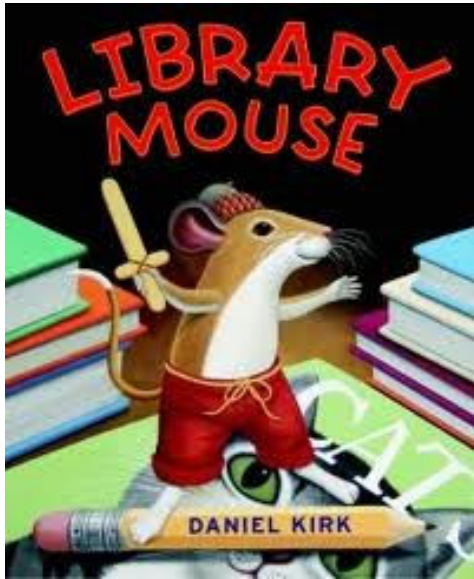


## Writing Trait: Ideas and Organization

Use art and play experience to fuel ideas for writing

Learning Intention: students will add "deluxe details" to their writing.

Sue Bannister and Carol Walters SD #71



By Daniel Kirk

### Before Reading

Learning Outcomes: A2, A3, A4, A9, B5,

Take students outside to build a mouse house. Section off an area and encourage students to use items they find on the ground to make a home for a mouse. Ask students to be respectful of nature and not break branches etc. Before going outside, co-create criteria about building a suitable house for a mouse. With a little prompting with questions, students will offer criteria about a safe location, materials for the inside (cozy, soft) and outside (protective). As a follow-up to the outdoor play, have students built a mouse out of plasticene and found materials.

After these two events, show students the front cover of the book *Library Mouse* and ask them to turn and talk, predicting the content of the story using the title and cover illustration. Have a few students share their predictions, connections and questions with the class.

### During Reading

Learning Outcomes: B6, B11

After reading the first page of the story, pause and ask students if the writer of this book simply said that the mouse lived in a house. Did the writer include any details about the house? (*His home was a little hole in the wall behind the children's reference books*).

On the second page, ask children to listen to the author describe what people were doing in the library. Explain the writers include details to make things more interesting for the reader.

### After Reading... Writing Extension

Learning Outcomes: B7, B11, C5

Share the learning intention for the lesson (see next page), then write a basic sentence for all students to see (e.g. I built a mouse house). Ask if that sentence contains any details. Using the charts provided as reference on the third page, brainstorm ideas with students, so their original ideas and experiences are reflected. Now use your charts to model what this writing could look like. By keeping each chart separate, students will be provided clear scaffolding while writing. Students are then asked to write one deluxe detail from each chart.

Once students have written their deluxe detail, they will place a sticky dot at the end of their sentence. Not only does this serve as a placement for a period, it allows children to assess when they have written a deluxe detail. Co-creating criteria and getting children involved in their own assessment are example of **assessment AS learning** strategies.

Make your own mirrored tissue box and  
as students write, have them  
meet the author!  
Or, book the kit from the LRC.

#### Bibliographic Information

Title [Mouse play : reading, writing, playing](#)

GMD Kit KT3437

Publication Courtenay, BC : SD71, 2011

Material description 1 tote bag ; 26x35x26 cm.

Subjects 1. [Play based learning](#). 2. [Mice - Fiction](#). 3. [Rodents - Fiction](#).

ISBN 9780689855702

Control number 9858

Notes Contents: 1 book: Hide and squeak -- 1 book: If you give a mouse a cookie -- 1 book: Library mouse -- 1 book: Little mouse and the big cupcake -- 1 book: Mouse count -- 1 book: Mouse paint -- 1 book: Mouse was mad -- 1 book: Shout! Shout it out! -- 1 book: Welcome house mouse -- 12 plush mice -- 1 box with mirror: 'Meet the author'.

Summary: Story books and plush mice to promote and encourage student reading and writing skills through play based learning.

