

Character Based Literacy Program Write Ahead
Kindred, Day 1

Name: _____

Date: _____

Standards Focus W.2.1.4 Sensory Details

Teach a mini-Lesson using Write AHEAD pgs. 95-96 (Paragraph Writing) and pg. 106 (location).

Read: Pg. 106 (Words that can be used to show location)

Activity: Underline the location words in the following paragraph.

“I lost my arm on my last trip home. My left arm. And I lost about a year of my life and much of the comfort and security I had not valued until it was gone. When the police released Kevin, he came to the hospital and stayed with me so that I would know I hadn’t lost him too.”

Read: Pg. 95-96

Activity: Imagine you are Dana in the scene above. Describe the setting you envision. Use LOCATION words to aid your reading in visualizing the scene. Underline the location words.

Character Based Literacy Program Write Ahead
Kindred, Day 2

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD page 97 (topic sentence) and 106 (time).

Read: pg. 97, Topic Sentence

Activity: Fill in the blanks.

1. A topic _____ tells what a paragraph is going to be about.
2. A good _____ sentence names the topic and states your _____ about it.

Activity: Write a topic sentence for a paragraph about a time when someone tried to bully you.

Your sentence must both name the topic and state your opinion.

Read: Pg. 106, Words that can be used to show time.

Activity: In the following paragraph, underline the transition words or phrases that show time.

I ran quickly to the river, waded into the water fully clothed, and swam quickly to the child. He was unconscious by the time I reached him—a small red-haired boy floating, face down. I turned him over, got a good hold on him so that his head was above water and towed him in. There was a red-haired woman waiting for us on the shore now. Or rather, she was running back and forth crying on the shore. The moment she saw that I was wading, she ran out, took the boy from me and carried him the rest of the way, feeling and examining him as she did.

Character Based Literacy Program Write Ahead
Kindred, Day 3

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD page 97.

Read: Pg. 97, The Body

Activity: Fill in the blanks.

1. The sentences in the _____ give readers the information they need to understand the paragraph. We use _____ to make the information interesting.

2. Sentences may be organized in three ways:

Activity: Re-read the following paragraphs from today's reading of *Kindred*. Underline important details. Then decide whether Butler has organized these paragraphs chronologically, by order of location, or in order of importance.

"For a moment, I watched too. Then I woke up, pushed the boy aside, caught the unburned upper part of the draperies and pulled them down. As they fell, they smothered some of the flames within themselves, and they exposed a half opened window. I picked them up quickly and threw them out the window."

These paragraphs have been organized _____.

Character Based Literacy Program Write Ahead
Kindred, Day 4

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD page 97 (closing sentence) and 106 (compare, contrast).

Read: Pg. 97, The Closing Sentence

Activity: Have students write one sentence that summarizes the purpose of a closing sentence.

Read: pg. 106, Words that can be used to compare things, Words that can be used to contrast things.

Activity: Write a sentence in which you compare the following two items and another in which you contrast them. Be sure to use a word (or its derivative) from each word bank on pg, 106.

1. Dog, Cat

Compare: _____

Contrast: _____

2. School, Work

Compare: _____

Contrast: _____

3. Dana, Alice

Compare: _____

Contrast: _____

Character Based Literacy Program Write Ahead
Kindred, Day 5

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD page 98 (narrative paragraph).

Read: Pg. 98

Activity: Record the Five W's in the paragraph, "Looking Perfect." Use complete sentences.

1. Who:

2. What:

3. When:

4. Where:

5. Why:

Activity: Think about a time when you heard a song and it affected the way that you felt. Record the five W's below, using complete sentences.

1. Who:

2. What:

3. When:

4. Where:

5. Why:

Character Based Literacy Program Write Ahead
Kindred, Day 6

Name: _____

Date: _____

Teach a writing lesson using Write AHEAD, pg. 103.

Read: Pg. 103, Details in Paragraphs, Personal Details

Activity: Fill in the blanks.

1. Effective paragraphs require facts and _____ that support the topic sentence. Sometimes this information will come from your own _____ and memories. Other times, you will have to refer to books, _____, Web sites, and _____.
2. _____ details are the things that you can see, hear, smell and touch.
3. _____ details are things you remember from past experiences.
4. _____ details are things you think about or hope for.

