**Trickster Tales Lesson One: Gina Groover**

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| **Title** | Introducing Trickster Tales |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 2 class sessions (approx. 60 minutes each) |
| **Goal (Big Idea)** | Introduce students to trickster tales from a variety of cultures |
| **Objective** | Students will understand that trickster tales include a main character that outsmarts other characters by playing a trick, and that the story may teach a lesson. |
| **Materials** | -a selection of trickster tale books: see annotated booklist  -document camera with projection capabilities  -Venn diagram – one per student + one for teacher  -Word Wall |
| **Procedure** | 1. Teacher will read *Love and Roast Chicken* by Barbara Knutson and one selection from *Meet Tricky Coyote!* by Gretchen Will Mayo aloud to class.  2. Class will discuss things they noticed about the stories (e.g., characters, language, repetition in plot, tricks, etc.) and why these are called trickster tales.  3. Class will compare the two stories read aloud. Teacher will chart their ideas using Venn diagram (projected by document camera). Class will determine the trick played and whether a lesson was learned in one of the above stories. Teacher will write these underneath Venn diagram.  3. Students will work in pairs to read/discuss other trickster tales. Students will complete a Venn diagram comparing two trickster tales. (They may use one of the previously read stories and one new story if needed to manage time). They will write the trick played and lesson learned (if applicable) in one of the stories underneath the Venn diagram.  4. Teacher and students will review Spanish words in *Love and Roast Chicken* and add them to a multi-language Word Wall. |
| **Assessment** | Students will turn in Venn diagram as formative assessment. It will be returned for student reference (to be kept in Writer’s Notebook). |
| **Accommodations** | Students will be placed in pairs of differing reading levels. ELL students and special needs students will be placed with the strongest readers in the class. Students will work together to complete Venn diagram, but each will have a copy for reference. Students with limited language proficiency or limited fine motor skills will be given additional time or offered a scribe. Efforts will be made to provide books that feature the heritage culture of all ELL students if possible. Teacher will circulate to assist pairs needing additional help. |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/RL/3/2/) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. * [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events * [CCSS.ELA-Literacy.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. |

**Trickster Tales Lesson Two: Gina Groover**

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| **Title** | Elements of a Trickster tale |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 1 class session (approx. 60 minutes) |
| **Goal (Big Idea)** | Identify elements of trickster tales |
| **Objective** | Students will be able to identify the elements of a trickster tale. |
| **Materials** | - *Anansi does the Impossible* by Verna Aardema: see annotated booklist  -document camera with projection capabilities  -*Elements of a Trickster Tale* document  -small slips of paper for exit slips (1 per student) |
| **Procedure** | 1. Teacher will discuss elements of a trickster tale with class using *Elements of a Trickster Tale* document.  2. Teacher will read *Anansi does the Impossible* by Verna Aardema aloud.    3. Class will discuss elements as they apply to *Anansi.* Teacher will note their observations on document. (Teacher will copy for students’ Writer’s Notebooks)  4. If time allows, teacher will ask students to discuss elements from trickster tales read the previous day. |
| **Assessment** | Students will complete an exit slip before transitioning to the next subject. On slip of paper, they will write two elements of a trickster tale. |
| **Accommodations** | Whole class discussion will allow ELLs and special needs students to participate as they are able while still hearing classmate’s ideas. Illustrations will be examined as visual cues to accompany text. A scribe will be offered if needed for exit slips. Modification may include writing only one element on exit slip rather than two. |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. * [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * [CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/) Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

