

SIX TRAIT WRITING

WARM-UPS

TRAIT #2: ORGANIZATION

PREPARATION

EXERCISE

FOLLOW-UP

1.	5 or 6 Scene Sequence Cards	Display the cards out of order. Ask the children what's wrong with them and what to do to make them make sense. Have someone put them in order and discuss why that's important.	Talk about the importance of order for understanding
2.	Set of directions for a simple activity (i.e. making a paper airplane) out of order.	Have children read jumbled directions and try to follow them. Ask what's wrong. Ask what can be done to help. Have students put directions in proper order. Ask why order is important.	Talk about importance of order when following directions
3.	A large wall map of a community or individual maps for each student.	Ask students to give directions as to how to get from one point (i.e. school) to another (i.e. store). Ask what will happen if directions are not given in the proper order (illustrate "mistakes" on map).	Talk about importance of order when giving directions
4.	A simple recipe (ingredients - opt) i.e. "how to make a peanut butter sandwich" with vague directions	Have children read the recipe. Discuss how directions could be misunderstood. Opt: Illustrate by making silly sandwiches or have children draw what the sandwich could look like.	Talk about importance of precise directions
5.	Display the following words: before, first, second, third, next, then, last, finally.	Ask students how these words could be used in writing, what kind of writing they could be used in, and why they are important words.	Talk about how to make order understood.
6.	Judith Viorst's "Alexander and the Terrible, Horrible, No Good, Very Bad Day".	Read aloud. Ask students what kind of order this was written in. Ask why they think it was written this way. Ask if it would be as amusing written in another way. Discuss why or why not.	Talk about the importance of order in organizing writing.
7.	Several trade books with good beginnings.	Read the beginnings of a few books. Discuss why they think they are or are not good beginnings. Would they want to continue reading? Why or why not?	Talk about the importance of a good beginning.
8.	Several familiar trade books with good endings.	Read the endings of a few familiar books. Discuss why they think they are or are not good endings. How did the endings make them feel?	Talk about the importance of a good ending.
9.	A large map of the school or individual maps for each child.	Have children give you (a visitor) oral directions for getting from your classroom to the gym (or other location). Trace their directions on the map (or have the class walk them) exactly! Did you end up in the right place- or get locked in the janitor's closet?	Talk about the importance of giving directions in the proper sequence.
10.	No preparation.	Have the children give you directions for what to do if you've swallowed a bug. Discuss and decide what you should do first, second, third, etc.?	Talk about the importance of sequence of events.