

Character Based Literacy Program Write Ahead

The Good Earth, Introduction

The Write Ahead lessons for this novel are broken into three distinct sections.

- Writing skills for an Expository Essay;
- Study Skills;
- Speaking Skills to prepare students for final oral product.

For your preparation additional resources are needed on the following days:

Day 13:

Students will be writing step-by-step instructions on:

“How to Make a Peanut Butter and Jelly Sandwich”

If it is appropriate for your setting you may want to bring Peanut Butter, Jelly, and Bread and have students follow their instructions and make a sandwich.

Be sure to get administrator approval and be check for any peanut allergies in your class.

Day 14:

Students will practice taking notes on reading.

You will need to provide an article, or text book selection that is applicable to your students to have them practice this skill.

Day 15:

The Sneetches by Dr. Seuss will be used in today's lesson.

Day 16-20

Students are going to begin to practice speaking skills for their final product. The lessons are going to be geared to help students organize their speech. There will also be an opportunity daily (extend activity) for students to practice their speaking and listening skills.

Day 21-27

Students will begin to present their speeches in class. A rubric has been provided at the end of The Good Earth lesson plans and at the end of the Write Ahead file.

Character Based Literacy Program Write Ahead
The Good Earth, Day 1

Name: _____

Date: _____

Read: Write Ahead pg. 107

Activity: Fill in the blanks

- When you explain or _____ in a longer piece of writing you are writing an _____ essay.
- Expository writing is sometimes called _____.
- To write an effective expository essay, you must learn as much as you can about your _____, then share this knowledge with your _____ as _____ and _____ as you can.

Read: Becoming a Leader pg. 108

Activity: Look at the introductory sentence and the concluding sentence. Re-write them in your own words.

Introduction:

Conclusion:

Activity: Think about today's reading on pages 1-14 of The Good Earth.

- Write an expository thesis sentence about today's reading.
- Write a concluding sentence supporting your topic sentence. This can be in the form of a quote or data that will support your thesis.

Introduction:

Conclusion:

Pretend you are Wang Lung. Write one sentence explaining why it is important for Wang Lung to light incense for the Earth God at the temple.

Character Based Literacy Program Write Ahead
The Good Earth, Day 2

Name: _____

Date: _____

Read: Write Ahead pg. 110; Choosing a Topic

Activity: Use "Writing Techniques and Terms" pg. 139-143 to define the following terms.

- Audience: _____
- Purpose: _____
- Brainstorm: _____
- Pre-write: _____

Topics for an Expository Essay should be specific. Using the following list of general topics create a specific topic you could write on. The first two have been done for you.

General Topic	Specific Topic
Dogs	Types and uses of working dogs
World War II	Role of women in World War II
Goal Setting	Way to set personal fitness goals

Using one of the topics above write a thesis statement for that topic:

Character Based Literacy Program Write Ahead
The Good Earth, Day 3

Name: _____

Date: _____

Read: Write Ahead pg. 110; Choosing a Topic & Gathering Details

Activity: Prior to writing your sentence, paragraph, or essay it is important to know the audience you are writing to. Are you writing a letter, is it a class assignment, a job application etc.

Using two topics from yesterday's lesson fill in the following chart to help define your audience. An example has been done for you.

	What Your Audience Knows	What You Want Your Audience to Learn
Topic: Types and uses of working dogs. Audience: Social Studies Class Purpose: Class Report	• Large breed dogs are used for work dogs. • Dogs can be used for many purposes	• Small breeds; can be used to "hear" for deaf people. • Mutts; can be used to sense seizers in people.
Topic: Audience: Purpose:		
Topic: Audience: Purpose:		

Character Based Literacy Program Write Ahead
The Good Earth, Day 4

Name: _____

Date: _____

Read: Write Ahead pg. 110 Gathering Details

Activity: Fill in the blanks

- List all of your _____ about a _____.
- Review your list to determine how well you _____ your _____
- Collect additional information as needed. Look for _____,
 _____, and _____ that will support or explain your topic.

