

Six Trait Writing with Aesop and A. A. Milne

Grade Level or Special Area: 1st Grade

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Length of Unit: Six lessons, 30-60 minutes each

I. ABSTRACT

Although first graders are in the beginning stages of writing, they can be trained to recognize the six traits of writing in the stories and poems from the Core Knowledge® Sequence. As they begin to recognize the six traits of writing, they can begin to discuss the traits and do some beginning writing utilizing the traits. Lessons can be taught in any order by simply grabbing the appendix titled with the piece of literature you are reading and you have a ready made, material free lesson at your fingertips. Watch your students learn to discuss what makes great writing great.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to demonstrate competence in utilizing the six traits of writing.
2. Students will understand how to evaluate their own writing.
3. Students will understand how to integrate strategies used in literature into their own writing.

B. Content from the *Core Knowledge Sequence*

1. Language Arts (p. 24)
 - a. Poetry
 - i. Poems
 - a) My Shadow (Robert Louis Stevenson)
 - b) The Owl and the Pussycat (Edward Lear)
 - c) Sing a Song of People (Lois Lenski)
 - d) The Swing (Robert Louis Stevenson)
 - e) Washington (Nancy Byrd Turner)
 - f) Wynken, Blynken, and Nod (Eugene Field)
 - b. Fiction
 - i. Stories (p. 25)
 - a) *The House at Pooh Corner* (A.A. Milne)
 - b) The Knee-High Man (African-American folktale)
 - c) Medio Pollito (Hispanic folktale)
 - d) Rapunzel, Rumpelstiltskin, etc.
 - e) *The Tale of Peter Rabbit* (Beatrix Potter)
 - f) Tales of Brer Rabbit
 - g) Why the Owl has Big Eyes (Native American Legend)
 - ii. Aesop's Fables
 - a) The Boy Who Cried Wolf
 - b) The Fox and the Grapes
 - iii. Different Lands, Similar Stories
 - a) Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England)
 - b) Some of the many variations of the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, etc.)

C. Skill Objectives

1. Students will determine why a poor piece of writing is poor.

2. Students will create quality sentences.
3. Students will distinguish good writing from poor writing.
4. Students will verbalize what makes good writing.
5. Students will identify and discuss the effectiveness of the ideas and content found in a literature selection.
6. Students will model what they identify in their own writing.
7. Students will use a rubric to judge the effectiveness of writing by self and others.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Books, Lessons and Ideas for Teaching the Six Traits*
 2. Step Up to Writing (or any structured writing program which teaches how to organize a paragraph)
 3. Daily Oral Language (DOL) or other structured program to teach conventions
- B. For Students
None is needed

IV. RESOURCES

- A. All the necessary resources are contained within this unit. You will however, need copies of the Core Knowledge® literature selections for first grade.

V. LESSONS

Lesson One: An Overview of the Six Traits of Writing

- A. *Daily Objectives*
 1. Concept Objective
 - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
 2. Lesson Content
 - a. No specific Core Knowledge® Content in this lesson.
 3. Skill Objectives
 - a. Students will determine why a poor piece of writing is poor.
 - b. Students will create quality sentences.
 - c. Students will distinguish good writing from poor writing.
 - d. Students will verbalize what makes good writing.
- B. *Materials*
 1. Appendix A: Overview of the Six Traits of Writing (copy for teacher)
 2. Appendix B: Six Trait Writing Rubric (copies for student)
 3. Appendix C: Boring Sentences (made into an overhead)
- C. *Key Vocabulary*
None in this lesson
- D. *Procedures/Activities*
 1. Prior to starting class: Read Appendix A: Overview of the Six Traits for your own information.
 2. Start the class by reading the boring sentences found on Appendix C out loud to the class.
 3. Ask the class what problems they see in the sentences.
 4. Pass out Appendix B: Six Trait Writing Rubric.
 5. Read through the Rubric with the students. Ask them to discuss the sentences using the terminology and ideas from the overview.
 6. Use the rubric to rate the sentences as a class.

