

Character Based Literacy Program **Write Ahead** **Cannery Row, Day 1**



Teach a Mini Lesson using *Write Ahead* page 191.

Student Activity: Teachers should instruct students to read page 191. Once completed, teachers should lead a discussion on writing effective stories. Students should generate the qualities of effective stories which the teacher will write on the board or overhead.

Once completed, teachers should introduce students to the following concepts (all can be found on pages 133-134):

- character
- conflict
- narrator
- point of view
 - first person
 - third person
- protagonist

Teachers should then direct students to pages 133-134 and have them write the definitions in their own words in their notebooks.

Character Based Literacy Program Write Ahead
Cannery Row, Day 2



Student Activity: Teachers should lead a discussion on the six story patterns identified on page 199 in *Write Ahead*.

Teachers should identify each of the following:

- the quest
- the discovery
- the rite of passage
- the choice
- the union
- the reversal

After the teacher's lecture on the story patterns presented on page 199, each student should write one example for each to be turned in to the teacher. Alternative option: Students can dictate examples to the instructor as s/he writes on an overhead or board.

Character Based Literacy Program Write Ahead
Cannery Row, Day 3



Student Activity: Review the lecture from yesterday, and check for understanding by having students complete the following:

Match the following story patterns with the correct description. Place the letter of the correct description on the line next to the trait.

1. the quest ____	a. The main character follows a trail of clues to discover an amazing secret. Mystery and suspense novels use this pattern
2.the discovery ____	b. A difficult experience changes the main character in a significant and lasting way. These stories are also called “coming of age” stories.
3. the rite of passage ____	c. Two people fall in love, but they are held apart by a number of obstacles. Their struggle to come together only causes their love to grow stronger. Sometimes they succeed, and sometimes they fail.
4. the choice ____	d. The main character goes on a journey into the unknown, overcomes a number of obstacles, and returns either victorious or wiser. Heroic myths follow this pattern, but so do many modern stories
5. the union ____	e. In this pattern, the main character follows one course of action until something causes him or her to think or act in a different way.
6. the reversal ____	f. The focus in this type of story is a decision the main character must make. Tension builds as the decision approaches.

Character Based Literacy Program Write Ahead
Cannery Row, Day 4



Teach a Mini Lesson using *Write Ahead* page 199.

Student Activity: Teachers should check to insure that students understand the story patterns discussed over the last two days. In today's exercise, students will need to discuss elements from the text.

Student Activity: Teachers should pair the students as s/he determines best. In their pairs, teachers should instruct students to discuss choices that characters make in the novel and give feedback on the accuracy of *the choice* story pattern. After the pairs have had time to meet, teachers should pick a few groups to come to the front to share what they have discussed.

Character Based Literacy Program Write Ahead
Cannery Row, Day 5



Teach a Mini Lesson using *Write Ahead* page 199.

Student Activity: Teachers should check to insure that students understand the story patterns discussed over the last three days, specifically, the pattern referred to as *the reversal*. In today's exercise, students will need their writing prompt for Week 1, day 4.

Student Activity: Teachers should pair the students as s/he determines best. In their dyads, teachers should instruct students to discuss the text and give feedback on the accuracy of *The Reversal* story pattern. After the dyads have had time to meet, teachers should pick a few groups to come to the front to share what they have discussed.

Character Based Literacy Program Write Ahead
Cannery Row, Day 6



Teach a Mini Lesson using *Write Ahead* pages 180-181.

Student Activity: Teachers should direct students to read page 180-181 in *Write Ahead*. After reading the two paragraphs, students should define *book review* and *literary analysis*.

Student Activity: After reading page 181, teachers should direct students to identify the components of a book review in his or her notebook.

Character Based Literacy Program **Write Ahead** *Cannery Row, Day 7*



Teach a Mini Lesson using *Write Ahead* page 183.

Student Activity: Teachers should direct students to their notebooks to insure understanding of the components of a book review. Re-teach if necessary.

Student Activity: After reviewing page 183 with the class, students should start a notebook section for writing a review of *Cannery Row*. Today, have each student label a section *Gathering Information*.

