

Character Based Literacy Program Write Ahead
The Pigman, Day 1

Name: _____

Date: _____

Teach a Mini Lesson using Write Ahead page 100 Expository Paragraph

Read: Pg. 100, Expository Paragraph

Activity: Fill in the blanks. (Note: The student 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
The Pigman, Day 2

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 on 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

The Pigman is...

Middle First,

Then,

Finally,

Ending

Character Based Literacy Program Write Ahead
The Pigman, Day 3

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?

Activity: Collect your thoughts and feelings by free writing about the scene where John makes the statement that he is handsome and has fabulous eyes....

Character Based Literacy Program Write Ahead
The Pigman, Day 4

Name: _____

Date: _____

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 Name: _____
The Pigman, Day 5 Date: _____

Date: _____

Read: Writing the First Draft

Read: 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 John is a good leader.

Character Based Literacy Program Write Ahead
The Pigman, Day 6

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 Norton by recording information about him below using the Observe, Investigate, Remember, Compare method.

Observe:

Investigate:

Remember:

Compare:

Read: Pg. 185, Ideas for a Literary Analysis: Characterization

Activity: Fill in the blanks about the play, *Julius Caesar*. You may review your Shakespeare. Make easy cartoons if you wish.

In *The Pigman*, John changes from _____ to _____ by the end of story. _____ influences John in the book. John's character is believable when he _____. _____ is the most revealing trait John possesses. John relies on _____ for guidance.

Character Based Literacy Program Write Ahead
The Pigman, Day 7

Name: _____

Date: _____

Teach a Mini-lesson using Write Ahead pg. 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:

Per text at Amazon.com, Pignati is the correct spelling.

Activity: Plan to write about Mr. Pignati's home by recording information about it below using the Observe, Remember, Analyze, Compare method. Use the text of the 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 *The Pigman*?

Character Based Literacy Program Write Ahead
The Pigman, Day 8

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 *The Pigman*, answer the following opinion questions as they apply to the the book *The Pigman*.

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

2. The book *The Pigman* shows what it means to experience...

3. In *The Pigman*, Zindel makes the following point about life during teen years:

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

Character Based Literacy Program Write Ahead
The Pigman, Day 9

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 John and Lorraine can and will get into below using the Observe, Research, Define method.

Observe:

Research:

Define:

Term:

Class:

Characteristic:

Character Based Literacy Program Write Ahead
The Pigman, Day 10

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: After re-reviewing today's scene leading up to Mr. Pignati's heart attack, 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
The Pigman, Day 11

Name: _____

Date: _____

Teach a mini-lesson using Write Ahead, **pg. 113**, Writing an Explanation, and 186.

Activity: Have students explain Mr. Pignati's fate 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 Mr. Pignati had a heart attack. Research: Go back in book and read what part Mr. Pignati had or didn't have in his having a heart attack.

Mr. Pignati's Fate

Observe:

Ask:

Research:

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

Activity: Choose and record the sentence in the essay on *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 John.
HINT: Consider the themes you reflected on during day 8.

Character Based Literacy Program Write Ahead
The Pigman, Day 12

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 book, *The Pigman* 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
The Pigman, Day 13

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 who you believe is telling the truth about Mr. Pignati's death, John or Lorraine. 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? Or 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
The Pigman, Day 14

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
The Pigman, Day 15

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.