

Writing Traits: Ideas, Organization and Voice

Learning Intention: define and explore voice; use the SWBS graphic organizer to analyze problem and solution elements of story

S.D. #71

Willow's Whispers

Written by Lana Button. Illustrated by Tania Howells

By Lana Button



Before Reading

Learning Outcomes: A1, A6, B5

Using the title and pictures, predict what the problem and solution of this book might be. Turn and talk to a partner, then share ideas with the class.

Tell students that there is no such thing as prediction that's wrong as long as the evidence (title and illustrations) are used in your thinking. Some predictions may simply require adjustments once the story is read.

During Reading

Learning Outcomes: A2, A8, A9, B5,

Lori Jameison Rog, in her book Marvelous Mini Lessons K-3, states that the best way to teach voice is to read aloud to our students. Ask them to listen to Willow's spoken words to better understand how writers add voice to their writing. As you read Willow's dialogue, whisper in the tiniest voice possible.

After Reading ... Write

Learning Outcomes: A6, B7, B11, C4, C8

Many stories feature a main character who has a personality flaw (see examples of other books on next page). Focusing on a character's flaw will establish a story's problem. Have students fill out the **Somebody, Wanted, But, So** graphic organizer for this story to determine the main character and their flaw - which creates the story's problem. When the character's flaw is resolved, this is the solution. Please see other books with character flaws are listed on page 3.

Somebody	The characters; (circle the character you choose to fill out this graphic organizer)
Wanted	What did this character want?
But	What got in the way of the character's goal?
So	How was the character's problem solved?

Story Framework

Name: _____ Date: _____

Name of Book: _____

somebody

wanted

but

so...