

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 1

Name: _____

Date: _____

8. Bridge to a language building activity

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
I Heard the Owl Call My Name, Day 2

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* pages 160-161.

Read: Pgs. 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 from 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
I Heard the Owl Call My Name, 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.

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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 your integrity (or that of someone you know) was tested. 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.

End. Explain the importance of the story.

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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 Name: _____
I Heard the Owl Call My Name, Day 6 Date: _____

Teach a mini-lesson using *Write Ahead* pages 165-166.

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
I Heard the Owl Call My Name, 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 *I Heard The Owl Call My Name*.

Newsworthy Topic	The Facts	Beginning, Middle, and End of the Story

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 8

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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.

1. _____
2. _____
3. _____

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

4. _____
5. _____
6. _____
7. _____
8. _____

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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 ***I Heard The Owl Call My Name*** reading.

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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 the RCMP Agent about today's reading if you were a reporter for the Kingcome Times. 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
I Heard the Owl Call My Name, Day 11

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* pages 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 Mark gets his new vicarage by introducing the following:

1. The Main Character:

2. The Conflict:

3. The Setting:

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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 climax of a story about the hamatsa - a cannibal spirit that lives beyond the village of Kingcome.

Rising action event number one:

Rising action event number two:

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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. Copy the sentence you believe to be the most climactic. Explain your choice.

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, 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 *I Heard The Owl Call My Name* as if today's reading were the end of the book by answering the following questions:

1. What did Ellie learn from her experiences at home?

2. What did Ellie learn from her experiences at the boarding school?

3. How did she find happiness in the years that followed?

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 15

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* page 199.

Read: Pg. 199, Rite of Passage.

Activity: Do you think the story of the hamatsa could qualify as a rite of passage story? Why or why not?

What do you think Peter learned from dancing the hamatsa as a boy? How did the dance transform him?

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 16

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* page 199.

Read: Pg. 199, Choice.

Activity: Imagine Keetah is having an argument in her head. She is trying to decide whether she should stay with Gordon in the white world or return to her village. What sort of things might Keetah 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
I Heard the Owl Call My Name, Day 17

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 *I Heard The Owl Call My Name* can be characterized as a quest type of story pattern? Why or why not?

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 18

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* page 199.

Read: Pg. 199, The Discovery.

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

Activity: Imagine you are Mark, following the bishop at a distance. You hear a little of what is said between the bishop and Marta, and a little bit more of what is said between the bishop and Peter. Finally, you catch a bit of what the bishop is saying as he prays alone in the church. But things do not become clear to you until you put the three clues together with what the bishop says to you at the float, before he boards the plane. List the three clues, or suggestive statements you might include to tell this story. (You will tell this story later today.)

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 19

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* page 199.

Read: Pg. 199, The Reversal.

Activity: Imagine how you might reverse or change the ending you have come to expect as you read this book. Plan that story below. Use a diagram, an outline or a quick write format.

Character Based Literacy Program Write Ahead
I Heard the Owl Call My Name, Day 20

Name: _____

Date: _____

Teach a mini-lesson using *Write Ahead* page 200.

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
