# Writing Trait: Ideas and Voice

Writing Trait: Ideas (adding details to pictures), Voice (adding personality to drawing), Conventions (adding letter sounds and words as labels),

Learning Intention: After sharing The Book with a Hole, students will draw a picture on a piece of paper that has a hole in the middle to show off their creativity.

Get your camera ready!

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Creative Thinking
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1. Novelty and value
2. Generating ideas
3. Developing ideas
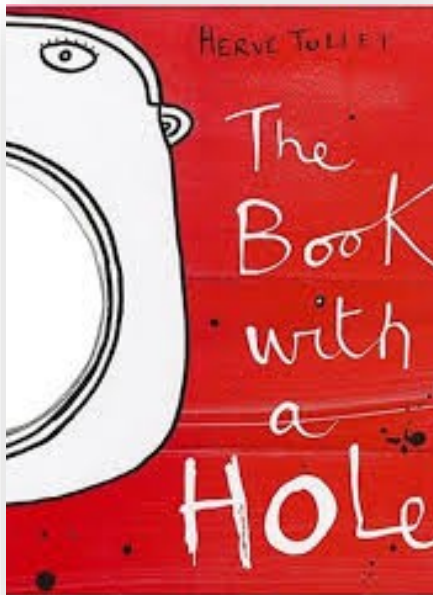
By Herve Tullet

Before Reading

Before showing this book to students, explain that you have brought a book to share with them that is very different from any other book you've ever seen. Ask for ideas that could explain why this book is so different.

After lots of guesses, share your delight in the creative format of this book. Open the book and place your face in the hole and look out at your students. Others will immediately want their turn doing just that!

During Reading

Before sharing a page in this book, offer students a clue regarding what could be on the page. Their guesses will fuel potential creativity. Read the captions on many of the pages and discuss because, "Reading and writing float on a sea of talk." James Britton.

After Reading

After sharing lots of pages, invite students to think of things that have holes. Hand out large pieces of paper with holes in the centre. I use the Ellison, circle die-cut at the Learning Resource Centre to make quick work of these 'holy' pages.

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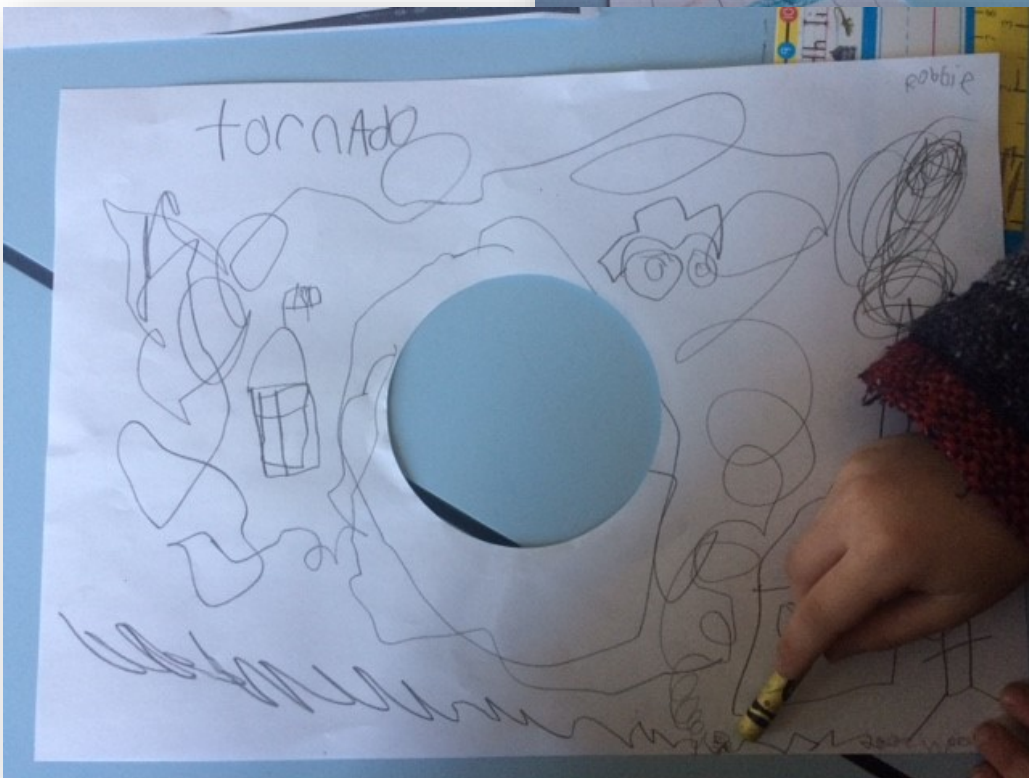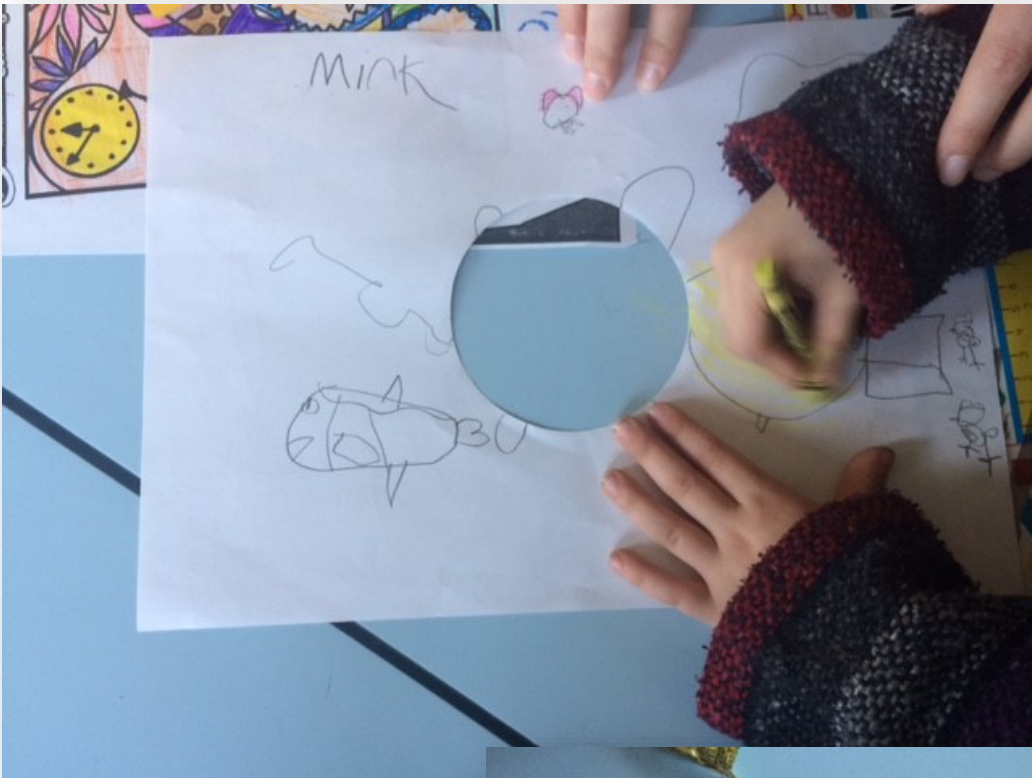
Walt

