**The Thoughtful Letter**

Objective: Write a letter to a friend, a relative, a character from book or a historical figure. You can even write one to a character from a story, movie, or a TV show. The writer will introduce themselves, share their knowledge about the character and write a conclusion.

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| **6 minutes- Write the Introduction to the Letter** |

**Hello my name is…**

 **My favorite…**

 **One thing you should know is…**

 **I am…**

 **I like…**

 **I live..**

 **This week I...**

 **My family…**

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| **2 minutes- Mid Conference-Read the introduction, give constructive**  **feedback, and plan the body of the letter.** |

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| **6 minutes –Write the Body of the Letter** |

 **I liked it when…**

 **In the story…**

 **You…**

 **The most important part was…**

 **You should know..**

 **It makes me realize…**

 **I think…**

 **The important part was…**

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| **3 minutes-Write Conclusion, share questions and final thoughts?** |

 **I wonder…**

 **I learned…**

 **How…**

 **Why…**

 **You taught me..**

 **I realized…**

 **This story reminds me..**

 **Sincerely, Your Friend, Thank you.**

 **P.S.**

 **P.S.S**

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| **Final Conference- Read the letter**  |

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| **Celebrations and Final Thoughts** |

**The Character Map**

**Objective: Create a map that describes the inside, outside and problem of a character. This protocol can be used as a response to literature or media. It can also be used to create imaginary character to writing make believe stories.**

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| **Sketch the Character**  |

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| **5 minutes-Write about Outside Characteristics-** |

**Outside Characteristics are the physical traits: hair color, eye color, description of the clothes, height and size.**

 **She wears…**

 **She has…**

 **She is…**

 **She always has…**

 **Her\_\_\_\_\_\_\_\_\_\_\_\_\_is..**

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| **5 minutes-Write about Inside Characteristics-** |

**Inside Characteristics are the traits the person has that make the character unique and special. This is how the person feels about the world or the things they like to do. This list should include the characters fear, passions faults and struggles.**

 **She thinks a lot about…**

 **She loves to….**

 **Her favorite thing..**

 **She is scared of…**

 **She feels…**

 **She’s not good at…**

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| **5 minutes Mid Conference-****Discuss the map and encourage students to add a few more characteristics. Ask probing questions to help deepen the child’s thinking about the character.** **-What kind of person is this character?** **-What does the character long for?**  **-What does the character afraid of?** **-What is the characters problem or struggle?** **-How did the character change?** |

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| **5 minutes-Write about the character’s problems struggles.** |

**Writing Trap-Kids will be tempted to create characters with big problems (finding a mythical artifact after flying to Egypt, fighting an army of skeletons and defeating a pharaoh. These are chapter book level stories and need to be broken up into smaller problems. Listen to the grand story they have and than start small. The first problem the character is encountering.**

 **She wants…**

 **She struggles…**

 **Her problem is that..**

 **She hopes..**

 **She believes…**

 **She is working…**

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| **5 Minutes-Final Conference****Reread the piece together. Point out the times the student used the strategy.**  |

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| **Celebration** |

**THE STORY MOUTNTAIN**

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