

Writing Trait: IDEAS

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by Carole Schaefer

Before Reading:

PLOs: A2, A5, A6, A8

Ask students to predict what this book might be about based on the title and cover illustration. Allow partners to turn and talk, then share a few ideas as a whole group.

During Reading:

PLO: B5

After reading a few pages of *The Squiggle*, pause and ask students to imagine what shape the squiggle might become next. After sharing a few ideas, read a few more pages, then ask again.

An After Reading Writing Extension:

PLOs: B2, B6, C1, C2, C3, C4, C5, C6

Provide students with a piece of string that has been glued onto a piece of paper in an interesting squiggle shape (or the day before, have students dip string in glue and create their own squiggle-paper).

Using markers, crayons or paints, have students turn their squiggle string into something else.

As a writing extension, students can put letters, words or a sentence to describe what they've created. Provide extra paper for prolific writers. For those requiring more scaffolding, their description may be scribed. Some children may enjoy tracing over words created by the teacher using a highlighting pen.

When work is complete (and dry), have students share their ideas with others.