Define the following terms:

- Facts: _____
- Examples: _____

- Quotations: _____

- Thesis statement: _____

Forming a thesis statement:

- A specific topic** *(There are various types and uses of working dogs)*
- +** **A main feeling about it, or part you want to emphasize**
 (dogs make a difference in people's lives)
- =** **An effective thesis statement**

Various types and uses of working dogs make a difference in people's lives.

Using the following two topics, create a thesis statement for each:

Health: _____

Pollution: _____

Character Based Literacy Program Write Ahead
The Good Earth, Day 5

Name: _____

Date: _____

Topic: Revise Your Thesis Statement

Activity: Review the following pairs of thesis statements;
Put a check next to the one you feel is a more effective statement;
Defend your choice on the line below.

1. Flamingos get their color from the foods they eat. _____

Birds can make good pets, unless they are not cared for properly. __

2. Flags are national symbols. _____

Cooking your meals at home can help save money. _____

3. Websites can be designed by anyone. _____

Computers are easy to use. _____

Character Based Literacy Program Write Ahead
The Good Earth, Day 6

Name: _____

Date: _____

Read: Write Ahead pg. 111 “Organize the Details” and pg. 52-55.

Activity: Use the information on pg. 52-53 to complete today’s assignment.
 Some graphic organizers can be more effective organizing a paper than others.
 Choose three graphic organizers listed on pg. 52-53 then fill out the following chart.
 An example has been done for you.

Type of Graphic Organizer	How it can be used	Example
Venn Diagram	To collect details for two subjects you are comparing	I have to compare a novel to a movie for English class.

Character Based Literacy Program Write Ahead
The Good Earth, Day 7

Name: _____

Date: _____

Read: Write Ahead "Writing Your First Draft" pg. 111.

Activity: Define the following terms and then answer the following questions.

- Concluding sentence: _____
- Expository writing: _____
- Main idea: _____
- Supporting details: _____
- Thesis statement: _____
- Topic sentence: _____

What is the difference between a thesis statement and a topic sentence? _____

The beginning paragraph should contain which of the following?

- a. General comments, a quote, or factual statement;
- b. Hook to get readers interested;
- c. Thesis statement;
- d. Supporting details.

What is the purpose of the middle paragraph(s)? _____

True or False: An effective writing strategy is: Tell the reader what you are going to say (introduction), say it, give details (body), tell the reader what you said (conclusion).
 Defend your answer

Character Based Literacy Program Write Ahead

The Good Earth, Day 8

Name: _____

Date: _____

Read: Write Ahead pg. 112, Write About a Person

Activity: Define the following terms:

- Observe_____
- Investigate_____
- Remember_____
- Compare_____

Choose one character from The Good Earth that you have read about so far.

- What technique will you use to gather details? _____
- Can that character be compared to someone else in the novel? Who? _____
- Using one of the graphic organizers on page 52-53 brainstorm your paragraph on the back of this sheet.
- Based on what you know about that character write a paragraph describing them.

[illegible]

Character Based Literacy Program Write Ahead

The Good Earth, Day 9

Name: _____

Date: _____

Read: Write Ahead pg. 112, Write About a Place

Activity: Define the following terms:

- Observe_____
- Remember_____
- Analyze_____
- Compare_____

Choose one place you know well.

- What technique will you use to gather details? _____
- Can that place be compared to someplace else? Where? _____
- Using one of the graphic organizers on page 52-53 brainstorm your paragraph on the back of this sheet.
- Based on what you know about the place write a paragraph describing it give as many details you can.

[illegible]

Character Based Literacy Program Write Ahead
The Good Earth, Day 10

Name: _____

Date: _____

Read: Write Ahead pg. 112, Write About a Definition

Activity: Fill in the blanks

Put the term you are defining into a _____ or _____
 _____ of similar objects or idea's. Then list the special characteristics that make this
 object _____ from other objects in that class.

