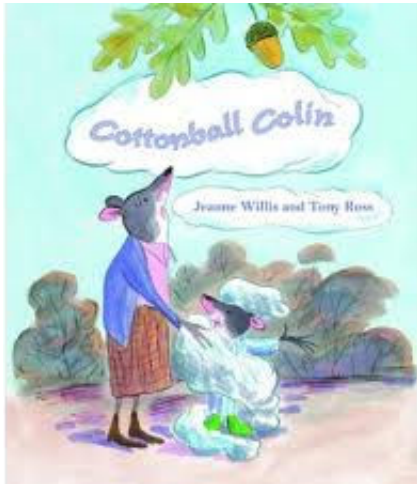


Writing Trait: IDEAS

Learning Intention: Write, using lots of details, about a time in which you were hurt



by Jeanne Willis

Before Reading:

Learning Outcomes:

Before reading share the title and cover illustration of the book. Ask students to predict what the book might be about. As they share their thinking, nudge their thinking along with a few questions:

- Who might these characters be?
- What kind of animal are they? (a mouse with a pointed snout is a shrew)



- Where is mother mouse looking and how might she be feeling?
- Why do you think Colin is wrapped in cotton balls?

During Reading:

Learning Outcomes:

After reading a few pages, have students turn and talk about how they would feel if they weren't allowed to do something because they might get hurt. Ask them to recall a time in which this happened. How might Colin feel in this situation?

After reading the page in which Colin gets pecked by a duck, ask students to infer the meaning of the word bedraggled. Explain to them that often, when writers use tricky words that we don't understand, we can figure out what the word means by re-reading very carefully and thinking of other words that would make sense in its place. By doing this, we are actually defining the word. (Bedraggled—to make wet, dirty or untidy with or as if with rain, mud etc.)

After Reading:

Learning Outcomes:

Have students turn and talk about a time they got hurt. To help them recall an event, list parts of the body that are often hurt during little accidents (e.g. head, knee, elbow, wrist, foot, arm etc). Encourage students to be an active listener when their partner is telling their "owie" story. The listener should be prepared to ask a question about a part they would enjoy more information.

Have students share the part of their body that was injured along with a very brief explanation of how. (e.g. palms of hands when I was skateboarding). After hearing a few

examples, ask students if, "I hurt my hands when I was skateboarding." is a complete story. Ask them what's missing? Create a chart with a title that says,

"When I write..."

On this chart, co-create criteria about things we should do when we write to make our personal stories (memoirs) interesting for others to read. You may need to nudge their thinking with little clues that pull the information out of them. Ideally, we want them to realize that adding details often separates a strong memoir from a weak one.

examples of co-created criteria:

- add lots of details—who, what, when, where, why, how, colour words, feelings, sensory descriptions, **first aid supplies** that were used,
- write complete sentences
- begin with a bang ~ or a strong lead
- spell everyday words correctly; best guess for new words
- add an ending

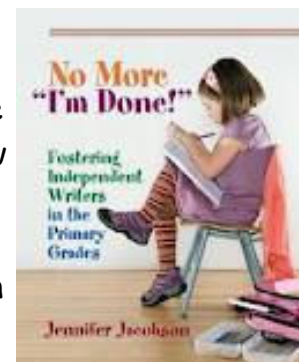
Young writers can't remember or assimilate a long list of criteria, so for this lesson, you may want to create a learning intention chart that simply focuses on adding details. When their writing is assessed, provide students with a one-item rubric in which there is a target about details. This way, students can easily self-assess.