**Trickster Tales Lesson Three: Gina Groover**

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| **Title** | Developing Trickster Characters |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 2 class sessions (approx. 60 minutes each) |
| **Goal (Big Idea)** | Learn to develop characters in trickster tales |
| **Objective** | Students will be able to identify possible creatures that can be tricksters and their characteristics. |
| **Materials** | - *Monkey: a Trickster Tale from India* by Gerald McDermott: see annotated booklist  -document camera with projection capabilities  - *Developing Trickster Characters* worksheet (one per student + one for teacher)  -blank paper for webs and illustrations, crayons |
| **Procedure** | 1. Teacher will instruct students to think about the characters and their characteristics in *Monkey* (teacher reads aloud).  2. Class will brainstorm ideas for *Developing Trickster Characters* worksheet as a whole group. Teacher will use document camera to project sheet so that students can fill it out to keep in Writer’s Notebook for reference.  3. Class will select an animal to develop as class trickster example. Teacher will guide students through choosing characteristics for that trickster. This character will be used for mini-lessons. Teacher will demonstrate how to create character web using the characteristics chosen by students.  4. Think-Pair-Share: Students will be given a few minutes to think individually about a trickster character they might like to write about (type of animal and one or two characteristics). Then they will pair up to discuss their ideas. The whole class will share ideas  5. Students will decide on an animal for their trickster. They will create a character web and simple illustration of the trickster. |
| **Assessment** | Character web and illustration will serve as formative assessments |
| **Accommodations** | Pairs for Think-Pair-Share will be scaffolded. Students will be encouraged to create characters that reflect their own cultural traditions. ELLs may use words from their heritage language to describe characters and add flavor. These words will be added to multi-language Word Wall. Alternately, they may choose to create a web for a familiar character from folktales heard at home. They will be allowed to use technology as needed to create their webs (e.g., word processing software to assist with spelling, Kidspiration/Inspiration to create web, clip art to replace/supplement words on web). |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events * [CCSS.ELA-Literacy.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. |

**Trickster Tales Lesson Four: Gina Groover**

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| **Title** | Drafting the Trickster Tale |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 4-5 class sessions (approx. 60 minutes each) |
| **Goal (Big Idea)** | writing a trickster tale |
| **Objective** | Students will plan and write an original trickster tale using elements of trickster tales and characteristics of tricksters identified in previous lessons. |
| **Materials** | -*Trickster Tale Graphic Organizer* (one per student)  -character web created by teacher/class  -document camera with projection capability  -chart paper and marker  -Writer’s Notebooks |
| **Procedure** | 1. Teacher will use document camera to model using the *Trickster Tale Graphic Organizer*, spending additional time on problem, events, solution, and lesson  2. Students will complete *Trickster Tale Graphic Organizer* individually. Teacher will circulate to clarify and assist as needed.  3. Teacher will model how to use *Trickster Tale Graphic Organizer* and character web to write a rough draft of a trickster tale (with student input). (to be written on lined chart paper)  4. Students will write rough draft of trickster tale in Writer’s Notebooks. Teachers will conference with students during this process using Lucy Calkins Architecture of a Conference as guide. Teacher will keep notes of conferences.  5. Teacher will revisit model story daily during mini-lessons and continue writing it with student input. |
| **Assessment** | Students will be given individual goals based on conferences. Follow-up conferences will be used to determine if goals are met. |
| **Accommodations** | ELL students who chose to create a character web for a culturally familiar character will write a story about that character. They will be encouraged to use a combination of English and their heritage language. Words from their stories will be added to multi-language Word Wall. Modifications will include reducing the number of events on the *Trickster Tale Graphic Organizer* and simplifying the ending to a trick without a lesson. A scribe or assistive technology will be provided for students needing those accommodations. |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * [CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * [CCSS.ELA-Literacy.W.3.10](http://www.corestandards.org/ELA-Literacy/W/3/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Trickster Tales Lesson Five: Gina Groover**

