

Six Trait Writing with Jack Prelutsky and the Brothers Grimm

Grade Level or Special Area: Kindergarten

Written by: Mary Ann Mahoney, Lincoln Academy, Arvada, CO

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

I. ABSTRACT

Although most kindergarten students are not writing sentences yet, 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 drawing and 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. 9)
 - a. Poetry
 - i. Other Poems, Old and New
 - a) April Rain Song (Langston Hughes)
 - b) I Do Not Mind You, Winter Wind (Jack Prelutsky)
 - c) My Nose (Dorothy Aldis)
 - d) Rain (Robert Louis Stevenson)
 - e) Time to Rise (Robert Louis Stevenson)
 - f) Tommy (Gwendolyn Brooks)
 - b. Fiction
 - i. Stories (p. 9)
 - a) The Bremen Town Musicians (Brothers Grimm)
 - b) How Many Spots Does a Leopard Have (African folktale)
 - c) The Legend of Jumping Mouse (Native American: Northern Plains legend)
 - d) Momotaro: Peach Boy (Japanese folktale)
 - e) A Tug of War (African folk tale)
 - f) The Wolf and the Seven Little Kids (Brothers Grimm)
 - ii. Aesop's Fables
 - a) The Lion and the Mouse
 - b) The Grasshopper and the Ants
 - iii. American Folk Heroes and Tall Tales
 - a) Johnny Appleseed
 - b) Casey Jones

- 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 kindergarten.

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. Complete one of the projects from the “Utilizing Ideas/Content” section of the appendix as a class or as individual students.
 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 as a class or as individuals.

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 as a class or as individuals.
 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 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 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 as a class or as individuals.
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 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 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 as a class or as individuals.
 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: April Rain Song
- E. Appendix E: I Do Not Mind You, Winter Wind
- F. Appendix F: My Nose
- G. Appendix G: Rain
- H. Appendix H: Time to Rise
- I. Appendix I: Tommy
- J. Appendix J: The Bremen Town Musicians
- K. Appendix K: How Many Spots Does a Leopard Have?
- L. Appendix L: The Story of Jumping Mouse
- M. Appendix M: Momotaro: Peach Boy
- N. Appendix N: A Tug of War
- O. Appendix O: The Wolf and the Seven Little Kids
- P. Appendix P: The Lion and the Mouse
- Q. Appendix Q: The Grasshopper and the Ants
- R. Appendix R: Johnny Appleseed
- S. Appendix S: Casey Jones

VIII. BIBLIOGRAPHY

- A. Hirsch, Jr., E.D. *What Your Kindergartner Needs to Know*. New York: Doubleday, 1996. 0-385-31841-3.
- 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

April Rain Song

Identifying Ideas/Content

- How does the poem look at rain in a new way?
- What details does the poem tell us about rain?

Utilizing Ideas/Content

- Draw a picture of you in the rain. Write a sentence telling how you feel about rain.

Identifying Voice

- What words or phrases in the poem show that the poet likes the rain?

Utilizing Voice

- Change the poem as a class to show how a person who hates rain would describe rain.

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 the rain in words that paint a picture in the reader's mind.

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

I Do Not Mind You, Winter Wind

Identifying Ideas/Content

- What does the poet like about the wind?
- What does the poet dislike about the wind?

Utilizing Ideas/Content

- Come up with a list of things you like and don't like about the wind.

Identifying Organization

- Draw a picture for each of the three stanzas of the poem.
- Compare what the poet likes and doesn't like about the wind.

Utilizing Organization

- Fold a paper in half and draw what you like about the wind on one half and what you don't like about it on the other half.

Identifying Voice

- What words and phrases show that the poet likes the winter wind?
- What words and phrases show that the poet doesn't like the winter wind?

Utilizing Voice

- Describe weather that you love in a way that makes it seem great to others.
- Describe weather that you hate in a way that makes it seem terrible to others.

Identifying Word Choice

- Act out the strong verbs in the poem: whirling, drifting, nibble, scrambling.

Utilizing Word Choice

- Act out other types of weather and come up with words to describe your actions.

Identifying Sentence Fluency

- Look at the sentence and notice the capital letters and periods.

Utilizing Sentence Fluency

- Create a class poem about weather that begins with the phrase: "I do not mind you..."

Appendix F

My Nose

Identifying Ideas/Content

- What is the focus of this poem?
- How does the person feel about her nose in this poem? Why doesn't she like it?

Utilizing Ideas/Content

- Think of other things that do not feel good when you are sick. Describe them.
- How might you describe a nose that is not sick?

