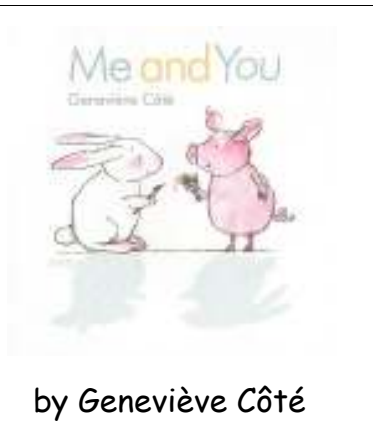


Writing Trait: IDEAS

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Before Reading:

PLOs: A2, A5, A6, A8,

Explain that this book is about wishing you were more like your friend. Ask students to share connections they may have about this. Ask if they have ever wanted to be like someone else.

During Reading:

PLO: B5

As the book is read aloud, listen and watch for the ways in which characters change their appearance. Ask students to also listen for how the characters feel at the end of the book?

After Reading:

PLOs: C1, C2, C3, C4, C5

In Lori Jamison Rog's book, Marvelous Minilessons for Teaching Beginning Writing, K-3, she suggests using the "five-finger planner" to help students generate several details about a topic. Young writers will often move on to another idea without taking the time to deepen their thinking. The five-finger planner is a writing and thinking strategy used to extend and deepen a thought. For kindergarten and early grade one students, this strategy can be done orally or by drawing pictures.

- the topic goes in centre of hand
- a detail is written (or said aloud); one for each finger
- the thumb represents a feeling

So, after reading *Me and You*, have each student think of a friend and use the five finger planner to create details about that person. Add a feeling as an ending. Write or share aloud.

FIGURE 13. Five-Finger Planner Sample