In this section, students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program **Write Ahead** **Cannery Row, Day 8**



Teach a Mini Lesson using *Write Ahead* page 184.

Student Activity: Teachers should direct students to read page 184 in *Write Ahead*. Afterwards, teachers should check student understanding of *revising and editing*.

Student Activity: Students should use the writing prompt from yesterday's (week 2, day 3) lesson plan for *Cannery Row* to practice the skill of revising. Have students get into pairs (assign partners if appropriate) and revise one of the writing prompts. NOTE: This is helpful if a student missed yesterday's class; teachers can partner them with someone with the assignment.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 9



Teach a Mini Lesson using *Write Ahead* page 185.

Student Activity: Teachers should check student understanding of *literary analysis*. Then have students review the ideas for a literary analysis on page 185 of *Write Ahead*.

Students should define and give examples in their notebooks of the following:

- Plot
- Characterization
- Setting
- Theme

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program *Write Ahead* *Cannery Row, Day 10*



Teach a Mini Lesson using *Write Ahead* page 185.

Student Activity:

Check for Understanding: Teachers should review with the students their definitions and examples from yesterday's suggestion (plot, characterization, setting, theme).

Student Activity: At this point, have each student identify the main character in the novel and one person, place, event or idea that has influenced the main character.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 11



Teach a Mini Lesson using *Write Ahead* page 185-187.

Student Activity:

- A. Teachers should review the ideas presented on page 185 and introduced last week to insure understanding among the students.
- B. Teachers should use page 186 to highlight for students the format for a literary analysis.
- C. Using "A Positive Influence" on page 186, teachers should direct students to pull out details and examples that explain the focus and how the closing reflects the importance of the relationship between the main character and a retired boxer. Teachers may want students to put this assignment in their notebooks or hand in on binder paper.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
***Cannery Row*, Day 12**



Teach a Mini Lesson using *Write Ahead* page 185-187.

Student Activity:

- A. Teachers should introduce the writing guidelines for a literary analysis. Today, teachers should teach the following:
 - choosing a topic
 - stating your focus
 - gathering details (Teachers can instruct students to use the supporting details they have been generating for the possible review.)
- B. Teachers should instruct students to review page 185 and determine a topic they would like to write on in analyzing *Cannery Row*.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 13



Continues from Week 3, Day 3

Teach a Mini Lesson using *Write Ahead* page 185-187.

Student Activity:

- A. Teachers should introduce the writing guidelines of a literary analysis. Today, teachers should teach the following:
 - choosing a topic
 - stating your focus
 - gathering details (Teachers can instruct students to use the supporting details they have been generating for the possible review.)
- B. Teachers should instruct students to read *stating your focus* and *working thesis statement*.
- C. Teachers should instruct students to develop a working thesis statement for their analysis of *Cannery Row*.

Student Activity: Students should generate details they might want to include in their reviews/literary analyses. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead

Cannery Row, Day 14



Teach a Mini Lesson using *Write Ahead* page 189.

Student Activity:

- A. Teachers should review pages 19-24 with the class. These pages identify the traits of effective writing and are used in the assessment rubric for evaluating subject writing.
- B. Then, each student should survey the assessment rubric on page 189.
- C. Teachers should then have students match the following:

Match the following traits with the correct description. Place the letter of the correct description on the line next to the trait.

1. logical organization ____	a. This includes a clear beginning, a strong middle part, and an effective ending.
2. original word choice ____	b. This is evaluated by how smoothly one idea flows to the next.
3. engaging voice ____	c. This refers to writing that displays a clear understanding of the topic and speaks with strong feelings and confidence.
4. correct, accurate copy ____	d. This area asks if the writing follows the basic rules of grammar, spelling, and punctuation.
5. effective sentence style ____	e. Answers the questions Does the writing contain specific nouns and vivid verbs? and Are unfamiliar terms clarified or explained?
6. stimulating ideas ____	f. Addresses the focus of the writing. Does the writing focus on an interesting topic? Does the writing inform and entertain the reader?