7. Ask for student suggestions to make it better. Write their suggestions on the transparency or the white/chalk board.
 8. Ask them to verbalize what makes the new sentences better. Encourage them to use the terminology from the overview and the rubric.
 9. Let them know that they will be using the overview and the rubric throughout the year to evaluate their own writing and the writing of others so they should put their copy of Appendix B: Six Trait Writing Rubric in a safe place.
- E. *Assessment/Evaluation*
1. Informally assess students as they discuss what is wrong with the original sentences and why the sentences they created are better.

Lesson Two: Identifying and Utilizing Ideas/Content

- A. *Daily Objectives*
1. **Concept Objectives**
 - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
 - b. Students will understand how to evaluate their own writing.
 - c. Students will understand how to integrate strategies used in literature into their own writing.
 2. **Lesson Content**
 - a. Select the Core Knowledge® literature you wish to use and the matching appendix
 3. **Skill Objectives**
 - a. Students will identify and discuss the effectiveness of the ideas and content found in a literature selection.
 - b. Students will model what they identify in their own writing.
 - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
 2. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*
- Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
 2. Ask the students to take out their copies of Appendix B: Six Trait Writing Rubric and look at the first row.
 3. Let the students know that the ideas/content part of writing is the main idea. It also includes the interesting details the author uses. It also means that the writer focused on the topic.
 4. Ask the students to identify the main idea. What is the author/poet trying to communicate? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
 5. Ask students to list the interesting details and any fresh ideas or information shared in the piece.
 6. Ask them to use the Ideas/Content row of the rubric to discuss this writing's effectiveness.
 7. Have students complete one of the projects from the "Utilizing Ideas/Content" section of the appendix.

8. After students have completed a writing piece, have them evaluate the piece using the “ideas/content” and “conventions” sections of the Six Trait Writing Rubric.
 9. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Ideas/Content section of the rubric to discuss the piece of literature.
 2. Use the Six Trait Writing Rubric to evaluate student writing.

Lesson Three: Identifying and Utilizing Organization

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
 - b. Students will understand how to evaluate their own writing.
 - c. Students will understand how to integrate strategies used in literature into their own writing.
 2. Lesson Content
 - a. Select the Core Knowledge® literature you wish to use and the matching appendix
 3. Skill Objectives
 - a. Students will identify and discuss the effectiveness of the organization found in a literature selection.
 - b. Students will model what they identify in their own writing.
 - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
 2. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*
Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
 2. Ask the students to take out their copy of Appendix B: Six Trait Writing Rubric.
 3. Look at row 2 of the rubric.
 4. Explain to the students that organization happens when the writing is organized. This means there is a good beginning, middle and end. Ask the students to identify how the literature is organized. Are there any transitions used? Can you follow what the writer is saying? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
 5. Ask them to use the Organization row of the rubric to discuss this writing’s effectiveness.
 6. Have students complete one of the projects from the “Utilizing Organization” section of the appendix.
 7. After students have completed a writing piece, have them evaluate the piece using the “organization” and “conventions” sections of the Six Trait Writing Rubric.

8. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Organization section of the rubric to discuss the piece of literature.
 2. Use the Six Trait Writing Rubric to evaluate student writing.

Lesson Four: Identifying and Utilizing Voice

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
 - b. Students will understand how to evaluate their own writing.
 - c. Students will understand how to integrate strategies used in literature into their own writing.
2. Lesson Content
 - a. Select the Core Knowledge® literature you wish to use and the matching appendix
3. Skill Objectives
 - a. Students will identify and discuss the effectiveness of the voice found in a literature selection.
 - b. Students will model what they identify in their own writing.
 - c. Students will use a rubric to judge the effectiveness of writing by self and others.

B. *Materials*

1. Select the Appendix that coincides with your literature selection
2. Appendix B: Six Trait Writing Rubric (previous copies)

C. *Key Vocabulary*

Select any unfamiliar words found in the literature selection you are working with.