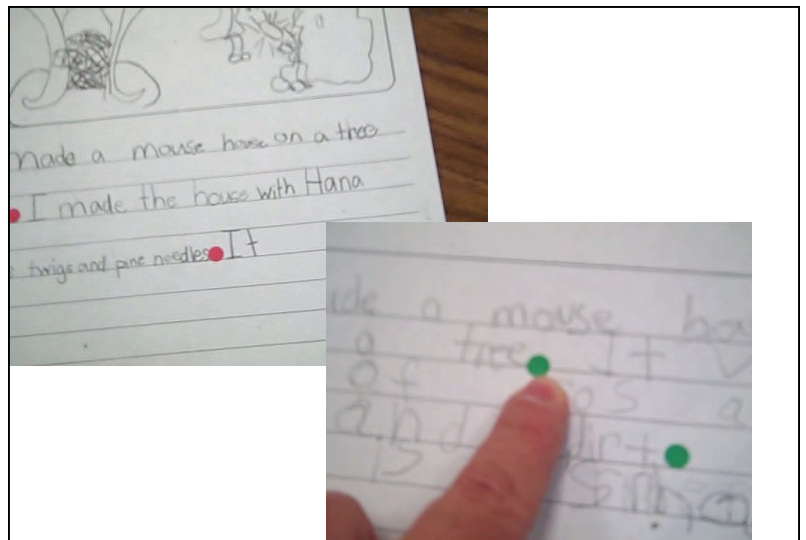
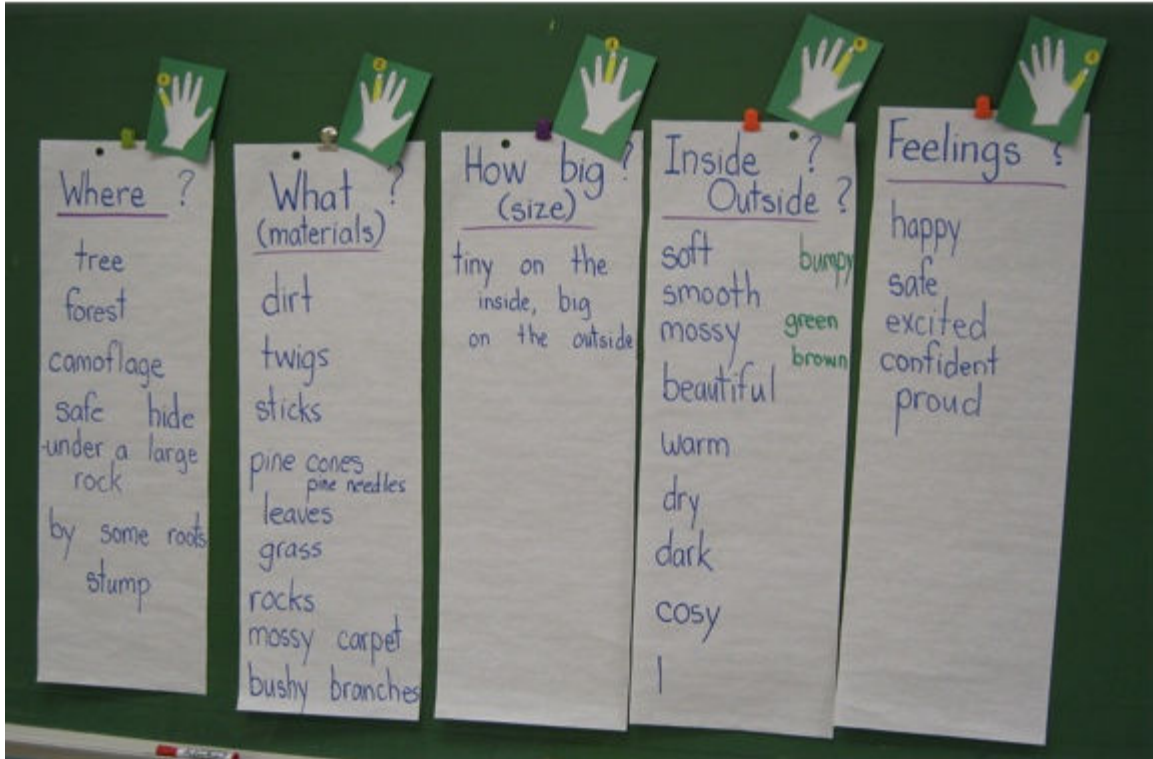
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# Our Learning Intention:

*I can add several deluxe details when writing.*



When students create art and play before writing, they are fueled with lots of ideas.

By adding sticky dots after each detail, students were involved with assessment. They had to decide when a deluxe detail had been added. This decision making, adds to their thinking about what a detail is, what it looks like and when it's complete.