<u>We Are Learning to</u>…

- Be creative as we draw.

- Label our picture with letters and/or words

English Language Arts

K 1 2 3 4 5 6 7 8 9

Big Ideas

Language and *story* can be a source of creativity and joy.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Through listening and speaking, we connect with others and share our world.

Curricular Competencies

▶ Use developmentally appropriate *reading, listening, and viewing strategies* to make meaning

▶ *Exchange ideas and perspectives* to build shared understanding

▶ Explore *oral storytelling processes*

Content

- the relationship between reading, writing, and oral language

Strategies and processes

adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion

- *reading strategies*
- *oral language strategies*
- *metacognitive strategies*

writing processes

CREATIVE THINKING
Competency Profiles

1. Novelty and value

SAMPLE "I" STATEMENTS

→ I get ideas when I play. My ideas are fun for me and make me happy.

→ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.

→ I generate new ideas as I pursue my interests.

→ I get ideas that are new to my peers.

→ I can develop a body of creative work over time in an area I'm interested in or passionate about.

2. Generating ideas

SAMPLE "I" STATEMENTS

→ I get ideas when I use my senses to explore.

→ I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.

→ I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.

→ I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.

→ I have interest and passions that I pursue over time.

3. Developing ideas

SAMPLE "I" STATEMENTS

→ I make my ideas work or I change what I am doing.

→ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.

→ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.

→ I use my experiences with various steps and attempts to direct my future work.

→ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.

SOCIAL RESPONSIBILITY
Competency Profiles

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1. Contributing to community and caring for the environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

SAMPLE "I" STATEMENTS

→ With some support, I can be part of a group.

→ I can participate in classroom and group activities to improve the classroom, school, community, or natural world.

→ I contribute to group activities that make my classroom, school, community, or natural world a better place.

→ I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.

→ I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

2. Solving problems in peaceful ways

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

SAMPLE "I" STATEMENTS

→ I can solve some problems myself and can identify when to ask for help.

→ I can identify problems and compare potential problem-solving strategies.

→ I can clarify problems, consider alternatives, and evaluate strategies.

→ I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.

COMMUNICATION
Competency Profiles

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1. Connect and engage with others (to share and develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples include literature circles, book clubs, blogs, and small group discussions/decision making/informal debating.

SAMPLE "I" STATEMENTS

→ I ask and respond to simple, direct questions.

→ I am an active listener; I support and encourage the person speaking.

→ I recognize that there are different points-of-view and I can disagree respectfully.

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2. Acquire, interpret, and present information (includes inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include "show and tell," explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal.

SAMPLE "I" STATEMENTS

→ I can understand and share information about a topic that is important to me.

→ I present information clearly and in an organized way.

→ I can present information and ideas to an audience I may not know.

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3. Collaborate to plan, carry out, and review constructions and activities

Students work together to accomplish goals, either face to face, or through digital media. Examples include planning a construction, inquiry or performance, solving a problem, conducting an inquiry, and working together on community projects.

SAMPLE "I" STATEMENTS

→ I can work with others to achieve a common goal; I do my share.

→ I can take on roles and responsibilities in a group.

→ I can summarize key ideas and identify the ways we agree (commonalities).