D. *Procedures/Activities*

1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
2. Ask the students to take out their copy of Appendix B: Six Trait Writing Rubric.
3. Look at the third row of the rubric.
4. Explain to the students that voice is the writer's feelings coming through the story or poem. Ask the students to identify the emotion or mood portrayed in the literature. How do you feel when you read it? How does the author/poet make you understand the emotion? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
5. Ask students to list the words/phrases that show feelings in the piece.
6. Ask them to use the Voice row of the rubric to discuss this writing's effectiveness.
7. Have students complete one of the projects from the "Utilizing Voice" section of the appendix.
8. After students have completed a writing piece, have them evaluate the piece using the "voice" and "conventions" sections of the Six Trait Writing Rubric.
9. With some papers, have students work through a revision and rewrite of the writing piece.

- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Voice section of the rubric to discuss the piece of literature.
 2. Use the Six Trait Writing Rubric to evaluate student writing.

Lesson Five: Identifying and Utilizing Word Choice

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will demonstrate competence in utilizing the six traits of writing.
 - b. Students will evaluate their own writing.
 - c. Students will integrate strategies used in literature into their own writing.
 2. Lesson Content
 - a. Select the Core Knowledge® literature you wish to use and the matching appendix
 3. Skill Objectives
 - a. Students will identify and discuss the effectiveness of the word choice found in a literature selection.
 - b. Students will model what they identify in their own writing.
 - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
 2. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*
- Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
 2. Ask the students to take out their copy of Appendix B: Six Trait Writing Rubric.
 3. Look at the fourth row on the rubric.
 4. Explain to the students that word choice is the use of strong and interesting words. When a writer uses good word choice, you can picture things in your mind.
 5. Ask the students to identify any strong words or descriptions in the piece. What phrases paint a picture in your mind? Which phrase or sentence is your favorite? Why? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
 6. Ask them to use the Word Choice column of the rubric to discuss this writing's effectiveness.
 7. Have students complete one of the projects from the "Utilizing Word Choice" section of the appendix.
 8. After students have completed a writing piece, have them evaluate the piece using the "word choice" and "conventions" sections of the Six Trait Writing Rubric.
 9. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Word Choice section of the rubric to discuss the piece of literature.

2. Use the Six Trait Writing Rubric to evaluate student writing.

Lesson Six: Identifying and Utilizing Sentence Fluency

A. Daily Objectives

1. Concept Objectives
 - a. Students will demonstrate competence in utilizing the six traits of writing.
 - b. Students will evaluate their own writing.
 - c. Students will integrate strategies used in literature into their own writing.
2. Lesson Content
 - a. Select the Core Knowledge® literature you wish to use and the matching appendix
3. Skill Objectives
 - a. Students will identify and discuss the effectiveness of the sentence fluency found in a literature selection.
 - b. Students will model what they identify in their own writing.
 - c. Students will use a rubric to judge the effectiveness of writing by self and others.

B. Materials

1. Select the Appendix that coincides with your literature selection
2. Appendix B: Six Trait Writing Rubric (previous copies)

C. Key Vocabulary

Select any unfamiliar words found in the literature selection you are working with.

D. Procedures/Activities

1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
2. Ask the students to take out their copy Appendix B: Six Trait Writing Rubric.
3. Look at the fifth row on the rubric.
4. Explain that sentence fluency is the use of different sentences throughout the story or poem. Good writing has some long sentences and some short sentences. When a writer uses good sentence fluency, the sentences begin with different words.
5. Ask the students to identify the shortest and longest lines or sentences. How many are long? How many are short? Which sentences are more interesting? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
6. Ask students to read the selection, or a small portion aloud pausing carefully at all punctuation. For poems, have the students move to the rhythm of the poetry.
7. Ask them to use the Sentence Fluency row of the rubric to discuss this writing's effectiveness.
8. Have students complete one of the projects from the "Utilizing Sentence Fluency" section of the appendix.
9. After students have completed a writing piece, have them evaluate the piece using the "sentence fluency" and "conventions" sections of the Six Trait Writing Rubric.
10. With some papers, have students work through a revision and rewrite of the writing piece.

E. Assessment/Evaluation

1. Informal observations of how well the students utilize vocabulary from the Sentence Fluency section of the rubric to discuss the piece of literature.

2. Use the Six Trait Writing Rubric to evaluate student writing.

Lesson Seven: What about Conventions?