Activity: Think about a particularly nasty place you have been (a stinky basement, a dirty kitchen, etc.). Use the space below to brainstorm sensory, memory and reflective details about that time. You may wish to make a list or create your own graphic organizer.

Character Based Literacy Program Write Ahead
Kindred, Day 7

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD, pg. 104 (Organizing Your Ideas: Chronological Order).

Read: Pg. 104, Chronological Order

Activity: Fill in the Blanks.

1. Use _____ order to organize your narrative paragraphs.
(Chronological means according to _____.) Use words like *first*,
_____, *next*, *then* and *finally* when arranging ideas according to time.

Activity: In six sentences, tell the story of your life. Use ordering words like *first* and *next* to tell your story chronologically. Use the space below.

Character Based Literacy Program Write Ahead
***Kindred*, Day 8**

Name: _____

Date: _____

Teach a writing lesson using Write AHEAD, pg. 104 (order of location) and 106 (conclude).

Read: Pg. 104, Order of Location

Activity: Fill in the blanks.

1. Most of the time, we organize _____ details by order of _____ so readers can easily follow along. A description may move from _____ to bottom, or left to _____, or inside to outside, etc. Words like *above*, _____, *next to* or *beside* aid the reader in moving from one part of the description to the next.

Activity: Re-read the description of a zoot suit that begins, "The total ensemble..." Then attempt to sketch it below.

Activity: Describe the cover of your book, *Kindred*, using order of location. Use words like above, below, to the left of, next to etc. to help your reader visualize your description.

Read: pg. 106, Words that can be used to conclude or summarize.

Activity: Add a concluding sentence to the description of the cover you just wrote.

Character Based Literacy Program Write Ahead Name: _____
Kindred, Day 9 Date: _____

Teach a writing Mini Lesson using Write AHEAD, pg. 149, Autobiographical Writing.

Read: Pg. 149

Activity: List three reasons why autobiographical writing (writing about yourself) can be the most satisfying. Next to each reason, record an event you might like to write about from this perspective.

Reason #1: _____

Event from my life:

Reason #2: _____

Event from my life:

Reason #3: _____

Event from my life:

Character Based Literacy Program Write Ahead
Kindred, Day 10

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, Pgs. 150-151,
Sample Personal Narrative.

Read: “When Basketball Became Less Important” pg. 150 – 151

Activity: Match the correct essay part with its corresponding introductory or concluding sentence.

- _____ 1. At one time, my whole life revolved around basketball.
- _____ 2. Immediately following the game, Jermaine complained about chest pains.
- _____ 3. I felt really bad, because I had persuaded him to play.
- _____ 4. I continue to play basketball, but it no longer runs my life.
- a. The closing explains the importance of the experience.
- b. The opening paragraph sets the scene.
- c. The middle part shares the details of the experience.
- d. The writer adds his own feelings.

Activity: Review the introductory paragraph of “When Basketball Became Less Important.” Then, think about a time when your life view changed. Write a paragraph that sets the scene for your own story.

Character Based Literacy Program Write Ahead
Kindred, Day 11

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD, pg. 152, Gathering Details.

Review: "When Basketball Became Less Important."

Read: Pg. 152

Activity: Place the following events from "When Basketball Became Less Important" in chronological order.

_____ Our Team was in the South Milwaukee Tournament.

_____ We won the last game after Jermaine showed up to watch.

_____ We won the first three games.

_____ He collapsed and was taken to the hospital.

_____ Then we faced St. Lucy's in a 3-game championship series.

_____ Jermaine complained of chest pains.

_____ We won the first game; Jermaine and I had good games.

_____ He played in the 2nd game, because I asked him to.

Activity: Think about an important place you have lived or visited. Make a list of important events that took place there. Then use the checklist below to edit your list.

- Omit any information that is not important.
- Move things that are not in the right order.
- Add important missing details.

Character Based Literacy Program Write Ahead
Kindred, Day 12

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD, pg. 153, Writing the first draft.

