

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 1

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 211-212

Read: pgs. 211-212

Activity: Answer questions about observation reports and identify the parts of a science observation report using the example provided.

1. What are the five basic ways that we experience the world?

2. What is a skilled observer?

3. What must you do to write an observation report?

Identify the parts of an example science observation where Barbara Sue is trying to see if flowers grow better in sunlight than in darkness. (The parts are not in order).

_____ Barbara Sue bought eight identical plants and put four in the sunlight and kept four underneath a box for two weeks. She watered all of the plants with the same amount of water every day and measured the growth of the plants every day for those two weeks.

_____ Will plants grow better in sunlight or in darkness?

_____ Even though the plants got the same amount of water, the plants in the sunlight grew more in two weeks than the plants in the darkness.

_____ The plants in the darkness and the plants in the sunlight will grow the same amount because they will be getting the same amount of water.

_____ The plants that were in the sunlight grew an average of three inches over the two weeks, and the plants that were in the darkness did not grow at all and some of their leaves began to turn brown.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 2

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 213-214

Read: pgs. 213-214

Activity: Answer questions about writing guidelines.

1. What is the first step to writing a science observation report?

2. What about segregation might a sociologist coming to the town of Bayonne in the late 1940s wish to study?

3. What is the definition of a hypothesis? Write a hypothesis for this sociologist's observation report.

4. What steps do you take after writing your hypothesis?

5. What should be included in your first draft?

6. Why is it important to revise your first draft?

7. What steps should you take to edit your writing?

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 3

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 215-216

Read: pgs. 215-216

Activity: Answer questions about writing summaries.

1. What is the definition of a summary?

2. What should be included in a summary?

3. What should not be included in a summary?

4. What should you ask yourself as you read, to help you write a summary?

5. What characters and events from today's reading from *A Lesson Before Dying* would you include in a summary? Why?

Character Based Literacy Program Write Ahead

A Lesson Before Dying, Day 4

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 217-218

Read: pgs. 217-218

Activity: In the space below, summarize Grant's experience in Pichot's kitchen. This will help you later when you write your daily reflection.

[illegible]

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 5

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 253

Read: pg. 253

Activity: Brainstorm possible sources of information.

1. If Grant wanted to write a paper about the history of Bayonne, Louisiana, where do you think he should look for information?

2. If you wanted to do a project about Dr. Martin Luther King, Jr., where do you think would be the best place to look for information?

3. Two general sources of information are _____ sources and _____ sources.

4. Would the library be a good source of information if you wanted to find a recipe for baking a cake? Are there any better sources for that information?

5. If Grant wanted to write a research paper about his family, who or what would be the best source of information?

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 6

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 254

Read: pg. 254

Activity: Identify each source as either a primary source or a secondary source.

1. Interviewing Jefferson's attorney about the trial is a _____ source.
2. Reading a book about gardening is a _____ source.
3. A direct source of information is a _____ source.
4. Going to a museum to view a painting to research art is a _____ source.
5. If Grant sent a student to the library to research Bayonne, Louisiana, she would be using a _____ source.
6. If Henri Pichot asked Grant about being African-American in the South, he would be using a _____ source.
7. When Grant reads the newspaper in the morning, he is reading a _____ source.
8. Reading an article online about your favorite book is a _____ source.
9. If Miss Emma asked Tante Lou for her cake recipe she would be using a _____ source.
10. When Grant asks Irene Cole, his student, what she did yesterday, he is using a _____ source.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 7

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 255

Read: pg. 255

Activity: Match each source with one of the five types of primary sources.

Type of Primary Source	Source
1. Observation and Participation	a. ____ A class to teach Dill how to swim
2. Surveys and Forms	b. ____ Jefferson shows Grant "how a old hog eat."
3. Interviews	c. ____ Grant asks the Reverend Ambrose about his belief in Heaven.
4. Presentation	d. ____ Grant reads a letter from his parents in California.
5. Diaries, Journal, and Letters	e. ____ Grant asks his students if they want to put on a Christmas Program this year.
	f. ____ Vivian reads a love letter from Grant.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 8

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 256

Read: pg. 256

Activity: Evaluate the following sources of information. Are they reliable sources? Why?

1. Miss Emma asks Tante Lou why Grant doesn't go to church.

2. Miss Emma asks Grant why he doesn't go to church.

3. An article on the pre-civil rights south in the *Journal of American History*.

4. An interview with Ernest J. Gaines about the town he grew up in.

5. The sheriff tells Grant that he shouldn't bother coming to visit Jefferson, as nothing he does will change Jefferson from being a hog.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 9

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 257-259

Read: pgs. 257-259

Activity: Answer questions about the internet.

1. Where would be a good place to ask a question about *A Lesson Before Dying*?

2. Would a message board be a more reliable source than a book or an interview?

3. What keyword(s) would you use to search for information about the fictional town of Bayonne?

4. Each website has its own _____.

5. Many websites maintain _____ where visitors can posts questions about a topic and get answers from others.

6. _____ is a word that means using good manners on the net.

7. The internet is made up of many _____ computers.

8. The three basic rules of netiquette are:

1. _____

2. _____

3. _____

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 10

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 260

Read: pg. 260

Activity: Pretend you are e-mailing a classmate about Grant's character. Do you think he should be more or less selfish. Why?

To: _____@myschool.com

From: _____@myschool.com

Dear _____,

Sincerely,

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 11

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 263-264

Read: pgs. 263-364

Activity: Define and identify the three types of entries for a book at the library.