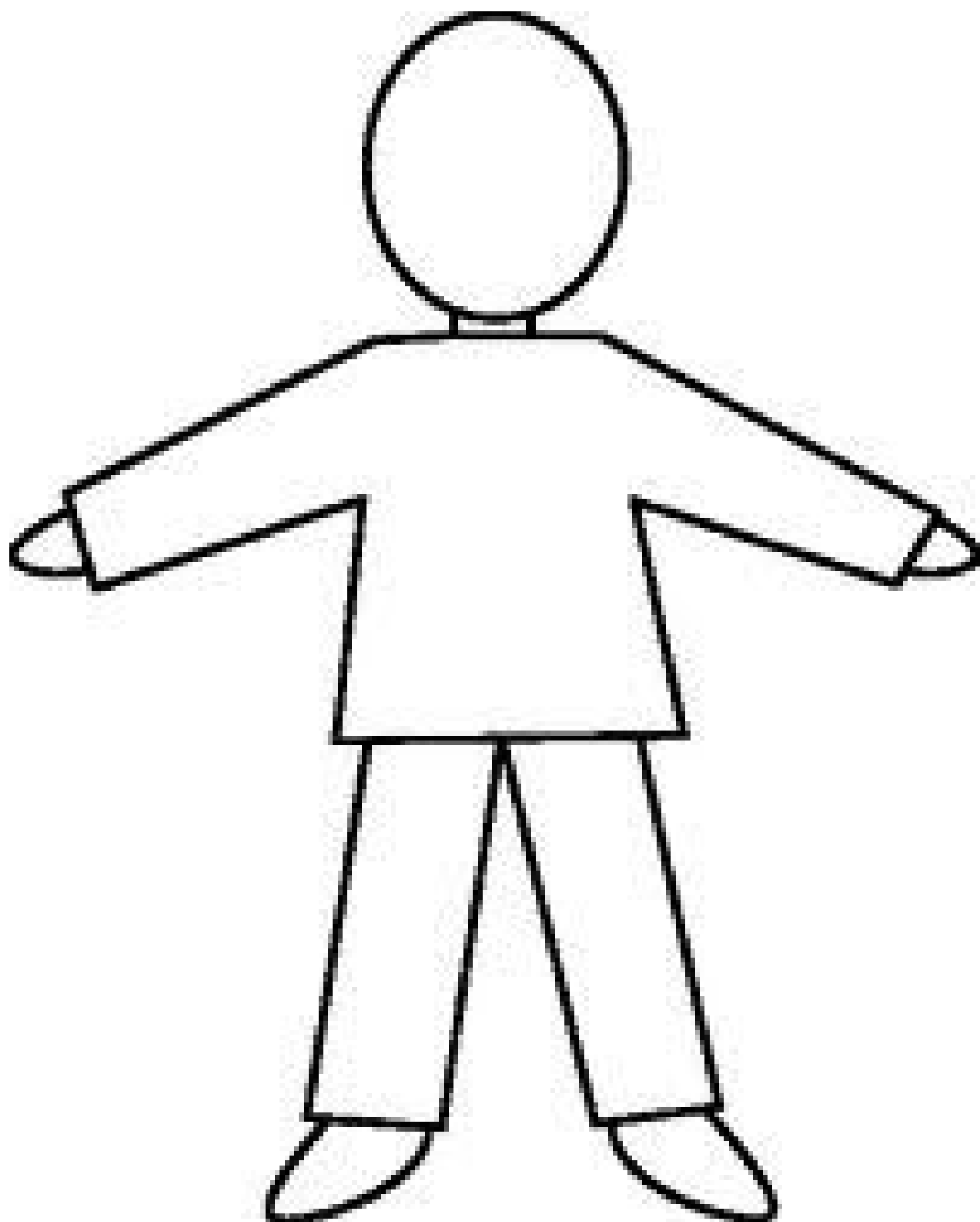
If you have already worked hard on writing complete sentences, this target should also be added to the rubric. We want to slowly add writing skills to their repertoire in a **sequential and cumulative** manner (Thanks Alison Walkley for these terms!)

