

Writing Frames for the Literacy Strategy

FOR USE WITH LITERACY LINKS PLUS
GUIDED AND INDEPENDENT READING



Supports:

The National Literacy Strategy

The Scottish Guidelines 5-14

The Northern Ireland Curriculum

Curriculum 2000 in Wales

CORE LEVELS 13-14 • LITERACY LINKS PLUS
Reading Age 8-10 (guide only)

KINGSCOURT / MCGRAW-HILL

Writing Frames - Levels 13-14

© 2002 Kingscourt/McGraw-Hill
Wimbledon Bridge House
1 Hatfield Road
Wimbledon
London SW19 3RU

All rights reserved
97 96 95 94 93

Printed in United Kingdom

INTRODUCTION

This collection of new and challenging *Writing Frames* is designed to support many of the activities suggested in the *Teachers' Notes*.

Just as *Literacy Links* is designed to provide a springboard to literature, this collection of *Writing Frames* will prepare children to interact with literature in a variety of ways. The activities:

- challenge children by involving them in a close examination of the features of text, both fiction and non-fiction
- model a wide range of techniques for responding to literature by focusing on each text's particular writing form
- require children to review and revise their responses after a guided reading of the text.

Many of the techniques that these activities provide can be applied to the wider world of literature and the children's own writing.

The frames can be also used for assisting assessment of the children's developing reading and writing skills, and can be filed in the children's individual portfolios.

Due to the detailed and varied nature of the activities, the time taken to complete an activity may vary, from session to several sessions over an extended period.

To encourage both independent and co-operative work habits, completion of the activities can involve a range of groupings, including individuals, pairs, small groups, and whole class.

The effective use of these frames, to fulfil the needs of particular groups of children, can best be determined by the classroom teacher.

INDEX

WRITING FRAMES FOR GUIDED AND INDEPENDENT READING

1 *Fact or Opinion	<i>Spider Man. Trains, Huberta the Hiking Hippo, The Story of Amy Johnson, Bats</i>
2 *Did you Know?	<i>All about Donkeys, Bats, Animals of the Ice & Snow</i>
3 *What/Why Chart	<i>Crocodilians, Bats, Animals of the Ice & Snow</i>
4 *Story Staircase	<i>The Spider and the King, In the Clouds, Trees Belong to Everyone</i>
5 *Questions & Answers	<i>All about Donkeys, Whirlybirds</i>
6 *Crossword/Wordsearch	<i>Who pushed Humpty?, Hunting with my Camera, Whirlybirds</i>
7 *Find the Meaning	<i>Crocodilians, Huberta the Hiking Hippo, Nature's Celebration</i>
8 *Story Map	<i>Rabbit Stew, The Present from Aunt Skidoo, Treasure Hunting, Paul Revere's Ride</i>
9 *Between the Lines	<i>Can I have a dinosaur?, Shorty, Gail & Me</i>
10 *Character Web	<i>Oh, What a Daughter!, The Ballad of Robin Hood, The Very Thin Cat of Alloway Road</i>

FOCUS

11 Rabbit Stew	Investigating plot; expanding vocabulary
12 Spider Man	Reading for meaning; factual information
13 In the Clouds	Finding solutions; recording information
14 Who Pushed Humpty?	Investigating writing styles: newspapers
15 Boy Who Cried Wolf	Exploring characterisation
16 Crocodilians	Reading for meaning; vocabulary expansion
17 Marcella	Making comparisons
18 Another Day/Challenge	Investigating plot; inferring from illustrations
19 Alfie's Gift	Exploring writing styles & characterisation
20 Huberta the Hippo	Writing styles: newspapers
21 Four-Legged Friends	Exploring characterisation & relationships
22 Can I Have Dinosaur?	Comparing positive & negative characteristics
23 Hunting with My Camera	Research; factual fiction
24 Whirlybirds	Reading for meaning; factual information
25 Aunt Skidoo	Characterisation; point of view
26 Droughtmaker	Providing an alternative ending
27 Veruschka Babuschka	Summing up information from story
28 When I was Shipwrecked	Writing styles; expanding the plot
29 Beacon Street	Characterisation; point of view
30 Amy Johnson	Reading for meaning
31 Gail & Me	Exploring character; writing about emotions
32 Treasure Hunting	Problem solving; inferring from illustrations
33 Animals of Ice & Snow	Reading for meaning
34 Claudine's Concert	Examining character and her perceptions

*Indicates open-ended frames that can be used with a variety of titles, some of which are suggested.

