

Teacher Modelling

Teacher Modelling

1. Read story models of what you wish students to imitate.

Literature: Amber on the Mountain by Tony Johnston

2. Collect any useful nouns and verbs from the text.

3. Web story language

(sensory imagery, showing, dialogue) required for the section of the story you are going to work on.

4. Teacher Models

how to use the web to write a story section.

5. Students Write

between one and five sentences of their story using the web.

6. Students Share

with each other and/or the class what they have written.

7. Students Edit

this small section of writing.

6. Process begins again starting at next section of the story..

Rationale

1. Webbing story language as the story is written:

- *broadens noun/verb vocabulary and provides concrete word choices
- *enables students to immediately apply what has been learned into their stories
- *taps into the strongest students' vocabulary and makes it available to the weakest writers
- *provides a base of nouns and verbs to create sentences from or a springboard for strong writers to start from

2. Modelling for students in small sections:

- *illustrates how sentence starters can be varied with plural nouns or "ing" words (participles) just by choosing words from the web
- *directly illustrates how great verbs are critical to creating interesting stories
- *provides excellent writing models and guidance in every part of the story by dividing it into small sections
- *keeps students on track in their writing by making teacher expectations clear

3. Students who write in small sections:

- *no longer have the pressure of trying to finish an entire story in one sitting
- *are on task
- *incorporate story language as they write, rather than adding it during editing

4. Students who share their writing by reading aloud in small sections:

- *are an inspiration to classmates
- *often find their own mistakes and fix them in the moment of sharing

5. Students who edit in small sections:

- *are less overwhelmed by the task size and more willingly and easily locate their own errors

Teacher Brainstorms Five Sense Verbs with Class

Heard/Saw/Felt:

woodpeckers:

owls:

coyotes:

crickets:

frogs:

(evergreens, poplars, aspens, birch) trees:

mountains:

path:

river:

wind:

sun:

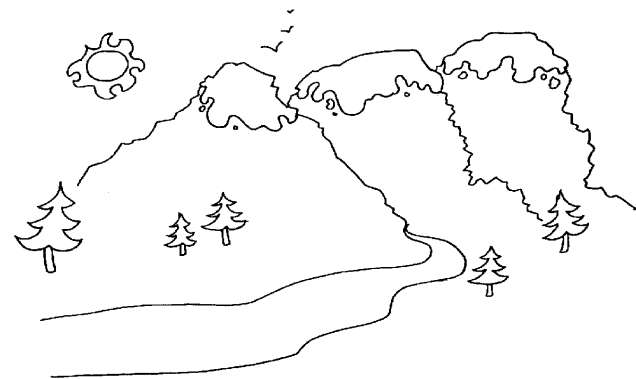
raindrops:

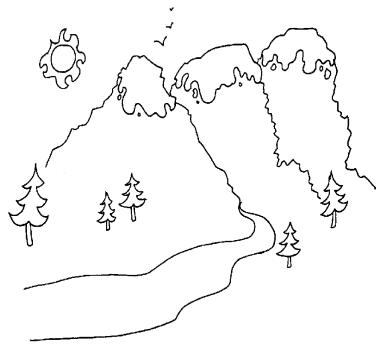
scent/smell/fragrance of:

Teacher Models on Transparency:

Glue Words: and, as, while

Setting: Forest





Setting Word Web: Forest

Glue Words:
and, as, while

Sensory Imagery: Heard/Saw/Felt/Smelled

woodpeckers: tapped, knocked, hammered, perched

owls: hooted, shrieked, swooped, circled, soared

coyotes: howled, yipped, bayed, yowled

crickets: chirped, clicked, sang, called

frogs: croaked, sang, called

(evergreens, poplars, aspens, birch) trees:

swayed, stretched, towered, rose, clustered

mountains: loomed, towered, rose, stretched

path: twisted, turned, forked, disappeared

river: splashed, roared, slapped, pounded, billowed, surged, rose, thundered

wind: howled, tickled, ruffled, rustled, nipped, stung, danced, cooled, whispered, whistled, sang

sun: beamed, warmed, shone, baked, sparkled, streamed, splashed, dipped, rose, disappeared

raindrops: dripped, soaked, streamed, cascaded

scent/smell/fragrance of: rain, flowers, firs, filled, flooded, wafted, hung, permeated

Answer Key: Three Teacher Models of a Setting Literature: Amber on the Mountain by Tony Johnston

1st Model: Most Common Error

You heard the owls shrieking as the coyotes howled in the distance. You heard the wind howling through the evergreen trees. You saw the mountains towering in the distance as sunlight streamed down.

Note: "You" are not in the story and so this word should not be used to write a setting. If this poses a problem for a child, have him start his first sentence with one of the main characters.

2nd Model: Plural Nouns as Sentence Starters:

Mountains stretched into the sky as sunlight streamed over the foothills. Frogs croaked by the river which thundered and roared as it gushed into the forest. Evergreens towered against the deep blue sky.

