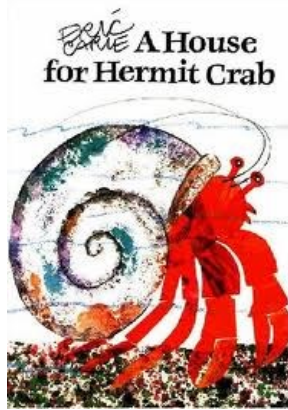


## Writing Trait: Ideas

Learning Intention: add details to your writing  
to make things interesting for your reader

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By Eric Carle

### Before Reading

Learning Outcomes: A4, A5, A6, A8, a9

Before reading, have students turn and talk about what they know or think they know about hermit crabs. Have several students share their ideas with everyone in the class.

Since this is a very well known picture book and many students may be familiar with it, ask how many students have read this book before. Those students who have read the book before can become the "experts".

### During Reading

Learning Outcomes: B5, B6, B10

As the book is read aloud, ask students to comment on the way in which the shell is changing. Ask if there are more items being added. What would a writer call these extra or additional items? (descriptions, details etc.)

### After Reading

Learning Outcomes: B7, B11, C3, C4, C5, C6,

After reading draw a simple outline of a house on the blackboard or smartboard.

Alternately, have every student draw a basic house outline themselves.

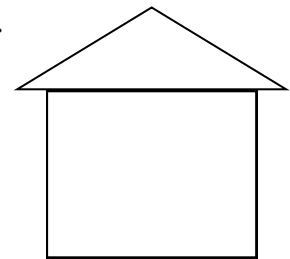
Have students add a detail such as a door, window or chimney.

Once students have added some basic features ask if there is

something that could be added to the door; could the window

have sections; perhaps someone could use colour on the door

or on the trim of windows.



Once all students have added a detail to the house, explain that a cat lives in this house. Their writing task is to describe the house that this cat lives in using details that describe the house. Model what this might look like before students try one of their own.

e.g. Charlie the cat loves his house. He can use the flap on the front door to enter and exit whenever he wants. All his friends recognize his house by its bright red front door. When friends come over, Chester jumps on an armchair and stares out the big window at the front of the house. Sometimes Chester uses his sharp claws to climb up the green siding.

The Coaching Card on the next page is useful when asking students to add details.

Please brainstorm a huge list of sea creatures before using the final black line master. Once an extensive list has been created, challenge brains to think of useful ways each might be used!

What's happening?



Feelings



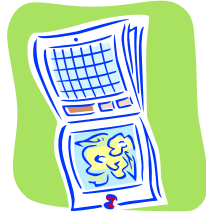
Where?



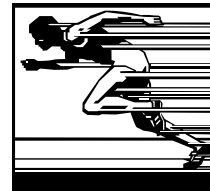
Who?



When?



Motions



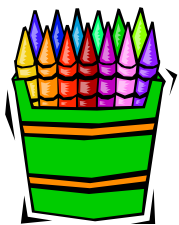
Smells



Sound



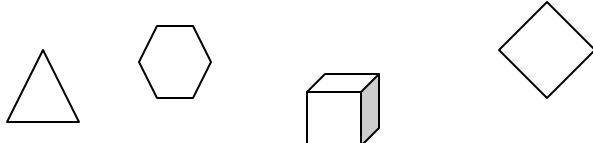
Colours



Textures



Shapes



Sizes



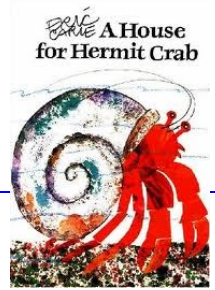


## *Our Learning Intention:*

*I can add details about my topic.*

## Example

A Hermit crab needs:



A sand dollar

for some spending money.

A seahorse

for transportation.

An electric eel

to provide electricity.

Sea sponges

to help clean up yucky messes!

Sharks

to guard and protect hermit crab's house at night!

Angel fish

will sing beautiful songs to help you sleep.

Seaweed

for curtains and blinds on the windows.