Read: Pg. 153

Activity: Orally, or in writing, contrast the two ways for beginning an autobiography.

Activity: Read each of the following narrative beginnings. Label each as either “In the Middle of the Action” or “Beginning” with background information.

1. “This was it. There was no turning back. As the well-greased wheels on the roller coaster pulled slowly up the track...”

2. “At one time, my whole life revolved around basketball...”

3. “I meant to write you in time for Easter, but it was not a good time for me and I did not want to burden you with any distressing news. So a whole year has gone by. The first thing I should tell you about is the road. The road finally reached the cassava fields about nine months ago and the Olinka, who love nothing more than a celebration, outdid themselves preparing a feast for the road builders who talked and laughed and cut their eyes at the Olinka women the whole day. In the evening, many were invited into the village itself and there was merrymaking far into the night.”

Activity: Think about a time when something happened to you that left you stunned. Write a possible introductory sentence. Will you begin with background information? Or In the middle of the action?

Read: Pg. 153-154, Revising, Editing, and Linking. (Students will practice these skills after writing their journal prompt (Lesson part #10))

Character Based Literacy Program Write Ahead
Kindred, Day 13

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, pg. 155-156, Sample Phase
 Autobiography: Fashionation

Read: Pg. 155, Sample Phase Autobiography

Activity: Re-write, or re-tell what you just read about sample phase autobiographies (try using the five W's if you get stuck).

Read: Pgs. 155-156, Fashionation

Activity: After reading the story and reviewing the margin notes, match each sentence with its corresponding margin note.

- _____ 1. When I was younger, I was notorious for my strange dress-up games.
- _____ 2. I also spent a lot of time playing Ginger, a character from the old "Gilligan's Island" show, which was one of my favorite re-runs when I was little.
- _____ 3. My days of make-believe sometimes included my sister Mary, who was my constant companion.
- _____ 4. Today, I wouldn't be caught dead looking like that.
- a. The writer highlights key details.
 b. In closing she reflects on this time in her life.
 c. The writer focuses on important features of the phase.
 d. The writer introduces her phase in the opening line.

Activity: Think about your life. List three possible phases you might choose to write about.

Character Based Literacy Program Write Ahead
Kindred, Day 14

Name: _____

Date: _____

Teach a Mini Lesson using Write AHEAD, pgs. 65-66 Revising Your Writing and Keys to Effective Revision.

Read: Pg. 65, Revising Your Writing

Activity: Answer the following review questions.

1. In the first paragraph, what has Nikki learned?

2. When you revise, what three areas of your first draft should you improve?

3. According to paragraph two, there are four things you can do to improve ideas, organization and voice. What are the four things?

Read: Pg. 66, Keys to Effective Revision and Special Revising Tips

Activity: Pretend you are Dana. Re-read the following “first draft” from today’s reading of *Kindred*. Pretend you are editing for voice. Use the *, method in order to begin the revision process. Remember, you want the dialect to sound like Dana.

“She had done the safe thing—had accepted slavery because she was afraid. She was the kind of woman who might have been called “mammy” in some other household. She was the kind of woman who would be held in contempt during the militant nineteen sixties. The house-nigger, the handkerchief-head, the female Uncle Tom—the frightened powerless woman who had already lost all she could stand to lose, and who knew as little about the freedom of the North as she knew about the hereafter.”

Character Based Literacy Program Write Ahead
Kindred, Day 15

Name: _____

Date: _____

Teach a Writing Mini Lesson using Write AHEAD, pgs. 67-68, Using a Basic Guide to Revising and A Link To The Traits: Revising for Ideas.

Read: Pg. 67 Using a Basic Guide to Revising

Activity: Match the directions with the correct bolded title.

- _____ 1. Read it straight through to get an overall feeling about your writing
 - _____ 2. Have you stated a focus, or thesis, in the beginning part and effectively supported it in the rest of your writing? If you can't find the focus, write one. If your thinking on your topic has changed, write a new focus statement.
 - _____ 3. Rewrite any parts that aren't as clear as you would like them to be. Cut ideas that don't relate to your focus, and add ideas if your readers need more information. Also reorder any parts that could be arranged more effectively.
 - _____ 4. Make sure that they effectively introduce and conclude your writing.
- a. Then, look at the big picture.
 - b. First, review your first draft.
 - c. Next, check specific parts.
 - d. Finally, evaluate your beginning and ending paragraphs.