Where ?  
tree  
forest  
camouflage  
safe hide

Inside !  
Outside ?  
soft bumpy  
smooth green  
mossy brown  
beautiful

How big !  
(size)  
tiny on the  
inside, big  
on the outside  
small

What ?  
(materials)  
dirt  
twigs  
sticks  
pine cones

How  
(si  
tiny o  
inside  
on t  
sma

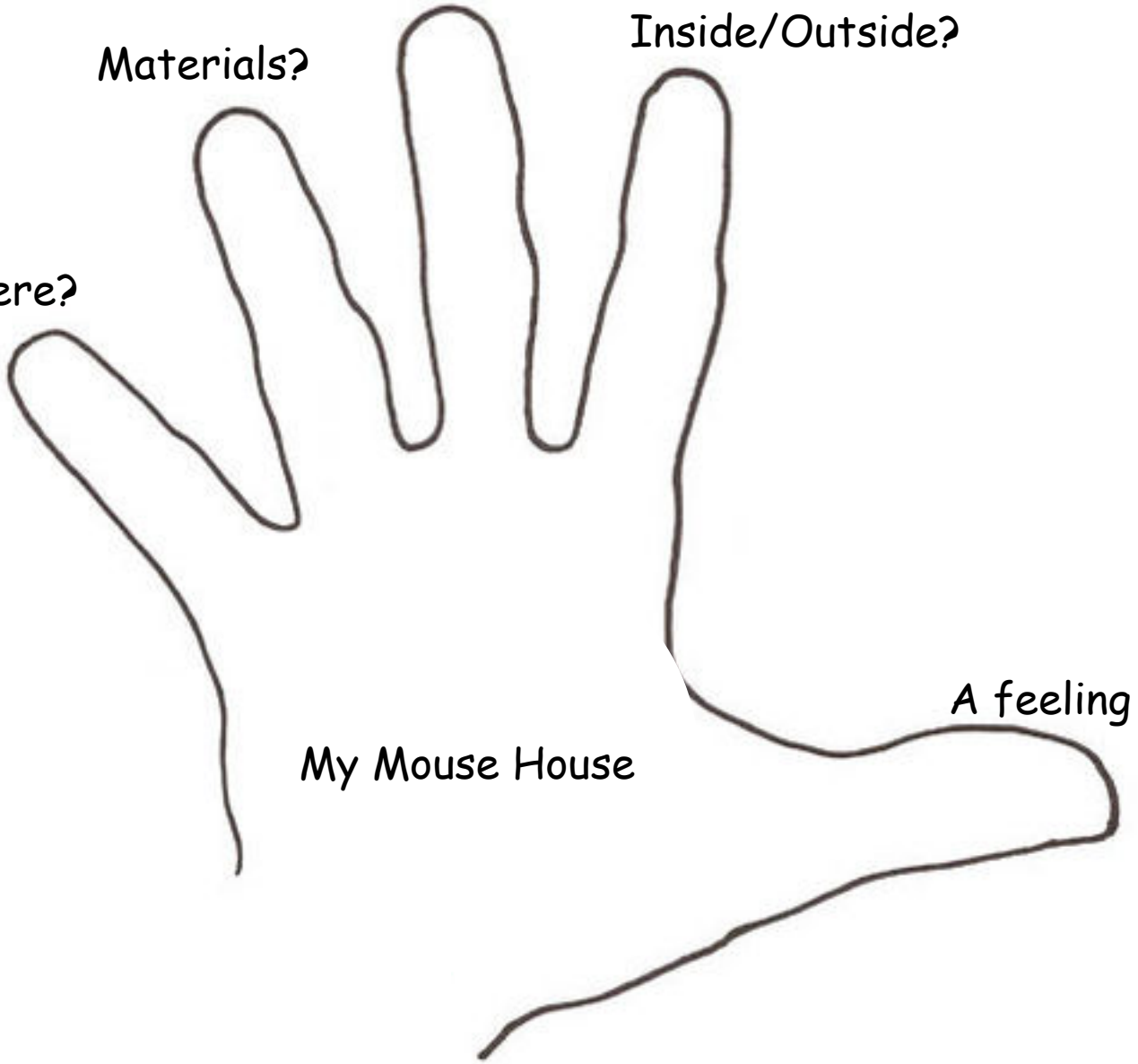


Size?

Materials?

Inside/Outside?

Where?



My Mouse House

A feeling

Brainstorm ideas with students rather than supply them with these charts.



Where?

outside

on a stump

under a tree

hidden

under a rock

Material?

sticks

rocks

branches

grass

twigs

Size?

small

tiny

just right

itsy

teeny

Inside/Outside?



Inside/Outside?

bumpy outside

soft inside

mossy

fluffy

A Feeling?

love

cozy

warm

safe



## A House for a Mouse

Where do mice like to live? Well I don't know about all mice, but my mouse likes the hidden cracks of a cedar tree ● His cozy nest is made out of green moss and a few fluffy feathers ● It may be soft on the inside, but the outside is like a tank ● Forest animals will not be able to break down its outer shell ● It's just the right size for a mouse ● Not too little and not too big ● I think my mouse loves his house as much as I do ● Sleep tight mousey ! ●