STORY STAIRCASE

Use the outline below to retell the main events in story order.

Title of Story _____

This story begins when _____

The problem is _____

The next thing that happens is _____

Then _____

After that, _____

The problem is solved when _____

CROSSWORD OR WORDSEARCH

1. Choose words from the story based on the characters, events, and objects.
2. Use a pencil to write the words on the grid below.
3. For a Wordsearch, write single letters in the empty boxes.
4. For a crossword, colour in all the empty boxes. Then put a number in the box where each word starts. Write down the correct numbers under the headings DOWN and ACROSS. Write clues for each word. Erase the answers.
5. Give your crossword or wordsearch to a friend to solve.

Title of Book: _____

ACROSS

DOWN

FIND THE MEANING

1. Reread the story and write any new words on the chart below.
2. Look at how each word is used in the story, and write your own idea of what the word means.
3. Look up each word in a dictionary and write the dictionary meaning. Compare it with your guess.

Title of Story: _____

WORD _____

MY MEANING _____

DICTIONARY _____

WORD _____

MY MEANING _____

DICTIONARY _____

WORD _____

MY MEANING _____

DICTIONARY _____

WORD _____

MY MEANING _____

DICTIONARY _____

WORD _____

MY MEANING _____

DICTIONARY _____

WORD _____

MY MEANING _____

DICTIONARY _____

STORY MAP

1. Read the story again, thinking about the main events.
2. Write sentences about each main event in the boxes below.
Number the boxes in story order.
3. Cut out the boxes and glue them on a large sheet of paper to make a map of the story.
4. Draw arrows between the events to show what happens next.
5. Draw pictures of each event. Draw other pictures on the map to show the settings, such as mountains, forests and cities.

BETWEEN THE LINES

1. Read the story for the first time.
2. Stop at four important places and draw a picture of what is happening. Use the boxes below.
3. Use speech bubbles to write what the characters are saying. Use thought bubbles to write what the characters are thinking.
4. Talk about the pictures with the group.

