

The Trait Crate[®]

TEACHING IDEAS

USING *When I Am Old
With You***RUTH CULHAM**

New York • Toronto • London • Auckland • Sydney
Mexico City • New Delhi • Hong Kong • Buenos Aires

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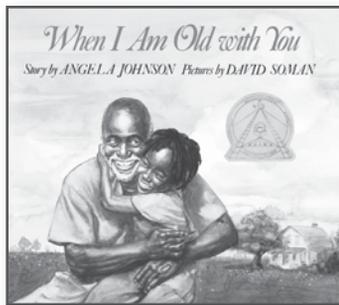
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The Trait Crate[®] Teaching Organization: Grade 1 © Ruth Culham, Scholastic Teaching Resources

Teaching Ideas Using *When I Am Old With You*



When I Am Old With You
Angela Johnson, Author
David Soman, Illustrator

Three Lessons on the Ideas Trait

Finding the Right Topic,
page 3

Using Good, Descriptive
Details, page 8

Making the Content Clear,
page 12

Spending time with his grandfather is the most important thing in the world to the young boy in this story. He tells his grandfather about all the things they will do together—from fishing in the local pond to playing cards and games with friends and neighbors all night long. This book is a loving tribute to the special relationship between many grandchildren and their grandparents. But more than that, it reminds us how important it is for every young child to have at least one significant adult to spend time with and to learn from, whether that adult is a grandparent or not.

In this series of lessons, first-grade writers explore the main idea of this story and how the author, Angela Johnson, brings it to life by using good, descriptive details. They explore various activities they can do with special grown-ups in their own lives and what makes those activities so enjoyable.

Ideas: A Definition for Primary Students

The ideas trait is about the writing's overall message and meaning. It is about the content of the writing. Ideas are strong when they are clear and focused, and move from the general to the specific. Though their texts may not be lengthy, young writers convey ideas by doing the following:

- drawing pictures with bold lines and lots of color
- experimenting with letters and words
- captioning pictures they create themselves and gather from sources
- talking about what happened to them or to their characters
- asking questions and making lists about things that interest them
- noticing the significance of little things and events

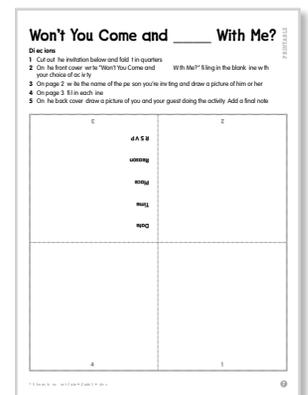
LESSON #1: Finding the Right Topic

Materials:

- a copy of *When I Am Old With You*
- paper, pencils, pens, markers
- overhead transparency of “Key Qualities of the Ideas Trait” (page 5)
- overhead transparency of “Think About: Finding the Right Topic” (page 6)
- “Won’t You Come and _____ With Me?” printable (page 7)

What to Do:

1. Show students the overhead “Key Qualities of the Ideas Trait.” Discuss that when writers feel stuck for a topic they often turn to ideas of other writers to get “unstuck.”
2. Explain that you are going to be reading aloud a picture book that has a specific idea—or topic—and you want them to listen for that idea and try to explain it when you are finished.
3. Read *When I Am Old With You* to students, showing the pictures as you go.
4. Ask students what the main idea of this story is. They should say something to the effect that it is about things a young boy would like to do with his grandfather.
5. At the board or chart, write down all the things students remember the boy would like to do:
 - relaxing and swatting flies all afternoon
 - fishing in an old canoe
 - playing cards under the tree
 - waving at cars that go by
 - watching the lightning bugs
 - trying on old clothes from the cedar chest
 - looking at old pictures
 - taking a trip to the ocean
 - roasting corn on a fire, dancing, talking
 - cooking breakfast and eating it on the porch
 - sitting in the big rocking chair together
 - taking long walks and talking to folks
 - riding on the tractor
6. Ask students which activities sound like the most fun to them. Which one would they want to do most? Did any sound like no fun? Discuss how each of the activities is simple and doesn’t involve a lot of money or preparation.
7. Ask students to talk with a partner about an older person—a grandparent, a trusted friend, an older brother or sister, aunt or uncle, and so on—whom they would enjoy doing something with. Then have them think of an activity they would enjoy doing with that person.
8. Tell students they are going to ask that person to join them in the activity, using a written invitation. Give each student a copy of “Won’t You Come and _____ With Me?”



Key Qualities of the Ideas Trait

- * Finding the right topic
- * Using good,
descriptive details
- * Making the content
clear

Won't You Come and _____ With Me?

Directions:

1. Cut out the invitation below and fold it in quarters.
2. On the front cover, write "Won't You Come and _____ With Me?" filling in the blank line with your choice of activity.
3. On page 2, write the name of the person you're inviting and draw a picture of him or her.
4. On page 3, fill in each line.
5. On the back cover, draw a picture of you and your guest doing the activity. Add a final note.

3	2
R.S.V.P. _____	
Reason: _____	
Place: _____	
Time: _____	
Date: _____	
4	1

Share this scoring guide with students to establish a common language about writing and to help them look at their work for strengths and weaknesses.

My First Scoring Guide

Ideas



<p>Strong</p>	<p>I've Got It!</p> <ul style="list-style-type: none">* I know A LOT about this topic.* My writing is bursting with fascinating details.* I've picked a topic small enough to handle.
<p>Developing</p>	<p>On My Way</p> <ul style="list-style-type: none">* I know enough to get a good start.* Some of my details are too general.* My topic might be a little too big.
<p>Beginning</p>	<p>Just Beginning</p> <ul style="list-style-type: none">* I haven't figured out what to say.* The details aren't clear.* I'm still thinking and looking for a topic.