

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 1

Name: _____
Date: _____

Student Activity: After reviewing pages 83 and 84 in *Write Ahead*, have the students answer the following and then underline the part of the sentence discussed in the question in the example that precedes it.

1. The subject is the part of the sentence that _____ or
is _____.
a. Ralph was a good friend.
2. The predicate is the part of the sentence that _____ about the
subject.
a. I think Sue was having a second child.
3. There are two kinds of predicates: The _____ that includes the
verb along with words that modify the verb; and the _____ that
is the single word that says something about the subject – shows action or links it to the
rest of the sentence.
a. Ralph went to school in England.
b. Ralph and Piggy went to school in England.
4. The two main types of verbs are: _____ and _____ verbs.
5. When a sentence has more than one simple subject or predicate, it is said to have
_____ and _____.
a. Ralph and Jack talked on the island.
b. Piggy slept and ate on the beach.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 2

Name: _____

Date: _____

Student Activity: Read the example given for *stimulating ideas* on page 21 with the class. Then, *using* today's reading selection from *Lord of the Flies*, have the student identify a paragraph that shows the trait "stimulating ideas."

Student Activity: Using page 86 from *Write Ahead*, have the student answer the following:

1. A **sentence fragment** does not express a complete idea. It is missing one or more important parts. Correct the following:

a. Planes crashed and boys on the island.

b. His stenciled numbers on the curb.

2. A **run-on sentence** is two sentence without punctuation or without a connecting word (*and*, *but*, *or*). Correct the following:

a. Dogs poked their long snouts between my legs I was a young man at work.

3. A **comma splice** is an error made by joining two sentences with a comma instead of a conjunction, a period, or a semicolon. Correct the following:

a. Piggy wished he could go home, wants to see his aunt.

4. A **rambling sentence** happens when you put too many little sentences together with the word *and*. Correct the following:

a. Ralph wasn't sure about being chief but Piggy seemed confident in him and the little boys voted for him but Jack might have wanted to be chief but Ralph thought it would be okay because he wanted the boys to build a fire.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 3

Name: _____
Date: _____

Teach a Mini Lesson using *Write Ahead* pages 22 and 88

Student Activity: Read the example given for *Engaging Voice* on page 22 with the class. Then, using the reading selection from *Lord of the Flies*, have the students identify a paragraph that shows the trait "engaging voice."

Student Activity: Sentence Agreement. After reviewing page 88, sentence agreement, have the students correct the following sentences:

1. Unusual Word Order: When the subject is separated from the verb by words or phrases, check carefully to see that the subject agrees with the verb.
 - a. Piggy, along with the other boys, meet/meets for an assembly.
 - b. A group of the boys pile/piles wood for the fire.
 - c. Ralph and his friends is/are from England.
 - d. The plane crash/crashed on the island.
 - e. From the parking lot come/comes two loud screams.
 - f. Has/Have your parents returned from the hospital?
 - g. Has/Have your brother returned from the hospital?
2. Infinite Pronouns: Use a singular verb with the indefinite pronouns listed on page 88. Remember that some indefinite pronouns can be singular or plural. You must study the words that come between the subject and verb to decide.
 - a. Nobody like/likes to build a fire when it is 100 degrees.
 - b. All of the boys on the island was/were praying to get rescued.
 - c. Most of Eddie's friends live/lived in the same neighborhood.

Check for Understanding: Have the students write 4 sentences applying the rules learned in this lesson.

Character Based Literacy Program Write Ahead
***Lord of the Flies*, Day 4**

Name: _____
Date: _____

Teach a Mini Lesson using *Write Ahead* pages 22 and 89

Student Activity: Read the example given for *Original Word Choice* on page 22 with the class. Then, using the reading selection from *Lord of the Flies*, have the students identify a paragraph that shows the trait "original word choice."

Student Activity: Sentence Problems. After reviewing page 89, sentence problems, have the students correct the following sentences:

1. Wordy Sentences: Check for words that repeat what the writer has said, and re-write the sentence using the rule regarding wordy sentences.

- a. Ralph gathered wood for the fire so that they had a enough wood to build a big fire that a plane or a ship would see.

2. Pronoun-Antecedent Agreement: Make sure the pronouns in your sentences agree with their antecedents.

- a. The boys listened to Ralph and they/he decided to go along with his plan.
b. Piggy wanted to be talk but he/they didn't have the conch.
c. The student council members listened to the president, and then they/he or she asked questions.

Check for Understanding: Have the students write 6 sentences applying the rules learned in this lesson.

Character Based Literacy Program Write Ahead
***Lord of the Flies*, Day 5**

Name: _____
Date: _____

Teach a Mini Lesson using *Write Ahead* pages 23 and 91

Student Activity: Read the example given for *Correct, Accurate Copy* on page 23 with the class. Then, using any part of *Lord of the Flies*, have the students identify a paragraph that shows the trait "correct, accurate copy."

Student Activity: Combining Sentences. After reviewing page 91, combining sentences, have the students combine the following sentences:

1. Combine the following:

- a. Ralph wants to build a fire.
- b. He wants to make lots of smoke.
- c. He wants a ship to see the smoke and rescue them.