Title of Story: _____

PAGE _____

PAGE _____

--	--

PAGE _____

PAGE _____

--	--

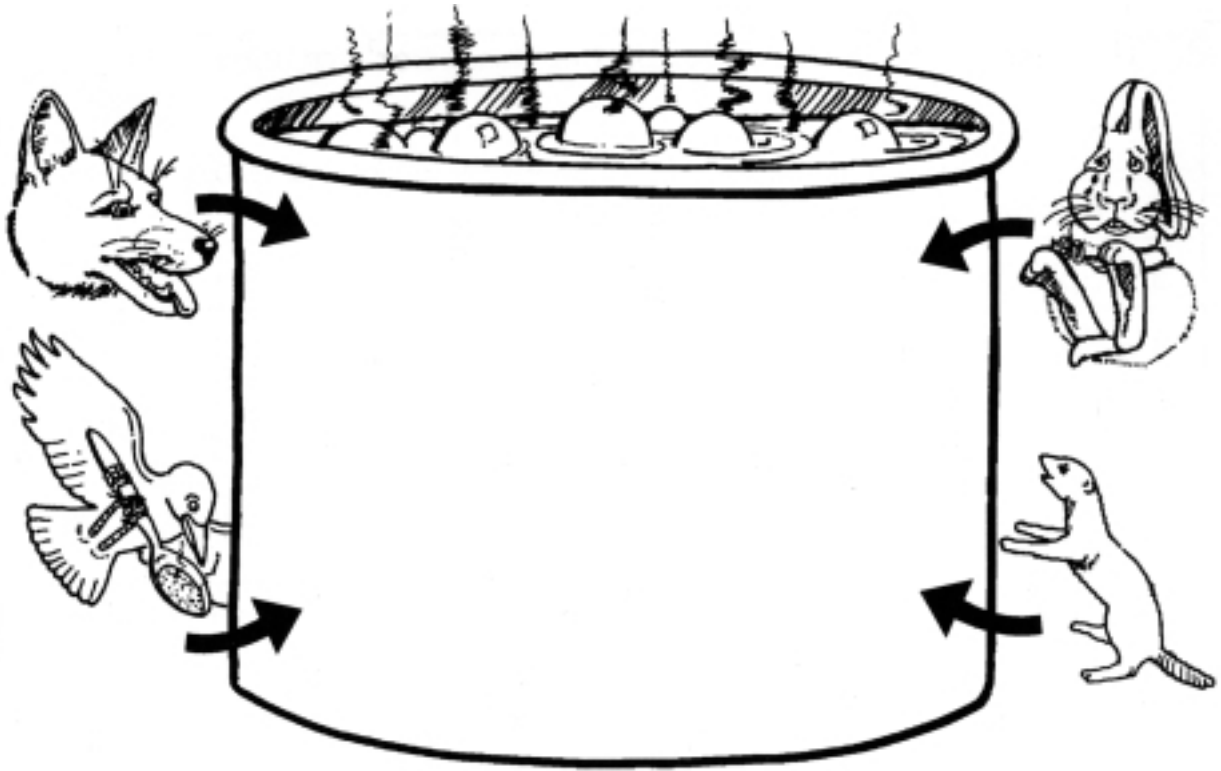
CHARACTER WEB

1. Choose a character from the story.
2. Write things that the character does in the boxes below.
3. Think about words to describe the character's actions. Write one word in each circle below. For example: *exciting*.
4. Draw a line to join up each box with its matching circle.

	CHARACTER	

RABBIT STEW

1. Think of each character in turn. Write three words in the pot to describe the character.



2. Use some of the words from your word-stew to tell what happens in the story.

SPIDER MAN

Before reading *Spider Man*, tick the boxes you think are correct.

	True	False
1. Most spiders have two eyes.		
2. Mother spiders spin bags for their eggs.		
3. Spiders have ears.		
4. Some spiders pretend they are flowers.		
5. Most spiders live for one to two years.		
6. Spiders lose their skin when they grow.		
7. Spiders can't float in the air.		
8. Pet spiders need feeding once a week.		
9. Pet spiders eat pet food.		

As you read *Spider Man*, write down the page where you found whether your answers were correct.

1. Page _____ 2. Page _____ 3. Page _____
4. Page _____ 5. Page _____ 6. Page _____
7. Page _____ 8. Page _____ 9. Page _____

After reading *Spider Man*, write down some interesting facts you've learned about spiders.

IN THE CLOUDS

1. Jake has a lot of problems, but he finds a solution to each one. Write down Jake's solutions.

Event	How you think Adam feels.
Jake has no money to build a tree house.	
Jake doesn't know how to get timber up the tree.	
Jake's dad falls out of the tree.	
Mr Rogers thinks the tree house is a pile of junk.	

2. List three important pieces of advice that you think would give about building a tree house.

a. _____

b. _____

c. _____

BOY WHO CRIED WOLF

Complete a report card for the shepherd boy. Put grades and comments next to each of the categories below.

