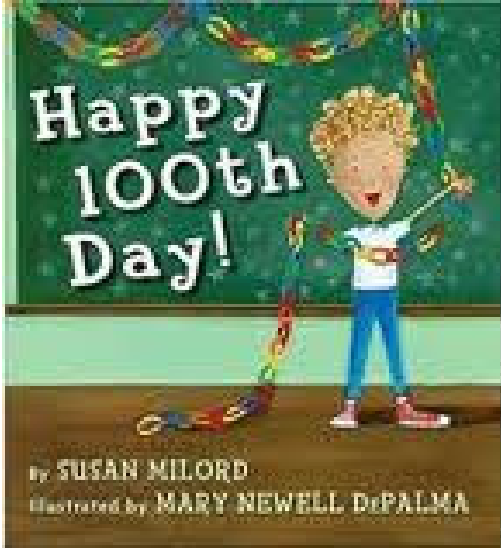


Writing Trait: Ideas

Learning Intention:

1. establish understanding of how we can use pictures to infer a message
2. co-create criteria so that students take ownership of writing skills

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By Susan Milord

Before Reading

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

Ask students to make connections between their life experiences and the title of this book. Chances are, lots of hands will go up. So rather than asking just one or two children to share their experiences, have all students do a turn and talk. After everyone has had a chance to share their experiences with 100s day, ask a few children to share their memories.

Before reading this story to the class, show students the picture on the first page in which we see the main character at his desk (if you have a projector or Smartboard, project the image on the next page.) Ask students to use the evidence from the picture along with their brilliant thinking to **infer** how this character is feeling about 100th day. Get students to predict the problem that they may read or hear in this book.

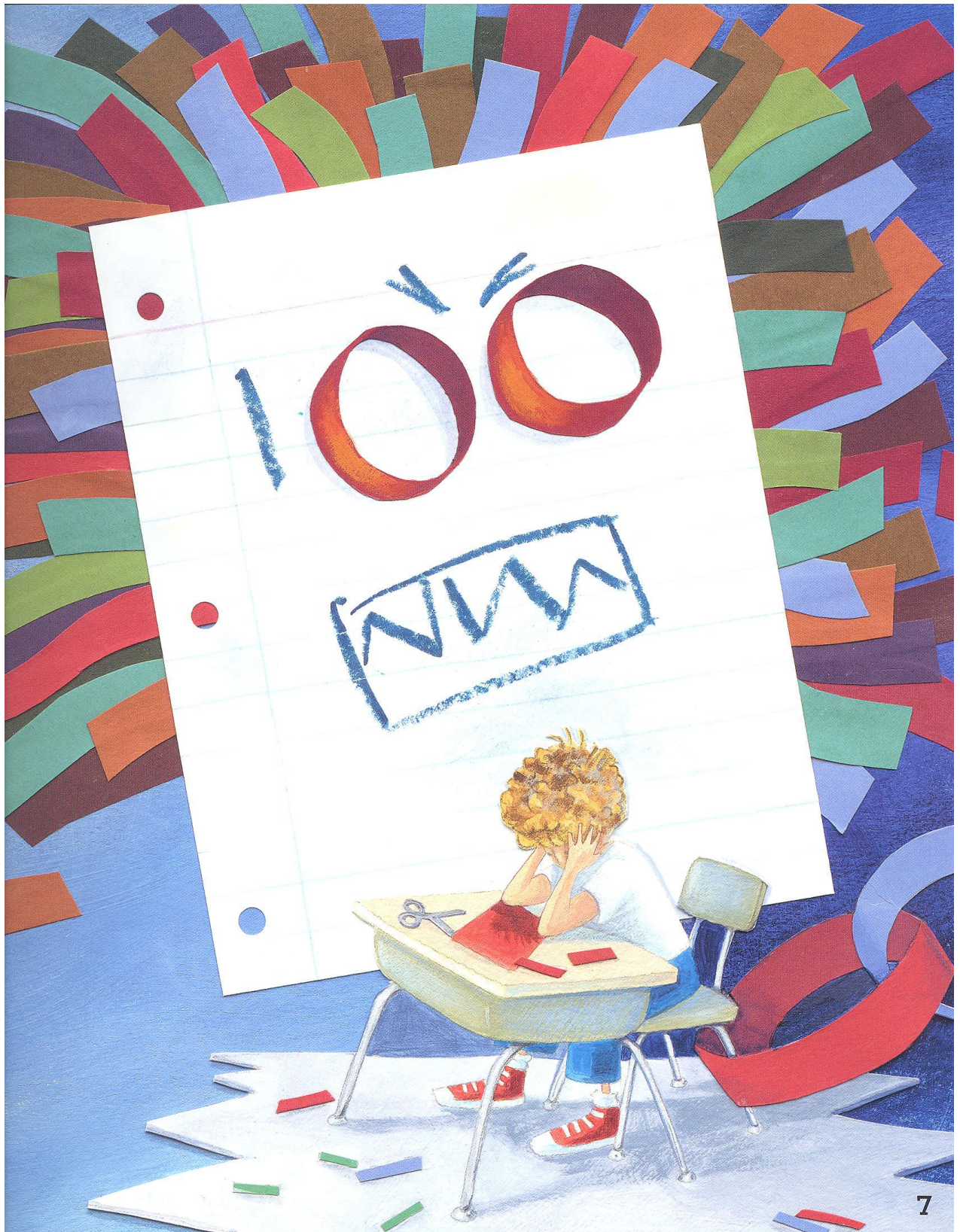
During Reading

Learning Outcomes: B6, B11

After reading the first page, turn to the next page and while they are looking at the letters floating around, ask students how this character might be feeling school and why? When they answer, ask them to dissect how they came to that conclusion. This is another example of how pictures may be used to infer meaning. Also explain that this type of thinking (inferring) is something that our mind naturally does while reading and that we can only do this when we add our brilliant thinking to the equation.