Using the following list of terms, place them into categories you can use for writing a
 definition. Use your prior knowledge and a dictionary if needed.

Term	Class	Characteristic
A bird	Member of the aves, warm blooded animals	
Soccer	Team sport	Competitive sport; points are scored by kicking a ball into a net.
Trees		
The Pacific Ocean		
Earthquakes		
Dogs		
Pencils		
Babies		

Pick two terms from the list above. Write a definition you could use in an expository
 essay.

Character Based Literacy Program Write Ahead
The Good Earth, Day 11

Name: _____

Date: _____

Read: Write Ahead pg. 113, Write About a Object

Activity: Define the following terms.
 Write why each term is important to your writing.

- Observe _____
- Research _____
- Define _____
- Look around your class.
- Pick one object or you can choose an object from the list below.
- Use the above listed steps to observe, research, or define your object.
- Write a paragraph to describe your object with as much detail as possible. Use facts, quotes, and data if appropriate to support your description.

Object List:

Clock	Computer	TV	Radio	Water Bottle
Door	Board	Desk	Chair	Books
Art	Maps	Globe	Pictures	Bags/backpacks

Character Based Literacy Program Write Ahead
The Good Earth, Day 12

Name: _____

Date: _____

Read: Write Ahead pg. 113, Write About an Event

Activity: Define the following terms based on today's reading.

- Observe _____
- Remember _____
- List _____

Think of one memorable event from your life

- Use the above listed steps to observe, remember, and list your event.
- Write a paragraph to describe your event with as much detail as possible. Use facts, quotes, and data if appropriate to support your description.

Event List:

First job

First day of school

First time riding a bike

Birthday

Birth of a niece/nephew

First dance

Moving

Saying you're sorry

First goal in soccer, hit in baseball etc.

Character Based Literacy Program Write Ahead

The Good Earth, Day 13

Name: _____

Date: _____

Read: Write Ahead pg. 113, Write About an Explanation

Activity: Fill in the blank

When writing an explanation you should_____.

Define the following terms based on today's reading

- Observe_____
- Ask_____
- Research_____

Using the techniques you learned today.

Write the directions for making a Peanut Butter and Jelly Sandwich.

Pretend the reader has never had a Peanut Butter and Jelly Sandwich so be as specific and detailed as possible.

Give the reader step-by-step instructions.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Character Based Literacy Program Write Ahead
The Good Earth, Day 14

Name: _____

Date: _____

Read: Write Ahead, pg. 313-314 & pg. 316 Classroom Skills

Activity: Fill in the blank
Taking notes helps you _____.
Taking notes helps you _____.
Taking notes helps you _____.

Looking at the notes on "The Heart" pg 314 how do you think this sample note page can help you in class? _____.

Teacher Note: Today you will need to provide an article or section of a text book for students to practice taking notes. This can be from any subject so it fits your class's needs.

Using the note taking format on page 313-314 and the article provided by your teacher take notes on the page.

You can use pg. 316 as a reference when taking notes for any other class or subject. Use attached note taking sheet to help guide you.

Title _____

Date _____

Page _____

Characteristics:

Draw Picture if appropriate:

Comparisons:

Character Based Literacy Program Write Ahead
The Good Earth, Day 15

Name: _____

Date: _____

Read: Write Ahead pg. 320 Listening
The Sneetches by Dr. Seuss

Activity: Answer the following questions

- What is the difference between listening and hearing? _____

- How do you show a speaker you are listening? _____

- How do you appropriately interrupt a speaker? _____

- How do you respond to someone interrupting you? _____

Activity I.

Have students work in groups of two.

Ask them the following questions or they can interview each other.

They should practice the listening skills they read about today.

Once they have finished they should reverse roles.

Questions: (Give students 1 minute to answer each question.)

