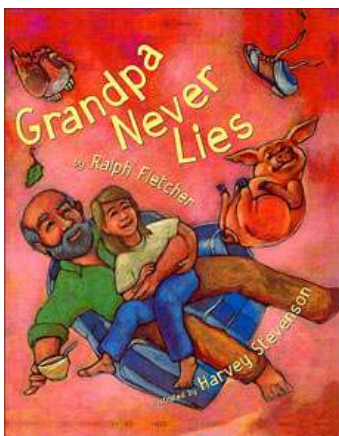


Writing Trait: Ideas

Learning Intention: To notice the details writers use to elaborate



Before Reading:

Learning outcomes: A1, A2, A3 A6, B4

Ask students to recall a time spent with a grandparent or an older person. Have each child tell a partner about an experience. Share ideas as a whole class. Students can turn and talk again once they have heard a few examples that may trigger new memories.

During Reading:

Learning outcomes: A8 A9, B5

Tell students that *writers notice what other people miss*. As the story is read, ask students to listen for examples of what Ralph Fletcher has noticed and included in this memoir.

After Reading and Writing Extensions:

Learning outcomes: B7, C1, C4, C5, C6, C9

Re-read each page that has longer amounts of text. These are the pages that contain the elaborations we want students to notice. Ask, "What has Ralph Fletcher *noticed* on this page?"

Examples such as:

- we eat Grandma's blueberry pancakes,
- track wild deer,
- hunt trilobite fossils,
- swim, play cards,
- but mostly talk.

... are the kinds of details we want our writers to include.

After highlighting the examples from this text, co-create criteria that shows performance levels. e.g.

1. ***A start*** - needs more detail
2. ***Coming along***—has a few details
3. ***That's it***—there are several interesting details
4. ***Wow!*** - my reader will love these details.

(See next page for a formatting suggestion)

Have students write about a memorable time spent with an older person or anyone, *including the kinds of details that other people miss*.

<p>The Traits of Writing</p>	<p>... a start</p>	<p>... coming along</p>	<p>... that's it</p>	<p>... Wow!</p>
<p><u>Ideas</u></p> <ul style="list-style-type: none"> • <i>details</i> 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •