

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 1

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 136

Read: pg. 136 Writing Techniques

Activity: After completing the reading, define the following terms.

1. Exaggeration:

2. Allusion:

3. Antithesis:

4. Colloquialism:

5. Dramatic Monologue:

6. Anecdote:

7. Why is it good to use these techniques in your writing?

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 2

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 137

Read: pg. 137 Writing Techniques

Activity: Fill in the blanks using the following word list.

Word List:

• flashback • paradox • metaphor • hyperbole • irony

1. A _____ is a technique in which a writer interrupts a story to go back and explain an earlier event.
2. _____ is a technique that uses a word or phrase to mean the opposite of its normal meaning.
3. A figure or speech that compares two things without using the word *like* or *as* is called a _____.
4. A _____ is a statement that is contrary to common sense yet may, in fact, be true.
5. An extreme exaggeration or overstatement that a writer uses for emphasis is called a _____.

Activity: Give examples of the following writing techniques:

1. Parallelism: _____

2. Local color: _____

3. Foreshadowing: _____

4. Overstatement: _____

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 3

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 139

Read: pg. 139 Writing Terms

Activity: Match e

ach writing term to its correct definition by drawing a line from each term to its definition.

Argumentation
Audience
Balance
Beginning
Central Idea
Body
Cliché
Arrangement
Brainstorming

The order in which details are organized in a piece of writing. Also known as organization.
Writing or speaking that uses reason and logic to prove a point or support an opinion.
The main idea or point in a piece of writing, usually stated in a thesis statement or topic sentence.
The people who read or hear what has been written.
A phrase or sentence that has been overused.
Collecting ideas by talking freely about all possibilities.
The first or opening part in a piece of writing. In a paragraph, the beginning is the topic sentence.
Arranging words and phrases in a similar way to give them equal importance. Balance gives writing a pleasing flow or rhythm.

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 4

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 140

Read: pg. 140 Writing Terms

Activity: After completing the reading, define the following terms.

1. Closing:

2. Coherence:

3. Dialogue:

4. Essay:

5. Figurative Language:

6. Generalization:

7. Focus:

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 5

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 141

Read: pg. 141 Writing Terms

Activity: Match the terms to the correct definition by drawing a line from each term to its definition.

Grammar
Idiom
Issue
Jargon
Limiting the Subject
Literal
Logic
Narrative Writing

The science of reasoning. Logic uses reasons, facts, and examples to prove or support a point.
The structure of language. The rules and guidelines that you follow in order to speak and write acceptably.
Words used in a special way that may be different from their literal meaning.
The technical language of a certain group, occupation, or field.
Taking a general subject and narrowing it down to a specific topic.
The actual or dictionary meaning of a word. Language that means exactly what it appears to mean.
A topic that people have different opinions about.
Writing that tells about an event or a story.

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 6

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 142

Read: pg. 142 Writing Terms

Activity: Answer the following questions that relate to today's reading.

1. Why should you make **revisions** to your work?

2. Give some examples for the **purpose** for writing?

3. Does every author have their own **style**?

4. What is the difference between a **poem** and **prose**?

5. What kind of **structure** do you use in your writing?

6. What is the difference between **subjective** and **objective** writing?

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 7

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 143

Read: pg. 143 Writing Terms

Activity: After completing the reading, answer the following questions using writing terms.

1. Give examples of possible **themes** for your writing:

2. What is a **thesis statement**? Where would you find a **thesis statement** in an essay?

3. What are some examples of **transition words**?

4. What is the difference between a **topic** and a **topic sentence**?

5. Give examples of a **trite** expression:

6. Is **unity** important to writing? Why or why not?

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 8

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 191

Read: pg. 191 Writing Stories

Activity: After completing the reading, answer the following questions using terms from the reading.

1. What makes a story effective?

2. Can you give some examples of effective stories?

3. Where do good stories come from?

4. Why is a conflict important to a good story?

5. How might you go about understanding a basic story structure?

6. Based on these initial tips for a good story, what would you write about?

Character Based Literacy Program Write Ahead
***Of Mice and Men*, Day 9**

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 192-193

Read: pg. 192-193 The Shape of Stories

Activity: After completing the reading, define the following terms.

1. Plot:

2. Exposition:

3. Rising Action:

4. Climax:

5. Falling Action:

6. Resolution:

Activity: Answer the following question.

1. What is the plot of *Of Mice and Men*? Who are the main characters of the novel?

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 10

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 194-195

Read: pg. 194-195 Sample Story

Activity: Read the story and answer questions about its parts.

1. How does the author use exposition in this story?

2. What effect does the dialogue have on this story?

3. What is the rising action in the story?

4. Describe the climax of the story.

5. What is the falling action?

6. How does the author conclude the story? Is there a resolution?

7. Is this an effective story? Why or why not?

Character Based Literacy Program Write Ahead
***Of Mice and Men*, Day 11**

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 196

Read: pg. 196 Writing Guidelines, Prewriting

Activity: After completing the reading, answer the following questions about prewriting.

1. Why is it important to start with prewriting?

2. What is the first step in creating a story?

3. Imagine that you are starting to prewrite a story. Think of who you would want your main character to be. What are some of the traits that your main character would have?

4. Why should you come up with a conflict for your story? What is an example of a good conflict?

5. What role does the setting play in a story?

6. How does John Steinbeck use the setting in his novel? How does the setting of *Of Mice and Men* contribute to the story?

Activity: Use the steps of prewriting to begin to write a story of your own.

• Main character:

• Setting:

• Conflict:

• Possible Action:

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 12

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 197

Read: pg. 197 Writing Guidelines, Writing

Activity: Using the steps outlined, start to construct your own story.

1. Name the setting and main characters of your story:

2. Start your story using one of the three examples of exposition provided:

3. Identify the conflict of your story:

4. Include some of the actions that your characters will be involved in leading up to the climax:

5. Describe the climax of your story:

6. How would you resolve and conclude your story?

Activity: Using the information you have created for your story, write a first draft of your short story.

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 13

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 198

Read: pg. 198 Writing Guidelines, Revising and Editing

Activity: Complete the revision checklist for the first draft of your short story.

Ask yourself the following questions when you review your story:

- ___ Do the characters talk and act like real people?
- ___ Does the conflict really test the main character?
- ___ Do all the actions build towards the climax?
- ___ Did I show rather than tell most of the time?
- ___ Does my story contain any holes or confusing parts?

Activity: Answer the following questions about Editing and Revising

1. Why do you need to revise and edit your writing?

2. What is the difference between editing and revising?

3. Why is it important to check for grammatical and punctuation errors in your writing?

Character Based Literacy Program Write Ahead
***Of Mice and Men*, Day 14**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 199

Read: pg. 199 Story Patterns

Activity: Answer the following questions about story patterns.

1. What story pattern does *Of Mice and Men* follow? Does it follow more than one?

2. What story pattern would you choose for your story? Why?

3. Give an example of “The Discovery” story pattern.

4. Give an example of the “The Choice” story pattern.

5. Why might it be a good idea to use one of these story patterns?

6. Can you think of any story patterns that aren’t included in this list?

Character Based Literacy Program Write Ahead
Of Mice and Men, Day 15

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 200

Read: pg. 200 Evaluating Stories

Activity: Examine the Assessment Rubric and use this rubric to assess your own writing.

Based on the Assessment Rubric, are there any things that you need to change in your writing? If so, what are they?

What do you think is the most important part of the Assessment Rubric?

Do you think that you have created an effective story based on the criteria of the rubric?

What are the stimulating elements that must be included in your story?

- _____
- _____
- _____