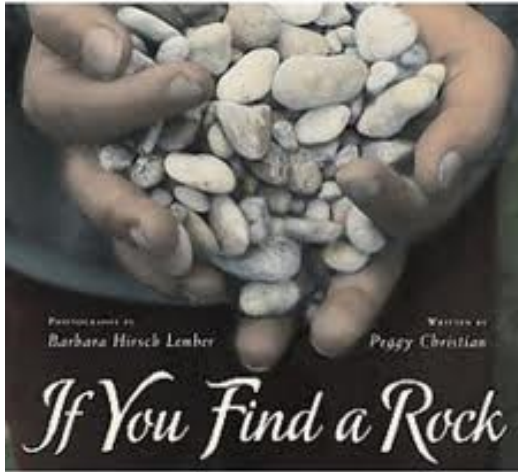


Writing Trait: **Ideas**

Learning Intention: adding details when writing

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Before Reading:

To make the most of this lovely book, take a trip to the beach or river's edge and have students collect a variety of stones that remind them of something or seem to tell a story. Have students share their stones with each other along with their descriptions. An after-reading/writing activity will take on so much more meaning with this rich experience done beforehand. That's experiential writing. Rich experiences produce rich writing!

Before reading the book, have students share their rocks with the whole class. Afterwards ask students about different kinds of rocks and what they do with them.

During Reading:

Pause a few times as the book is read aloud to make connections with any of the rocks students have collected and shared.



After Reading:

In the book *Wee Can Write* (NWREL, McMahon & Warrick), when describing the Ideas trait, the authors state that, "When the ideas are strong, the message is clear, and the storyline is easy to follow. Things make sense. **The secret lies in the details: strong writing always includes details that are clear, interesting, and less than obvious.**"

After reading, encourage students to use the story from their stone or one borrowed from another classmate or perhaps even the book. Use the writing stems on the following pages to begin each new sentence. Remind students of the learning intention which is to add details so your reader can connect and visualize.

Readers crave details.

Writers notice what other people miss.



#1 Beginning Writing Stems:

If you find a rock...

Maybe you've found a ...

Or you might find a ...

Then again you might find
a ...

#2 Describe your stone

e.g. a nice flat, rounded rock
that sits just right in the
crook of your finger

or

a soft white rock that feels
dusty in your fingers



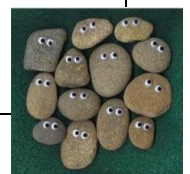
#3 Name your stone

e.g. Then you have a resting
rock



#4 Describe your stone one more time

e.g. as you sit down you feel
its cool moss squish beneath
you.





#1 Beginning Writing Stems:

If you find a rock...



#2 Describe your stone

that's flat and balances nicely on the palm of your hand,



#3 Name your stone

you might just have an inukshuk rock.



#4 Describe your stone one more time

Rest one inukshuk rock atop another. Others will know they are close to home when they see this one-of-a-kind structure.



Example

If you find a rock... that's flat and balances nicely on the palm of your hand, you might just have an inukshuk building rock.

Rest one inukshuk rock atop another until you have a tall structure that people can see from far away. Others will know they are close to home when they see this one-of-a-kind inukshuk creation.





#1

Beginning Writing Stems:



#2

Describe your stone

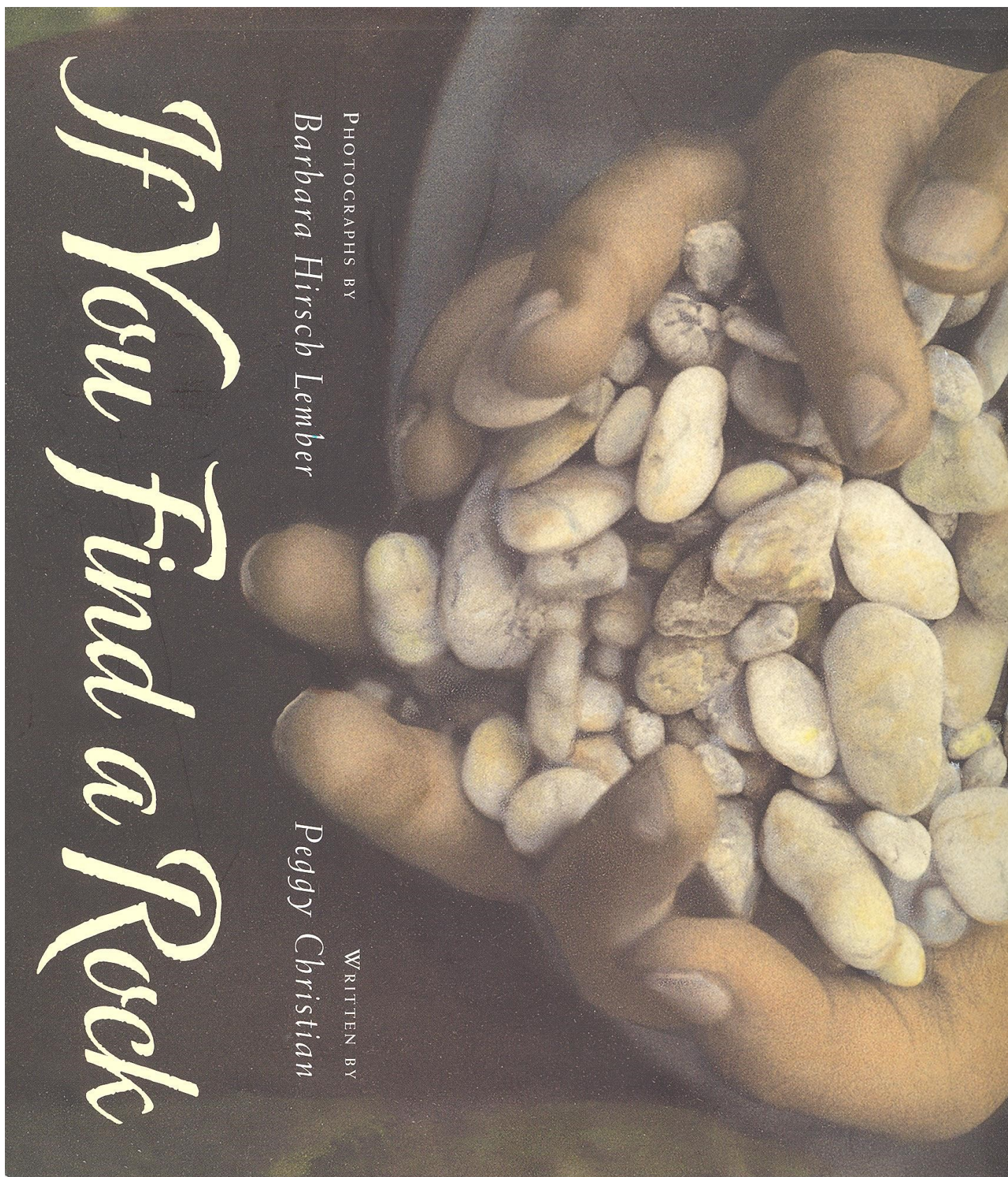
#3

Name your stone

#4

**Describe your stone one
more time**

Print this cover picture for a class book ... If You Find a Rock





Our Learning Intention:

I can add lots of details when writing.

How Do We Increase Student Engagement?



Co-constructed
Ideas



Clear Learning
Intentions



Questions: Using
oral language to
prompt thinking



Peer and Self
Assessments

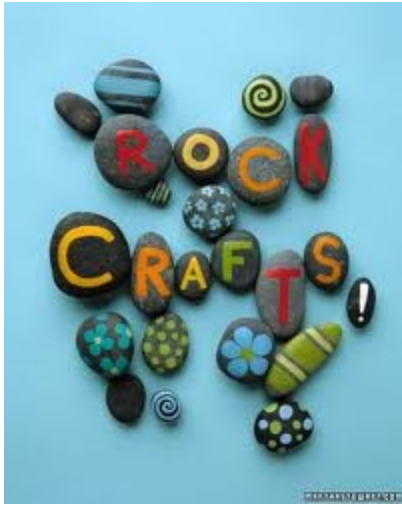


Descriptive
Feedback

Ownership, Engagement, Motivation,
Self-Regulation & Goal Statements



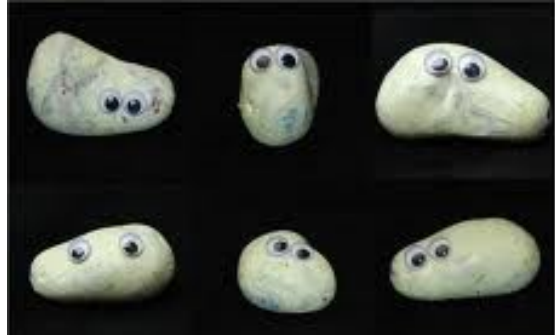
FORMATIVE ASSESSMENT STRATEGIES



Rock Art

Take those rock collections and make rock art.





create

