

Writing Trait: Organization

Learning Intention: learning how to write about the setting
S.D. #71



by Darleen Bailey Beard

Before Reading:

Learning outcomes: A1, A4, A5, B5

In groups of 3 or 4, have students predict words that describe the setting that they think they might encounter in this story.

During Reading:

Learning outcomes: B6

While this lesson focuses on words, this book needs to be examined from other writing perspectives as well (see other lesson links).

As the book is read for a second time, pause while students sketch and write words and phrases that describe each setting.

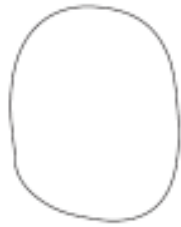



After Reading and Writing Extensions:

Learning outcomes: C5, C6, C10

After reading the book explain that dialogue leads are a great way to begin a story because they pull the reader in. The job of the first sentence in any piece of writing is to hook the reader and convince them to read on.

Co-create criteria using the partial rubric that focuses on powerful words to describe a setting and details that add interest.

Challenge students to experiment with a variety of leads for their stories to hook their reader! (See lead chart on 3rd page)

<p>The Traits of Writing</p>	 <p>... a start</p>	 <p>... coming along</p>	 <p>... that's it</p>	 <p>... Wow!</p>
<ul style="list-style-type: none"> • Word choice <i>descriptive words</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"> •
<ul style="list-style-type: none"> • Ideas <i>details that show, don't tell</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"> •

Words

Images/sketches