



FOCUS on CHARACTER
Lesson Plans

Intermediate Lesson Plans

Ideal for Grades 3-6

Every Lesson:

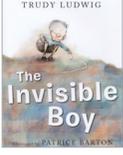
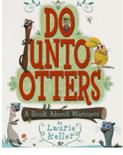
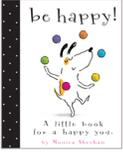
- Identifies key vocabulary and tricky phrasing
- Includes discussion starters and questions to check for understanding
- Features engaging writing prompts
- Includes activities and at least one printable activity or resource

Aligned to Common Standards

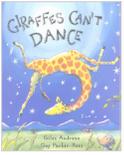
Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy**.
Every lesson plan supports **ASCA Mindsets & Behaviors**.

Seven book-based lesson plans that elaborate on the second letter of NED's name.

IDEAL FOR 3-6 INTERMEDIATE LESSON PLANS

Book Title and Author	Printable Activities	Big Ideas
 How Full Is Your Bucket? For Kids Tom Rath & Mary Reckmeyer Illustrated by Maurie J. Manning	<ul style="list-style-type: none"> • Bucket & Drops: Interactive display • Class Bucket: Morning reflection • Self-Assessment Cards: Behavior management 	Encourage Others Kindness/Unkindness Bucket Filling/Dipping Pay-It-Forward
 The Invisible Boy Trudy Ludwig Illustrated by Patrice Barton	<ul style="list-style-type: none"> • Can-You-See-Me Chart: Personal reflection 	Inclusion Manners Friendship
 Do Unto Otters: A Book about Manners Laurie Keller	<ul style="list-style-type: none"> • Project Planning Sheet: Art project • NED Mural Example: Art project 	
 be happy! Monica Sheehan	<ul style="list-style-type: none"> • Graphic Organizer: Pre-write brainstorming • Page Planner: First draft writing • Peer Edit Guidelines 	

IDEAL FOR K-2 PRIMARY LESSON PLANS

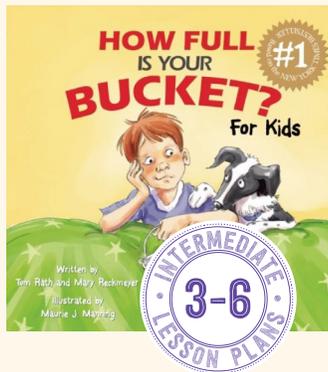
Book Title and Author	Printable Activities	Big Ideas
 And Two Boys Boored Judith Viorst Illustrated by Sophie Blackall K	<ul style="list-style-type: none"> • Lift-the-Flap Page: Personal experience recall • Ways to Encourage Others: Simple reminder cards 	Encourage Others Confidence Practice Kindness/Unkindness
 Giraffes Can't Dance Giles Andreae Illustrated by Guy Parker-Rees	<ul style="list-style-type: none"> • Writing Prompt: Writing practice • Encourage Others Jar: Entry forms • Kind or Unkind: NED head puppets • Puppet Stories: Story retelling 	Do Your Best Self-Esteem
 Stand Tall, Molly Lou Melon Patty Lovell & Ill. by David Catrow	<ul style="list-style-type: none"> • Mini NED Figures: Encouraging others game • The NED Poem: Fluency practice 	

How Full Is Your Bucket? For Kids

by Tom Rath & Mary Reckmeyer and illustrated by Maurie J. Manning

Themes

Encourage Others
 Kindness
 Bucket Filling
 Bucket Dipping
 Pay-It-Forward



What if each of us had an invisible bucket? You would feel amazing when your bucket is full but not so great when your bucket is empty. In this story, Felix begins to understand that his kind words and actions can fill someone's bucket but unkind words can empty the bucket. The lesson goes even further as he sees his own bucket filling up just by "Encouraging Others" and filling their buckets!

Key Vocabulary

Scowled: an angry frown
Invisible: not seen, not really there
Scattered: tossed all over
Crunched: broken up and crushed
Scolded: disapprove with angry words

Shrimp: small in size (not the seafood!)
Encouragement: to positively support, help or give hope to

Teacher Note:

Use a real bucket to build understanding during this discussion.