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| **Title** | Revising and Editing a Trickster tale |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 3-4 class sessions (approx. 60 minutes each) |
| **Goal (Big Idea)** | practice the process of revising/editing a story |
| **Objective** | Students will demonstrate revision techniques (focusing on elaboration), self-editing, and peer conferencing skills. |
| **Materials** | -story created by teacher/class  -CUPS checklist (one per student)  -half sheets of paper for adding elaboration  -red pens for student editing  -Writer’s Notebooks |
| **Procedure** | **\*\*Main focus** for revising will be **elaboration** through: 5 senses details, sharing character’s thoughts/feelings, telling more about the action, and using adjectives to describe.  1. Teacher will model revising through elaboration using class story.  2. Students will revise using elaboration as they write. Teacher will set daily goals for one aspect of elaboration to focus on that day.  3. Teacher will model self-editing using CUPS.  4. Students will use *CUPS Checklist* to edit their trickster tales.  5. Students will peer conference and note their partner on the *CUPS Checklist.* Teacher will conference with students after peer conference.  6. Students will edit stories a final time, using suggestions from peer and teacher conferences. |
| **Assessment** | Formative assessment: Teacher will note conference suggestions and application of those by student. |
| **Accommodations** | Accommodations will include focusing on one or two aspects of elaboration rather than all four. Teacher will conference with students to individualize editing goals, choosing fewer goals for students with limited language proficiency. ELLs will be placed in groups with two other students for peer conferencing, allowing them to do a joint peer conference with a peer mentor. |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * [CCSS.ELA-Literacy.W.3.5](http://www.corestandards.org/ELA-Literacy/W/3/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. * [CCSS.ELA-Literacy.L.3.2](http://www.corestandards.org/ELA-Literacy/L/3/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**Trickster Tales Lesson Six: Gina Groover**

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| **Title** | Publishing a Trickster tale |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 2-3 class sessions + time to share |
| **Goal (Big Idea)** | to publish an illustrated story |
| **Objective** | Students will publish a completed trickster tale that includes both text and illustrations using their revised/edited stories as guides for the “perfect copy”, to be shared with school audience. |
| **Materials** | -standard writing paper with space for illustrations  -students’ revised/edited trickster tales  -pencils, crayons, colored pencils |
| **Procedure** | 1. Teacher will model how to determine page breaks for a final copy (e.g., stop each page at the end of a sentence or thought, create enough pages to make it look like a book, think about illustrations that will fit the text)  2. Students will copy the revised/edited text of their story onto lined story paper using their neatest handwriting. They will determine page breaks as demonstrated by teacher.  3. Students will illustrate their stories.  4. Published stories will be shared with another class or grade level.  5. Teacher will assess stories according to rubric before returning to students to take home and share with families. |
| **Assessment** | Summative Assessment: Stories will be graded according to rubric. |
| **Accomodations** | Teacher will use small group to scaffold determining page breaks for ELLs and/or special needs students. Students who struggle with motor skills needed to illustrate will be allowed to choose clip art for illustrations. Students who have difficulty with handwriting tasks will be provided a scribe or encouraged to type stories on computer. Teacher will attempt to match ELLs with other ELLs who have similar language/cultural experiences for sharing. Additionally, ELLs will be encouraged to share their story with parents and write copy in their primary language. They may bring a copy to share with the class and add words to our multi-language Word Wall. |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

**Trickster Tales Lesson Seven: Gina Groover**

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| **Title** | Responding to Trickster Tales |
| **Grade Level** | 3rd |
| **Duration of Lesson** | 3 class sessions (approx. 60 minutes each) |
| **Goal (Big Idea)** | respond to literature |
| **Objective** | Students will respond creatively to a trickster tale. |
| **Materials** | -a selection of trickster tale books: see annotated booklist  -Writer’s Notebooks  -parent volunteers  -food brought by volunteers |
| **Procedure** | 1. Teacher will briefly discuss different ways of responding to texts, such as: poems, song lyrics, letters to characters or from character’s perspective, silly recipes for trickster treats, and reward notices for the capture of a trickster.  2. Students will select a trickster tale of their choice to read and respond to. They will choose their own methods of response.  3. Students will write response to the trickster tales they chose.  4. Class will hold a “farewell to tricksters” celebration that includes sharing their responses in small groups. Parent volunteers will be asked to bring “trickster treats” (foods mentioned in various trickster tales). |
| **Assessment** | Student responses will serve as assessment. |
| **Accommodations** | ELL students will be encouraged to include cultural influences and heritage language in their response. They may write the entire response in the heritage language if desired. Teacher will seek out translation services within the community or online to provide English translation of the response. Students with limited motor skills will be provided a scribe or use technology to write their responses. |
| **Common Core Requirements for MI** | * [CCSS.ELA-Literacy.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. * [CCSS.ELA-Literacy.W.3.10](http://www.corestandards.org/ELA-Literacy/W/3/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Elements of a Trickster Tale**

