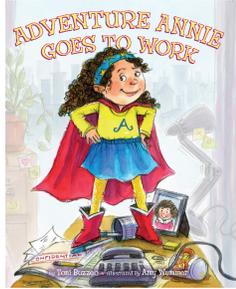


SIX TRAIT WRITING GUIDE



Adventure Annie Goes to Work

by Toni Buzzeo; illustrated by Amy Wummer
Dial Books for Young Readers, 2009

IDEAS: Details Bring the Character to Life

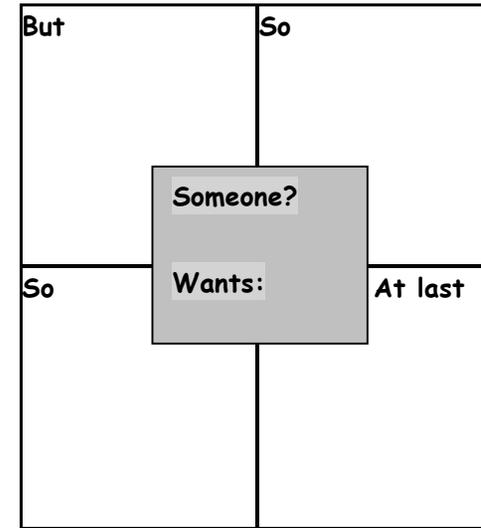
Read the first three pages of *Adventure Annie Goes to Work* aloud to your students without sharing the illustrations. (Note: You may want to write them on chart paper or your white board.) Ask your students to tell you what kind of girl they think Annie is using only the text from these three pages. What details inform their thinking?

IDEAS: A Lesson Learned

After you have read and discussed the story, ask your students what they think the main idea or "message" of the story is. Is it about following the rules? Is it about personal strengths? Is it about self-confidence? There are many possibilities to discuss.

ORGANIZATION: Four-Square Pattern of Three

Use a four-square graphic organizer like the one below to help your students uncover the **Pattern of Three** in *Adventure Annie Goes to Work*.



VOICE: How Would Mommy Tell the Story?

Adventure Annie Goes to Work is narrated in first person by Annie. Throughout the story we hear Annie's **voice**. We hear her particular expressions, and her personality shines through. But what if Mommy had been telling the story? Engage your students in an exercise focused on **voice** by retelling the story from Mommy's **Point of View**. Ask students to give her interesting words and expressions that let us know what *she* is like.

WORD CHOICE: Verbs with Verve

Sometimes the best way to add verve to writing is to use strong verbs. Often, as readers we don't notice these strong verbs and the effect they have on the story. Challenge your students to rewrite *Adventure Annie Goes to Work* with ordinary/boring verbs each time Toni Buzzeo uses a more exciting verb. For example, rewrite, "I rise. Morning shines." to read, "I get up and it is sunny." After replacing all of the verbs on a page (or in the whole story) read the end result aloud and discuss which you like better and why.

WORD CHOICE: Not Just ANY Word Will Do

Begin by discussing first person narrative. Remind students that when the main character is speaking directly to the reading and using "I," they are reading a first person narrative. Practice reciting pairs of sentences, one in first person (e.g. *I zip to the kitchen./ She zips to the kitchen.*) until students have a clear concept. Then re-read *Adventure Annie Goes to Work*. Remind them that Annie is narrating the story. Ask them to listen for interesting or surprising words that Annie uses, and to raise their hands each time they hear one. Pause to write them on chart paper. When you have completed the reading, examine the list of words. Mark any of them that are words Annie has made up with a star. Think about why even Annie's invented words make sense. (For instance, *ziggle* and *zaggle* draw on *zigzag* and suitably describe the way Annie moves down the hall.) Challenge them to return to the story and help Annie make up a few more new words by replacing some of her ordinary words with invented words that still imply the original meaning.

SENTENCE FLUENCY: Building Excitement

Tell students that they can recognize sentence fluency when listening to a story read aloud. Ask them why, for instance, this sentence is especially fun to read or listen to: "We zoom and stop, zoom and stop, zoom and stop, stop, stop." You may want to read the story in full a second time and ask students to raise hands each time they hear a sentence they especially like. Mark that sentence with a post-it note or a sticky flag. After the reading is complete, return to each flagged sentence and discuss what makes it a particularly good one.

CONVENTIONS: What's the Question?

Review the use of question marks with your students then practice formulating questions. As each student asks a question, write it down on chart paper or a white board and invite him/her to come up and end it with a question mark. Now, ask student to go on a question hunt in *Adventure Annie Goes to Work*. Remind them that the question marks they see will alert them to a question. Discuss why there are so many questions in the book.