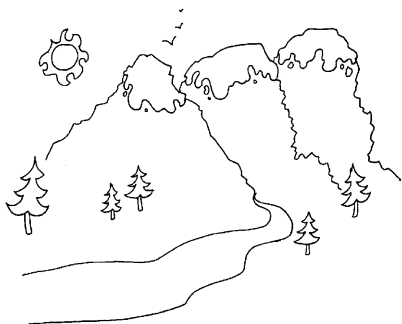
Note: Plural nouns are found on the word web and can be used as sentence starters.

3rd Model: "ing" and "ly" Sentence Starters

Splashing, the river surged down the hillside. Mountains loomed into the sky as aspens rustled in the breeze. Clicking, the crickets chirped while coyotes howled deep in the forest. Slowly, the sun climbed over the foothills casting hues of orange and gold across the sky.

Note: Change any verb on the word web to an "ing" form and use it to start a sentence.

Setting Word Web: Forest



Sensory Imagery: Heard/Saw/Felt/Smelled

woodpeckers: tapped, knocked, hammered, perched

owls: hooted, shrieked, swooped, circled, soared

coyotes: howled, yipped, bayed, yowled

crickets: chirped, clicked, sang, called

frogs: croaked, sang, called

(evergreens, poplars, aspens, birch) trees:

swayed, stretched, towered, rose, clustered

mountains: loomed, towered, rose, stretched

path: twisted, turned, forked, disappeared

river: splashed, roared, slapped, pounded, billowed, surged, rose, thundered

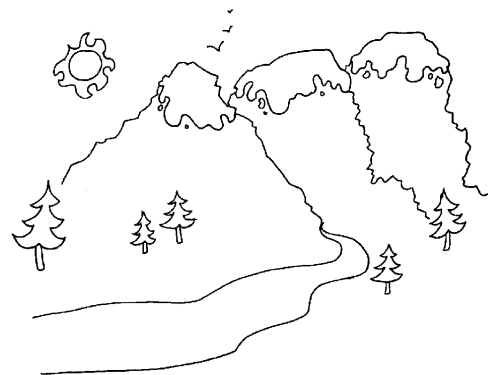
wind: howled, tickled, ruffled, rustled, nipped, stung, danced, cooled, whispered, whistled, sang

sun: beamed, warmed, shone, baked, sparkled, streamed, splashed, dipped, rose, disappeared

raindrops: dripped, soaked, streamed, cascaded

scent/smell/fragrance of: rain, flowers, firs, filled, flooded, wafted, hung, permeated

Student Assignment: Write a Forest Setting
Authors use the tool of sensory imagery (what is heard, seen, felt, and smelled) combined with action words to build their settings. Circle (or add) words from the web you would like to use in writing your own forest setting below. Next, write your own forest setting using the words you circled (or added) from the word web.



Glue Words:
and, as, while

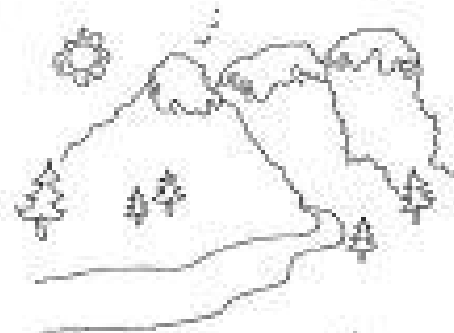
Setting Word Web: Forest



Grade two student

Sensory Imagery: Heard/Saw/Felt/Smelled
woodpeckers: tapped, knocked, hammered, perched
owls: hooted, shrieked, swooped, circled, soared
coyotes: howled, yipped, bayed, yowled
chickens: chirped, clicked, sang, called
frogs: croaked, sang, called
(evergreens, poplars, aspens, birch) trees:
swayed, stretched, towered, rose, clustered
mountains: loomed, towered, rose, stretched
path: twisted, turned, forked, disappeared
river: splashed, roared, slapped, pounded, billowed,
surged, rose, thundered
wind: howled, tickled, ruffled, rustled, nipped, stung,
danced, cooled, whispered, whistled, sang
sun: beamed, warmed, shone, baked, sparkled,
streamed, splashed, dipped, rose, disappeared
raindrops: dripped, soaked, streamed, cascaded
scent/smell/fragrance of: rain, flowers, firs,
filled, flooded, wafted, hung, permeated

Student Assignment: Write a Forest Setting
Authors use the tool of sensory imagery (what is heard, seen, felt, and smelled) combined with action words to build their settings. Circle (or add) words from the web you would like to use in writing your own forest setting below. Next, write your own forest setting using the words you circled (or added) from the word web.



Glue Words:
and, as, while

Coyotes howled at
the moon while moun-
tains towered into
the deep blue sky.
Splashing the river slapped
the banks edge as wind
rustled through the
trees.