

WRITING DOWN

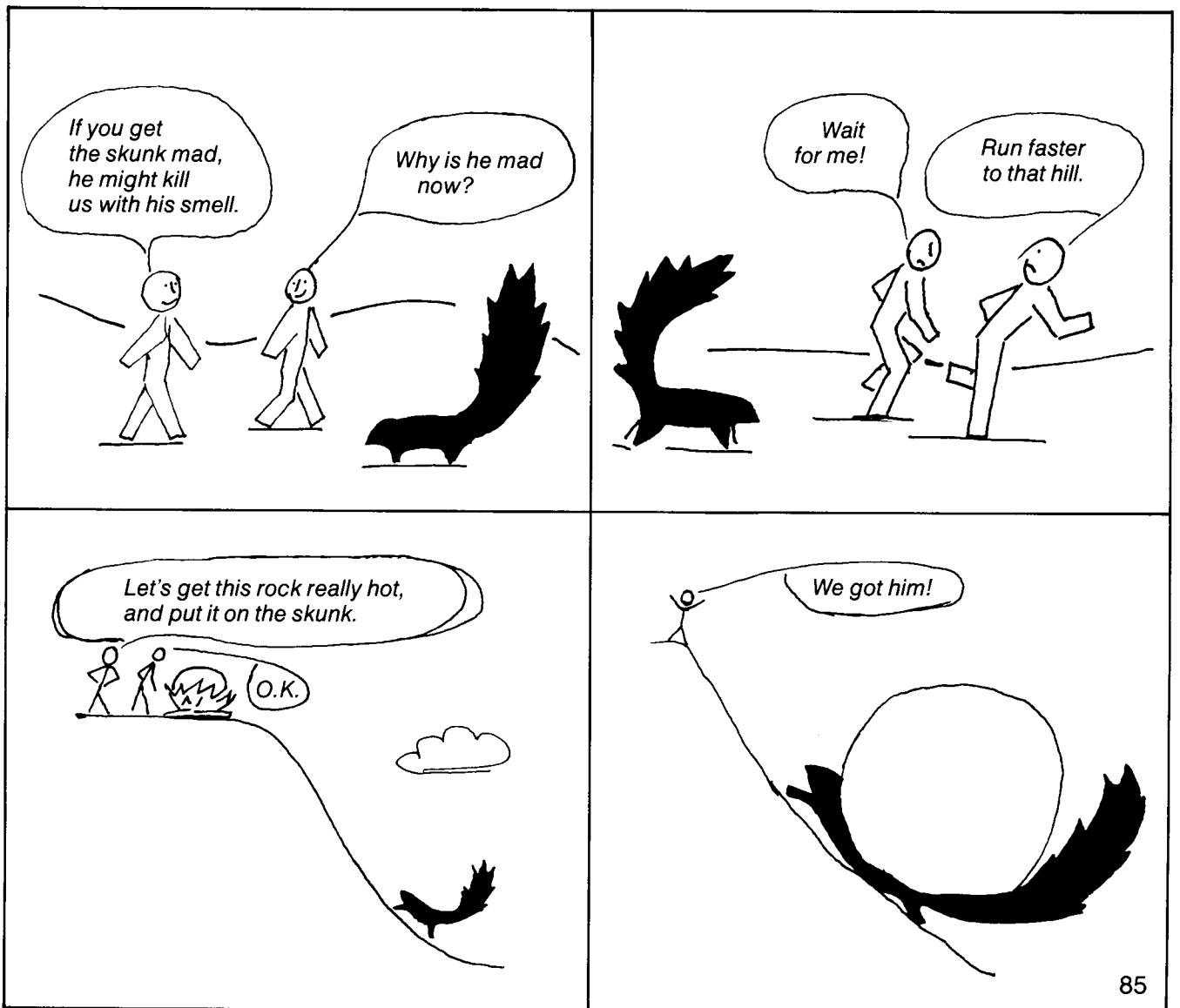
- 1 – Comics
- 2 – *Comprehension: Inference and Validation*
- 3 – *Add On*
- 4 – *Imagine Yourself*
- 5 – *New Roles and Story Endings*
- 6 – *Writing Notes*
- 7 – *Making Songs*
- 8 – *Writing Talk*
- 9 – *Making Tests*

Comics

In the *Comics* activity the children will make their own funny books.

Have them put words into the characters' mouths and retell the story. This can be done with any book.

The pages can then be stapled together, and the children have their comic book!



Comprehension: Inference and Validation

The *Comprehension: Inference and Validation* activity involves reading between the lines in a story for what isn't said, but which might be true.

From what was said in the story, what I say might be true?



