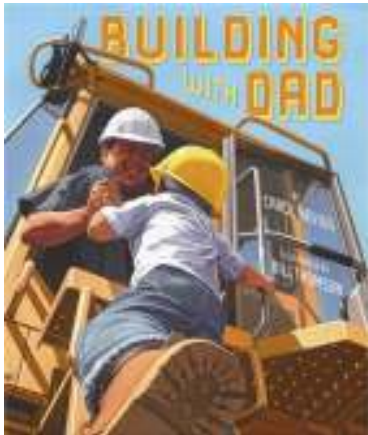


Writing Trait: **Ideas**

Learning Intention: adding a few details to writing

S.D. #71



by Carol Nevius

Before Reading:

Learning Outcomes: A4, A5, A6, B5

Before reading *Building with Dad*, have students look at the front cover illustration and ask questions about the book. If they begin their question with the words, "I wonder..." they will naturally ask questions rather than making statements.

During Reading:

Learning Outcomes: A6, B5

Pause a few times as the book is read aloud to offer an opportunity to ask even more questions.

After Reading:

Learning Outcomes: A5, B7, C3, C4, C8

Ask students to think of a time when they did something special with a parent or another adult. Ask them to turn and talk to a partner and tell them three things that were part of that experience. The person who is listening will ask one or two questions to help the other person add two more details to their explanation. Model this with another student before letting them go! Have students share examples with the class; sharing how their partner encouraged them to dig deeper and offer more details than they had at first. This will help those who have not found a topic and help everyone to see how you can add even more details with a little effort.

Explain that writers try to add lots of details to make their writing interesting. The book, *Building with Dad*, contains lots of interesting details. Create a chart listing a few of these details.

Young writers often switch to new topics when writing rather than expanding on the topic at hand. Have students draw a picture of their memory of a special event. Label their picture with details that elaborate on one idea. Encourage them to dig even deeper by listening and answering questions others have about their drawing.