2. Combine the following:

- a. Sue wants to go to the dance.
- b. She also wants to go to the movies.
- c. She has to decide between the two.

Check for Understanding: Have the students write three short sentences that can be combined into one.

Writing Technique and Terms: From *Write Ahead*

Beginning p. 139

Closing p. 140

Identify both ideas in today's reading.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 6

Name: _____

Date: _____

Teach a Mini Lesson using Write Ahead page 100, Expository Paragraph.

Read: Pg. 100, Expository Paragraph.

Activity: Fill in the blanks. (Note: Understanding of this type of paragraph is essential as it will be the theme for the final assignment.)

1. In an _____ paragraph one communicates information. You can explain a subject, _____ directions, of _____ how to do something. Linking words like _____, _____, then, and _____ can be used to help your readers follow along.

Read: Pg. 100, "How to Put 'Twisties' in Your Hair"

Activity: Rewrite, using your own words, a topic sentence and a closing for the paragraph titled, "How to Put 'Twisties' in Your Hair."

New Topic Sentence:

_____.

New Closing Sentence:

_____.

Activity: After reviewing page 100 and further instruction on topic sentence, body, and closing sentence of the expository paragraph, have the students write a topic sentence on Responsibility and how it requires action.

Topic Sentence:

_____.

Closing Sentence:

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 7

Name: _____
Date: _____

Teach a Mini Lesson using Write Ahead pages 108-109 and 181-182, Sample Expository Essay.

Read: Pgs. 108-109.

Activity: Fill in the blanks. (Note: Understanding of this type of essay is essential as it will be the theme for the final assignment.)

1. In an expository essay, there is a _____, _____, and _____.
2. In an expository essay, all of the above three parts _____.
3. The middle of an expository essay _____ has more than one paragraph.
4. The ending summarizes the _____.

Activity: Complete the chart below based on the essay, "Becoming a Leader." Student product should look similar to the graphic at the bottom of page 109.

Becoming a Leader

Beginning

Middle

Ending

Read: Pgs. 181-182.

Activity: Write an outline for a book review of today's reading.

Today's Reading

Lord of the Flies is...

Middle First,

Then,

Finally,

Ending

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 8

Name: _____

Date: _____

Teach a Mini Lesson using Write Ahead pgs. 110 and 183, Writing Guidelines: Gathering Details.

Read: Pg. 110.

Activity: Fill in the blanks (Note: Understanding this type of essay is essential as it will be the theme for the final assignment.)

When developing an essay, the writer needs to gather details to determine his/her thesis and supporting information.

1. List all of your _____ about the topic.
2. _____ your list to determine how well you know your topic.
3. _____ additional information as needed.
4. When gathering details, look for _____, _____, _____ that will support or explain your topic.
5. Explain the following:
 - a. Facts:

b. Examples:

c. Quotations:

d. Forming a Thesis Statement: _____ + _____ =

Read: Pg. 183

Activity: Fill in the blanks and answer the questions using the space provided.

1. In reviewing a book, story, or play, you may wish to collect your _____ and feelings by free writing about it.
2. You might also list the main points about the _____, theme, and _____.
3. After you have made a list, what should you do next?

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 9

Name: _____
Date: _____

Teach a Mini Lesson Using Pg. 111, Organizing Details

Read: Pg. 111, Organizing Details.

Activity: Fill in the last row of details from the Line Diagram. Then fill in any examples from today's reading where characters said or did things to exhibit any of these traits.

Main Traits of Leaders

Confident, Earn Respect, Good Work Habits

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 10

Name: _____
Date: _____

Teach a Mini-Lesson Using Pg. 111, Writing the First Draft

Read: Pg. 111, Writing the First Draft.

Activity: Describe below what to do in each of the three parts of the essay - beginning, middle, and end. Use your own words.

Beginning:

Middle:

Ending:

Activity: Write a first draft, beginning paragraph, on the topic of whether or not Ralph is a good leader.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 11

Name: _____
Date: _____

Teach a Mini-lesson using Write Ahead Pg. 112 and 185.

Read: Pg. 112, Writing About a Person.

Activity: Describe each of the following steps for writing about a person. Use your own words.

Observe:

Investigate:

Remember:

Compare:

Activity: Plan to write about Ralph by recording information about him below using the Observe, Investigate, Remember, Compare method.

Observe:

Investigate:

Remember:

Compare:

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 12

Name: _____

Date: _____

Teach a Mini-lesson using Write Ahead pgs. 112 and 185, Writing about Place and Setting.

Read: Pg. 112, Writing about a Place.

Activity: Describe each of the following steps for writing about a place. Use your own words.

Observe:

Remember:

Analyze:

Compare:

Activity: Plan to write about the setting of the novel by recording information about it below using the Observe, Remember, Analyze, Compare method. Use the text of book and any other sources your teacher provides.