Read and reread the story. Write on the board or on newsprint things that aren't said in the story. For example, you might ask:

What type of music did the bear dance to?

The children then might say:

*Danced to fast music
Danced to slow music
Danced to no music*

You also might say:

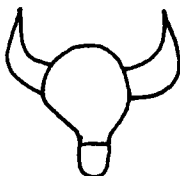
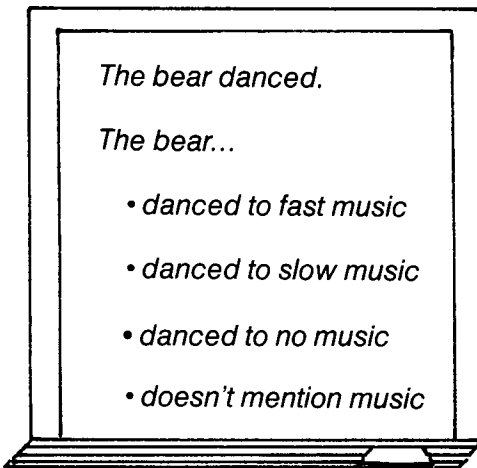
*How do we know what really happened?
Come on, you can act like a smart aleck.*

The children then might reply:

Ask the person who wrote the story.

All of this may be written at first, but later may be used in open verbal discussion.

Who? What? Where? When? How? Why?



Add On

This activity is something like a soap opera that goes on and on, or like “add-ons” in the water that never stop.



Far Out rolled in the dirt, ground the dirt into his back, got up and shook it off. He and Bean Belly scratched each other's neck a little.

The rodeo is over, and they load up to go to Poplar, Montana, for another rodeo.

Wonder what they do in the winter?

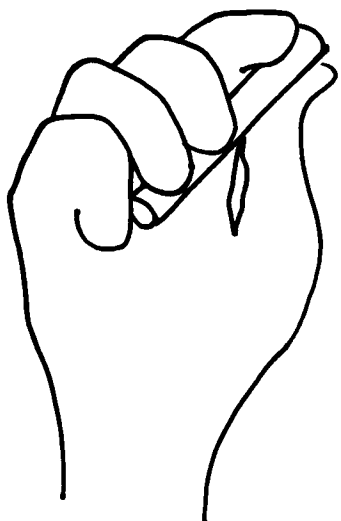
Let the children start at the end of the story and add on whenever they feel like it, going wherever they want to go in their environment.

This is a good activity to use after *New Roles and Story Endings*.

Imagine Yourself

"Stan the Straw"

"Dusty the Chalk"



Hold a piece of chalk in the air and say:

*Where have you been?
Do you have anything to tell?
How is the story going to begin?*

Write the children's responses on the board and later write them on paper, to keep

Student:

I am born from a box.

Teacher:

What do you do, or how do you look?

Student:

I look like a stick. I am tall and long. I am white.

Teacher:

What else?

Student:

When you touch me, your fingers turn white.

I am lonesome when the teachers and the kids leave at night.

I wonder why the teacher gets mad when children write with me.

The teacher presses me too hard.

The kids make me screech and I hate it.

Let the students use their minds. They make up stories all the time, so let them dream and have a good time.

This activity can be used with a pencil, chalk, eraser, plants, animals, stars, straws, scissors, telephone, tire, flashlight, fire, wood, or whatever else you want. Use your imagination!

"Ted the Tape"

"Ralph the Ruler"

"Paula the Paper"



New Roles and Story Endings

For the best results, use one of the books the students have never seen, so that they have never seen the pictures or heard the story.

1st Method



Read and reread the story. Tell the children to retell the story incorrectly. For example:

Such and such acted this way instead of that way.

This isn't going to be the end, so make up a new ending.

2nd Method



Read part of the story, close the book and let the children create whatever they want. Let them make up the roles and endings. For example:

Read the first page of the story.

What do you think happened from here on?

OR

Read a page anywhere in the middle of the story.

What do you think happened before and after this page?

OR

Read the last page.

What do you think happened before this ending happened?

After the children are finished, they can then look at the original version of the story.

Chipmunk fell from the tree.

He dusted his tail and started chasing the witch.

You might ask, "Which witch?"

The children can go on from there.



*Nothing is right and nothing is wrong.
The teacher isn't the boss now.
The boss is the little mind that
doesn't like the story the way it is.
Will the ending be the beginning?*

Writing Notes

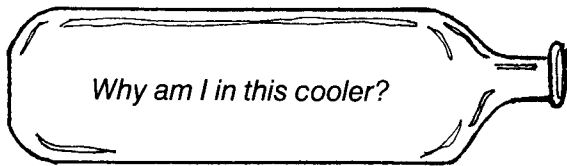
Children write notes to each other all the time. The *Writing Notes* activity incorporates this pastime into the classroom learning situation.