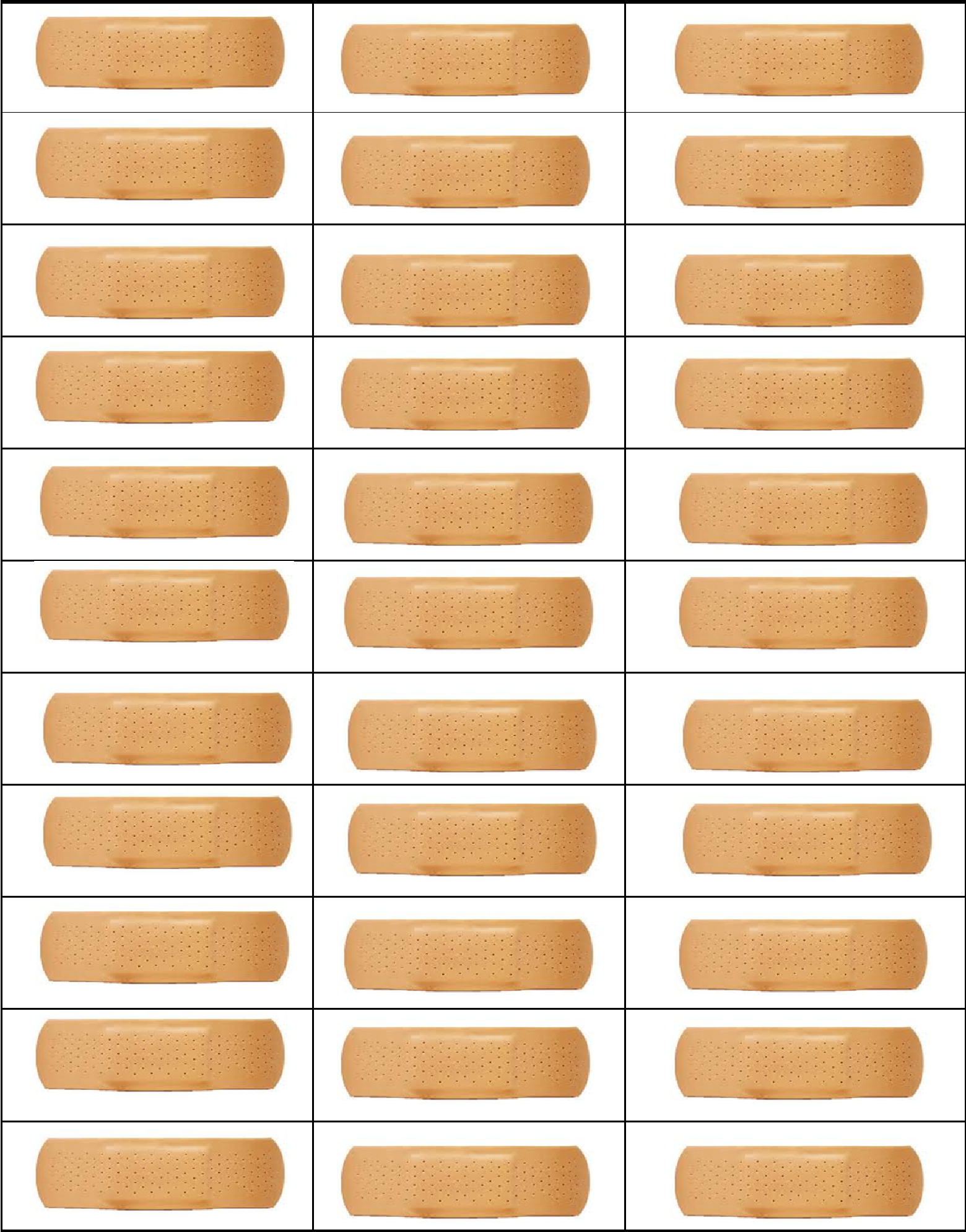
Once criteria has been built together, give students a black line master with an outline a body along with a band-aid. Ask students to stick the band-aid in the place where they were hurt which is the topic of their memoir. (This idea is from Jennifer Jacobson's book, *No More, "I'm Done!"* Fostering Independent Writers in the Primary Grades, 2010, Stenhouse, p. 66.

