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## INTRODUCTION

Reading is the inhale; writing is the exhale. ~ Mary Tedrow Writing influences the World.

Numerous studies on literacy growth have proven that writing about what you read has many benefits. Here are a few:

- It promotes the language development and reading fluency as well as communication skills in vocabulary and grammar.
- It provides a greater understanding of genres (fiction & nonfiction) as well
  as the author's purpose.
- · It helps when making inferences and predictions during the reading process.
- It improves reading comprehension especially when re-reading is necessary for opinion, narrative, informative, and compare/contrast text support.

Writing about what you are reading not only improves your written expressions, it, also, improves your understanding of what you are reading, whether it is a fictional story or an informational text.

Using Graphic Organizers for both Reading and Writing will increase your accuracy and clarity.

## CONSTRUCTION INSTRUCTION

MATERIALS NEEDED: card-stock, printing paper, binding (stapler, coil/comb, hole-punch/O-ring/brads), pencil, highlighters, colors

SEQUENCE: If you want to make a collection of Master copies, print the <u>Front/Back Covers</u> on card-stock and the other pages on paper as inserts. Bind together with coil/comb or O-ring for easy access. You can, also, hole-punch the pages and insert into a notebook binder or folder.

If you are using the Graphic Organizers and Writing Sheets for each chapter of FEETSPEAK, you'll need to make 12 copies, which you can double-side print.

If you are using the Organizers and Writing Sheets as whole book comprehension tools, you'll probably just need 1 or 2 copies of each.

You may want to double-side copy: the Writing Ideas, My Edit Checklist w/the Vocabulary List, and the Graphic Organizers w/their Writing Sheets.

Use FEETSPEAK's <u>Reading Comprehension Organizers</u> and/or the <u>Story Sequence</u> cards for additional ideas and the <u>Vocabulary Study</u> for words you want to include in your writing.

A more detailed Character Study will be the next Unit on the Blog, which will, also, include a mini Letter-Writing activity.

# ACTIVITY PLAN

This Activity Plan includes options for including the prior Activity Blogs from the Author's website: FEETSPEAK's Story Sequence, Vocabulary Study, and the Reading Comprehension Organizers.

Hopefully, some, if not all of your <u>Reading Comprehension Organizers</u> will inspire you to construct some written expressions about FEETSPEAK. Use them to help you decide which of the <u>Organizers for Writing</u> you will need and, then, their matching <u>Sheets</u> you will be completing. Remember ~ use the Organizers for your ideas, NOT sentences.

You can, also, read and select some Topics from the <u>Writing Ideas</u> and/or <u>FEETSPEAK's Story Sequence</u> unless, of course, you already have your own Ideas you want to express when writing.

Be sure to use the <u>Vocabulary Study</u> for listing the "new" words you want to include in your Writing on the <u>Vocabulary List</u> sheet.

If you want to use the <u>Writing Sheets</u> for your Final, edited copy (see <u>My Edit</u>

<u>Checklist</u>), use some notebook paper for your Rough Draft, or Sloppy Copy.

You can, also, double-side print the <u>Writing Sheet</u> and use one side as your Sloppy

Copy to edit.

## WRITING IDEAS

### PARAGRAPH/PARAGRAPHS

- Description: Cinnamon, Anmama, the Breton family, Dr. Toffler, etc.
  - Cinnamon's shoes
  - Spotsdale & Moonstar
    - Gustave & Henri
  - · the Fourth of July celebration

## INFORMATIVE TEXT

- · Kippony Pond's wildlife
- Blue Ridge Mountains wildlife
  - · Anmama's farm
  - the County Fair

#### NARRATIVE TEXT

- Retell: Anmama & Cinnamon welcome the Bretons, Dance of the Purple Pixie, Cinnamon & the Clown, Jeanne spends the night at Cinnamon's home, the Storm when Cinnamon speaks
  - Story Sequence
  - Causes & Effects in the Story