* **Not many characters, usually two. One is a clever animal or person who plays a trick on other characters.**
* **One of the characters (the trickster) has a problem to solve. The other is usually stronger or bigger and is the “bad guy”.**
* **Characters have human characteristics, such as greediness or boastfulness.**
* **The setting is not described in a lot of detail and is not an important part of the story.**
* **One character takes advantage of another character. The action often repeats (the trickster may fool the other character more than once).**
* **The solution is short and to the point. It may teach a lesson or explain why something happens.**

**Developing Trickster Characters**

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| **Possible Tricksters** | **Characteristics of Tricksters** |
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**Trickster Tale Graphic Organizer**

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| Character 1 | Name and Character Traits |
| Character 2 | Name and Character Traits |
| Setting  (keep it simple) | Description: |
| Problem: Reason for Trick |  |
| Event 1  (events should include trick) |  |
| Event 2 |  |
| Event 3 |  |
| Solution or Ending |  |
| Lesson of the Story |  |

**CUPS Revise/Edit Checklist**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_­\_\_\_\_\_\_\_

Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read your piece carefully.

Use a **red** **pen or** **colored** **pencil** to make all corrections.

**C...Capitalization**

 ~first word in a sentence

~proper nouns

**U…Understanding**

~makes sense

~beginning, middle, ending

~interesting detail

~indent where needed

**P…Punctuation**

~periods, question marks, exclamation points, commas,   
 quotation marks

**S…Spelling**

~check Quick Word Dictionary, Word Wall, regular dictionary

I peer conferenced with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and revised my work.

I met with a teacher for a final conference.

~Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

~Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conference Record

Child’s Name:

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| **Date**  *(Possibly include the stage of writing process or genre***)** | **Research / Compliment**  *What strategies did I notice the child using independently?* | **Teaching Point**  *What’s the strategy I taught the child in today’s conference?* | **What is next?**  *What strategies could I teach the child in the future?* |
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**Annotated Bibliography for Trickster Tales Writing Workshop**

Aardema, V. (1997). *Anansi does the Impossible.* New York, NY: Atheneum Books.

This African tricktser tale features the clever spider, Anansi, and his wife, Aso, who

work together to outwit the Sky God and reclaim the tales once told by African

storytellers. It features language and beliefs held dear by the Ashanti people of Africa. It

would be a good choice for teacher read-aloud or for independent reading by stronger readers.

Hickox, R. (1997). *Zorro and Quwi.* New York, NY: Delacorte Press.

This Peruvian tale is about a clever guinea pig named Quwi, who outsmarts Zorro the

fox to avoid being eaten. In the process, Quwi manages to create trouble for Zorro.

Finally, Zorro decides that a guinea pig would not make a good meal after all. The

book includes some Spanish words but does not offer translations. Spanish speaking

students could be called upon to assist with translation.

Knutson, B. (2004). *Love and Roast Chicken: A Trickster tale from the Andes Mountains.* Minneapolis, MN: Carolrhoda Books, Inc.

This is the tale of a clever guinea pig named Cuy, who outsmarts both a fox and a farmer to

have his dinner and his freedom. Cuy's cunning antics are very similar to those of Quwi in

*Zorro and Quwi*. The book includes some Spanish words and has a back page with

pronunciations and translations so that teachers and students can see the connection between

the English and Spanish portions of the text. This would be a great text for use with Spanish

speaking ELL students. A dual-language word wall can include both the Spanish and English

words used in the book.

Mayo, G. W. (1993). *Meet Tricky Coyote!* New York, NY: Walker and Company.

Coyote is a trickster from the folklore of Native American tribes in Western North America. He

is a central character in tribal tales who reflects the belief that every circle has a center that

holds it together. This book is a collection of short stories about Coyote. It would be very

useful for demonstrating several different trickster tales in one sitting. Students could be

assigned different “chapters” to read and then conference with students who read other tales.

Mayo, G. W. (1993). *That Tricky Coyote!* New York, NY: Walker and Company.

The saga of Coyote continues in this book. It contains five Coyote tales not included in

*Meet Tricky Coyote!* Between the two books, there are ten Coyote tales for students to

read and compare.

McDermott, G. (1993). *Raven: A Trickster Tale from the Pacific Northwest.* San Diego, CA: Harcourt Brace & Company.