REPORT CARD

Name _____

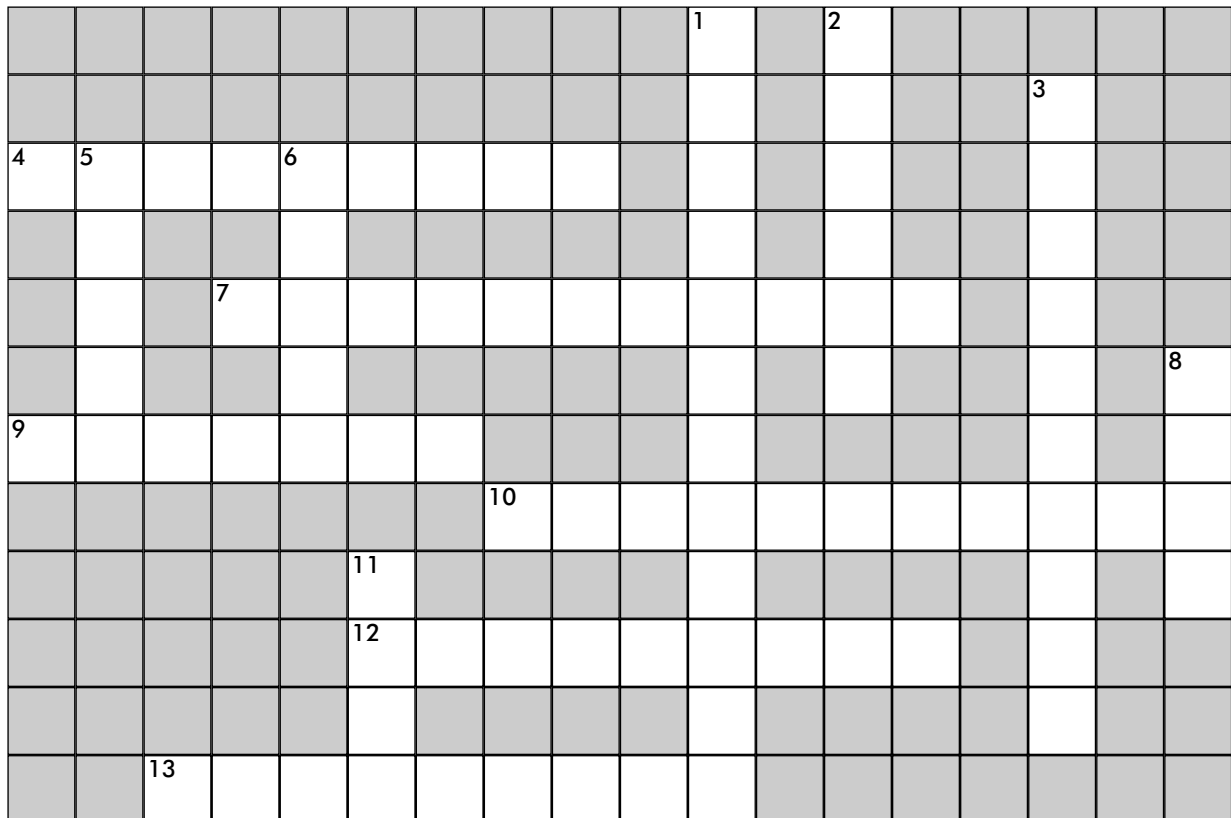
A = Outstanding B = Very good C = Satisfactory
D = Improvement needed E = Failure

	Grade	Comments
Following instructions		
Using common sense		
Reliability		
Honesty		
Protecting sheep		

General comments

CROCODILIANS

The answers to this crossword are all in *Crocodylians*. Read the clues, and then refer to the book to find the answers.



Across

- 4 Ancestors of crocodilians. (Page 4)
- 7 Reptiles bask in the sun because they are _____ - _____. (Page 10)
- 9 Natural home of animal or plant. (page 24)
- 10 When crocodilians balance on their tails. (Page 9)
- 12 A country where crocodiles are found. (Page 3)
- 13 A name for animals which eat baby crocodilians. (Page 13)

Down

- 1 Name given to crocodiles, alligators, caimans, and gharials. (Page 2)
- 2 Crocodilians' hind feet are _____. (Page 11)
- 3 Name for creatures who live on land or in water. (Page 6)
- 5 Gharials live here. (Page 3)
- 6 A crocodilian's nose. (Page 3)
- 8 Baby crocodilians hatch from these. (Page 12)
- 11 Crocodilians move more easily in water than on _____. (Page 7)

MARCELLA

1. List four ways in which Marcella is different from the other kittens.

- a. _____
- b. _____
- c. _____
- d. _____

Complete this table about Marcella as a **grown-up** cat.