## WRITING IDEAS

#### SINGLE OPINION

- · Cinnamon & Jeanne's friendship
- Uncle Hamlin teaching Cinnamon
- · Meghan moving to the Midwest with her children
  - · Cinnamon & Anmama's relationship
  - · Cinnamon's visit with Dr. Kinderman
    - The story of FEETSPEAK
      - Traumatic Mutism

## **COMPARE/CONTRAST**

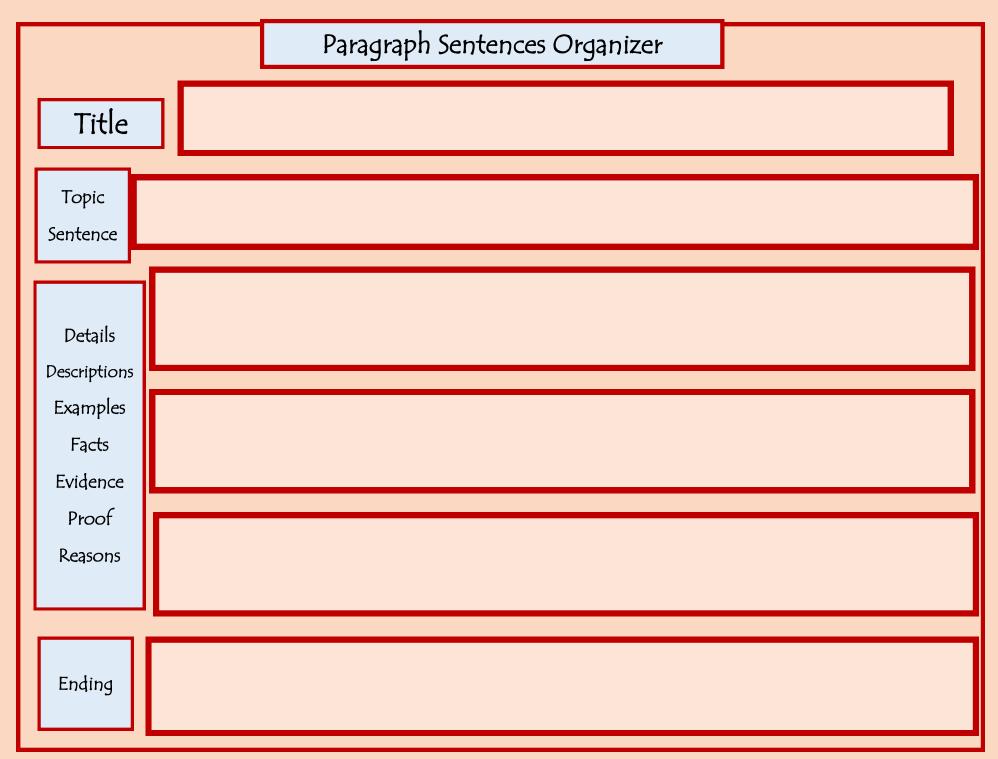
- Cinnamon & Jeanne
  - · Anmama & Adele
- Dr. Toffler & Dr. Kinderman
  - Town & City
- · the Fourth of July celebration & the County Fair
  - · Caitlin & Vance
  - Meghan & Devlin

