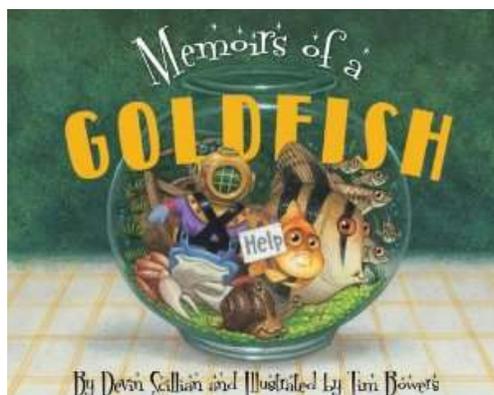# Writing Trait: Ideas and Organization
Learning Intention: write a memoir in role (pretending to be an animal),
with lots of voice
book and lesson suggestion by Melody Beattie, SD 72 ... thanks Melody!

By Charlotte Middleton

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

Ask students to look carefully at the front cover illustration. In a turn and talk format, have them ask questions about what they see. If they use the words, **I wonder**, they will naturally ask a question. Have students share some of their **I wonders** with the class.

During Reading
Learning Outcomes: A2, A3, A4, A9, B6, B9,

While reading, pause in several places and have students make comments or predict what might happen next.

After reading Day One, Two and Three, have students turn and talk about who is telling this story/memoir (it's written in first person). Pause again after **Day Nine** and have students comment on the clarity of the water. Pause again after reading **Day Thirteen** and ask students to explain what's happen and predict once again.

After Reading
Learning Outcomes: A9, C1, C3, C5, C7, C9,

After reading, discuss how diaries are set up. also discuss the concept of writing in role from the perspective of another animal and . Brainstorm a list of pets or animals that lend themselves to a diary-entry form of text. Some suggestions might include: house pets: gerbils, hamsters, cats, dogs or farm animals: chickens, pigs or sheep or zoo animals: lions, pandas, snakes, giraffes

An environmental theme is part of this text (overcrowding/pollution). Through discussion, allow children to discover these themes for themselves. Asking questions such as, "What were the problems this goldfish seemed to have?" will lead students in this direction.

Encourage them to incorporate an environmental problem as they write in role.
e.g. too hot, overcrowded, too many additives in food, dirty living conditions etc...

Generate criteria together regarding voice, organization, ideas, sentence fluency, and word choice.