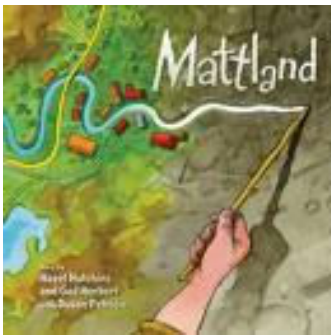


Writing Trait: IDEAS

Learning Intention: adding details when writing

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by H. Hutchins
and
G. Herbert

Before Reading:

PLOs: A4, A5, A6, B5

Have students turn to a partner and predict what the book will be about by looking at the illustration on the front cover and by reading the title.

Explain that authors use a technique called 'show, don't tell' to describe something in detail. This book is a fabulous example of just that.

During Reading:

PLO: A6, B5

As the book is read aloud, listen for the ways in which this author uses showing details to describe the land created by the children.

After Reading:

PLOs: A4, A5, A6, B7, C3

Create a show, don't tell chart and have students recall the ways in which the author describes the children's play.

example:

Telling (boring)	Show (has lots of details)
Matt went outside to play.	<ul style="list-style-type: none">• He connected the line to a puddle. The puddle was round in the middle and bumpy at the ends.• He moved some rocks into a jagged row.• A huge puddle became a far off ocean.• He used a block of wood to smooth a winding ribbon down from the mountains.

Using the Show, Don't Tell graphic organizer, have students write about their own imaginary play. Have them write a telling/boring sentence on the graphic organizer then expand their thinking by elaborating with lots of details.



Our Learning Intention:

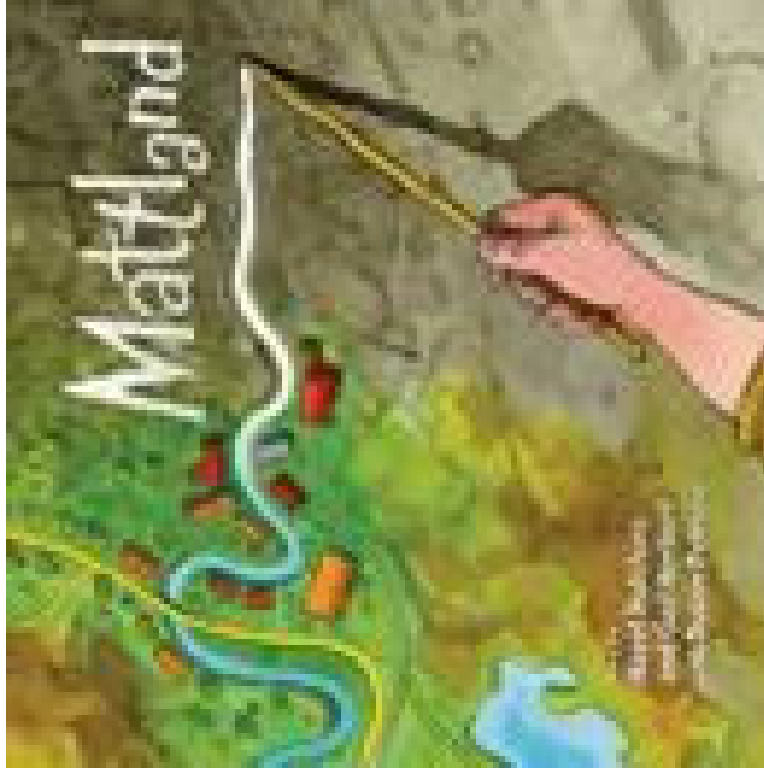
I can add details so my reader can visualize.

<p>Tell (BORING)</p> <p>A telling sentence is boring. My Reader won't be able to visualize</p> <p>Matt went outside to play.</p>	<p>Show (INTERESTING!)</p> <p>With interesting details, my reader can visualize.</p>

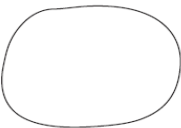
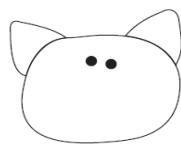
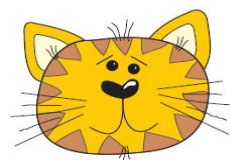

Tell (BORING)

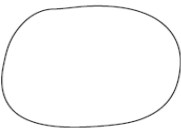


A telling sentence is boring.
My Reader won't be able to visualize

Matt went outside to play.



<p>Tell (BORING)</p> <p>A telling sentence is boring. My Reader won't be able to visualize</p>	<p>Show (INTERESTING!)</p> <p>With interesting details, my reader can visualize.</p>

The Traits of Writing				
	<i>... a start</i>	<i>... coming along</i>	<i>... that's it</i>	<i>... Wow!</i>
				
Ideas	<ul style="list-style-type: none"> I need to add more details 	<ul style="list-style-type: none"> I have a few details about my topic; I need a few more 	<ul style="list-style-type: none"> I have interesting details that fit my topic 	<ul style="list-style-type: none"> I have juicy details and examples about my topic

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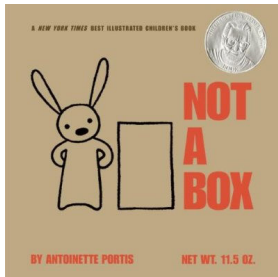
PLO: C1

After filling out the Show, Don't Tell black line master, have students write a memoir about their imaginative play. Have them use the information they have on the details from their Show, Don't Tell sheet to help their reader visualize.

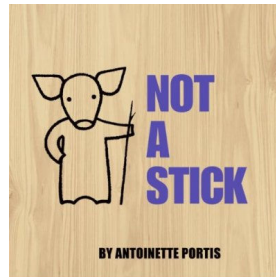
Writing Extension:

To further spur writers imagination look for these books:

Not a Box



Not a Stick



Final Reflection:

Ask students to write a reflection explaining how the Show, Don't Tell strategy helps to improve their writing. this may be written on an "Exit Slip" or in a reflection notebook.

Exit Slip

List two ways the Show, Don't Tell strategy helps to improve your writing:

1. _____
2. _____

What still confuses you ?

1. _____



What would you play here?

How would you play?

What would you use?

What would you do?

What would you create?

Have fun!