Have the children read or listen to a story. Make some paper figures in the shapes of some of the characters in the story and say:

Imagine you are one of the characters and you want to talk to another character.

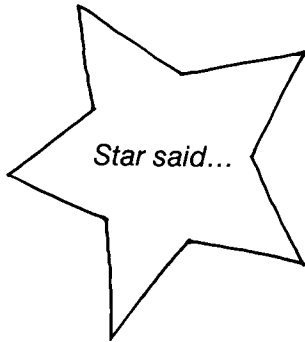
Neither of you can hear, but you both can read and write.

Let him know how you feel.



Pop Bottle

People like you when you are cold, so I keep you that way.



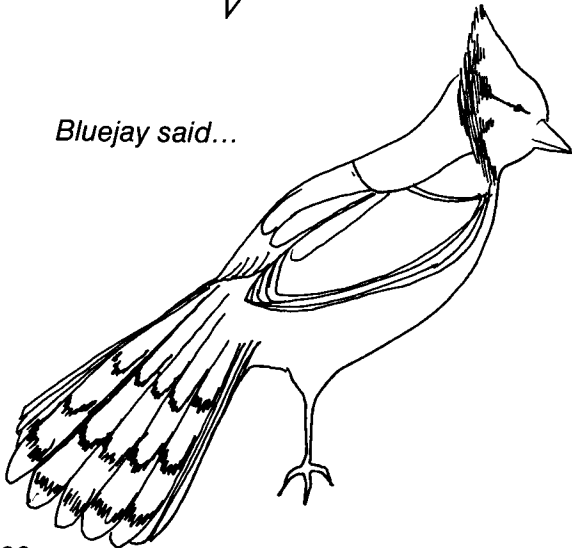
Star said...



Coyote said...



Bluejay said...



The children can then use their imaginations and have the characters talk to each other.

Nothing is right and nothing is wrong.

Making Songs

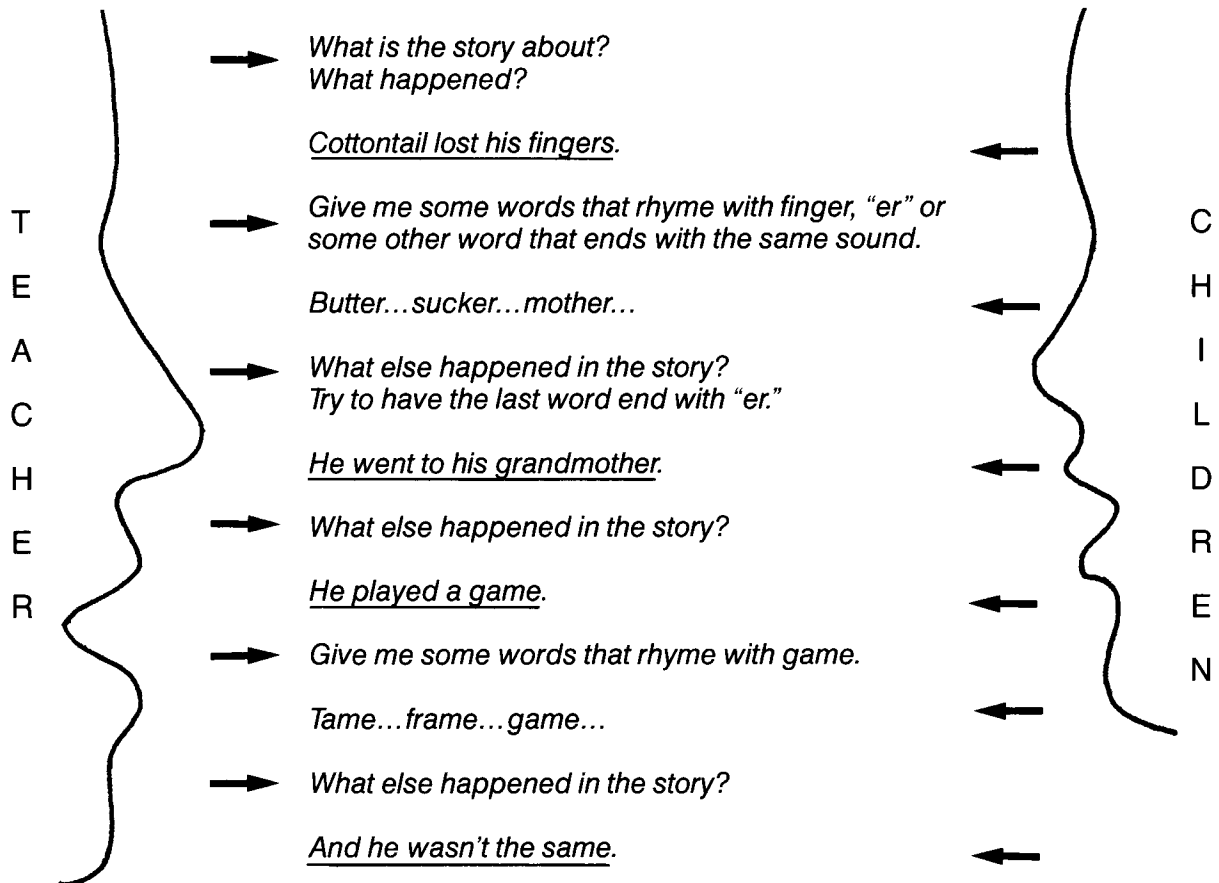
Making Songs is simply the fun of finding words that rhyme or sound alike. It is the fun of capturing the children's words and writing them down in their own natural, often lyrical way.