Since conventions are addressed in many ways, many programs and many books, this unit will avoid any instruction in that area. However, the writer urges you to make students accountable for conventions in all subject areas.

VI. CULMINATING ACTIVITY

- A. Have a “Writer’s Wonders” bulletin board.
- B. Have a Reader’s Theater where students will share their writings with their peers and parents.
- C. Publish a class book of exceptional writings.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Overview of the Six Traits of Writing
- B. Appendix B: Six Trait Writing Rubric
- C. Appendix C: Boring Sentences
- D. Appendix D: My Shadow
- E. Appendix E: The Owl and the Pussycat
- F. Appendix F: Sing a Song of People
- G. Appendix G: The Swing
- H. Appendix H: Washington
- I. Appendix I: Wynken, Blynken, and Nod
- J. Appendix J: The House at Pooh Corner
- K. Appendix K: The Knee-High Man
- L. Appendix L: Medio Pollito
- M. Appendix M: Fairy Tales
- N. Appendix N: The Tale of Peter Rabbit
- O. Appendix O: Brer Rabbit Stories
- P. Appendix P: Why the Owl Has Big Eyes
- Q. Appendix Q: The Boy Who Cried Wolf
- R. Appendix R: The Fox and the Grapes
- S. Appendix S: Issun Boshi and Tom Thumb
- T. Appendix T: Variations of the Cinderella Story

VIII. BIBLIOGRAPHY

- A. Hirsch, Jr., E.D. *What Your First Grader Needs to Know*. New York: Doubleday, 1997. 0-385-48119-5.
- B. Spandel, Vicki. *Books, Lessons, Ideas for Teaching the Six Traits*. Wilmington, MA: Great Source Education Group, 2001. 0-669-48174-2.

Appendix A

Overview of the Six Traits of Writing

1. Ideas/Content

This is the heart of the message, the content and the main theme. Ideas should be focused, clear and purposeful. It should contain relevant details and show insight. Ask yourself: Did the writer stay focused and share fresh information about the topic?

2. Organization

This is the internal structure of the piece of writing. The lead is engaging and there is effective sequencing with good transitions and connections. There is a sense of resolution at the end. Ask yourself: Does the structure make the piece easier to understand without overpowering the ideas?

3. Voice

This is the writer or character coming through the words on the paper. This is what gives life, soul, breath, wit and feeling to the writing. Ask yourself: Would the reader want to keep on reading this piece if it were longer?

4. Word Choice

This is the use of colorful and descriptive language. It is also the use of precise language. Words and phrases paint a picture in your mind as you read. Ask yourself: Do the words and phrases create vivid pictures that linger in your mind?



















5. Sentence Fluency

This is the rhythm and flow of the language. The sound and word patterns should be pleasing to the ear. There should be a variety of sentence lengths and starting words. Ask yourself: Can you feel the words and phrases flow together as you read the piece?

6. Conventions

This is the technical portion of the writing. There should be few or no spelling, punctuation, and capitalization errors. Ask yourself: Can I read this writing without being distracted by the mistakes?

Appendix B
Six Trait Writing Rubric

	Great	OK	Needs Work
There are interesting details.			
It makes sense.			
I know how the writer feels.			
There are strong words.			
There are good sentences.			
There are no mistakes.			

Appendix C

Boring Sentences

1. I like dogs.
2. Dogs are nice.
3. Ice Cream is good.
4. Girls are nice.
5. Boys are cool.
6. He is a boy.
7. She is my friend.
8. School is good.

Appendix D

My Shadow

Identifying Ideas/Content

- How does the child in the poem feel about his shadow?
- What do we learn about the child's shadow?
- How does the shadow compare to other children?

Utilizing Ideas/Content

- Go outside and observe your shadow. Write a description of your own shadow.
- Go outside and do different activities. Which activity creates a fun shadow?

Identifying Organization

- What rhyme scheme is used in this poem?
- How does the poem begin and end?

Utilizing Organization

- Write a description of your own shadow that has a beginning and an end.

Identifying Voice

- What words or phrases in the poem show that the shadow is not very brave?