Things other cats can do	Things Marcella can do

Do you think it matters that Marcella is blind? Explain your answer.

ANOTHER DAY, ANOTHER CHALLENGE

Albert might not be famous anymore, but his daily life is still full of challenges! Tell why each situation really is a challenge.

Challenge	Why is it a challenge?
Cooking dinner.	
Practising cooking dinner again.	
Taking the children shopping.	
Watching Adeline on TV.	

Select someone in your family. Tell about one of his/her daily tasks that might be a challenge for you.

ALFIE'S GIFT

Alfie has decided to advertise for a new owner. After reading *Alfie's Gift*, fill in the information that you think he would include.

WANTED - NEW OWNER



I am looking for an owner who is _____

The kind of home I am looking for is _____

The reason I left my previous home is _____

In return, I am offering _____

Reply to Alfie at _____

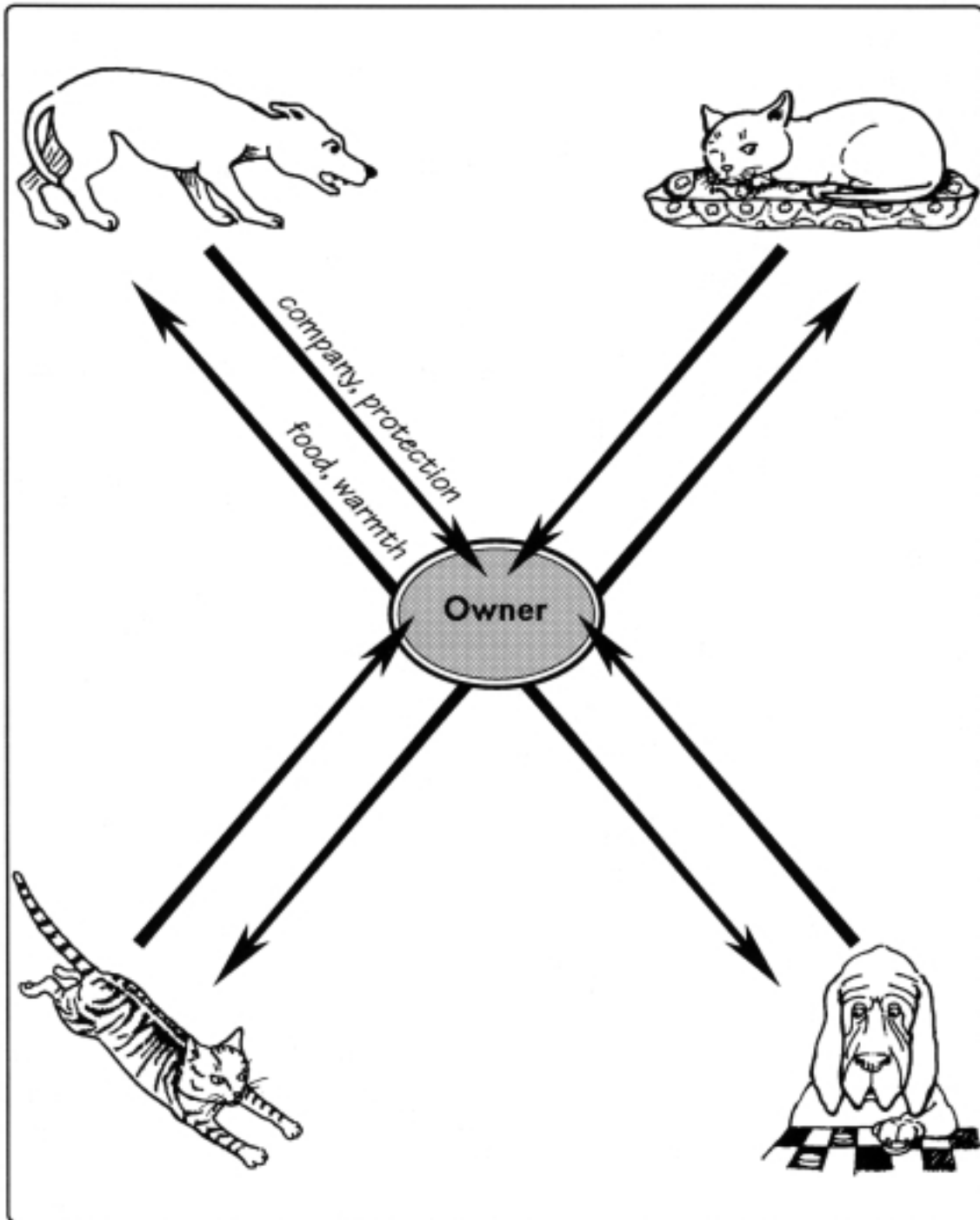
FOUR-LEGGED FRIENDS