Did you have a pet growing up? Tell me about it.

Describe your first job, day of school, time you road a bike.

What is your favorite animal? Why?

Where is your favorite place to go? Why?

What is your favorite subject in school?

What do you want to do when you graduate?

If you could choose one thing to be in this world what would it be?

Answer the following questions:

What did it feel like to be the listener? _____

As the speaker what did it feel like to be listened to? _____

Activity II (optional)

Read The Sneetches by Dr. Seuss.

Have three student's role play Sneetches. Have them play the following roles:

- Star-Belly Sneetch, Sylvester McMonkey McBean, and Plain-Belly Sneetch.
- Each role should stand in front of the class and talk about how they feel based on the events in the story. The rest of the class should practice the listening skills learned in today's lesson.

Give students the opportunity to ask questions and interview each character.

Character Based Literacy Program Write Ahead
The Good Earth, Day 16

Name: _____

Date: _____

Students are going to begin to practice speaking skills for their final product. The lessons are going to be geared to help students organize their speech. There will also be an opportunity daily (extend activity) for students to practice their speaking and listening skills. Speech will need to be 5-7 minutes.

Read: Write Ahead pg. 324 Planning Your Speech

Activity: Define the following terms

- **Informational Speech:** _____
- **Persuasive Speech:** _____
- **Demonstration Speech:** _____

Your final project for The Good Earth is a “How To” Speech.
Use the information on page 324 to brainstorm ideas for possible topics.
Your teacher will need to approve your topic before you begin

Character Based Literacy Program Write Ahead
The Good Earth, Day 16

Name: _____

Date: _____

Extend Activity—Teachers Information

Today, have students start practicing speaking skills.
 Use the following questions to prompt students to give an impromptu speech.

You will need:

Timer;

Stop Watch;

Instructions:

Students will speak for 60-90 (+ or –) 10 second, to stay within time.

Students are to stay on topic.

If they do not know anything about the topic it is OK for them to make something up, be creative.

You can post a word of the day. Your choice from the dictionary. Give them the word and definition and if they use that word in their speech they get additional points.

In order to encourage listening skills have students in the audience listen; ask 1-2 appropriate questions when it is done.

Audience members can have the task of timing and listening for the word of the day.

Possible Questions:

- What was it like the first time you road a bike?
- Describe your first pet?
- If you could have any car what would it be? Why?
- What is your biggest challenge?
- What is your favorite sport?
- If you could be any animal what would you be? Why?
- Why are flags important symbols of nations?
- How do you teach someone respect?
- If you could have any job what would you want to be and why?

Character Based Literacy Program Write Ahead

The Good Earth, Day 17

Name: _____

Date: _____

Students are going to begin to practice speaking skills for their final product. The lessons are going to be geared to help students organize their speech. There will also be an opportunity daily (extend activity) for students to practice their speaking and listening skills.

Read: Write Ahead pg. 325

Gathering Details and Ideas, Planning your Beginning.

Activity: As you start to plan your speech what can you do to start organizing your material?

Speech Preparation:

Step 1: Select a Topic—

My topic for my “How To” speech is How to_____.

Step 2:

Using the information on page 325 of Write Ahead

Start collecting, ideas, details, and information for your speech.

[illegible]

Think of an interesting beginning pg. 325 Write Ahead

How are you going to start your speech?_____

Character Based Literacy Program Write Ahead
The Good Earth, Day 17 continued

Name: _____

Date: _____

Extend Activity—Teachers Information

Today, have students start practicing speaking skills.
Use the following questions to prompt students to give an impromptu speech.

You will need:

Timer;

Stop Watch;

Instructions:

- Students will speak for 60-90 (+ or –) 10 second, to stay within time.
- Students are to stay on topic.
- If they do not know anything about the topic it is OK for them to make something up, be creative.
- You can post a word of the day. Your choice from the dictionary. Give them the word and definition and if they use that word in their speech they get additional points.
- In order to encourage listening skills have students in the audience listen; ask 1-2 appropriate questions when it is done.
- Audience members can have the task of timing and listening for the word of the day.