Discussion Starters

- In the story, is the bucket real or invisible? Invisible. Why did the author suggest a bucket instead of a brick? Answers will vary – brick can not be filled. Brick is heavy and would hurt.**
- What if we all had an invisible bucket over your head? Is your bucket empty or full? How do you feel? Answers will vary.**
- What is a bucket-filling moment?**
When someone shows they care, helps someone out, shows appreciation or uses kind words with others. Encouraging others is a great example of bucket-filling.
- What does it mean to have a FULL bucket? What filled Felix's bucket? How did Felix feel when his bucket was full?**
Felix heard lots of encouraging words and nice things said about him and it filled his bucket. It made him feel great. How can you fill your own bucket? By choosing to practice NED's message...Never give up, Encourage others and Do your best...you will fill other's bucket and help fill your own bucket by believing in yourself.
- What happens to the bucket when someone says unkind words?**
It dips into the bucket and empties it! Read a few examples of bucket dipping moments and have kids pull objects OUT of the bucket. What does it mean to have an EMPTY bucket? How did Felix feel when his bucket was empty? Felix felt sad when people were unkind, said mean things, and did not encourage him.
- In the book, Felix's bucket was filled by many different people at school. Who were they and what did they do? Note: Use the book to help students retell this part of the story.**
 - Mrs. Bumblenickel praised his story
 - The kids listening to his Giganotosaurus story
 - His mom left a note in his lunch
 - The PE teacher named him team captain
 - The art teacher complimented his work
 - A girl at school liked his backpack.

Aligned to Common Standards

For correlation information for all of our lesson plans, please visit theNEDshow.com/lessonplans

How Full Is Your Bucket? For Kids

by Tom Rath & Mary Reckmeyer and illustrated by Maurie J. Manning

Themes

Encourage Others
Kindness
Bucket Filling
Bucket Dipping
Pay-It-Forward

8. Felix wasn't kind to **JUST** the people who were nice to him. He set kindness in motion by encouraging others and being kind to others. Do you remember who they were and what he did? Note: Use the book to help kids retell this part of the story.
 - Picked up papers the teacher dropped
 - Gave baseball back to kids playing ball
 - Talked to new kid (Amir) at school.
9. How did Felix feel after being kind to others? *His bucket was full and he was happy*
10. What did Felix do with his full bucket when he got home? *He helped fill Anna's bucket by inviting her to play with blocks. How is this different from the beginning of the book when Anna wanted to play blocks? What made the difference for Felix? Answers will vary.*

Writing Prompts

1. What are some ways YOU can encourage others in your classroom and around your school?
2. What empties your own bucket? How do you feel and act when your bucket is empty? What could someone do to fill your bucket? What could you do to help fill your own bucket?
3. Write about a specific time that someone encouraged you. Use the 5 W's (Who, What, Where, When, Why) to retell the event.

Activities

Writing Project or Classroom Bulletin Board Kit

Each student should fill out both sides of a "drop card" with one example of an action that fills a bucket and one example that empties a bucket. Provide an example to model appropriate writing. Print the drops double sided on blue paper and cut out. Arrange the drops (with the 'filling' side facing outwards) and printable bucket on a bulletin board or class chart as a reminder to students how to be like NED and ENCOURAGE others!

NED Says, "Encourage Others Every Day!"

Keep a bucket in the classroom. During morning meeting, remind kids to be like NED and ENCOURAGE others with kindness today. At the end of the day, have students complete the reflection activity. Add examples that fill the bucket to the classroom bucket. Share a few, if time permits, at the end of the day or in the morning. When the bucket is full, reward the class! Do this as a no-name activity to help your students learn to be kind without getting recognition.

Team Encourage Others

Put students in partners. On the count of three...everyone plays *Rock, Paper, Scissors!* The loser of the match now becomes the encourager for the next match. For round two, each set of partners should join another group of two so that there are two competitors and two encouragers (one for each competitor). Play *Rock, Paper, Scissors* again and now end with one competitor and three encouragers for the next match. Keep the game going as long as it can continue. This is a great activity to demonstrate encouraging others after you are eliminated from a competition. Try doing it with several classes during recess and you will end up with a school yard full of ENCOURAGEMENT!

PRINTABLE:
Bucket & Drops

PRINTABLE:
Class Bucket Label

PRINTABLE:
Self-Assessment Cards

Note: Consider substituting your own traditional school game (that can be played in partners) for Rock, Paper, Scissors.

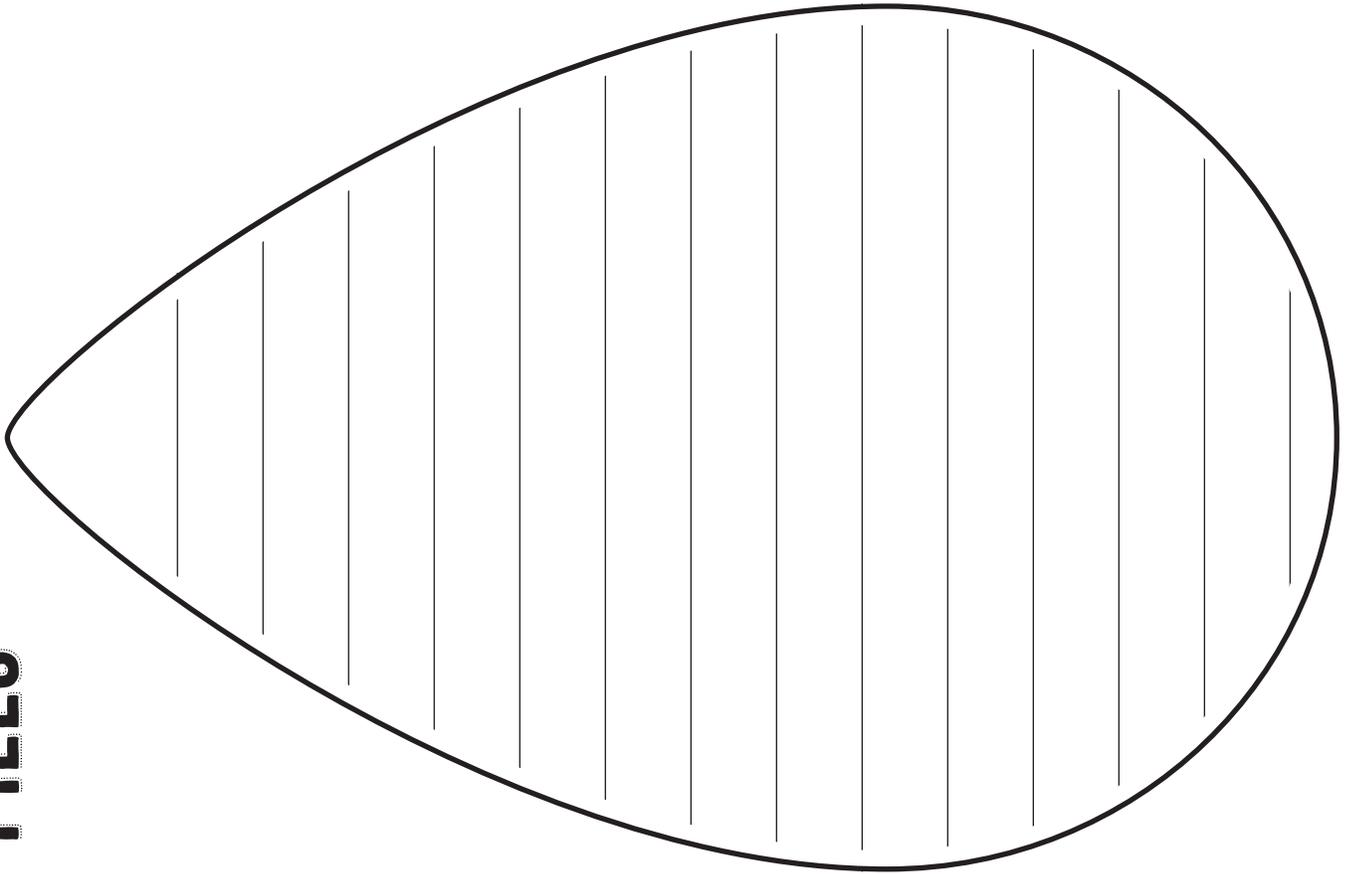
Resources

For more info...

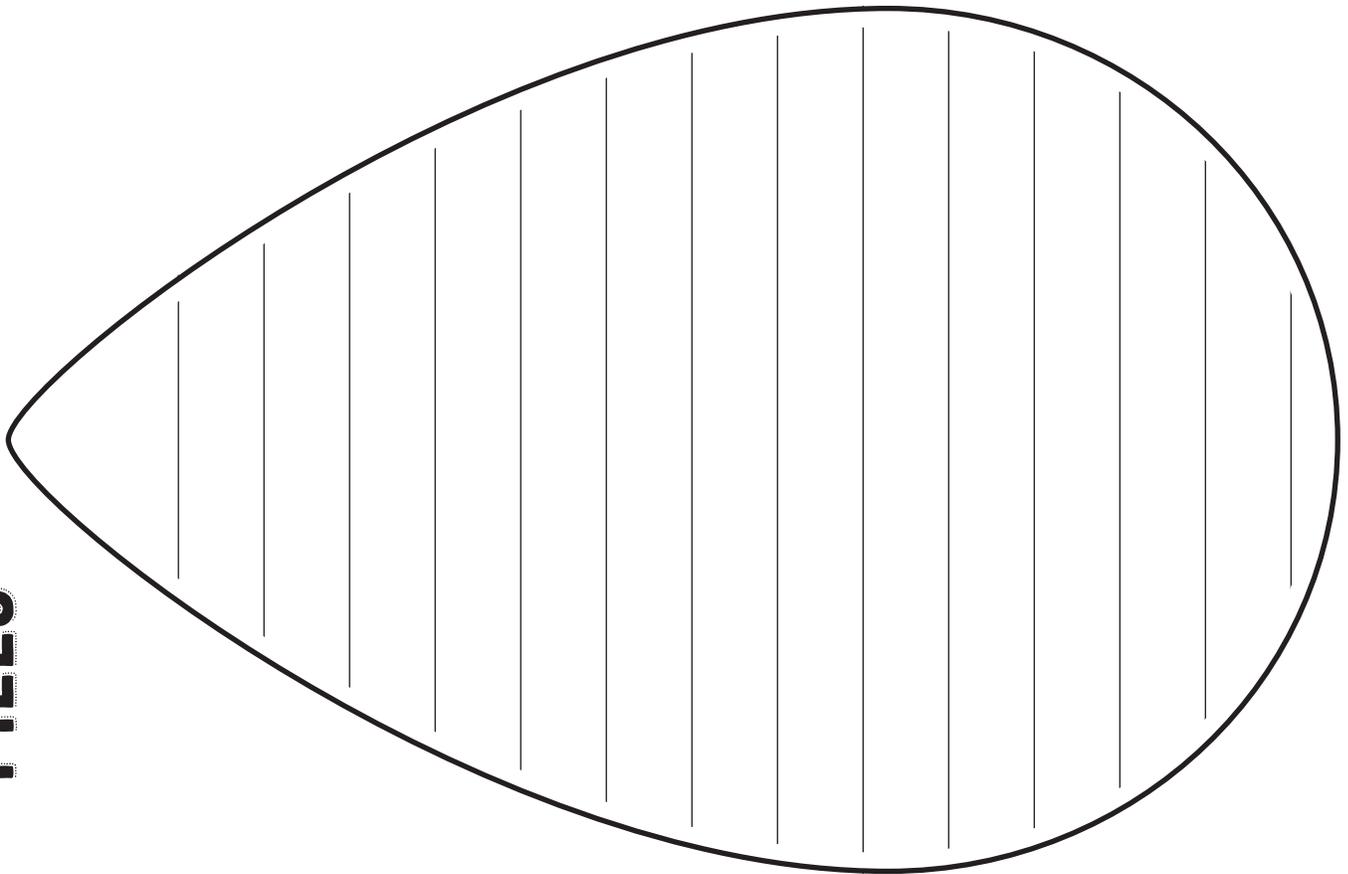
Accelerated Reading Quiz: 162939

Resource website: <http://www.scholastic.com/teachers/top-teaching/2010/04/are-your-students-bucket-fillers>

FILLS



FILLS



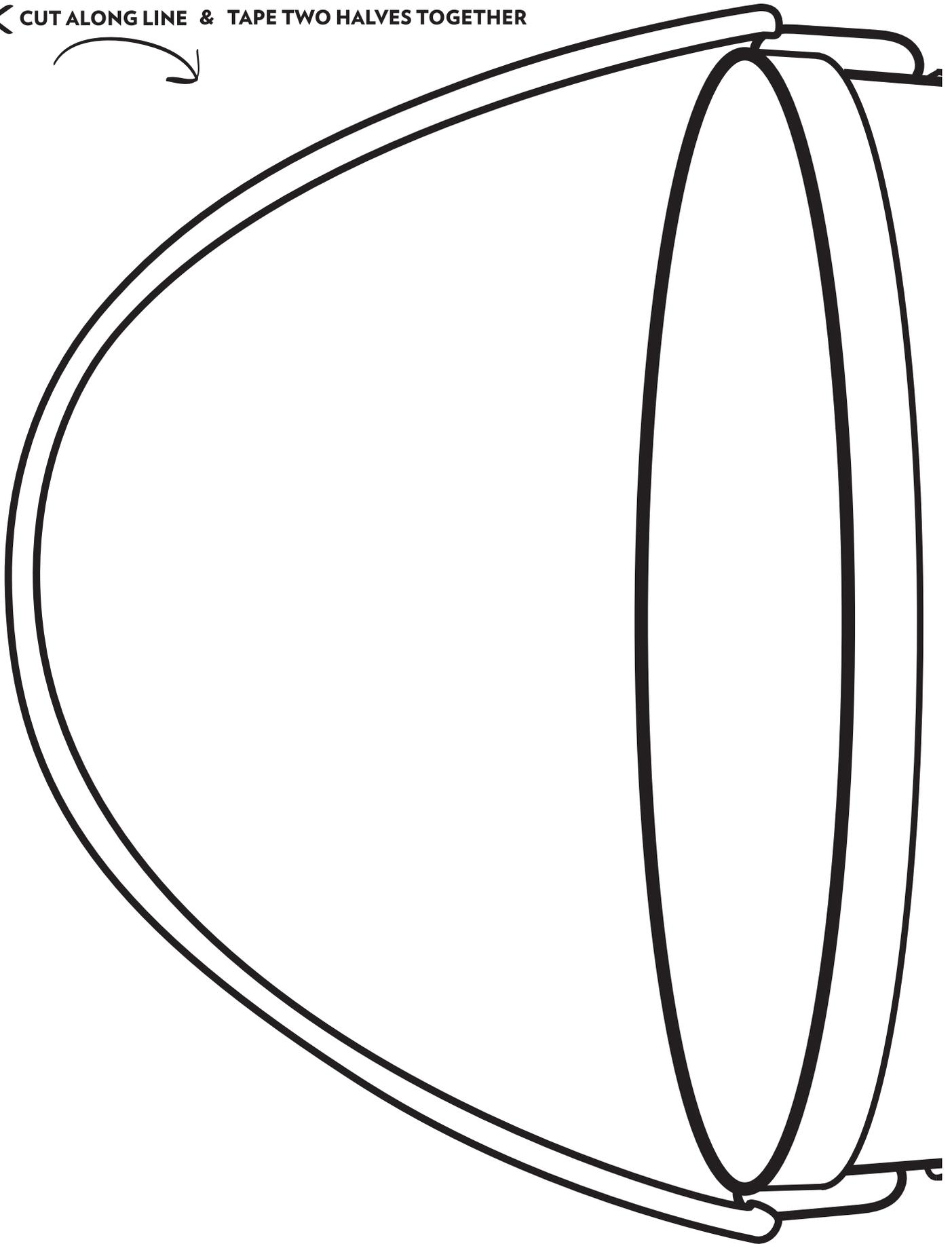
EMPTYIES

A large teardrop-shaped bucket with a rounded top and a pointed bottom. The interior of the bucket is filled with 15 vertical lines, providing space for writing.