Set the mood by playing Side 1 of the cassette tape "Little Songs and Indian Dances".

After the children have read or listened to a story, write the story as a poem in the children's own words. (You don't have to tell them it is going to be a poem.)

*What is the story about?
What happened?*

Here's an example of how it might be done, using the story *How Cottontail Lost His Fingers*.



And here is the poem!

*Cottontail lost his finger,
He went to his grandmother,
He played a game,
And he wasn't the same.*

The rhyme scheme can be any way you or the children want it.

1, 2, rhyme; 3, 4, rhyme by the line

1, 4, rhyme; 2, 3, rhyme by the line

1, 3, rhyme; 2, 4, rhyme by the line

...or any other combination of rhyming lines...

When the poem is completed, sing the words – the tune is there in the air.

Have the children pretend to be crows by making “Kaw, Kaw,” sounds. Then have the children use that part of their voice to sing the tune. It is almost like humming a tune.

Have the children chant:

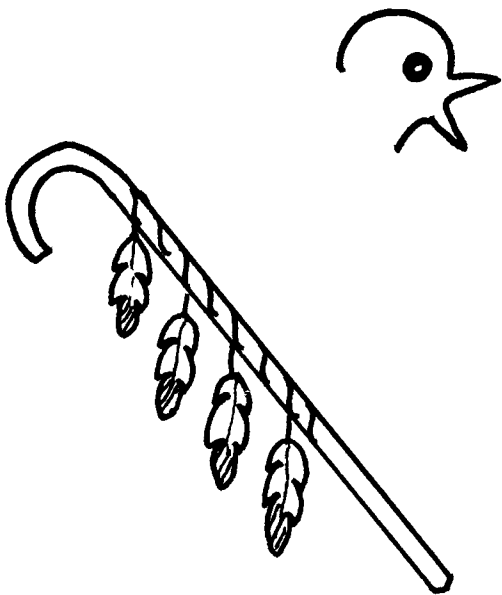
*Bird voice singing tune,
About like humming a tune.*

After you find the tune and can sing the words, you might hum the tune all the way through. Then you can sing the words, using the bird’s voice (sounds like a chant) to go through the tune.

And then:

*Cottontail lost his finger,
He went to his grandmother,
He played a game,
And he wasn’t the same.*

The children can sing anything!!

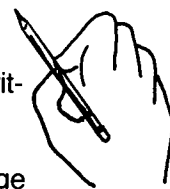


Writing Talk

The *Writing Talk* activity involves students writing down their own talk.

First, the student will choose an illustrated page or part of the story. The student will then describe what is happening in the picture as you record it on tape. Next, the student will try to write down his or her own talk.

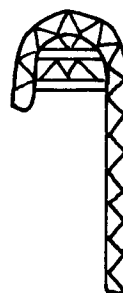
As the student records, the whole class will try to write down the student's talk. The children should realize they are simply writing down talk.



On the second reading of the tape, words could be left out. The students could then fill in whatever word is missing.

Bluejay hops because Raven shot him in the hip.

_____ hops because
Raven _____ him in the hip.



Making Tests



Let the children make up a test for you!

I wonder if the teacher ever gets things wrong?

Show them how to make a test using the following three types of questions, and then when they're finished, you can take it. Go ahead – act confused and make mistakes!

A) TRUE OR FALSE

The bear is Daisy the Dancing Bear ^T ^F

B) MULTIPLE CHOICE

Where did Bluejay get shot?

- _____ *shoulder*
- _____ *head*
- _____ *heart*
- _____ *hip*

C) QUESTION/ANSWER

Where did Pop go?

*He was in a refrigerator, along the road,
under the snow, beside a can.*