1. What are the three types of entries for a book?

a. _____

b. _____

c. _____

2. What type of entry are the examples?

a. Gaines, Earnest J. _____

b. *A Lesson Before Dying* _____

c. Louisiana in the 1940s _____

d. Steinbeck, John _____

3. Every library has a _____ that lists its collection of books, videos, DVDs, and CDs.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 12

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 265-266

Read: pgs. 265-266

Activity: Describe the process for using a computer catalog and a card catalog to find a book in a library.

1. Computer catalog: If you know only a few words of a book's title, how do you find it in the computer catalog?

2. Computer catalog: If you are looking for a book about a certain subject, how would you search for that book?

3. Computer catalog: How do you look for a book by a certain author using a computer catalog?

4. Card catalog: How do you find a book using the title?

5. Card catalog: How do you find a book using the author's name?

6. Card catalog: How do you find a book about a specific subject?

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 13

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 268-269

Read: pgs. 268-269

Activity: Fill in the blanks using the given words. Words may be used more than once.

Encyclopedia Almanacs Atlases Dictionaries Directories Periodical Indexes

1. _____ contain detailed maps of the world, continents, countries, and so on.
2. _____ is a set of books that contains basic information on almost every topic from A to Z.
3. _____ list articles in magazines and newspapers.
4. _____ are books filled with facts and statistics about many different subjects.
5. _____ list information about groups of people, businesses, and organizations.
6. _____ contain definitions of words and more.
7. There is a special edition of _____ for kids.
8. The most widely used _____ are telephone books.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 14

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 270

Read: pg. 270

Activity: Match the parts of nonfiction books with their definitions.

Part of book	Definition
1. _____ Preface, Forward, etc.	a. This part follows the title page.
2. _____ Appendix	b. This part has the title of the book, the author's name, etc.
3. _____ Index	c. This part often gives a short history about the book.
4. _____ Title Page	d. This part lists the chapters or section titles and page numbers.
5. _____ Glossary	e. This part contains extra information such as maps, tables, etc.
6. _____ Bibliography	f. This is the main part of the book.
7. _____ Body	g. This part may contain sources that the author used when putting the book together.
8. _____ Table of Contents	h. This part lists and explains special words used in the book.
9. _____ Copyright Page	i. This part is an alphabetical list of all of the important topics presented in the book.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 15

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 271

Read: pg. 271

Activity: Answer questions about using the *Reader's Guide*.

1. Why would you use a periodical index?

2. Why is it important to find out which magazines your library subscribes to before looking for a magazine?

3. Why might it be harder to find articles from older magazines than from newer magazines? Where might libraries keep old magazines?

4. Why is it important to use the *Reader's Guide* that corresponds to the date of the event in the article that you are trying to find?

5. Once you find an article that sounds interesting, what information should you write down so that you can find that article in the magazine?

6. What should you do if you know the author of the article that you are looking for?

7. How are subjects listed in the *Reader's Guide*?

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 16

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pgs. 219-224

Read: pgs. 219-224

Activity: Answer questions about writing research reports.

1. What makes a research paper different from other types of writing?

2. If Irene Cole were writing a paper for her teacher, Mr. Wiggins, for her English class on April 8, 1948, what would her heading look like?

3. In what part of a research paper does the writer use heading to help readers follow the report?

4. What should be included in the beginning of a research paper?

5. When should you cite a source that you used to write your research paper?

6. Why is it important to add details to a research report?

7. What should a writer do in the ending of his or her research paper?

8. What should be included in the "Works Cited"?

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 17

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 225

Read: pg. 225

Activity: Imagine that you are writing a research paper on the life of Rosa Parks. List questions that you would want to answer during your research (not questions that can be answered with a “yes” or “no”).

Topic:

Questions about the topic to answer with research:

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 18

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 226

Read: pg. 226

Activity: Answer questions about gathering details for a research paper.

1. What should be included on note cards about your sources? How should you arrange those note cards?

2. Imagine that you are writing a research paper about life in the South under segregation. Review the KWL chart you maintained with your class as well as the Venn Diagram for topics. Write each topic on a note card. Record what you know about it in the space provided.

Example
Schools
Schools in the South during segregation unequal. African-American students went to school fewer months out of the year.
Many, like the one in <i>A Lesson Before dying</i> , used the local church, rather than a school house. Rarely did African-American schools in the South have sufficient supplies.

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 19

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 227

Read: pg. 227

Activity: Answer questions about planning your writing.

1. What is a focus for writing a research paper?

2. Why is it important to have a focus for a research paper?

3. What is a working thesis statement?

4. What is the next step in planning your writing after you form a working thesis statement?

5. What should you do if you have information that doesn't relate to your thesis?

6. What should be included in a writing plan and what should be excluded?

7. What can you use as a starting point for creating an outline?

Character Based Literacy Program Write Ahead
A Lesson Before Dying, Day 20

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 235

Read: pg. 235

Activity: Fill in the bullets to create your own research report rubric.

Assessment Rubric

_____ **STIMULATING IDEAS**

-
-
-
-
-

_____ **LOGICAL ORGANIZATION**

-
-

_____ **ENGAGING VOICE**

-
-

_____ **ORIGINAL WORD CHOICE**

-
-

_____ **EFFECTIVE WORD CHOICE**

-

_____ **CORRECT, ACCURATE COPY**

-
-