Identifying Voice

- What words tell us that the poet is not happy with her nose?

Utilizing Voice

- How can you change the poem to show that she is happy with her nose?

Identifying Word Choice

- Find descriptive images in the poem.

Utilizing Word Choice

- Write your own description of healthy and unhealthy body parts.

Appendix G

Rain

Identifying Ideas/Content

- What is the main idea of this poem?

Utilizing Ideas/Content

- Write your own poem about rain.

Identifying Organization

- Draw a picture of the things the rain falls upon in the poem.

Utilizing Organization

- Draw four other things the rain might fall upon. Write a sentence for one or more of the things.

Utilizing Voice

- Add some words and phrases to the poem to show whether you like or dislike rain.

Identifying Sentence Fluency

- Read this poem pausing between lines. Read it again with no pause between lines. Which way is easier to understand?

Utilizing Sentence Fluency

- Write a long, complex sentence about the rain as a class.

Appendix H

Time to Rise

Identifying Ideas/Content

- What does the poem say about getting up in the morning?
- How does the bird show that it is time to get up?

Utilizing Ideas/Content

- Choose another animal and describe how it begins the morning.
- Describe how you get up in the morning.

Utilizing Organization

- Draw a series of pictures showing what you do in the morning after you get up.

Identifying Voice

- What words or phrases show that the bird doesn't like it when people sleep late in the morning?

Utilizing Voice

- Write about an animal that likes to sleep late in the morning.

Identifying Word Choice

- Have students act out the poem.

Utilizing Word Choice

- Have students act out other animals in the morning. Then have them use words to describe what the animal does.

Identifying Sentence Fluency

- Look at the long sentence for the poem.

Utilizing Sentence Fluency

- Follow the pattern of the poem and write about other animals in the morning as a class.

Appendix I

Tommy

Identifying Ideas/Content

- What happens to the seed in this poem?
- Why was the child surprised?

Utilizing Ideas/Content

- Discuss what kind of seed might be growing.
- Write about a time you planted a seed.

Identifying Organization

- Draw a series of pictures showing what happens in the poem.

Utilizing Organization

- Write a list of what happens to a plant after it pokes up out of the ground.

Identifying Voice

- What words and phrases show the surprise the child is feeling?

Utilizing Voice

- Change the poem to show a child who is angry about the seed popping out.
- Tell about a time you were surprised about something.

Identifying Word Choice

- Act out the poem.

Utilizing Word Choice

- Act out the growth of a flower or an animal.

Appendix J

The Bremen Town Musicians

Identifying Ideas/Content

- Why did all the animals run away from their masters?
- How did the animals get the house they saw?
- How did the animals trick the robbers?

Utilizing Ideas/Content

- Tell what you would do if your animal got old.
- Create a story about the animals making music together.

Identifying Organization

- Fold a paper into three and draw a picture for the beginning, middle and end of the story.

Utilizing Organization

- Draw pictures showing a family taking care of their older pet.

Identifying Voice

- Find phrases that show that the robbers were afraid.

Utilizing Voice

- Rewrite the story making the animals the frightened ones instead of the robbers.

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.

Appendix K

How Many Spots Does a Leopard Have?

Identifying Ideas/Content

- Why is leopard always looking at himself in the story?
- What problem do the animals have with counting?

Utilizing Ideas/Content

- What other animal has spots or stripes that could be counted?
- How would you count the spots on leopard?

Identifying Organization

- Fold a paper in three. Show three animals trying to count the leopard's spots.

Utilizing Organization

- Draw a picture of animals counting a zebra's stripes or a giraffe's spots.

Identifying Voice

- Find parts of the story that show the animals were not being patient.

Utilizing Voice

- What would the leopard talk to other animals about if he wasn't always thinking of himself?

Identifying Word Choice

- Discuss what the words wonderful, superb, and magnificent mean in the story.

Utilizing Word Choice

- Use the words above to describe something of yours.

Identifying/Utilizing Sentence Fluency

- The second sentence says, "He was looking at his reflection in the lake."
- Write your own sentence telling what you enjoy the most.

Appendix L

The Story of Jumping Mouse

Identifying Ideas/Content

- What lesson does Jumping Mouse learn?
- How does Jumping Mouse help other animals?

Utilizing Ideas/Content

- What other stories do you know that tell about one animal helping another?
- Describe a time when you helped somebody or somebody helped you.

Identifying Organization

- Make a chart showing each animal that Mouse helped.
- Draw how Magic Frog helped Mouse in the beginning and the end.

Utilizing Organization

- Make a new chart showing Mouse helping some other animals.