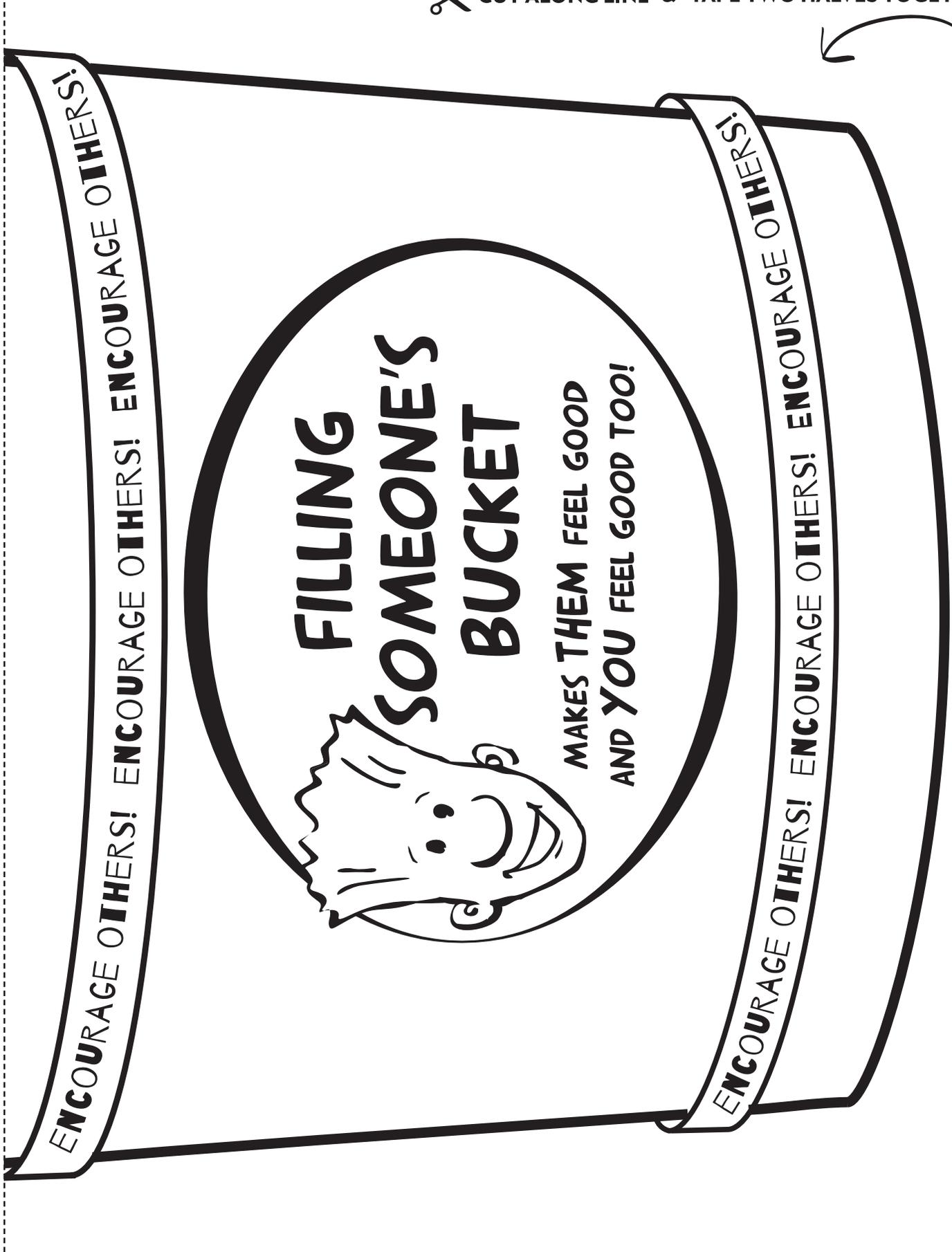
EMPTYIES

A second large teardrop-shaped bucket, identical to the first one, with a rounded top and a pointed bottom. The interior is filled with 15 vertical lines for writing.

 CUT ALONG LINE & TAPE TWO HALVES TOGETHER



✂ CUT ALONG LINE & TAPE TWO HALVES TOGETHER





Was I like NED today?
What encouraging words did I use today?

Lined writing area for the top-left quadrant.



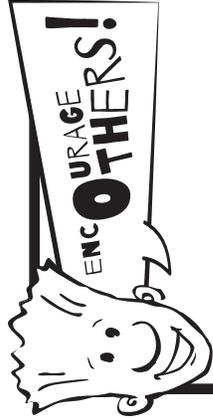
Was I like NED today?
What encouraging words did I use today?

Lined writing area for the top-right quadrant.



Was I like NED today?
What encouraging words did I use today?

Lined writing area for the bottom-left quadrant.



Was I like NED today?
What encouraging words did I use today?

Lined writing area for the bottom-right quadrant.



Directions: If possible, print on full-sheet label paper. Cut out the label and attach to a classroom bucket.