Possible Questions:

- My favorite subject in school is?
- My best day would be?
- My favorite ice cream flavor is?
- If I could travel anywhere in the world I would go to...?
- Would you rather go to the cold mountains or to the beach? Why?
- I am most proud of ...?
- Do you think youth are valuable resources in a community?
- My support comes from...?

Character Based Literacy Program Write Ahead
The Good Earth, Day 18

Name: _____

Date: _____

Read: Write Ahead page 326 Put Your Ideas in Order and
 Think of a good ending.

Step 1: Select a Topic—My topic is _____

_____.

Step 2: Start collecting, ideas, details, and information for your speech.

Step 3: Using Note Cards, Post It Notes, or pieces of paper

- Write your ideas and details on note cards. Use one card for each idea and detail.
- Write your beginning on a note card (word for word)
- Add information as needed take cards away you choose not to use.
- Move the cards around so they make sense and have a good order.
- Write your ending on a note card (word for word)

Use page 326-327 as an example for your speech

Character Based Literacy Program Write Ahead
The Good Earth, Day 18 continued

Name: _____

Date: _____

Extend Activity—Teachers Information

Today, have students start practicing speaking skills.
 Use the following questions to prompt students to give an impromptu speech.

You will need:

Timer;

Stop Watch;

Instructions:

- Students will speak for 60-90 (+ or –) 10 second, to stay within time.
- Students are to stay on topic.
- If they do not know anything about the topic it is OK for them to make something up, be creative.
- You can post a word of the day. Your choice from the dictionary. Give them the word and definition and if they use that word in their speech they get additional points.
- In order to encourage listening skills have students in the audience listen; ask 1-2 appropriate questions when it is done.
- Audience members can have the task of timing and listening for the word of the day.

Possible Questions (questions can be used more than once)

- If I could be any super hero I would be...? Why?
- If you could have any superhero power what would it be?
- In the future I want to be a...?
- I like to read...? The last book I read was...?" It made me feel..."
- The thing or person who motivates me the most is?
- What modern device do you think helps people the most?

Character Based Literacy Program Write Ahead
The Good Earth, Day 19

Name: _____

Date: _____

Read: Write Ahead pg. 328

Activity: Using your note cards you can choose to write your speech or you can choose to deliver your speech directly from your notes. With a classmate decide which method you will choose? Why _____

If you choose to write your speech, include the following:

- Use Times New Roman or New York font
- Size 14 or Size 16
- Double Space
- Write your introduction on one page
- Write the body of your speech on another page
- Write the ending on a separate page.
- This will help lessen the words on each page helping you focus on your listeners and not get lost in your content.
- Even though you are reading your speech you should know it well enough that you can “Talk” to your audience and not refer to your written form much.

If you choose to use note cards:

- Make sure each card is clearly written;
- Make sure each card is numbered;
- Write your beginning out, put each support point on a separate card, write your ending out;
- Highlight important parts

Character Based Literacy Program Write Ahead
The Good Earth, Day 19 continued

Name: _____

Date: _____

Extend Activity—Teachers Information

Today, have students start practicing speaking skills.

Use the following questions to prompt students to give an impromptu speech.

You will need:

Timer;

Stop Watch;

Instructions:

- Students will speak for 60-90 (+ or –) 10 second, to stay within time.
- Students are to stay on topic.
- If they do not know anything about the topic it is OK for them to make something up, be creative.
- You can post a word of the day. Your choice from the dictionary. Give them the word and definition and if they use that word in their speech they get additional points.
- In order to encourage listening skills have students in the audience listen; ask 1-2 appropriate questions when it is done.
- Audience members can have the task of timing and listening for the word of the day.

