

# Table of Contents

<b>Introduction</b> . . . . .	3
<b>The Writing Process</b> . . . . .	4
<b>Where to Begin?</b> . . . . .	5
<b>What’s Inside the Book and How to Use It</b> . . . . .	10
<b>Writer’s Workshop</b> . . . . .	11
<b>Writer’s Notebook</b> . . . . .	15
<b>Emphasizing the Middle with Specific Support</b> ( <i>eighteen lessons</i> ) . . . . .	16
Lesson 1—So Many Memories . . . . .	17
Lesson 2—Try It Using One . . . . .	26
Lesson 3—All in the Mood . . . . .	33
Lesson 4—Too Much Worry . . . . .	41
Lesson 5—It’s Not Too Late, Leo . . . . .	48
Lesson 6—Write Small to Show . . . . .	58
Lesson 7—You Gotta Eat! . . . . .	67
Lesson 8—Be a Maniac About It! . . . . .	77
Lesson 9—Scarecrows That Paint . . . . .	86
Lesson 10—Lights, Camera, and Action . . . . .	97
Lesson 11—What’s It Like? . . . . .	106
Lesson 12—Make It Happen . . . . .	115
Lesson 13—Nuttin’ Honey . . . . .	123
Lesson 14—Creepy Facts . . . . .	135
Lesson 15—Facts, Examples, and Something Personal . . . . .	148
Lesson 16—Clumping for Detail . . . . .	161
Lesson 17—Some Place Special . . . . .	170
Lesson 18—Using What You’ve Got . . . . .	179
<b>Emphasizing the Middle with Voice</b> ( <i>five lessons</i> ) . . . . .	190
Lesson 19—Miss Nelson Said What? . . . . .	191
Lesson 20—All in the Name . . . . .	204
Lesson 21—Characters Come Alive . . . . .	214
Lesson 22—Pledging with Our Voices . . . . .	222
Lesson 23—Personality Plus . . . . .	231
<b>Emphasizing the Middle with Sentence Variety</b> ( <i>four lessons</i> ) . . . . .	239
Lesson 24—Age Matters; So Does Sentence Fluency . . . . .	240
Lesson 25—A Show Sentence . . . . .	245
Lesson 26—Yo! It’s All in the Beat . . . . .	256
Lesson 27—Rhythm That Paints Pictures . . . . .	276
<b>Bibliography</b> . . . . .	288

# All in the Mood

## Materials

### Teacher Materials You Need to Supply:

- read-aloud selection: *Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis (alternate read aloud: *Some Things Are Scary* by Florence Parry Heide)
- overhead projector, transparency markers, pencils, and crayons
- overhead transparencies of the planning stationery (page 37) and stationery for writing (page 38)

### Teacher Materials Included in the Lesson:

- one set of emotion cards (page 35), enlarged and cut apart (If publishing a class book, add one paper plate for each group and ½ yard of ¼-inch ribbon for binding the book.)
- sample shared plan and shared writing (page 36)
- sample student planning and writing (pages 39 and 40)

### Student Materials Included in the Lesson:

- For each group of four to five students, you need to prepare packets containing copies of stationery for planning (page 37), stationery for writing (page 38), and the rubric (page 34).

## Read Aloud

1. Before reading, take a book-walk through two or three pages in *Today I Feel Silly & Other Moods That Make My Day*. Elicit from students the picture clues describing how the character feels.
2. Build background by eliciting what things students think might happen to cause the character to feel that way. Elicit also what their bodies might look like with those feelings.
3. Tell students to listen for the description as Curtis shows each emotion the character feels. Read *Today I Feel Silly & Other Moods That Make My Day*. Elicit description found in several pages of the book. Explain that we can tell the emotions that Ms. Curtis is writing about because of the specific support she used.

## Shared Writing

1. Tell students that we are going to do the same thing that Ms. Curtis did in her book. Explain that we could even make our own book of our feelings (a book innovation).
2. Display the overhead transparency of the planning stationery. Model selecting an emotion. Using your planning transparency, elicit ideas for what happened to make you (the teacher) feel grumpy. Elicit three or four ideas, and then choose two to write about.
3. Next, tell students that you need them to describe how your body looks when grumpy. Tell them you will turn away from them and then reappear, showing them how your body looks when you feel grumpy. Direct them to watch closely so they can describe you. (Face away from the class and then turn around, showing a grumpy face and an aggravated stance.)
4. Elicit specific details from the students. List them on the transparency and add them to the drawing of your face. Referring to the plan for writing, write your piece together with the class, using the transparency for writing. Show “grumpy” without using the word grumpy. (Your writing should be so descriptive that students can guess the emotion without actually naming it in the piece—a hallmark of good descriptive writing.) Also, deliberately write a few general details and model revision by rereading and changing some general details to specific details. (example: “coffee” to *Folgers*, or “gas station” to *Texaco*.)

