

Character Based Literacy Program Write Ahead
Child of the Owl, Day 1

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 159

Read: pg. 159, Biographical Writing.

Activity: Answer the following questions.

1. According to the author, who is the easiest person to write about?

2. Who is the second easiest?

3. That type of writing is called...

4. Regardless of who you write about, what is the purpose of biographical writing?

5. List five people you know well that you might like to write about.

Character Based Literacy Program Write Ahead
Child of the Owl, Day 2

Name: _____

Date: _____

Teach a Mini Lesson using *Write AHEAD* page 160-161

Read: pg. 160-161, Sample Biographical Essay.

Activity: This biography has three parts, a beginning, a middle, and an end. According to the margins, the writer accomplishes certain things in each section. In the space provided, explain how the author accomplishes each:

1. Beginning- The Writer uses a story to introduce her subject. What happens in the story?

2. Middle- She shares the exact words of her subject. Write the quote here.

3. Middle- She also includes specific details about her subject. What are those details?

4. End- The writer closes with an important piece of advice. Write the advice here:

Activity: Consider the list of five people you made yesterday. Choose one you are likely to write about. Use the Beginning, Middle and End Prompts to help you plan the story.

1. Beginning- Use a story to introduce your subject:

2. Middle- Include a quote or two you're your subject:

3. Middle- Include specific details about your subject:

4. End- Close with an important piece of advice:

Character Based Literacy Program Write Ahead
Child of the Owl, Day 3

Name: _____

Date: _____

Teach a Mini Lesson using *Write AHEAD* page 162

Read: pg. 162, Writing Guidelines.

Activity: List as many people as possible that might fit into each of the following categories

1. Family members or friends: _____

2. People who have influenced you positively: _____

3. Other people that interest you: _____

Read: Pg. 162, Gathering Details

Activity: No matter who you are writing about, the sources of information are the same. List them below.

1. _____

Character Based Literacy Program Write Ahead
Child of the Owl, Day 4

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 163

Read: pg. 163, Writing the First Draft.

Activity: Today you are going to write about a time when you had to learn something that did not come easy to you. Use the guide below to help you plan your story.

Beginning- Say something interesting about the central character of your story. Tell what the story is going to be about.

Middle – Organize your story according to time or importance:

Ending – Explain the importance of the story:

Character Based Literacy Program Write Ahead
Child of the Owl, Day 5

Name: _____

Date: _____

Teach a Mini Lesson using *Write AHEAD* page 164

Read: pg. 164, Revising and Editing.

Read: Pg. 164, Revising: Improving Your Writing

Activity: Copy down the five revision questions below. You will use them shortly to revise your journal prompt.

_____ 1.	_____

_____ 2.	_____

_____ 3.	_____

_____ 4.	_____

_____ 5.	_____

Read: Pg. 164, Editing

Activity: Fill in the blanks. Then complete the steps using today's journal.

Check your revised writing first for _____ - the smoothness of your sentences and the effectiveness of your _____. Then check it for correctness-_____, punctuation, usage, and _____ errors.

Character Based Literacy Program Write Ahead
Child of the Owl, Day 6

Name: _____

Date: _____

Teach a Mini Lesson using *Write AHEAD* page 165

Read: pg. 165, A Closer Look at Biographical Writing.

Activity: Use the Writing Tips on page 165 to answer the questions about the story on page 166.

1. What background information does Jesse Niebor provide about her sister Leah?

2. Does the author use any transitions or introductory phrases?

3. What information does the author simply summarize for you?

Character Based Literacy Program Write Ahead
Child of the Owl, Day 7

Name: _____

Date: _____

Teach a Mini Lesson using *Write AHEAD* page 173

Read: pg. 173, Writing News Stories

Activity: List the three basic reporting skills:

1. _____
2. _____
3. _____

Activity: Fill in the matrix below, demonstrating your understanding of basic reporting skills, using information from today's reading of *Child of the Owl*.

Newsworthy topic	The Facts:	Beginning, Middle, And End of the Story

Character Based Literacy Program Write Ahead
Child of the Owl, Day 8

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 174

Read: pg. 174, Sample News Story.

Activity: List the three most important facts that Janelle Amos had to collect in order to write this story on the Delmer High School Senior-of-the-Year Award.

4. _____
5. _____
6. _____

Activity: Pretend you are a reporter in San Francisco. List the five most important facts from today's story.

7. _____
8. _____
9. _____
10. _____
11. _____

Character Based Literacy Program Write Ahead
Child of the Owl, Day 9

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 175

Read: pg. 175, Writing Guidelines.

Activity: Answer the following questions.

1. what five questions should be answered in the Introductory paragraph?

2. List the who, what, where, when, and why for a local news story you are aware of.

3. List the who, what, when , where, and why for a human interest story about someone close to you.

4. List the who, what, when, where and why of today's ***Child of the Owl*** reading.

Character Based Literacy Program Write Ahead
Child of the Owl, Day 10

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 176

Read: pg. 176, Gathering Details.

Activity: Write five interview questions you would ask Casey about her life if you were a San Francisco Reporter. Each question should start with Who, What, When, Where or Why.

