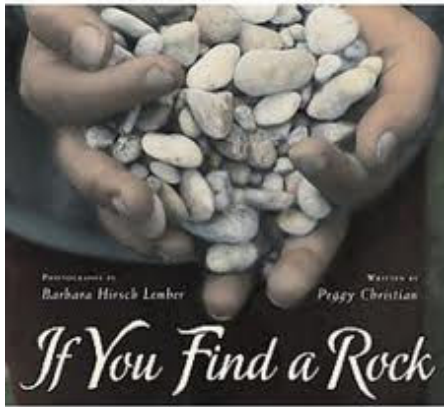


## Writing Trait: **Ideas**

Learning Intention: adding details when writing

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by Peggy Christian

### **Before Reading:**

Learning Outcomes: A4, A5, A6, B5

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:**

Learning Outcomes: A6, B5

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:**

Learning Outcomes: A5, B7, C3, C4, C8

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 next page 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**

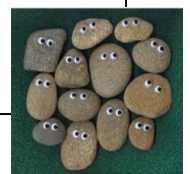
e.g. Then you have a resting  
rock



**#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*

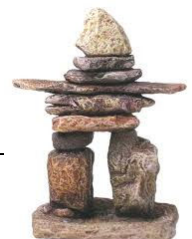
you might just have an inukshuk rock.