Pictured below are four of the animals from *Four-Legged Friends*.

In what way is each animal a friend to its owner?

In what way is each owner a friend to the animal?

1. Write on the top arrows what the animal does for its owner.
2. Write on the other arrows what the owner does for the animal.



CAN I HAVE A DINOSAUR?

1. Complete this table.

Dinosaur	Why Daniel wants it.	Why Daniel wants it.
T. Rex	<i>Could guard our house.</i>	<i>Would eat us!</i>
Brontosaurus	_____	_____
Triceratops	_____	_____
Plesiosaurus	_____	_____

2. List five real pets on this chart. Write what you think is a good point and a bad point for each one.

Pet	Good Point	Bad Point
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Write about one pet that you would like to have.

Name of pet _____

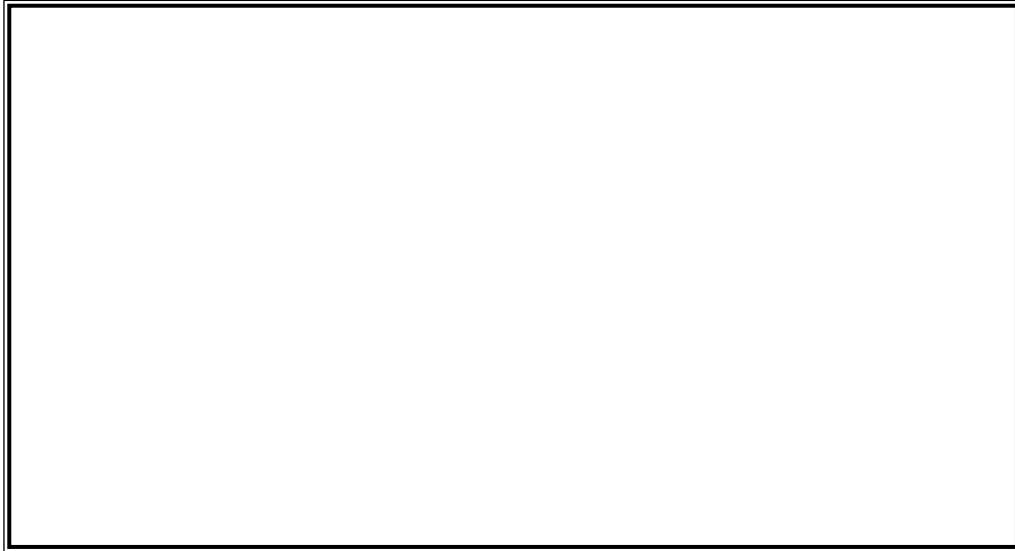
Why it would make a good pet _____

HUNTING WITH MY CAMERA

When you have read *Hunting with My Camera*, select an animal from the book and find out more about it.