Utilizing Voice

- Change the poem to show a shadow that is very brave and not afraid of anything.

Identifying Word Choice

- Choose one phrase that paints a picture in your mind and illustrate that line.
- List four new or unusual words in the poem.

Utilizing Word Choice

- Describe your shadow in words and phrases that paint a picture in the reader's mind.
- Describe how you might "play" with your shadow.

Identifying Sentence Fluency

- Look at one of the lines in the poem. How is it more descriptive than common spoken language?

Utilizing Sentence Fluency

- Take a really simple sentence and make it more interesting by adding descriptive words and phrases.

Appendix E

The Owl and the Pussycat

Identifying Ideas/Content

- How is the journey taken by the owl and the pussycat unusual?
- What is the setting of the poem?

Utilizing Ideas/Content

- Write about a journey that you took. Describe the journey in a fun way.
- Change the setting of the poem. Describe the new setting.

Identifying Organization

- Write the list of things that happen on the trip.
- Fold the paper in three and draw what happens in each stanza in the correct section.

Utilizing Organization

- Fold a paper in three and draw three other things that might happen on their journey.
- Write a list of events on a journey you have taken, or might take.

Identifying Voice

- What words and phrases show that the owl and the pussycat like being together?

Utilizing Voice

- Change the poem to show two animals that do not like being together.
- Write a poem/story about a journey that was great.
- Write a poem/story about a journey that was awful.

Identifying Word Choice

- List the strong and interesting words used in the poem.

Utilizing Word Choice

- Use the words from your list in sentences.

Identifying Sentence Fluency

- Read the poem carefully stopping for punctuation. Read it again, ignoring punctuation. Have students discuss the difference.

Utilizing Sentence Fluency

- Write a poem about a journey you have taken or wish you could take.

Appendix F

Sing a Song of People

Identifying Ideas/Content

- What is the focus of this poem?
- What are some of the different people described in the poem?

Utilizing Ideas/Content

- Think of other types of people you would include in your poem about people.
- What else might people do in a poem you would write?

Identifying Organization

- Choose one stanza of the poem and draw each activity the people are doing.

Utilizing Organization

- Choose a series of activities that people might do. Draw the series of activities.
- Make a cartoon strip showing five activities people might do.
- Make a list of activities people you know do.

Identifying Word Choice

- Find descriptive images in the poem.
- List words and phrases in two columns: happy people and sad people.

Utilizing Word Choice

- Write your own description of happy people and sad people.
- Write a paragraph or poem describing people you know. Be sure to use descriptive words and phrases specific to people you know.

Appendix G

The Swing

Identifying Ideas/Content

- What is the main idea of this poem?
- How does the poet help us look at swings in a new way?

Utilizing Ideas/Content

- Write about playing on your favorite playground equipment.
- Go outside and swing. What else do you see or think about as you swing? Write about it.

Identifying Voice

- List the things the poet describes that show that the child likes swinging.

Utilizing Voice

- Go to the playground and play on the equipment. Write your own poem describing what you like about the playground.

Identifying Word Choice

- List a few of the interesting or unfamiliar words in the poem.

Utilizing Word Choice

- When you write about your time on the playground, use strong adjectives and strong verbs to describe your play.
- Choose one idea from Robert Louis Stevenson's poem and expand on it using strong words to paint a picture in the reader's mind.

Identifying Sentence Fluency

- Read this poem pausing between lines. Read it again with no pause between lines. How do the pauses affect the meaning of the poem?

Utilizing Sentence Fluency

- Write a long, complex sentence about one thing you like to do on the playground.

Appendix H

Washington

Identifying Ideas/Content

- What do we learn about Washington from the poem?
- What do we learn about Washington's actions from this poem?

Utilizing Ideas/Content

- Choose another American hero and write about why they were a hero.
- Take the details from the poem and write a descriptive paragraph about Washington.

Identifying Organization

- How does the poem begin and end with Washington's childhood?

Utilizing Organization

- Research more about Washington's life. Add some details about his life to create more stanzas for the poem.

Identifying Voice

- What words or phrases help us to see that Washington had a good attitude towards life?

