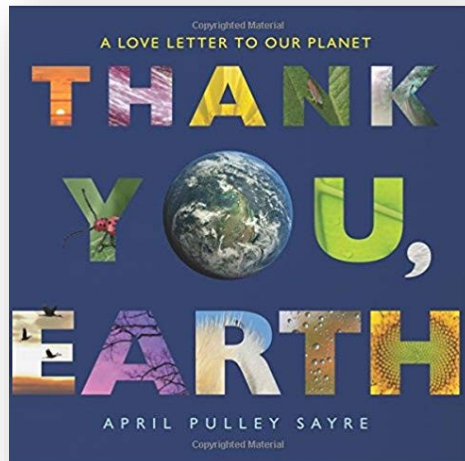


Writing Trait: Ideas (details) & Voice

Big Ideas:

- Language and stories can be a source of creativity and joy
- Everyone can be a reader and can create stories.
- Stories can be told through pictures and words.

Carol.Walters@sd71.bc.ca



By April Pulley Sayre

Before Reading

Linger at the cover picture of this book. Have students turn and talk to one another to discuss what they see. Together, wonder what this book might be about. Share ideas. What do students wonder about this front cover illustration? Why might we want to thank the Earth?

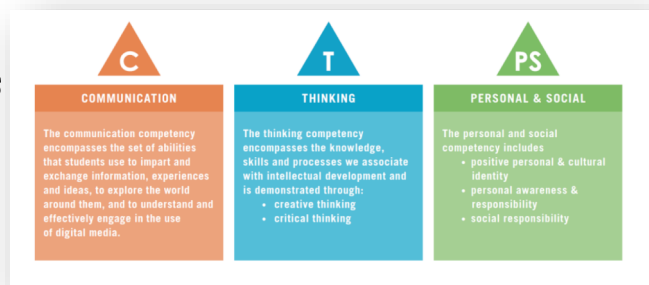
During Reading

As the story is read, offer time for those eager student whose hands shoot up in the air showing their eagerness to share ideas. As they speak, they are very likely to make personal connections, ask questions, and make predictions or offer insightful inferences. (see the chart on the next page for a way to record their thinking as it occurs in the moment ~ assessment *for/of* learning.)

After Reading

Offer a turn and talk in which everyone shares and listens to others regarding their thankfulness for Earth. This alone can result a lovely writing project in which all responses are gathered and compiled in a class book. But ... a local spin is fabulous as well. Thank you Comox Valley, or Thank you Qualicum Beach make equally amazing class books that will be read over and over again by your students.

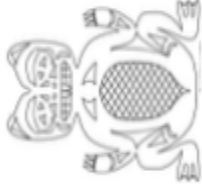
Just think of the connections
to B.C.s core competencies!



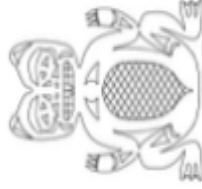
Name:	Recording Sheet ~ Observing & Listening							
A ~ connection	B ~ question	C ~ Inference	D ~ prediction					



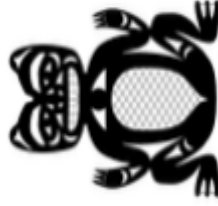
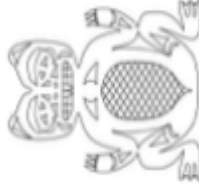
I can communicate specific details about a special place.



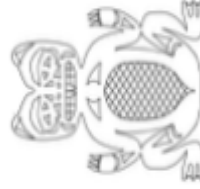
I can think creatively and offer new ideas about a special place.



I develop positive personal identity as I develop my thoughts about a special place.



I develop positive personal awareness as I develop my thoughts about a special place.



With special thanks and credit to Sandy Purdell-Lewis for these Indigenous images from:
<http://www.rubberbootsandelfshoes.com/>



Key Qualities of the Traits

DETAILS	IDEAS	ORGANIZATION
	Clear messages Narrowed focus Vivid details Stays on Topic	A brilliant beginning (LEAD) A mighty middle An excellent ending (might mimic the LEAD) Transitions create flow
	SENTENCE FLUENCY	WORD CHOICE
	Well built sentences Sentences begin with different words Sentences are different lengths and types Capture smooth and rhythmic flow	Fresh, original & creative word combinations Trying out new words (beyond everyday words) Poetic devices
VOICE	VOICE	CONVENTIONS
	Passion for the topic Contains writer's personality There's a reader/writer Connection Intriguing dialogue	Spelling Grammar Punctuation Use of paragraphs

Carol Walters S.D. #71 based on the work of Ruth Culham



I can create a reader/writer connection by adding details to my writing about a very special place.



Details make everything
so interesting...

- What details can you add to your writing? What are details?
- How do we add them?
- It's a mini-inquiry!

How do I add details to my writing?

Hear



Feelings



See



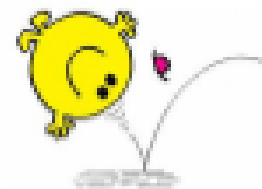
Who?



Sound



Movement



Smells



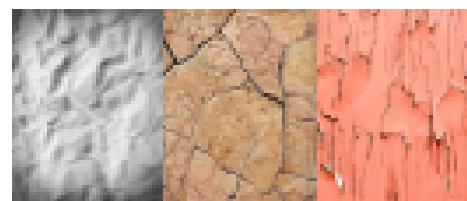
Taste



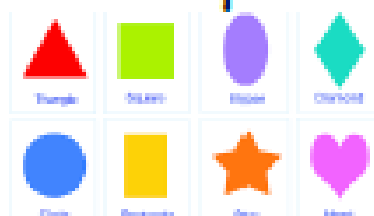
Colours



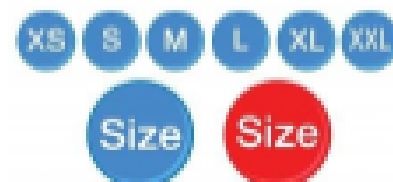
Textures



Shapes



Sizes



A LOVE LETTER TO OUR PLANET



Our Class Book
based on the book by:

APRIL PULLEY SAYRE



Please choose from the following
black line masters, one that best suits
your learners.

* A colour stamp is located on the last page of this document. Print 1 or 2 of that page and you'll have a colour stamp for each student in your class.

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Colour Stamps: print one or two copies of this in colour so that each student will have a colour stamp to place on their page.