Possible Questions (questions can be used more than once)

- The most important character trait is?
- I think the most important job trait is?
- The person who has positively influenced me is? Why?
- My best skill is?
- Do you think parents should be involved in their child's school? Why?
- What do you think is the most important thing or attribute to teach children?
- Does nutrition play a valid role in kids' behavior?
- How much recess and PE should kids have? Do you think it is right for school districts to take this piece of education away from kids?

Character Based Literacy Program Write Ahead
The Good Earth, Day 20

Name: _____

Date: _____

Read: Write Ahead page 329; Practicing Your Speech

Activity: Use the techniques listed in the reading to practice your speech.

- You can also practice your speech in front of a mirror so you can see yourself.
- Have someone time you.

Reminders

- **Stand straight and tall;**
- **Speak slowly;**
- **Speak loudly and clearly;**
- **Take your time to give details and show props or pictures;**
- **Use deliberate hand gestures or keep your hands to your side;**
- **Wait a few seconds before sitting down;**

Make a visual aid:

Create a visual aid for your presentation. This can include:

- Charts;
- Graphs;
- Pictures;
- Quotes;
- Steps of project listed out;
- Display materials needed for project.

Make sure information on your visual aid is big enough for your audience to see.

Ensure it is presented clearly and not cluttered on your presentation board or paper.

Character Based Literacy Program Write Ahead
The Good Earth, Day 20 continued

Name: _____

Date: _____

Extend Activity—Teachers Information

Today, have students start practicing speaking skills.

Use the following questions to prompt students to give an impromptu speech.

You will need:

Timer;

Stop Watch;

Instructions:

- Students will speak for 60-90 (+ or –) 10 second, to stay within time.
- Students are to stay on topic.
- If they do not know anything about the topic it is OK for them to make something up, be creative.
- You can post a word of the day. Your choice from the dictionary. Give them the word and definition and if they use that word in their speech they get additional points.
- In order to encourage listening skills have students in the audience listen; ask 1-2 appropriate questions when it is done.
- Audience members can have the task of timing and listening for the word of the day.

Possible Questions (questions can be used more than once)

- I show I am responsible by?
- The biggest positive change I have made in my life is to?
- I think Justice is important because?
- I have courage when I...?
- Integrity means...?
- What one word defines who you are?
- What is one why you can make a difference for another person?

Character Based Literacy Program Write Ahead
The Good Earth, Day 21-27

Name: _____

Date: _____

Read: Write Ahead page 330

Remind students what it takes to be a good listener.

Activity: Students should begin to deliver their speech in class. Use the rubric provided to score students presentations.
Students should be prepared to speak 5-7 minutes (+ or -) 30 seconds.
Have a student time the speeches.
We would suggest only having 5-6 speeches per day.

Character Based Literacy Program Lesson Plan

The Good Earth, Speech Rubric



Title: _____

Name: _____

Date _____

*The speaker is to prepare a speech that has a clear general purpose; to inform and explain a new task to the audience. The speech is to be organized in a manner that best achieves this purpose. The beginning, body, and conclusion should all tie into this purpose. The speaker is to project sincerity and conviction and strive not to use notes. Speaker should have a visual aid but it is not required. **Speaker is to speak on a topic that is school appropriate.***

How To Speech

5	=	Excellent
4	=	Above Average for the speakers level
3	=	Satisfactory
2	=	Could improve
1	=	Needs Attention

• The general purpose of the speech was clear	5	4	3	2	1
• The specific purpose of the speech was clear	5	4	3	2	1
• The organization supported the purpose	5	4	3	2	1
• The main points and material was relevant	5	4	3	2	1
• The speaker achieved the specific purpose	5	4	3	2	1
• The speaker appeared confident and sincere	5	4	3	2	1
• Speaker did not rely on notes	5	4	3	2	1
• The beginning, middle, and conclusion reinforced the specific purpose.	5	4	3	2	1

What could the speaker have done to improve and make the speech more effective?

What did you like about the presentation?