

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 9-12 • LITERACY LINKS PLUS
Reading Age 7-8.5 (guide only)

KINGSCOURT / MCGRAW-HILL

Writing Frames Levels 9-12

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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.

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WRITING FRAMES FOR GUIDED AND INDEPENDENT READING

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3 *What/Why Chart	Clouds; Diary of a Honeybee; Rabbits
4 *Story Staircase	Friends are Forever; The Two Foolish Cats; The T-Shirt Triplets; Dom's Handplant; Tony and the Butterfly
5 *Questions & Answers	Rapunzel; Misha Disappears; Crosby Crocodile's Disguise; Dogstar; Zoë at the Fancy Dress Ball
6 *Crossword/Wordsearch	Camping with Claudine; Mr. Pepperpot's Pet; The Lonely Giant; Diary of a Honeybee; Just for Fun
7 *Find the Meaning	Tommy's Treasure; Don't Worry; The Lonely Giant; The Skeleton on the Bus; The Hare and the Tortoise
8 *Story Map	Don't Worry; The Smallest Tree; The Pumpkin House; Alison Wendlebury; Grandad; Pete's Story
9 *Between the Lines	The Little Spider; The Cabbage Princess; Don't Worry
10 *Character Web	The Dragon who had the Measles; Friends are Forever; Alison Wendlebury; The Hare and the Tortoise

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*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	

SOUVENIRS

1. Complete this chart.

Country	Mrs Marvel's Souvenir

2. Imagine Mrs Marvel came to visit you.

What would you give her as a souvenir? Tell why.

THE TICKLE-BUGS

Complete this sign about the dangers of Tickle-Bugs.

DANGER - Tickle-Bugs!



What do Tickle-Bugs do? _____

What do they look

like? _____

Where do they live? _____

How can you avoid Tickle-Bugs? _____

TOMMY'S TREASURE

1. **Before** reading the story, look at pages 2 and 3.

What do you think Tommy is holding?

Make three guesses.

a. _____

b. _____

c. _____

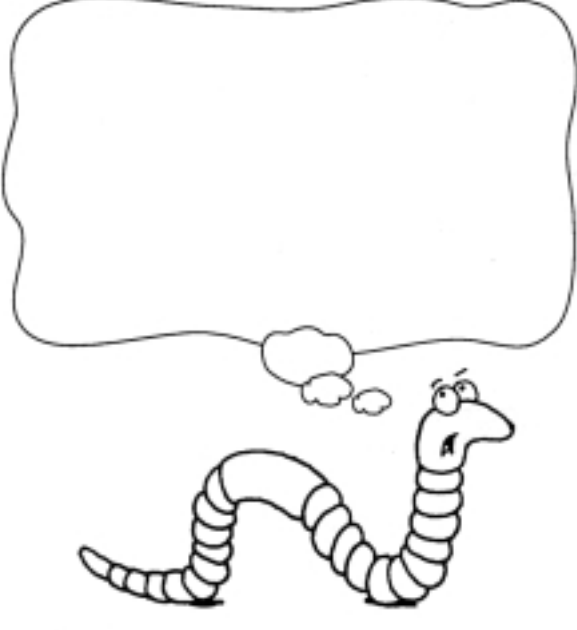
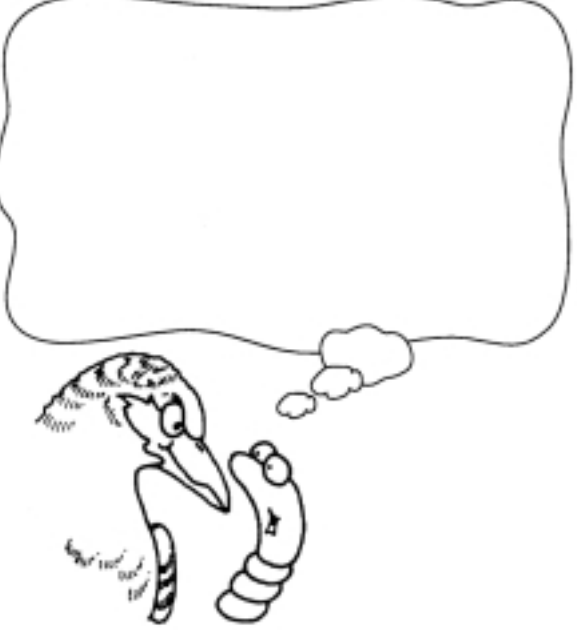
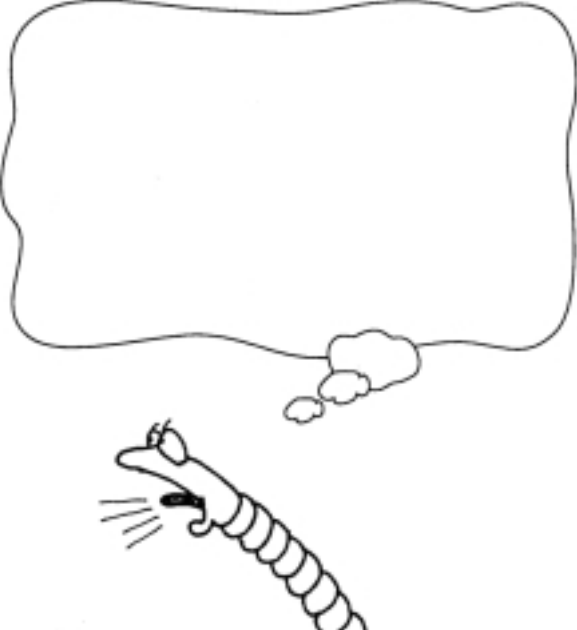
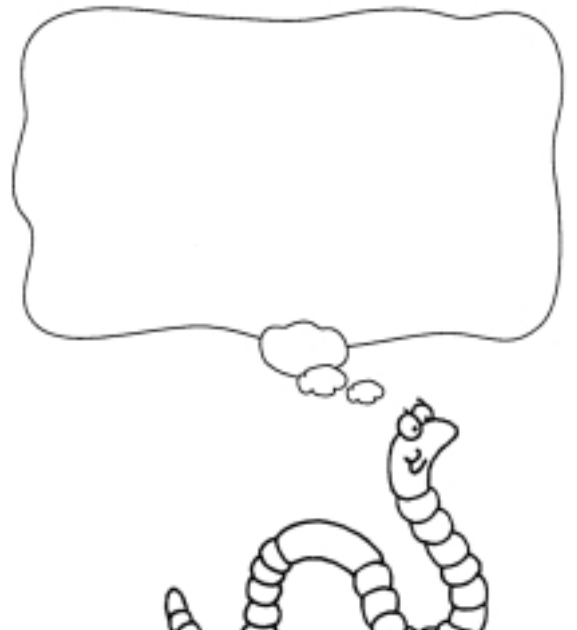
2. **After** reading the story, look at the last page.