Observe:

Remember:

Analyze:

Compare:

Read: Pg. 185, Setting

Activity: Answer the following question:

1. How does the setting help you to understand the plot of *Lord of the Flies*?

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 13

Name: _____

Date: _____

Teach a Mini-lesson using Write Ahead pg. 112 and 185, Definition and Theme.

Read: Pg. 112, Writing About a Definition.

Activity: Use the described method to define a "Leader." You may wish to refer back to pgs. 110 and 111 as well as the mini-lessons for days 3 and 4.

Term: Leader

Class1:

Class2:

Class3:

Characteristics1:

Characteristics2:

Characteristics3:

Read: Pg. 185, Theme.

Activity: Knowing that theme refers to the messages about life conveyed through a work of fiction such as *Lord of the Flies*, answer the following opinion questions as they apply to the book *Lord of the Flies*.

1. What theme of life message do you find in *Oresteia*?

2. The novel, *Lord of the Flies*, shows what it means to experience..._____

3. This piece of literature has so far shown me:

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 14

Name: _____
Date: _____

Teach a mini-lesson using Write Ahead pg. 113, Writing About an Object.

Read: pg. 113, Writing About an Object.

Activity: Describe each of the following steps for writing about an object. Use your own words.

Observe:

Research:

Define:

Activity: Plan to write about the trouble the boys might face below using the Observe, Research, Define method.

Observe:

Research:

Define:

Term: _____

Class: _____

Characteristic: _____

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 15

Name: _____
Date: _____

Teach a mini-lesson using Write Ahead, pg. 113, Writing About an Event.

Read: Pg. 113, Writing About an Event.

Activity: Describe each of the following steps for writing about an event. Use your own words.

Observe:

Remember:

List:

Activity: Choose an important even from today's reading and plan to write about the event by recording information using the Observe, Remember, List method.

Observe:

Remember:

List

Who?

What?

When?

Where?

Why?

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 16

Name: _____

Date: _____

Teach a mini-lesson using Write Ahead, pg. 113, Writing an Explanation.

Activity: Have students explain the feast with Jack's tribe using the suggested model.
Observe: How will you write this so others can understand? Ask: Talk to a partner or a group on why you think Simon was attacked? Research: Go back in book and read what led to boys to become savages.

The Feast

Observe: _____

Ask: _____

Research: _____

Read: Pg. 186, Sample Literary Analysis: A Positive Influence.

Activity: Choose and record the sentence in the essay "The Contender" that best represents the beginning, the middle, and the end of the essay.

Beginning:

Middle:

End:

Activity: Write a solid beginning sentence that you might use in an analysis of Piggy.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 17

Name: _____
Date: _____

Teach a mini-lesson using Write Ahead, pg. 114, Developing Two-Part Essays.

Read: Pg. 114, Developing Two-Part Essays.

Activity: List the three types of two-part expository essays.

1. _____
2. _____
3. _____

Activity: In terms of the novel, *Lord of the Flies*, write a possible starter sentence for each type of two-part essay. Use the starter ideas at the bottom of page 114 to help you along. HINT: Your upcoming final essay for the play will be a two-part essay.

Problem and Solution:

Cause and Effect:

Comparison and Contrast:

Before and After:

Activity: Choose one of your starter sentences and write freely about each part, filling up the space provided.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 18

Name: _____
Date: _____

Teach a mini-lesson using Write Ahead pg. 115, Using Graphic Organizers.

Read: pg. 115, Using Graphic Organizers.

Activity: Very soon, you will be asked to write an expository essay discussing if and/or how Jack should be punished. While there are many ways to approach this essay, you should think about which type of two-part essay might best suit you. Problem/Solution? Cause/Effect? Comparison/Contrast? Before/After?

Using the rest of this page and the back, choose a graphic organizer from page 115, and begin to organize information for your final two-part essay.

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 19

Name: _____
Date: _____

Teach a mini-lesson using Write Ahead, pg. 116 and 184, Evaluating Expository Essays, Revising, and Editing.

Read: Pg. 116, Evaluating Expository Essays: Assessment Rubric.

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 “A Positive Influence” on pg. 186. Grade it using the rubric and a scale of 1-5, five being “excellent” and one being “not at all.”

Read: Pg. 184, Revising: Improving your writing, and Editing: Checking your writing.

Activity: Use the Revising checklist on “A Positive Influence,” pg. 186.

- ☐ Did I introduce the book and author in the opening paragraph?
- ☐ Did I highlight the book’s key features in the middle paragraphs?
- ☐ Did I explain the book’s value in the closing paragraph?
- ☐ Does my review help readers decide if they should read the book?

Character Based Literacy Program Write Ahead
Lord of the Flies, Day 20

Name: _____
Date: _____

Teach a mini-lesson using Write Ahead, pg. 116.

Read: Review Pg. 116, Assessment Rubric.

Activity: Knowing that you are going to be writing an expository essay on the topic of Responsibility, and that it will be evaluated using this rubric, review all of your Bridge to a Language Building Activities. Create a “cheat sheet” by including any of the information in the space provided below that might help you in planning and writing your essay.