1. Who:

2. What:

3. Where:

4. When:

5. Why:

Character Based Literacy Program Write Ahead
Child of the Owl, Day 11

Name: _____
 Date: _____

Teach a Mini Lesson using *Write AHEAD* page 191-192

Read: pgs. 191-192, Writing Stories and the Shape of Stories.

Activity: Answer the following questions.

1. What is the difference between writing about yourself and writing a short story?

2. What are the two things every story contains?

_____ and _____

Read: Pg. 192, **Plot**

Activity: Fill in the blanks and answer the questions below.

1. The _____ refers to the events or _____ that move a story along from start to _____.
2. Name the five parts of the plot in order:

Activity: Answer the following questions.

1. What three elements of a story are generally introduced in the Exposition of the plot?

2. Having read the exposition in bold, use the space provided to introduce the main character, his conflict and the setting in which he is found. Use your own words.

Activity: Plan the exposition for a short story about how Casey dies because she ignored her grandmother's rules.

1. The Main Character:

2. The Conflict:

3. The Setting:

Character Based Literacy Program Write Ahead
Child of the Owl, Day 12

Name: _____
 Date: _____

Teach a Mini Lesson using *Write AHEAD* page 193

Read: pg. 193, Rising Action.

Activity: In your own words describe what usually takes place during the rising action of a story.

Activity: After reading the three actions leading up to Juan's climax, explain how each action leads to the next.

Activity: Plan two rising action events leading up to the climactic realization that Casey has nearly died.

Rising action event number one:

Rising action event number two:

Character Based Literacy Program Write Ahead

Child of the Owl, Day 13

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 193

Read: pg. 193, Climax.

Activity: Use your own words to write a definition of the climax of the story.

Activity: Review today's key paragraph. Re-write it in such a way as to make it climactic.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Character Based Literacy Program Write Ahead
Child of the Owl, Day 14

Name: _____
 Date: _____

Teach a Mini Lesson using *Write AHEAD* page 193

Read: pg. 193, Falling Action and Resolution.

Activity: Write the part of the plot next to its description

1. _____: In this part of the story, the main character learns to live on after the conflict.
2. _____: This part brings the story to a close. With some stories, the falling action and the resolution are so closely related, that it is difficult to tell them apart.

Activity: Pretend you are the narrator. Plan the falling action and resolution for *Child of the Owl* as if there were only a few pages left to read.

1. What did Casey learn from her experiences in Chinatown?

2. What did Casey learn from her experiences with Paw-Paw?

3. What, if anything, did Casey's Aunt, Uncle and cousins learn?

Character Based Literacy Program Write Ahead
Child of the Owl, Day 15

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 199

Read: pg. 199, The Quest.

Activity: Summarize the explanation for a Quest story pattern.

Activity: Do you think *Child of the Owl* can be characterized as a Quest type of story pattern? Why or Why not?

Character Based Literacy Program Write Ahead
Child of the Owl, Day 16

Name: _____
 Date: _____

Read: Pg. 199, The Discovery.

Activity: What kinds of stories or novels are often “discovery” stories?

Activity: Imagine you are Casey, following Gilbert at a distance. He stops three times to look at something or talk to someone. Each time you hear a little- or see a little something- that suggests you are getting closer to locating both the thief and the charm. List the three clues, or suggestive statements you might include to tell this story that when considered together, lead to either the charm or the thief. (You will tell this story later today.)

Character Based Literacy Program Write Ahead
Child of the Owl, Day 17

Name: _____
Date: _____

Teach a Mini Lesson using *Write AHEAD* page 199

Read: pg. 199, Choice.

Activity: Imagine Casey is having an argument in her head. She is trying to decide how to deal with Barney. What sort of things might Casey be saying to herself while trying to make this choice? What things might she consider? No need for a paragraph. Simply record your thoughts.

Character Based Literacy Program Write Ahead
Child of the Owl, Day 18

Name: _____
 Date: _____

Read: pg. 199, **The Rite of Passage**

Activity: Do you think the story of Casey and her time in Chinatown could qualify as a Rite of Passage story? Why or Why not?

What do you think the Casey learned from her difficult experiences? How might her discoveries about Barney have altered the course of her life or affected the woman she grew up to be?

Read: pg. 199, **The Union.**

Activity: Use the space below to plan the Falling action and the conclusion of the Union story involving Casey and Paw-Paw. How long does Casey stay? How do they take care of each other? What does Casey do when she grows up? Use a diagram, an outline or a quick write format.

Character Based Literacy Program Write Ahead
Child of the Owl, Day 19

Name: _____
 Date: _____

Read: Pg. 200, Evaluating Stories.

Activity: Fill in the blanks for the following assessment rubric. Then use it to guide your writing as you produce a short story of your own or a spin-off from the novel for your final product.

_____ **Stimulating Ideas**
The Story...

_____ **Logical Organization**

_____ **Engaging Voice**

_____ **Original Word Choice**

_____ **Effective Sentence Style**

_____ **Correct, Accurate Copy**