# All in the Mood (cont.)

## Guided Independent Writing

1. Establish groups of four to five students and distribute an emotion card to each group or allow each group to choose among two or three choices of emotion cards. Possible options are *lonely*, *scared*, *angry*, *thoughtful*, *confused*, *excited*, *surprised*, *sad*, and *happy*.
2. Distribute to each group the previously prepared student packets. Before writing, instruct them to talk about their emotion. Encourage students to quietly act out the emotion so other members can see what they look like. Remind them of what we did during shared writing.
3. Direct students to design a face with the crayons (in the space provided), which depicts the feeling they are to write about. Label it with the emotion. Direct them to use the planning stationery to list a few things that could happen to describe their mood. Also, direct them to describe what their bodies looked like when they felt the emotion.
4. Direct them to use their lists to write a piece on the stationery provided. Remind them that they must describe their feeling without naming it. Tell them that during sharing session, each group will read their piece, and the class will try to guess their mood.
5. Direct students to think about their writing by answering the questions on their rubrics.

## Sharing Session

Collect the emotion cards. Shuffle. Draw an emotion card and allow that group to read their piece. Continue in this manner until all groups have read their pieces. Direct listeners to guess what mood the author wrote about. After guessing, the author should show the picture drawn. Elicit from the audience the specific ideas and words the writer used that enabled them to guess correctly (or incorrectly).

*Follow-up Activity:* Publish a book of student pieces. This will entail a lesson of organizing the pieces and writing a beginning and ending along with revising and editing the writing. One idea is to use paper plates with student-drawn faces on one side of the plate. Next, type the written text and glue it on the reverse side of the paper plate. Use  $\frac{1}{2}$  yard of  $\frac{1}{4}$ -inch ribbon to hold the pages in place.

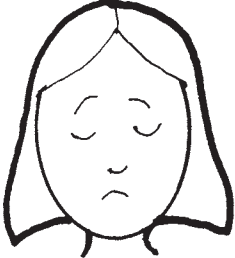
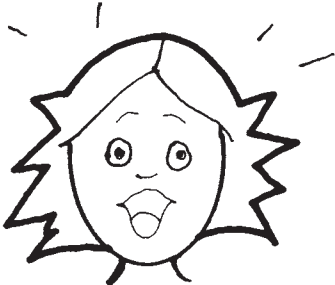
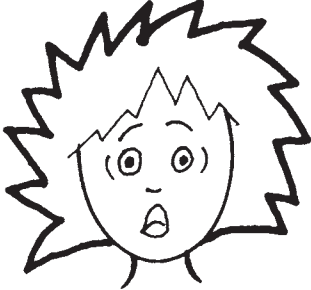


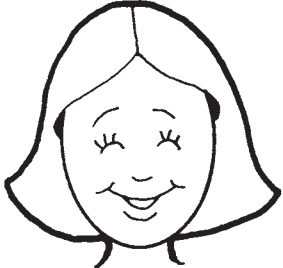
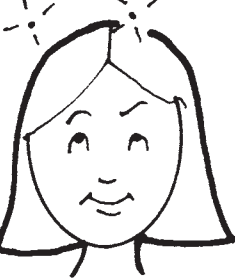
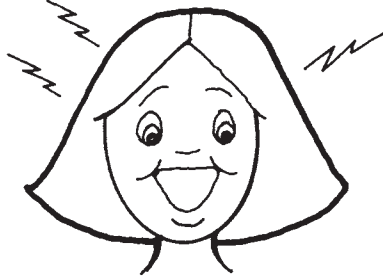
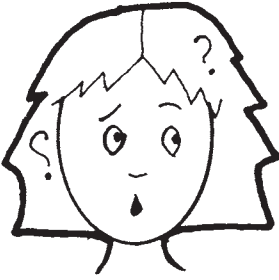
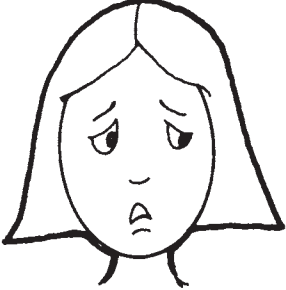
### Rubric for Our Piece

Lesson Focus: Specific Support (*Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis)

- We remembered to draw our face with our feeling word underneath. \_\_\_\_\_
- We planned by listing “What Happened.” \_\_\_\_\_
- We planned by listing “What Our Body Looked Like.” \_\_\_\_\_
- We have specific details in our piece. We were specific when we wrote \_\_\_\_\_  
\_\_\_\_\_.
- We remembered to leave out our feeling word so the other kids can guess what our piece was about. \_\_\_\_\_
- We remembered to check our punctuation, capitalization, and spelling. \_\_\_\_\_
- We are proud of this piece. \_\_\_\_\_

# Emotion Cards

Enlarge, copy on construction paper, and cut apart.

	<b>Lonely</b>		<b>Surprised</b>
	<b>Scared</b>		<b>Sad</b>
	<b>Angry</b>		<b>Happy</b>
	<b>Thoughtful</b>		<b>Excited</b>
	<b>Confused</b>		<b>Worried</b>