Use the pictures on pages 31 and 32 to infer how Graham is feeling on his birthday ~ 100th day. Pause after reading page 33 and have students predict an ending. How many think it will end happily? How many feel it will end sadly? Explain that there is no such thing as a wrong prediction. There are simply some predictions that require adjustment.

After Reading (continued on page 3)



evidence

+

my brilliant
thinking

=

an inference

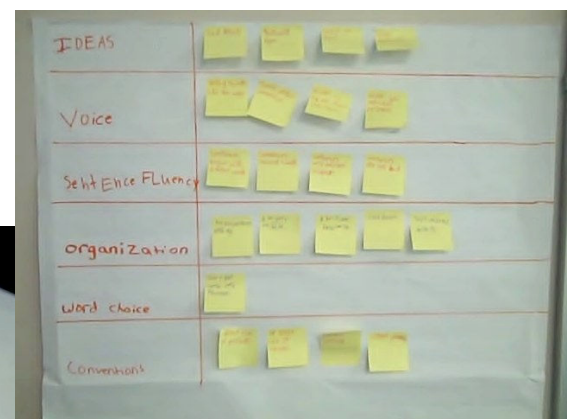
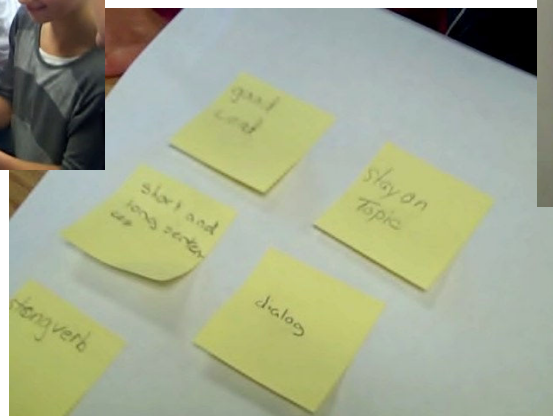
After Reading

Learning Outcomes: B7, C1,

This book lends itself to journal or memoir writing in which students think of something they have tried to do, but find difficult. It may be something related to school or anything else that has been associated with a learning curve. Have students brainstorm with a partner, sharing suggested topics as a whole class to further expand potential topics. Personally, I remember finding it very difficult, not to mention scary, when trying to learn how to dive into the deep end of a pool. Skiing down a mountain slope for the first time, is also a vivid childhood memory. Well, I actually didn't ski down ... I took parallel steps down! Sharing a few suggestions like this, will engage kids and fuel their own writing topics.

Before writing though, **co-create criteria** with students by asking them, "What are the characteristics of quality writing? What can you do when you're writing to make it interesting for others to read?"

Place children in groups of 4-6. Give each group a piece of chart paper and post-it notes. Ask them to write one idea only per post-it note. I often give them an example (like a freebie Bingo square), and ask for one or two other examples to ensure they understand this task. I quite often give them the example of adding details or vivid word



choice to get them going.

Once groups have finished writing their ideas on post-it notes, have them group their ideas into categories. If they know about the traits of writing, ask them to group according to the traits (Voice, Organization, Ideas, Sentence Fluency, Word Choice, Conventions). The charts on the next pages can be useful to use as they sort and classify their ideas.

Now from all this criteria they have created, choose one of their ideas to use as the learning intention for the memoir that they will write. Find something you know the majority of students need to work on. This way, their writing goal has student origins. They thought of it.

It's their idea not their teacher's!





Key Qualities of the Traits

IDEAS	ORGANIZATION
<p>Narrowed focus</p> <p>Vivid details</p> <p>Stays on Topic</p> <p>Clear message</p>	<p>A brilliant beginning</p> <p>A mighty middle</p> <p>An excellent ending</p> <p>Well-ordered details</p>
VOICE	WORD CHOICE
<p>Writing sounds like the writer</p> <p>Reader writer connection</p> <p>Writing has individual personality</p> <p>Writer is excited about the topic</p>	<p>Just-right words and phrases</p> <p>Vivid descriptions</p> <p>Fresh and original word combinations</p> <p>Colourful, juicy words</p>
SENTENCE FLUENCY	CONVENTIONS
<p>Sentences sound smooth</p> <p>Sentences are well built</p> <p>Sentences are different lengths</p> <p>Sentences begin with different words</p>	<p>Correct spelling</p> <p>Correct use of capitals</p> <p>Correct use of periods</p> <p>Correct grammar</p>

The Traits of Writing

Carol Walters S.D. #71

Ideas



- message is **clear** (writer stays on topic)
- topic is **narrow** (specific enough to allow for details)
- **vivid details**

Organization



- a **bold beginning** with an engaging lead
- a detailed **middle**
- a satisfying **ending** (may imitate beginning)
- ideas **flow** from one to another through use of **transitions**

Sentence Fluency



- sentences are **complete**
- sentences **begin** in different ways
- a mixture of sentence **lengths**
- sentences **sound smooth** when read aloud

Word Choice



- fresh and original word combinations
- **colourful, juicy words**
- **poetic devices**

Voice



- writer's **passion** for topic
- writing has **personality**
- reader/writer connection

Conventions



- **correct spelling**
- correct use of **capitals and punctuation**
- **correct grammar**
- use of **paragraphs**