This story differs from many others by featuring a raven that plays tricks on people

rather than other animals. Raven tricks the Sky Chief into giving him the sun so that he can

give light to all the people. This book highlights Native American beliefs about nature’s power.

The illustrations portray Raven as a colorful character that might be part of a totem pole.

*Raven* is a good choice for providing students with a slightly different perspective on trickster

tales.

McDermott, G. (2001). *Jabuti the Tortoise: A Trickster Tale from the Amazon.* San Diego, CA: Harcourt, Inc.

This trickster tale from the Amazon rain forest combines different cultural aspects. Although

Jabuti is a popular character in Brazil, the story and art are reminiscent of both African and

Native American tales. Jabuti is not liked by many creatures of the rain forest, for he has

tricked them with his flute in the past. He manages to win over all the birds except Vulture,

who plots to eat Jabuti. The King of Heaven becomes upset with Vulture and sends the other

birds to help Jabuti. In turn, they are rewarded with colorful new features. The simplicity of

this tale makes it easy for students to mimic in their own writing.

McDermott, G. (2009). *Pig Boy: A Trickster Tale from Hawai'i.* New York, NY: Houghton Mifflin Harcourt.

This trickster tale incorporates Hawaiian mythology to entertain readers with the story of a pig

who uses magic to escape the trouble he creates. He has the ability to change shape and

become different creatures. This is another trickster tale that features humans as the victims,

similar to *Raven*. This story may especially appeal to male students with its language, mischief,

and magic. It will provide yet another cultural viewpoint for students, allowing them to

consider the many different ideas that form our world.

McDermott, G. (2011). *Monkey: A Trickster Tale from India.* New York, NY: Harcourt Children's Books.

This trickster tale is rooted in Buddhist folklore from India. Monkey is a clever creature who

outsmarts the hungry Crocodile. He manages to reach the island where mango trees grow

without getting eaten by Crocodile. Monkey demonstrates the idea that brain is greater than

brawn. The book features Indian culture in the illustrations, which are made using a special

technique with torn paper. This story goes back to the idea of smaller, weaker animals

outwitting larger ones. The plot is fairly simple (like that of *Jabuti the Tortoise).* It would be a

superb mentor text for students learning to write trickster tales.

Morales, Y. (2003). *Just a Minute: A Trickster Tale and Counting Book.* San Francisco, CA: Chronicle Books.

This story reverses the roles traditionally found in many trickster tales by portraying a human

as the trickster. Grandma Beetle uses her wits to outsmart Senor Calavera. Children will learn

about Mexican culture as the story shows the preparations that go into a traditional Mexican

celebration. This book could also be used to introduce holidays around the world, as Senor

Calavera depicts a character from Dia de los Muertos (Day of the Dead). Spanish language is

used only minimally in the book, but it could still provide to be useful for teaching English to

Spanish-speaking ELL students and vice versa. As with many trickster tales, this story is a

wonderful way to expose students to diverse cultural ideas.

**ARCHITECTURE OF A CONFERENCE and**

**PROMPTS FOR CONFERRING**

From Teacher’s College Reading and Writing Project Summer Institute

Lucy Calkins, Director

**Research**

* *What are you trying to do as a writer in this piece?*
* *What have you done so far?*
* *Is there anything you want me to listen/look for?*
* *Is there anything I should know before I hear it/look at it?*

**Compliment**

* *I can see that you tried . . . (name the strategy)*
* *This part . . . works. . . because*
* *I can see that you as a writer (and as a person) care about. . .*
* *This part. . .makes me think about. . . (connect to larger issues/concepts)*

**Decide What to Teach**

* *Based on* 
  + *what student is doing/just about doing*
  + *strategies you have taught*
  + *assessments you have done*

**Teach**

* *There’s a strategy writers use that may be helpful to you as a writer. . .*
* *There’s something I’d like to teach you that writers often do to. . .*

**Link**

Parting question /comment

* *So, tell me what you are going to do now as a writer on this piece?*
* *So, when I come back in (a few minutes, or tomorrow or next week), I’m going to look for. . .*

*http://blogs.muskegonisd.org/writers3to6/*