Was Tommy's treasure really a treasure? Tell why.

3. What do you think Tommy's mother will say to him?

LOOK OUT FOR YOUR TAIL

1. Write the matching page under each drawing.
2. Write what Herm might be thinking.

 <p>Page _____</p>	 <p>Page _____</p>
 <p>Page _____</p>	 <p>Page _____</p>

DON'T WORRY

Complete these cards.

Give each person's plan a score and tell why.

Builder

Score _____

Reason for score

Mountain Climber

Score _____

Reason for score

Teacher

Score _____

Reason for score

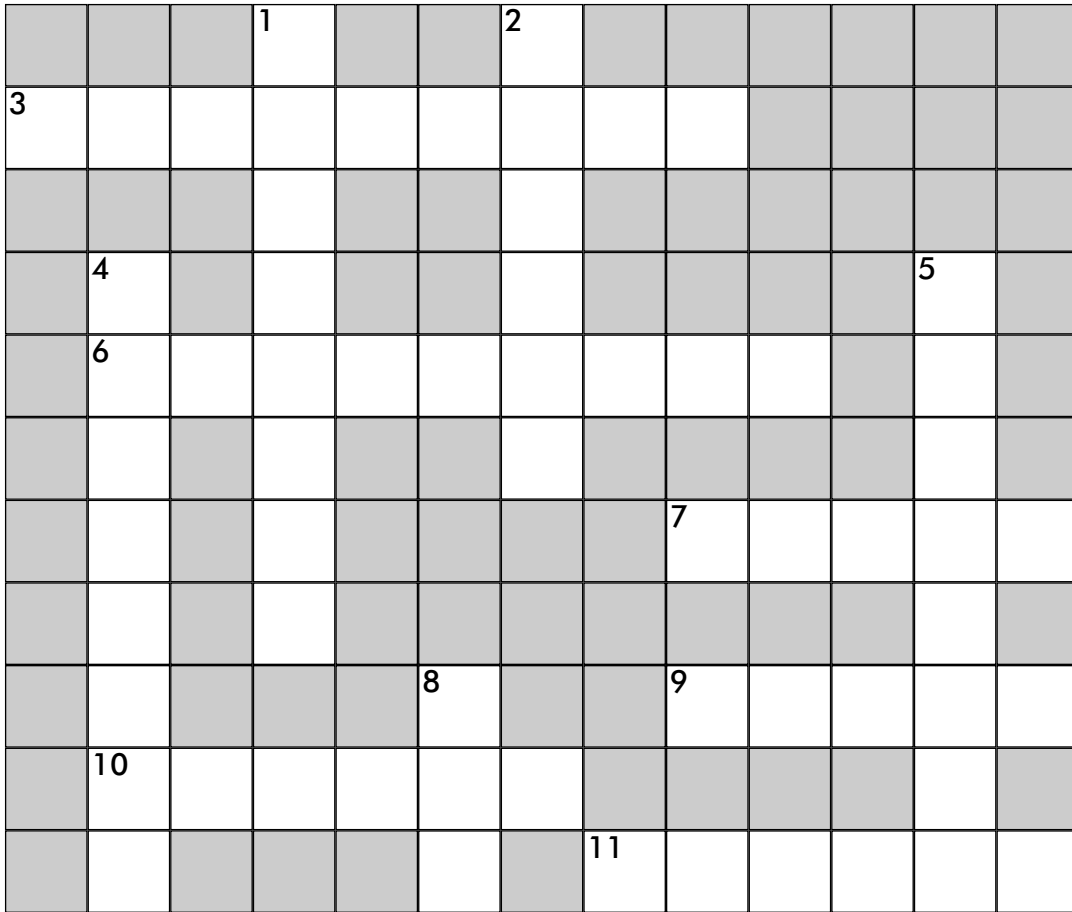
Boy

Score _____

Reason for score

DIARY OF A HONEYBEE

The answers to this crossword are in *Diary of a Honeybee*.



Across

3. Bees dance on this. (page 13)
6. Someone who keeps bees. (page 3)
7. Bees make this. (page 3)
9. Eggs hatch into these. (page 5)
10. Bees bring n_ _ _ _ _ back to the hive. (page 13)
11. This bee cleans empty cells. (page 7)

Down

1. Nurse bees feed _ _ _ _ _ to the grubs. (page 5)
2. Bees collect p_ _ _ _ from the flowers. (page 13)
4. Wax comes from bees' _ _ _ _ _ . (page 10)
5. The mother of all the bees. (page 15)
8. Cells in a beehive are made of this. (page 4)

FRIENDS ARE FOREVER

1. Complete this chart.

Animal	Reason for not helping Lion
Donkey	
Zebra	
Giraffe	

2. Which animal was really Lion's friend? Tell why.

ALISON WENDLEBURY

Fill out this report card for Alison Wendlebury or Faye.

REPORT CARD

Name _____

A = Outstanding B = Very good C = Satisfactory

D = Improvement needed E = Failure

	Grade	Comments
Friendship		
Sharing		
Honesty		
Classroom behaviour		

Suggestions for improvement

MR PEPPERPOT'S PET

1. Complete this chart.

Noise	Animal	Owner
Ssssss!		
	Dog	
		Mr. Pifflesniff
Scrape		
		Mrs. Muddleberry
	Cat	
Rustle		
	Frog	

2. Which animals make these noises?

Invent an owner for each animal.

Noise	Animal	Owner
Moo!	Cow	Mr. Clipclop
Hoot	Owl	Mrs. Onions
Buzz		
Roarr!		
Meow!		

DOGSTAR



Everyone wants to know about Muddy!
Help him write some details about himself.

My name is _____

Appearance _____

Hobbies _____

Favourite food _____

Favourite human _____

How I became famous! _____

DOM'S HANDPLANT

1. How are these problems solved in the story?

Problem	Solution
The ramp is too far away.	
People don't want to cut down trees.	
Dom can't do a handplant.	

2. What advice do you think Dom would give about getting a skateboard ramp built?

GRANDAD

1. Complete this chart.

Event	How you think Adam feels.
At the start.	
Grandad goes fishing.	
Grandad meets Mrs Timlin.	
At the end.	

2. Tell how Adam's feelings change in the story.

CROSBY CROCODILE'S DISGUISE

1. At the start, what does Crosby think he looks like?

Mouth	
Body	
Tail	
Colour	

2. What do his Aunt and Uncle tell him about his looks?

Mouth	
Body	
Tail	
Colour	

3. How does Crosby feel at the end of the book?

CLOUDS

Here are three chapter headings from *Clouds*.
List two things you learned from reading each chapter.