Directions: If possible, print on full-sheet label paper. Cut out the label and attach to a classroom bucket.



FILLING SOMEONE'S BUCKET



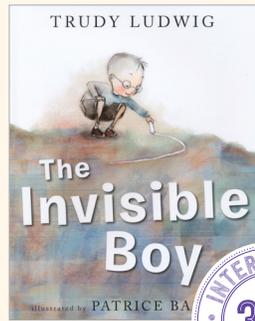
**MAKES THEM FEEL GOOD
AND YOU FEEL GOOD TOO!**

The Invisible Boy

by Trudy Ludwig and illustrated by Patrice Barton

Themes

Encourage Others
Kindness/Unkindness
Inclusion



Brian seems to be invisible. Nobody notices him or thinks to include him in games or invite him to parties. When Justin, the new boy, arrives at school, Brian is the first to make him feel welcome while the other kids are unkind. Brian and Justin encourage each other and soon discover that small acts of kindness can help others feel good AND help you feel better about yourself.

Key Vocabulary

Invisible: not seen, hidden from view or hardly noticeable
Flummoxed: puzzling or confusing

Teacher Note: Brian is 'The Invisible Boy' because he wants to be seen, but isn't. He "doesn't take up a lot of space" (page 4). Highlight that both introverted **AND** extraverted kids want to be noticed and included by their peers.

Discussion Starters

- 1. Why did Brian feel invisible? What is the difference between actually being invisible and feeling invisible?**
Answers will vary. Brian feels not noticed, doesn't need any or demand any attention, quiet, not selected for teams, not invited to parties, eats at far end of table, away from other kids, chooses alone activities (drawing) rather than playing board games. Someone who feels invisible feels like no one know they are there, isn't included in conversation and is avoided.
- 2. How did Brian feel when everyone was talking about the good time they had at the birthday party? Why? Answers will vary. Left out. Sad. Jealous. Brian wished he had been at the party too. Do you think it was a kind thing to do? Why not? Answers will vary**
- 3. How did ALL the kids treat the new student when he first came to class?**
Most were cautious – not wanting to be friends until they knew more about him. Brian was the only one who smiled at him.
- 4. Notice the coloration difference in the illustration when Brian smiled at Justin – why did the illustrator choose to make it change?**
Brian is pictured in black and white when he feels invisible, compared to other children. As he gets noticed, he gains a little color in his face. It made him feel good about himself when he was kind to Justin – even though it was just a little smile. Notice how coloration changes throughout rest of story.
- 5. Brian wonders which is worse – being laughed at or feeling invisible. Discuss what students think about this.**
Answers will vary – being laughed at makes you center of attention. Feeling invisible gives you no attention. Both make you feel bad because neither is encouraging or kind.

Aligned to Common Standards

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The Invisible Boy

by Trudy Ludwig and illustrated by Patrice Barton

Themes

Encourage Others
Kindness/Unkindness
Inclusion

6. **How did Justin encourage Brian?** *He noticed that he was a good artist and suggested he draw the pictures for the story their small group needed.*
How did Brian feel when Justin said that? *He smiled – he was happy that someone noticed. The kind words were encouraging to Brian. He felt like the group needed him.*
7. **Discuss why Brian wanted to draw a hole in the floor to swallow him up.**
Answers will vary – He thought he had a friend in Justin but when kids had to find partners, someone else took Justin and he was by himself again. It's another way of feeling invisible - to drop in a hole and disappear from the earth.
What changed that feeling? *Brian was encouraged when Justin kindly asked him to join his group. Brian encouraged him again when he showed confidence that Brian could draw amazing things for their story.*
8. **How did lunchtime change for Brian after that experience?**
20 long minutes (of kids talking and laughing with everyone else but him) changed when Justin and Emilio smiled at him, waved at him and made room for him at the table. They encouraged him with smiles, words and actions.

Writing Prompt

Are there kids in your school who feel invisible like Brian? What could you do to ENCOURAGE them and help them to not feel so invisible? Write out your plan and then go try it. After you have encouraged someone, finish your writing. How did they feel and how did it make you feel?

Activities

Can-You-See-Me Chart

Complete the printable chart 'Encourage Me to Not Be Invisible.' In the first column have students identify when they feel invisible. In the second column, have them write what would ENCOURAGE them in that situation and make them feel visible again.

