The big idea is the reason or purpose for writing the information, as well as telling why the information is important. *Big idea! What about James Marshall? What information am I going to tell my audience about James Marshall?* (See "discovered gold" in the example above.)

**Step 3: Plan the "Who cares?":** The audience needs to understand why the information is important to read. Once the reason or purpose of the writing is identified, the student s then need to tell why or how the information is important; or to make a claim about the information; or to show the effects or impact of the information. *Who cares? Why is this information important?* ( See "population explosion" in the example above.)

**Step 4: Plan the Setting (Optional):** Students identify the setting by asking: *When is this happening and where?* Students draw pictures in the boxes. (Please note: setting is only recorded if it makes sense.)

**Step 5: Talk:** Students practice forming a sentence using the key words and pictures for support: *In 1848 near the American River, James Marshall discovered gold that caused California to change forever.*

**Step 6: Add Fancy Words:** Students record fancy words in each of the boxes, then practice retelling their sentences including the fancy words: *On a cold day back in 1848 along the south fork of the American River, industrious James Marshall discovered gold that caused California to change into a heavily populated area.*

**Step 6: Talk and Write:** When student are able to orally tell their sentences, they then write.

Please Note: **Capitalization and punctuation are optional.**

# Setting

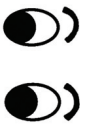
# Subject

# Big Idea

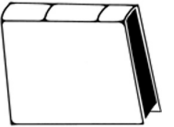
When?



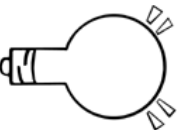
Where?



Who or What  
is the  
Information  
About?



What about \_\_\_\_\_?  
Why is it important?



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