Identifying Voice

- What words or phrases show us that Mouse was kind to others?

Utilizing Voice

- Rewrite the story to show Mouse being selfish.
- Which is a better story?

Identifying Word Choice

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

Utilizing Word Choice

- Act out some of the scenes in the story.

Appendix M

Momotaro: Peach Boy

Identifying Ideas/Content

- What is the main idea of the story?
- How do the parents get their "Peach Boy?"
- How does Momotaro defeat the oni monsters?

Utilizing Ideas/Content

- Tell a story about someone who is brave.

Identifying Organization

- Write down the beginning, 3 middle events, and the ending of the story.
- Describe the sequence of events that Momotaro goes through after he sets out to defeat the oni monsters.

Utilizing Organization

- Make a comic strip showing 3 things that might happen to a person who joins with other animals to defeat something mean.

Identifying Voice

- What words or phrases show that Momotaro is brave?

Utilizing Voice

- Change the words of Momotaro 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 N

A Tug of War

Identifying Ideas/Content

- What is the main idea of this story?
- How does the turtle trick the elephant and the hippopotamus?
- What does this story say about friendship?

Utilizing Ideas/Content

- What other stories do you know where one character tricks another?

Identifying Organization

- 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 you do with your friends.
- Fold a paper in three and label the sections: beginning, middle, and end. Draw a picture of what you do with your friends.

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.

Identifying Sentence Fluency

- Look at the paragraph where turtle wakes up from his nap. Talk with the class about how the author makes the sentences interesting.

Utilizing Sentence Fluency

- Write your own sentences telling how turtle ended the tug of war.

Appendix O

The Wolf and the Seven Little Kids

Identifying Ideas/Content

- How does the wolf trick the kids?
- How does the mother trick the wolf?
- What parts in the story show that the story is fiction?

Utilizing Ideas/Content

- Write a story where one character tricks another character.

Identifying Organization

- Sequence the actions of the wolf.
- Draw a comic strip showing what happens 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.

Identifying Voice

- What words and phrases show that the youngest kid is brave?

Utilizing Voice

- Rewrite part of the story showing that the wolf is kind.

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

- Create your own dialog between the wolf and the kids.

Appendix P

The Lion and the Mouse

Identifying Ideas/Content

- How does each animal help the other animal?

Utilizing Ideas/Content

- Think of a way that you could help someone bigger than you.

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 could help each other.
- Write a comic strip showing the animals helping each other.

Identifying Word Choice

- Act out the story. Discuss the descriptive words.

Identifying Sentence Fluency

- Look at the sentences. Have students pick out the beginning and end of each sentence and count the words in each sentence.

Utilizing Sentence Fluency

- Write sentences as a class that show people helping other people.

Appendix Q

The Grasshopper and the Ants

Identifying Ideas/Content

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

Utilizing Ideas/Content

- Think of how you can help your family, friends, or classmates.

Identifying Organization

- Write a list sequencing the events in the story.

Utilizing Organization

- Write a dramatic beginning for a story. Write an emotional ending.

Identifying Voice

- What words or phrases show that the grasshopper was lazy?
- What words or phrases show that the ants are hard working?

Utilizing Voice

- Tell a story about a time you helped someone.
- Tell about a time you didn't help someone.

Identifying Word Choice

- Choose five words to discuss as a class. Act them out to learn the meaning.

Utilizing Word Choice

- Create sentences using the five words you selected.

Appendix R

Johnny Appleseed

Identifying Ideas/Content

- What events make this story a tall tale?
- What is the main idea of the story?

Utilizing Ideas/Content

- Think of a character who could plant something else across the country.

Identifying Organization

- Draw a picture showing how Johnny Appleseed changed America.

Utilizing Organization

- Draw a comic strip showing how a different character could plant something across America.
- Write the opening sentence for your story.

Identifying Voice

- What words show that there are beautiful places in America?
- What words and phrases show that Johnny Appleseed was a kind, caring person?

Identifying Word Choice

- Make a list of descriptive words from the story.

Utilizing Word Choice

- Use the words and create sentences with them as a class.

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

Casey Jones

Identifying Ideas/Content

- What did Casey Jones do well?
- How did Casey Jones save the lives of many people?

Identifying Organization

- Write down the beginning, 3 middle events, and the ending of the story.

Utilizing Organization

- Make a comic strip showing 3 things that might happen to a person on a train.

Identifying Voice

- What words or phrases show that Casey Jones is brave?

Utilizing Voice

- 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.
- Draw a picture of one of the scenes from the story.

Utilizing Word Choice

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