Display a variety of **first aid supplies** and have students go on a gallery walk. Ensure there is lots of talk as they examine these supplies ~ what they are called, how they are used, how they feel when applied.

Share a sample write as a model. Discuss the use of details in the sample. After all of this work, it's now time for students to write their own "owie" story.





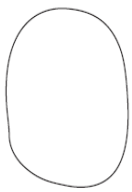

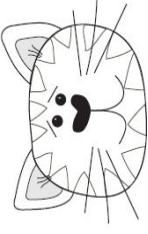
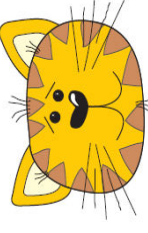




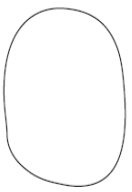

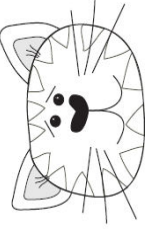
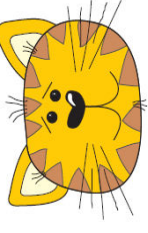




Our Learning Intention:

I can add lots of details when writing.

The Traits of Journal Writing	 			
	 ... <i>a start</i>	 ... <i>coming along</i>	 ... <i>that's it</i>	 ... <i>Wow!</i>
Ideas	<ul style="list-style-type: none"> I need more details so my reader will be able to visualize 	<ul style="list-style-type: none"> I have a few details about topic; needs a few more 	<ul style="list-style-type: none"> I have interesting details that fit the topic; I could try to add even more 	<ul style="list-style-type: none"> I have lots of juicy details and examples

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On Your Mark!

I hurt my knee when I was running a race. The race was called 3 legged. I don't think kids should have 3 legs cause it makes them fall! I hurt my knee on the gravel. When my owie was sprayed with medicine, it felt better.



What were you doing?
How did you hurt yourself?
What helped you get better?

On Your Mark!

On your mark. Get set. Go! And we were off. Our three-legged race began. I had to run with my partner with a neck tie wrapped around our ankles. That made running really tricky. At first we ran together... left, right, left, right, but suddenly we tripped. Our ankles twisted and our knees hit the gravel. I tried not to cry, but when I saw all the gravel stuck in my knee, the tears rolled down my face. Adults came to help us and they sprayed our owies with something that made me feel a lot better. When you hear the words on your mark, get set, go, be careful because those words can hurt!



What were you doing? details!
Where were you? details!
How did you hurt yourself? details!
What part of your body was hurt? details!
What helped you get better? details!

On Your Mark!

On your mark. Get set. Go! And we were off. The neck tie around our ankles was tied to perfection. Not too tight, and not too loose. We took our first step exactly as planned. As we ran, we said, "left, right, left, right." With each coordinated step, we were that much closer to winning the final heat of the 3 legged race on sports day at my elementary school.

Things were going along beautifully until ... yikes, what just happened. I stepped on her, or she stepped on me and we were going

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as if in slow motion!



The gravel ripped into my skin and blood began to pour out of the new wound. My partner was luckier. She had landed on me. I guess I kind of acted like a pillow because she was not badly wounded. Her hands were scraped, but her knees were spared.

As we looked up, we saw all the other runners crossing the finish line. Instead of crossing the finish line ourselves, we visited the first aid station.

The first aid person sprayed something on my knee. It foamed up like those bathroom cleaners that clean your shower and tub. Were they using tub cleaner on me? But I could read the label and it said, Sudsy Ammonia. The lady told me that the action of the bubbles would take out any gravel that had been embedded in my knee. Without this stuff, they would have had to use tweezers to remove each piece.

Thank you to the person who invented that bubbly stuff! But boo to the person who invented the three-legged race. Where was the sports day comment box, because three-legged races need to be run on soft, grass, not gravel!