Utilizing Voice

- Write a stanza for the poem with details about other times Washington helped his country.

Identifying Word Choice

- Find a phrase that paints a picture of Washington's childhood.
- Find a phrase that expresses the difficulty of Washington's life as a soldier.

Utilizing Word Choice

- Add details to the description of his childhood to make it more vivid.
- Choose some strong verbs to describe his time during the war and write sentences with those strong verbs.

Appendix I

Wynken, Blynken, and Nod

Identifying Ideas/Content

- Although this poem seems to talk about traveling, what is the main idea of the poem?
- How does this poem show imagination?

Utilizing Ideas/Content

- Write a poem about falling asleep.
- Write about how your mom or dad helped you fall asleep.

Identifying Organization

- List the things that are imagined in the poem.
- Show how events progress through each of the stanzas.

Utilizing Organization

- Write a list of things you imagine before you fall asleep.
- Create a comic strip showing the things children imagine as they fall asleep.

Identifying Voice

- What words and phrases show that falling asleep is a positive thing?

Utilizing Voice

- Change the poem to show a child who is angry about going to bed.
- Write your own description showing why you like to fall asleep.

Identifying Word Choice

- Make a list of verbs, adjectives, and adverbs used in the poem.
- Choose one vivid phrase and illustrate it.

Utilizing Word Choice

- Write about a dream using two strong verbs, adjectives, and adverbs.

Appendix J

The House at Pooh Corner

Identifying Ideas/Content

- Create descriptions of each character and their traits as you read the story.
- What is life like in the hundred-acre woods?

Utilizing Ideas/Content

- Create your own character that might live near Winnie-the-Pooh.
- Create your own imaginary land.

Identifying Organization

- Choose one chapter of the story and list three important events that take place.
- Draw a picture to show an important event from each chapter in the story.

Utilizing Organization

- List three things you would like to do. Write about each of them to show why they are fun activities.
- Imagine meeting a new friend, like when Winnie-the-Pooh met Tigger. What would you do?

Identifying Voice

- Find phrases that show the different emotions of the characters.

Utilizing Voice

- Write a description of a character that is very mean. Write about a kind character, a funny character, and a smart character.
- Change one of the characters to show a different personality.

Identifying Word Choice

- Keep a list of words that are interesting or new.
- List the strong words used in the story and sort them by part of speech.

Utilizing Word Choice

- Write a sentence about a different setting using the strong words found in the story.
- Write a description of a character you created in your mind and use words from the story.

Identifying Sentence Fluency

- Choose five short sentences and five long sentences. Which ones are more interesting?
- Choose one of the long sentences in the story. Why is it an interesting sentence?

Utilizing Sentence Fluency

- Choose one of the long sentences. Change it to show a different place or different character, but follow the sentence structure.

Appendix K

The Knee-High Man

Identifying Ideas/Content

- What lesson does the knee-high man learn?
- How does Owl help the knee-high man?

Utilizing Ideas/Content

- What is something you wish for that you will never have?
- How would the knee-high man's life have changed if he grew taller?

Identifying Organization

- Fold a paper in three. Show what advice each animal gave the knee-high man.

Utilizing Organization

- Fold a paper in three. Imagine advice that three more animals might give him.

Appendix L

Medio Pollito

Identifying Ideas/Content

- What lesson does Medio learn?
- What consequence does Medio Pollito learn from his selfishness?

Utilizing Ideas/Content

- Describe a time when you were punished for making a bad choice.
- Describe a time when you helped somebody or somebody helped you.

Identifying Organization

- Make a chart showing the first and second encounter with each character.

Utilizing Organization

- Make a new chart showing how the story would change if Medio Pollito was not selfish.

Identifying Voice

- What words or phrases show us that Medio Pollito was selfish?

Utilizing Voice

- Rewrite the story to show that Medio Pollito could be helpful and kind.
- Write about a time when you were selfish. How did other people act when you were selfish?
- Write about a time when someone was selfish to you. How did you feel?

Identifying Word Choice

- Find some descriptive words and phrases used in the story.

Utilizing Word Choice

- Add some descriptive words and phrases to make the story more interesting.