**#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**

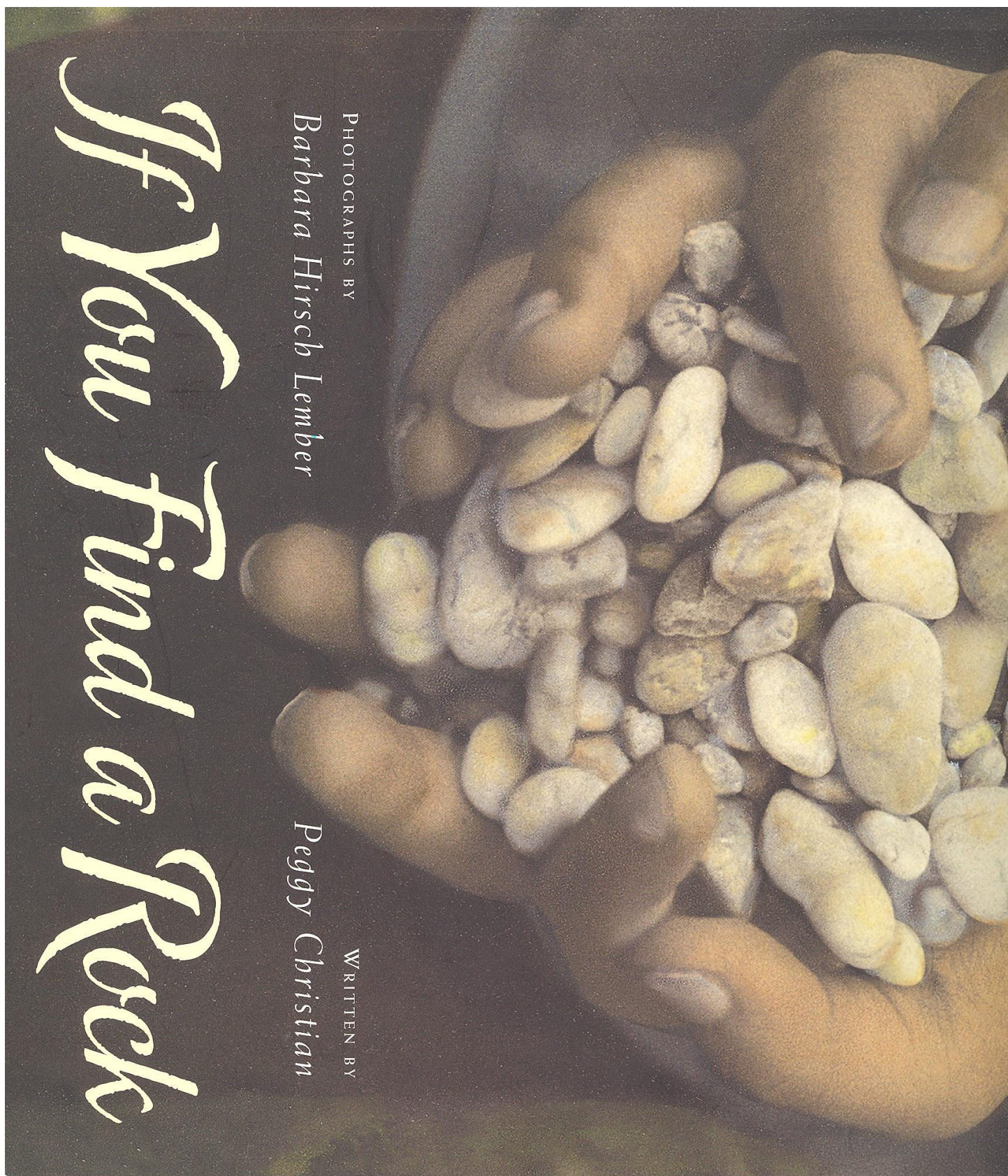
Name your stone

**#4**

Describe your stone one  
more time



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







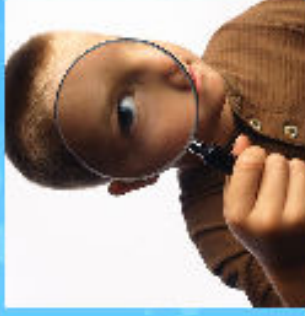
# *Our Learning Intention:*

*I can add lots of details when writing.*

# *How do we increase student engagement?*



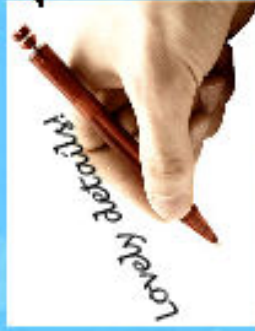
*Clear Learning Intentions*



*Co-constructed Criteria*



*Questions: Using oral language to prompt thinking*



*Descriptive Feedback*

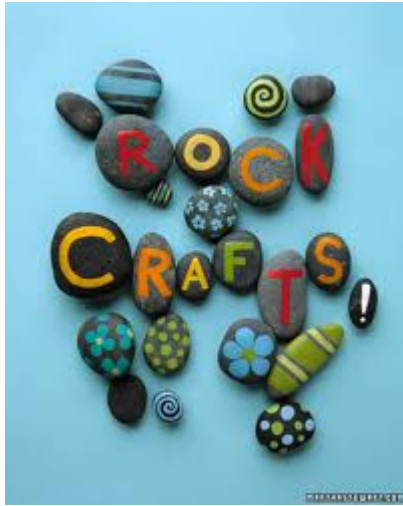
A table with multiple columns and rows of data, likely representing peer and self-assessments. The table is partially obscured by a large white arrow pointing towards the central box.

Student	Teacher	Peer	Self	Goal	Feedback
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102

*Peer and Self Assessments*

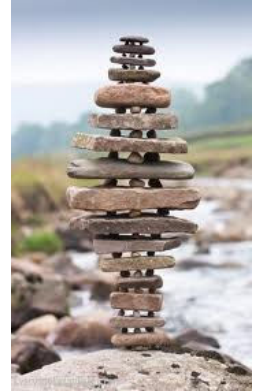
*The 6 strategies of AFL (assessment for learning)*

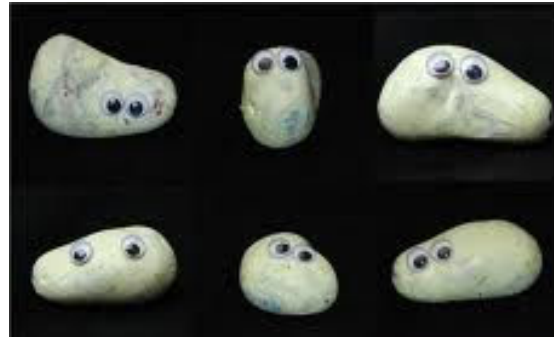




# Rock Art

Take those rock collections and make rock art.





***c  
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