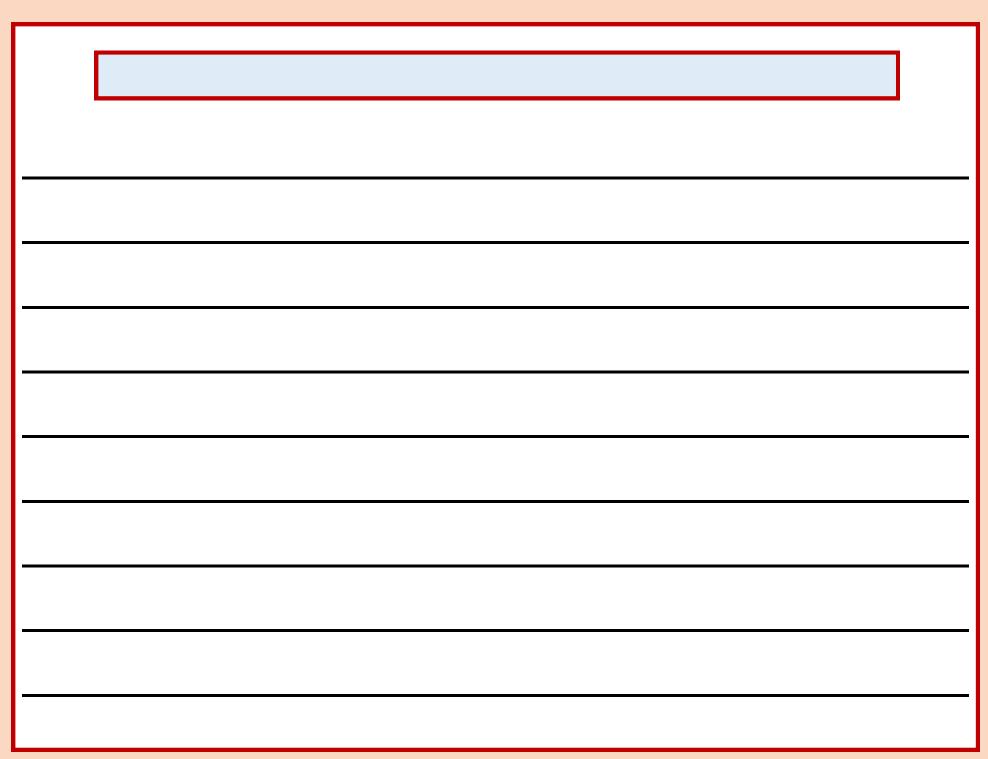


- . My sentences make sense.
- . My sentences have more than 5 words.
- . My sentences begin with a capital letter.
- . My sentences end with a punctuation mark.
  - . My words are spelled correctly.
  - · My Topic / Main Idea sentence is clear.
- · My sentences support my Topic / Main Idea.
- . My Conclusion restates my Topic Sentence.
  - · None of my sentences are repeated.

