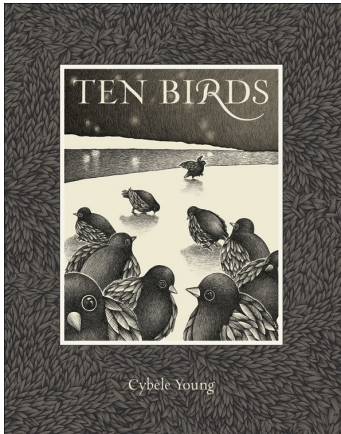


# Play-Based Literacy

## Writing Trait: Ideas

Learning Intention: Use materials to build, play, and create a device, to get the birds to the other side of the river.

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### Before Reading

Using the cover picture and title of this book:

- predict what the book might be about,
- generate questions,
- share connections

### During Reading

This book has a very rich theme. Ask students to think about the deeper message this book offers as it is read aloud. After the book has been read, have students turn and talk to a partner about the reasons this author may have written this book. This rich question will get at the themes and get your students thinking! Share these ideas whole-class so everyone hears.

### After Reading

Organize students in groups of 5 or 6. Provide construction materials such as those from Urban Source (formerly known as Imagination Market) or other interesting scraps and objects from a dollar store. Have students work together as a team to build a device that could be used to transport a bird or other small object across a river. If there is any likelihood of disagreements while teams work together, take time to **co-construct criteria** about what it should look like and sound like during this work.

One person on each team will be the "observer". The job of the observer is to write down a list of "ing" words that describe the actions of the team as they create their device. Some examples may include:

Allow for each team to share and explain their device along with their "ing" list.

planning	suggesting	cooperating
mending	stabilizing	negotiating
formulating	calculating	predicting

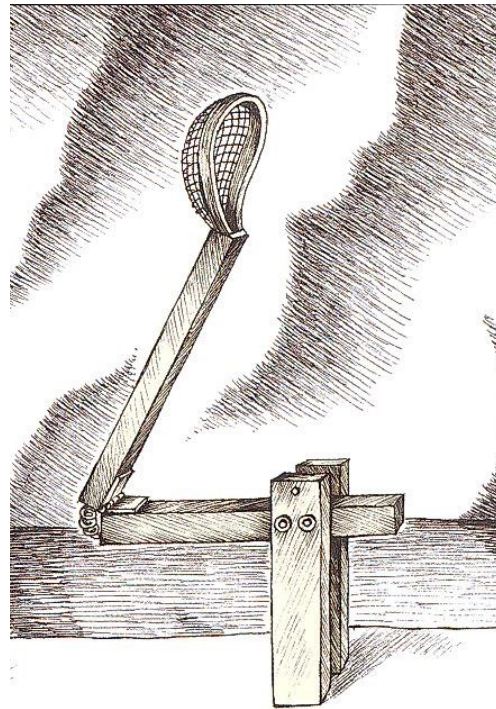
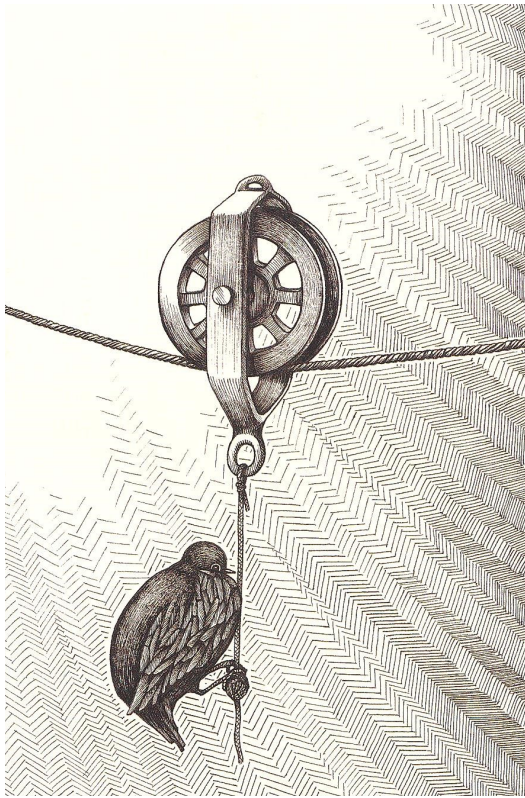
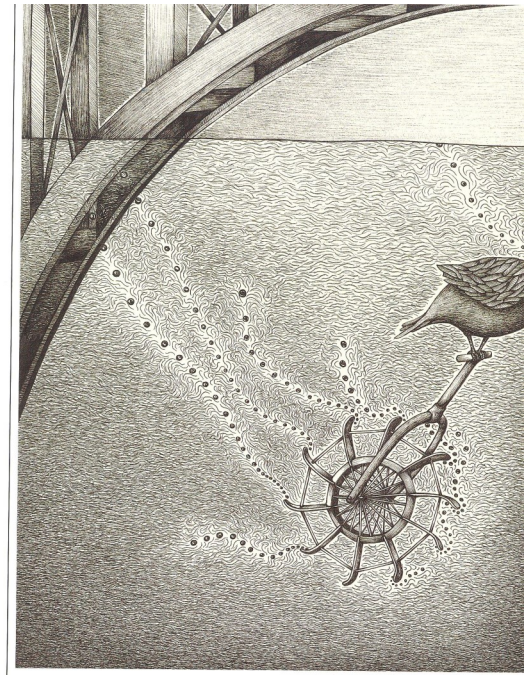
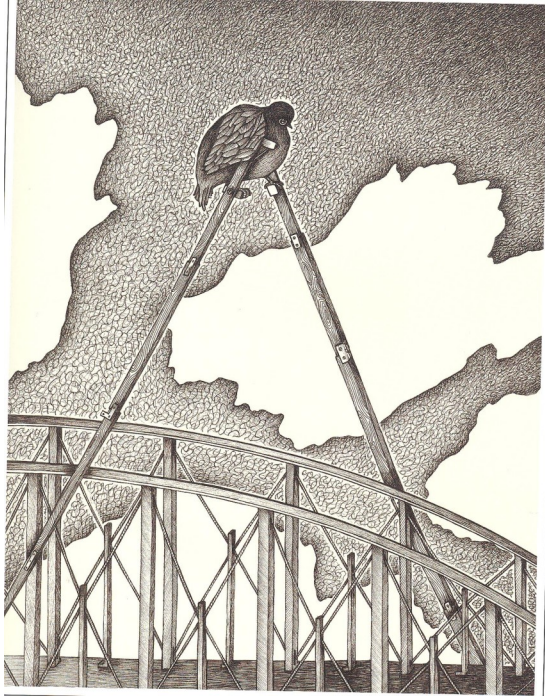