Identifying Sentence Fluency

- Look at the Medio Pollito's meeting with each of the other characters. How does the author use similar words and phrases each time Medio Pollito meets another character.

Utilizing Sentence Fluency

- Write your own description of how Medio Pollito could help others.

Appendix M

Fairy Tales

(These activities can be used with most fairy tales)

Identifying Ideas/Content

- What is the problem that the characters in the story face?
- How do the characters solve the problem?
- Describe the good and evil characters in the story.

Utilizing Ideas/Content

- Write about a problem you might have.
- Create a good character and an evil character for a story.

Identifying Organization

- What story transitions are used in this story?
- Fold a paper in thirds and label them beginning, middle and end. Draw a picture for each section.

Utilizing Organization

- Change the middle of the story and draw a new beginning, middle, and end paper for your story.
- Rewrite the opening and closing of the fairy tale.

Identifying Voice

- What phrases in the story show that the good character is "good?"
- What phrases in the story show that the evil character is "evil?"

Utilizing Voice

- Change the description of the evil person to make them seem good.
- Change the description of the good person to make them seem evil.

Identifying Word Choice

- Make a list of descriptive words used in the fairy tale.
- Draw a picture of one of the scenes from the story.

Utilizing Word Choice

- Use the words from your list to write new sentences.
- Rewrite a description to change the setting of the story.

Appendix N

The Tale of Peter Rabbit

Identifying Ideas/Content

- What is the main idea of this story?
- What lesson does Peter Rabbit learn in this story?

Utilizing Ideas/Content

- Write a story about a time you got in trouble for doing something you shouldn't have done.
- Create a list of things your mother told you not to do.

Identifying Organization

- List the things Peter Rabbit does in the story.
- Fold a paper in three and label the sections: beginning, middle, and end. Draw a picture of what happens in each section.

Utilizing Organization

- Write a comic strip that shows what happens to you when you do something naughty.
- Fold a paper in three and label the sections: beginning, middle, and end. Draw a picture of what happens in each section with something from your own life.

Identifying Word Choice

- Make a class list of descriptive words. List them according to their part of speech.
- Draw a picture of one of the scenes in the story.

Utilizing Word Choice

- Use 5 of the words from your list in a sentence.
- Write a description of your neighbor's yard.

Identifying Sentence Fluency

- Look at the paragraph where Peter is trying to escape from Mr. McGregor. Talk with the class about how the author makes the sentences interesting.

Utilizing Sentence Fluency

- Write your own sentences telling how Peter Rabbit escaped from Mr. McGregor.

Appendix O

Brer Rabbit Stories

Identifying Ideas/Content

- What is the main idea of the story?
- How does Brer Rabbit trick the other character(s)?

Utilizing Ideas/Content

- Write a story where one character tricks another character.

Identifying Organization

- Sequence the actions of Brer Rabbit.
- Draw a comic strip showing what happens in the story.
- Look at the transition words used in the story.

Utilizing Organization

- Think of three tricks you could play on someone. Write them in a list and turn it into a story.
- Use some of the story transitions used in the story you read and use them in your story.

Identifying Voice

- What words and phrases are not used in common English today, but are used in the story?

Utilizing Voice

- Rewrite part of the story using correct English.

Identifying Word Choice

- Identify the strong verbs used in the story.

Utilizing Word Choice

- Write 1-3 sentences, using the verbs you found in the story.

Identifying Sentence Fluency

- Read each line of dialogue out loud. Does it sound like real people speaking?
- Read the dialog with a lot of expression. Read it again in a monotone voice.

Utilizing Sentence Fluency

- Write lines of dialogue with correct English.
- Write some dialog of your own showing strong emotions.

Appendix P

Why the Owl has Big Eyes

Identifying Ideas/Content

- How does the author look at the eyes of an owl and the legs of a rabbit in a different way?
- What else in nature is explained by this story?

Utilizing Ideas/Content

- Think of an unusual trait another animal has. Create a story explaining how that animal got the trait.

Identifying Organization

- Write a list sequencing the events in the story.
- Read the beginning and the end. How does the writer gain and keep your attention?