Read: Pg. 68, A Link to the Traits: Revising for Ideas

Fill in the blanks from page 68. Revising for Ideas

Keep your writing focused.

Before _____

After _____

Include enough facts and details.

Before _____

After _____

Character Based Literacy Program Write Ahead
***Kindred*, Day 16**

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, pg. 69, Revising for Organization.

Read: Pg. 69, Revising for Organization

Activity: Match each step to its description below.

_____ 1. Check the Beginning.

_____ 2. Use linking words and phrases.

_____ 3. Check the ending.

- a. The first paragraph should communicate your focus and interest the reader.
- b. The final paragraph should sum up and draw connections.
- c. The middle paragraphs should support your focus and use linking words and phrases to connect sentences and paragraphs.

Activity: Write a five-sentence summary of today's reading of *Kindred*. Use linking words and phrases, like *first* and *next* to connect the sentences. Make sure you also "check the beginning" and "check the ending."

Character Based Literacy Program Write Ahead
***Kindred*, Day 17**

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, pg. 70, Revising for Voice.

Read: Pg. 70, Revising for Voice: Check your Purpose

Activity: Reread your journal entry from yesterday piercing. Check your purpose and revise your journal attempting to allow more of your personal voice and personality to come through.

Read: Pg. 70, Revising Your Voice: Check your energy and enthusiasm

Activity: Pretend you are Dana. Revise the paragraph below from *Kindred* in order to add energy and enthusiasm. HINT: Pay close attention to the last sentence. It could use some energy and enthusiasm, couldn't it?

"He wasn't in the room when I awoke. I lay still listening until I heard him opening and closing doors in the kitchen. And I heard him cursing. He had a slight accent I realized. Nothing really noticeable, but he did sound like Rufus and Tom Weylin, just a little."
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Character Based Literacy Program Write Ahead
Kindred, Day 18

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, Pg. 71.

Read: Pg. 71 Revising in Action, The Average Cost of a Hollywood Film

Activity: Review the paragraph that begins, “The average cost of a Hollywood Film runs...” Review the margin notes. According to the margin notes, there are four means of revising for content, organization and voice. Using the space below, turn each margin note into a one-word action statement. The first one has been done for you.

1. Cut
2. _____
3. _____
4. _____

Activity: Pick a writing you have done and like. Use the revising in action strategies to make it even better.

Character Based Literacy Program Write Ahead
Kindred, Day 19

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, pg. 72, Revising Checklist.

Read: Pg. 72, Revising Checklist. Notice that the words in color sum up what you've learned this week about revisions.

Activity: Re-write the sentences from this section under their proper heading

Example: Did I create a strong focus? Did I narrow the topic enough to cover it properly? Did I focus on an interesting part of my topic or on a certain feeling I have about it?

2. Did I use clear organization?

3. Did I use my natural voice?

4. Did I add necessary information?

5. Did I cut unnecessary information?

6. Did I rewrite unclear parts?

7. Did I reorder out of place ideas?

Character Based Literacy Program Write Ahead
Kindred, Day 20

Name: _____

Date: _____

Teach a writing Mini Lesson using Write AHEAD, pg. 157, Evaluating Autobiographical Writing: Assessment Rubric.

Read: Pg. 157, Evaluating Autobiographical Writing: Assessment Rubric. Take notice that the rubric criteria are connected to the revision strategies we have been studying.

Activity: Rewrite the criteria subheadings under their headings.

_____ STIMULATING IDEAS

The Writing

_____ LOGICAL ORGANIZATION

_____ ENGAGING VOICE

_____ ORIGINAL WORD CHOICE

____EFFECTIVE SENTENCE STYLE

____CORRECT, ACCURATE COPY

Activity: Reread your last essay, or trade with a neighbor. Grade it using the rubric and a scale of 1-5 (5 being “excellent,” 1 being “not at all”). Compare answers with class.