How clouds are made

Clouds and Temperature

Different types of clouds

SCARE-KID

Write instructions so that other birds can make scare-kids.

MAKE YOUR OWN SCARE-KID

What you need:

What to do:

How to use your scare-kid:

RABBITS

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

	True	False
1. Rabbits use their ears to keep cool.		
2. Rabbits can run at 60km an hour.		
3. Wild rabbits feed at dusk.		
4. Rabbits like being alone.		
5. Baby rabbits are called puppies.		
6. Rabbits like gnawing on logs.		

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

1. Page _____ 2. Page _____ 3. Page _____


4. Page _____ 5. Page _____ 6. Page _____

After reading *Rabbits*, write down some interesting facts you've learned about rabbits.

CASS BECOMES A STAR

Help Dave fill out this form about Cass.

Use the book to help you.


ANIMAL ACTING AGENCY

Type of animal _____ Animal's name _____

Appearance _____

How would you describe your animal? (Tick the boxes.)

Obedient <input type="checkbox"/>	Savage <input type="checkbox"/>	Unfriendly <input type="checkbox"/>
Noisy <input type="checkbox"/>	Friendly <input type="checkbox"/>	Playful <input type="checkbox"/>

What does your animal eat?

Special food Almost anything

What is your animal good at?

Fetching <input type="checkbox"/>	Running <input type="checkbox"/>	Singing <input type="checkbox"/>
Dancing <input type="checkbox"/>	Skating <input type="checkbox"/>	Climbing <input type="checkbox"/>
Flying <input type="checkbox"/>	Carrying <input type="checkbox"/>	Jumping <input type="checkbox"/>

Any other special talents?

THE CABBAGE PRINCESS

The princess is being asked about her garden.

Write what you think she would say.

How did you become a gardener?

Which vegetables do you grow?

What do you like about gardening?

What does your family think of your garden?

SNOW GOES TO TOWN

Answer these questions and tell why.

1. Helen says Snow won't be any trouble ...but is she right?

2. Miss Pink thinks she'll have a quiet chat with Mr. Wilson...but does she?

3. The robbers think they'll rob the bank and get away...but will they?

4. On page 24, Snow is called a bad bird **and** a hero. Which is he?

THE LITTLE SPIDER

1. Complete this chart

Place	Why it isn't a good place to live
Tall tree	
Behind curtain	
Drainpipe	
Tractor wheel	



2. What am I thinking as I climb up to my new home?

3. What makes a good home for a spider?

THE FROG WHO THOUGHT HE WAS A HORSE

Put a ✓ next to the **true** statements.

Kevin thinks he's turning into a horse because:

1. He starts to grow legs. _____
2. He eats hay and sleeps in a barn. _____
3. Horses talk to him. _____
4. He grows as tall as a horse. _____
5. The other horses are green like him. _____
6. His tail is like a horse's tail. _____
7. He can gallop. _____
8. He can breath air. _____

Does it matter if Kevin still thinks he's a horse at the end of the story?
Tell why.

BRINGING THE SEA BACK HOME

1. Each animal's description of the sea was wrong. What would Millie tell them after she has seen the sea?

The sea is wide and wet...



The sea is tall and yellow...



The sea is tall and



2. How would you describe the sea?

VICKI THE HIGH JUMPER

It was a great day for dogs yesterday. The highlight of the show was the jumping competition, when

VICKI TAKES OFF!

TOPDOG!

"Vicki has always been good at jumping," said Tammy, her proud owner,

WHAT A LEAP!

Write a newspaper report about Vicki.

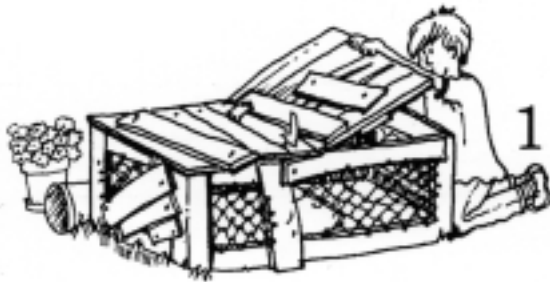
Start with a headline and opening sentence from above, or write your own.

ROSIE'S HOUSE

Add more arrows and numbers to show the order of these pictures. Write what is happening in each picture.









2





NOTES