# TEN BIRDS



Cybèle Young







When teams have had a chance to build and share their projects with others, have students write a memoir about their experience. Writing based on a playful experience like this often gives reluctant writers enough ideas so they actually produce some of their best work.

Before writing, please co-create criteria by asking students what they should try to do as they write. We want them to be thinking deeply about what they know about the skills of quality writing. Too often we simply tell them what they need to do. By co-creating criteria, they are summoned to think like decision-making writers. Ultimately we want to hear the language of the traits being offered as their criteria. Listen carefully to their responses. They will reveal the level to which they have internalized instruction.

Alternately, have them do a piece of procedural writing that explains their team's process of construction. If you have noticed that your students tend to repeat words such as then or and then while they are writing, provide them with a list of transitional words to serve as replacements. See following pages. Have them co-construct even more transitional words by hunting for more examples in the books they read. The ones they find themselves have a higher likelihood of being internalized, so give them a brief list and leave the rest up to them...

It's easier for teachers; more meaningful for kids!



# Say No to "and then"

## by using transitions

after  
as time passed  
at this point  
before  
first  
next

following that  
later that day  
later on  
meanwhile  
the next step

at the same time  
soon  
presently  
within minutes  
suddenly

eventually  
finally  
in the end



Say No to "and then"  
by using transitions

--	--	--	--



# Transitions

Type of Transition	Example	What They Tell the Reader
<b>Time-Sequence</b>	first, later, next, finally, before, after, now, previously, last, then, when, immediately, formerly, subsequently, meanwhile, presently, initially, ultimately	The author is arranging ideas in the order in which they happened.
<b>Example</b>	for example, such as, for instance	An example will follow.
<b>Enumeration</b>	and, too, I, II, III..., finally, furthermore, 1, 2, 3..., first, second, third, last, another, next	The author is marking each major point (sometimes to suggest order of importance).
<b>Continuation</b>	also, in addition, and, further, another	The author is continuing with the same idea and is going to provide additional information.
<b>Contrast</b>	on the other hand, in contrast, however, but, in spite of, conversely, despite, nevertheless, on the contrary, instead, rather, notwithstanding, though, yet, regardless, although, unlike, even though, whereas	The author is switching to a different, opposite, or contrasting idea than what was previously discussed.
<b>Comparison</b>	like, likewise, similarly, as, at the same time, as well as, in comparison, both, all, by the same token, furthermore	The writer will show how the previous idea is similar to the one that follows.
<b>Cause-Effect</b>	because, accordingly, for this reason, hence, resulting, as a result, so, then, thus, therefore, since, consequently	The writer will show the connection between two or more things, how one thing caused another, or how something happened as a result of something else.
<b>Summation</b>	thus, in short, to conclude, in brief, in the end, in summary, to reiterate, in conclusion, to sum up, finally, therefore, thus, as already stated	The writer will state or restate the main point





# Our Learning Intention:

*I can use transitions when writing.*





# *Our Learning Intention:*

*I can add lots of details when writing about the device I built.*