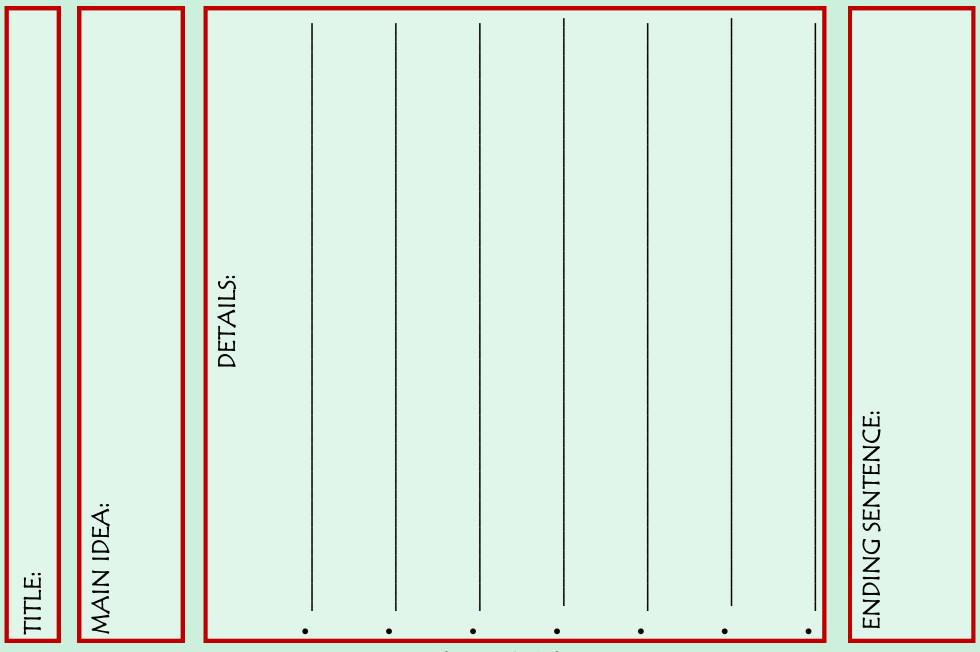


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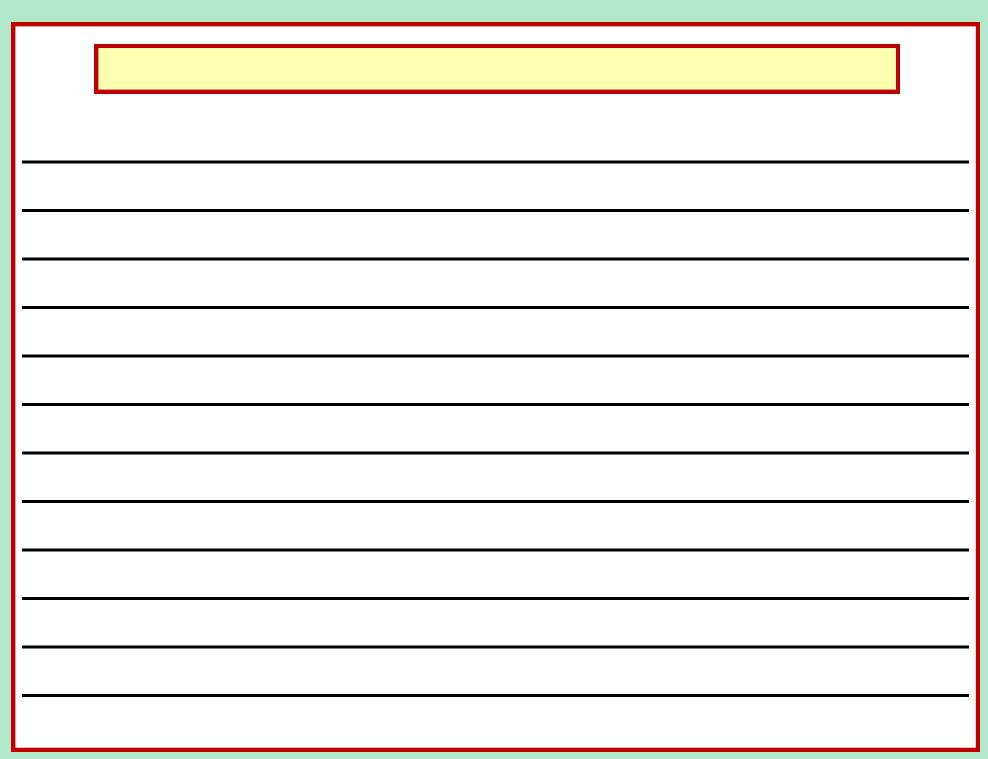




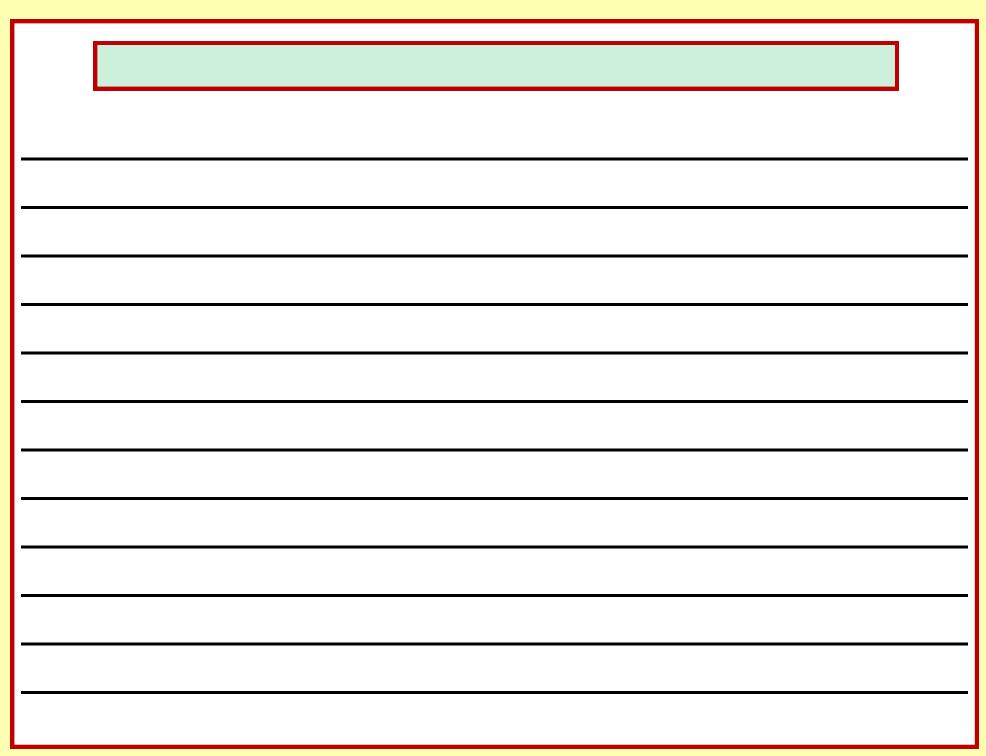
# Graphic Organizer for Writing Informative Text