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 15



Teach a Mini Lesson using *Write Ahead* page 191.

Student Activity:

- A. Teachers should instruct students to read page 191 in the *Write Ahead* text.
- B. Teachers should check student understanding of main character and the idea that most short stories involve the main character doing something where a problem or conflict arises. As the story progresses, the main character attempts to solve the situation.
- C. Teachers should then direct students to write a paragraph on the conflict that faces Doc in *Cannery Row*.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead Cannery Row, Day 16



Teach a Mini Lesson using *Write Ahead* page 192-193.

Student Activity:

- A. Teachers should instruct students to read pages 192-193 in the *Write Ahead* text.
- B. Teachers should discuss the shape of stories with the students by outlining on the board or overhead the following terms:
 - a. Plot
 - i. exposition
 - ii. rising action
 - iii. climax
 - iv. falling action
 - v. resolution
- C. Students should complete the following chart in their notebooks:

<u>Part of the Story</u>	<u>Definition</u>	<u>Example</u> (should come from <i>Cannery Row</i> when possible)
<i>exposition</i>		
<i>rising action</i>		
<i>climax</i>		
<i>falling action</i>		
<i>resolution</i>		

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 17



Teach a Mini Lesson using *Write Ahead* page 192-193.

Student Activity:

- A. Teachers should lead a review of yesterday's lesson by asking students to share their completed charts. Teacher should have a chart like the one below on an overhead or on the board for students to fill out.

<u>Part of the Story</u>	<u>Definition</u>	<u>Example</u> (should come from <u>Cannery Row</u> when possible)
<i>exposition</i>		
<i>rising action</i>		
<i>climax</i>		
<i>falling action</i>		
<i>resolution</i>		

B. Teachers should instruct students to complete the following chart for the sample story "Ghosts in the House."

<i>Part of the Story</i>		
<i>exposition</i>	main character? setting?	conflict?
<i>rising action</i>	first action?	second action?
<i>climax</i>	Character confronts the problem.	What happens?
<i>falling action</i>	What does the main character do after the climax?	
<i>resolution</i>	ending?	

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 18



Teach a Mini Lesson using *Write Ahead* page 196.

Student Activity:

- A. Teachers should instruct student to read page 196 in the *Write Ahead* text.
- B. Teachers should lead a discussion regarding *pre-writing*.
- C. Optional: If teachers are going to have students write a short story at the end of this lesson, then have students in their notebooks complete the following:
 - i. Create a main character.
 - ii. Develop a conflict.
 - iii. Establish a setting.
 - iv. Consider the action.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 19



Teach a Mini Lesson using *Write Ahead* page 196-197.

Student Activity:

- A. Teachers should review page 196 in the *Write Ahead* text with the class.
- B. Teachers should lead a discussion regarding *writing* and have each student read page 197.
- C. Optional: If teachers are going to have students write a short story at the end of this lesson, then teachers should check yesterday's writing assignment to insure students are on track with the pre-writing.
 - a. Create a main character.
 - b. Develop a conflict.
 - c. Establish a setting.
 - d. Consider the action.
- D. Following that activity, teachers should instruct students to start their first draft.

Student Activity: Students should generate details they might want to include in their reviews. This exercise runs through most of the rest of the unit so students will be ready (if teachers choose) to write a review of *Cannery Row*.

Character Based Literacy Program Write Ahead
Cannery Row, Day 20



Teach a Mini Lesson using *Write Ahead* page 198 and 200.

Student Activity: If students are writing their own stories, teachers should instruct each student to read page 198, and then lead a discussion surrounding *revising* and *editing*. Then, teachers should instruct students to continue writing their stories. Teachers should use the rubric on page 200 as an assessment tool. If the teacher takes this suggestion, s/he should tell students to use the rubric in the writing process to determine if they are accomplishing the writing objectives.

Student Activity: If teachers choose to have students write a review of *Cannery Row*, they should review pages 181-189 in the *Write Ahead* text. Ask each student to write about *Cannery Row* using the details s/he gathered over the last few weeks and follow the assessment rubric on page 189.