Which animal did you choose? _____

Draw a picture of the animal. Use labels to help describe it.



Record information under each of these headings:

Habitat _____

Food _____

Babies and families _____

Other interesting facts _____

WHIRLYBIRDS

Listed below are five chapter headings from *Whirlybirds*. Under each heading, list two things you learned from reading that chapter.

Taking off _____

Choppers v Planes _____

Observation _____

Transportation _____

Workhorse of the Sky _____

DROUGHTMAKER

Think of a plan to make Tiddalik laugh. Use at least three of the items pictured, plus one or two of your own. Describe your plan, then illustrate it.

My plan to make Tiddalik laugh.

VERUSCHKA BABUSCHKA

Write a sign to help Veruschka Babuschka warn the people of Trotsky about the dangers of foot-in-mouth disease.

Warning!

Foot-in-Mouth disease!

What is it?

Who is likely to catch it?

The symptoms

The cure

How to make sure you don't catch it.

Veruschka Babuschka

ONCE WHEN I WAS SHIPWRECKED

Write a new amazing adventure for *Once When I Was Shipwrecked*.
Then tell what really happened. Include drawings.

POSTCARD

Once when I ... _____

POSTCARD

But then ... _____

THE STORY OF AMY JOHNSON



Reread the account of Amy's journey from England to Australia (pages 6-11).

Record what Amy might have written in her log book to describe these parts of the journey.

London to Baghdad:

Baghdad to Rangoon:

Rangoon to Sourabaya:

Sourabaya to Darwin:

GAIL & ME

1. Six Parts of the story are listed below.

For each one, write a few words to describe Paul's feelings.

At the beginning.

Paul feels

Dad meets Gail.

Paul feels

At the end.

Paul feels

The wedding.

Paul feels

Dad says he is getting married.

Paul feels

Gail starts to visit.

Paul feels

2. Tell how Paul's feelings change during the story. Explain why.

TREASURE HUNTING

Here are some clues about *Treasure Hunting* for you to solve. Refer to the book to help find the answers.

Clue 1 (see pages 2-3)

The sisters' names are Em and Kaye. Which one is wearing blue stripes today?

Answer _____

Clue 2 (see pages 10-11)

Lots of chess pieces, black and white.

The one like a horse is called

a _____

Clue 3 (see pages 18-19)

When Em and Kaye come to the store, does Miss Johnson know what they're looking for?

How can you tell?

Clue 4 (see page 22)

Why is Grandpa on the Iron Horse?

He signed up for a

Clue 5 (see page 22)

Here's good news for Em and Kaye -

Grandpa's going to

ANIMALS OF THE ICE AND SNOW

Use the book to help you match an animal to each description.

snow leopard	albatross	fur seal
polar bear	weddel seal	norwegian lemming
arctic hare	bald eagle	yak
willow ptarmigan	whale	harp seal
beluga	penguin	crabeater seal

- _____ Uses its teeth to scrape holes in ice.
- _____ Hunts goats, marmots, and yaks.
- _____ Blubber keeps it warm.
- _____ Its burrow floods in spring.
- _____ In winter its fur becomes white.
- _____ Travels up to 80 kilometres to find food.
- _____ Has two layers of hair.
- _____ Able to stay underwater for 15 minutes.
- _____ Has waterproof feathers.
- _____ Parent birds take turns to sit on the eggs.
- _____ Spends its first ten months on land.
- _____ Has feathered toes.
- _____ Despite its name, this seal eats krill.

CLAUDINE'S CONCERT



What makes someone a "star"? Think about your favourite stars and list their "star" qualities.



Describe Millie and tell what happens to her in the book.



Millie says that she is a "star". Look back at your answers to questions 1 and 2 and tell whether you agree with her.

NOTES