Utilizing Organization

- Write a story detailing how two different animals got their traits.
- Write a comic strip showing how an animal got its traits.

Identifying Voice

- Locate phrases that convey the anger Roweno felt towards the owl.
- Locate words/phrases that show the fear rabbit felt.

Utilizing Voice

- Rewrite the story making Roweno friendly and patient.
- Rewrite the story making rabbit brave and strong.

Utilizing Word Choice

- Rewrite a portion of the story adding descriptive words to paint a picture in the reader's mind.

Appendix Q

The Boy Who Cried Wolf

Identifying Ideas/Content

- What is the main idea of the story?
- What lesson do we learn?

Utilizing Ideas/Content

- Think of something you could say to people to trick them. What bad consequence might happen if you lied to them?
- Be sure to give relevant, but original details.

Identifying Organization

- Write a list sequencing the events in the story.
- Locate story transition words that help move the story along.

Utilizing Organization

- Write a dramatic beginning for a story. Write an emotional ending. If there is time, write the middle using story transition words.

Identifying Voice

- What words or phrases show that the villagers were mad at the shepherd boy?

Utilizing Voice

- Write a story imagining you told a lie. Show how your mother, father or teacher got mad because you lied.

Appendix R

The Fox and the Grapes

Identifying Ideas/Content

- What lesson can we learn from this story?
- What is the main idea of the fable?

Utilizing Ideas/Content

- Choose a lesson that people need to learn. Write a story showing how we might learn the lesson.

Identifying Organization

- Draw a picture showing how the fox changed his mind throughout the story.
- Look at the first sentence. How do we know it will be a fable?
- Look at the ending, does the story actually end?

Utilizing Organization

- Draw a comic strip showing how a specific animal tries to get something it wants, but cannot manage.
- Write the opening sentence for your story.

Identifying Voice

- What words show that the fox is mad he couldn't get the grapes?

Utilizing Voice

- Imagine something that you really want. What would you say if you actually got it? What would you say if you didn't get it? Write a sentence for each of those situations.

Identifying Sentence Fluency

- Read the story out loud pausing carefully at punctuation. Reread it without stopping at punctuation or stop in the middle of sentences. How does it change the way the story sounds?

Appendix S

Issun Boshi and Tom Thumb

Identifying Ideas/Content

- What similarities and differences are there in the two stories?
- What interesting details do the authors include in their stories?
- What is the main idea of both stories?

Utilizing Ideas/Content

- Write your own story about someone who is one inch tall.
- Write your own story about someone who is brave.

Identifying Organization

- Write down the beginning, 3 middle events, and the ending of each story. What is the same and what is different?
- Describe the sequence of events that Tom Thumb goes through after he is sold by his father.

Utilizing Organization

- Make a comic strip showing 3 things that might happen to a person who is only one inch tall.

Identifying Voice

- What words or phrases show that Tom Thumb and Issun Boshi are brave?
- What words or phrases show that the parents were sad before Tom and Issun Boshi were born?

Utilizing Voice

- Change the words of Tom Thumb and Issun Boshi to show fear.
- Write about a time when you were brave. Use words to show how you kept from getting afraid.

Identifying Word Choice

- Make a list of strong words used in the stories.

Utilizing Word Choice

- Take the list from above and write sentences using the words. Make sure your sentences have interesting details.

Appendix T

Variations of the Cinderella Story

Identifying Ideas/Content

- How are the stories similar? How are they different?
- What is the main idea in all of the Cinderella stories?

Utilizing Ideas/Content

- Write your own Cinderella story where you are the Cinderella character.

Identifying Voice

- Locate phrases that show how unkind the other characters are to Cinderella.

Utilizing Voice

- Change one section of the story to show the other characters being kind to the Cinderella character.

Identifying Word Choice

- Draw a picture of one scene in one of the stories.

Utilizing Word Choice

- Write a description of Cinderella's new home. Use descriptive words to show a beautiful place.

Identifying Sentence Fluency

- Choose one section of the story. Look at the first word of each sentence in that section. Compare the first words to see if they are different.