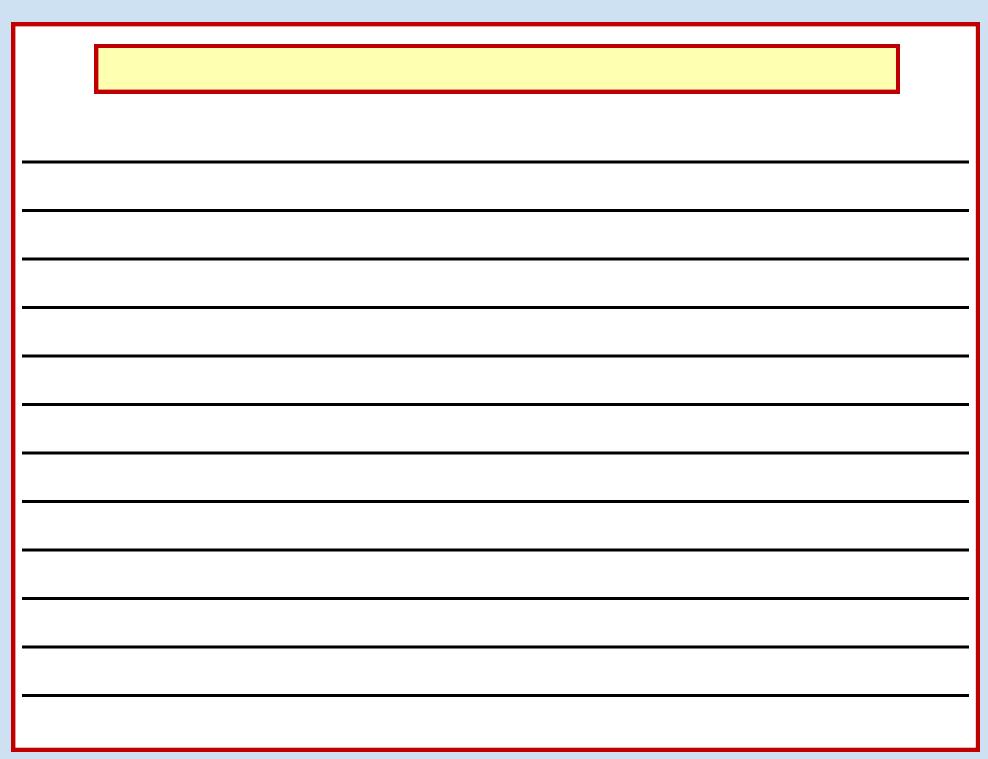
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WHO WHERE WHEN	
DID WHAT?	BEGINNING
BUT, THEN,SO,	MIDDLE
FINALLY,	ENDING



TOPIC SENTENCE:
•
CONCLUSION:



	TOPIC SENTENCE:	is/are	than					
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