Writing Trait: Organization

Learning Intention: Use <u>Twister</u> as a mentor text showing how to begin a piece of writing with a sound; and co-create criteria about story writing beginnings S.D. #71

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Before Reading: Learning outcomes: A1, A4, A5, B5

Ask students to predict what this book might be about based on the cover illustration and title. Use the facial expressions of the characters to infer their emotions. Do students all agree on those emotions or are there a mixture of ideas?

by Darleen Bailey Beard

During Reading: Learning outcomes: B6

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

Read the first sentence of this story, then pause to ask how this author has chosen to begin her book. Explain to students that the learning intention for today is to look at a variety of ways to begin a piece of writing to lure the reader.

> 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 about strong beginnings using the partial rubric on the next page.

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

| <u>WRITING LEADS</u> Once you have chosen a writing topic, try writing a variety of leads. When you're finished, choose your favourite one. By: | | | |
|--|------------|------------------|------------------------|
| Question | Quotation | Interesting Fact | Strong Feeling/Opinion |
| One Word or a Tiny Sentence | Mysterious | Sound Effect | Sets the Mood |

Idea adapted from: www.writingfix.com