Visible Kindness

As a class, make a list of problems in your lunchroom, recess or on the school bus. Divide your class into groups and each group can take one of the problems and design a poster that encourages others to solve that problem with kindness!

PRINTABLE:

Can-You-See-Me Chart

EXAMPLE:

Problem: After lunch, the cafeteria is very messy....

Poster Ideas:

"Encourage each other to clean up your lunch spot!"

"Remember to throw away your trash before going to recess."

"Be a good friend and help clean up the lunch room, even if you didn't make the mess."

Resources

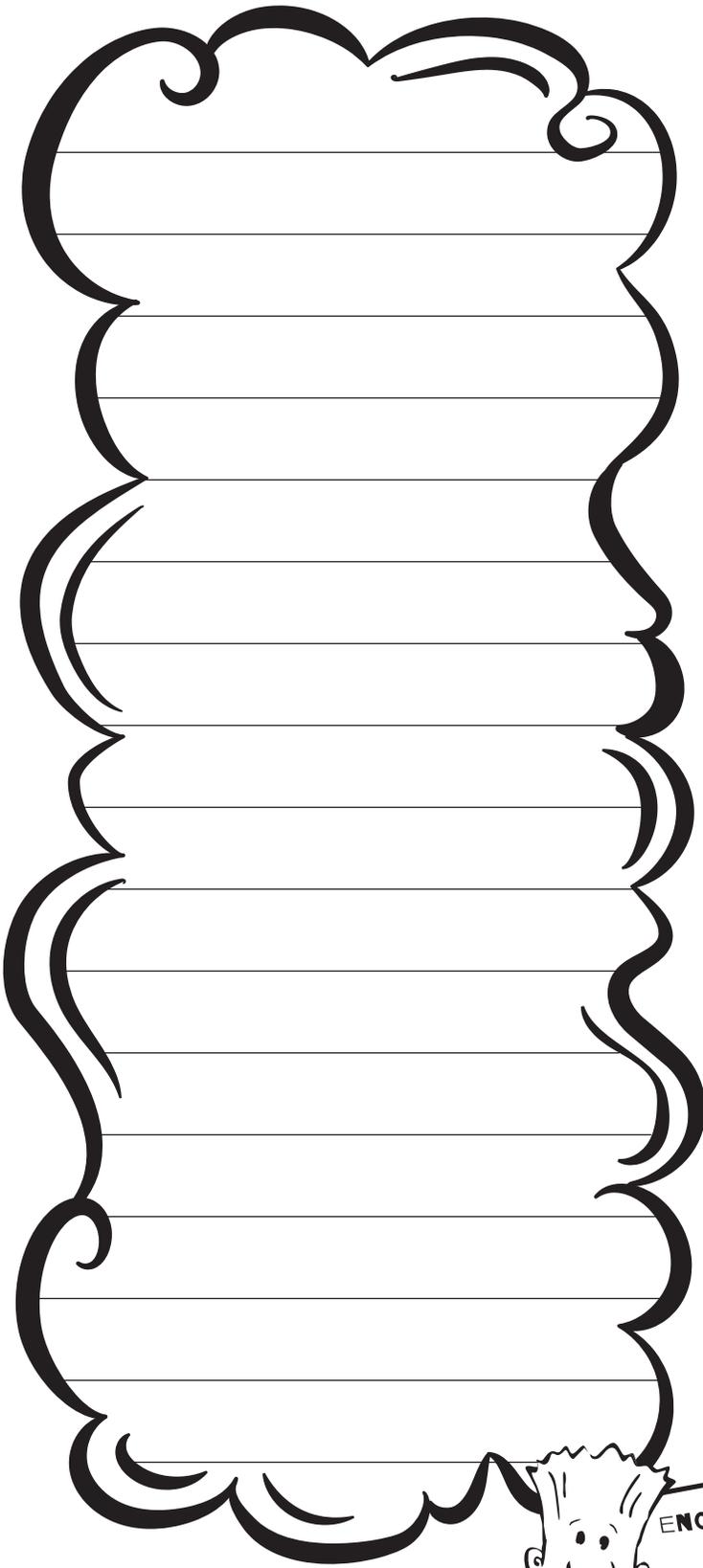
For more info...

Accelerated Reading Quiz: 161744

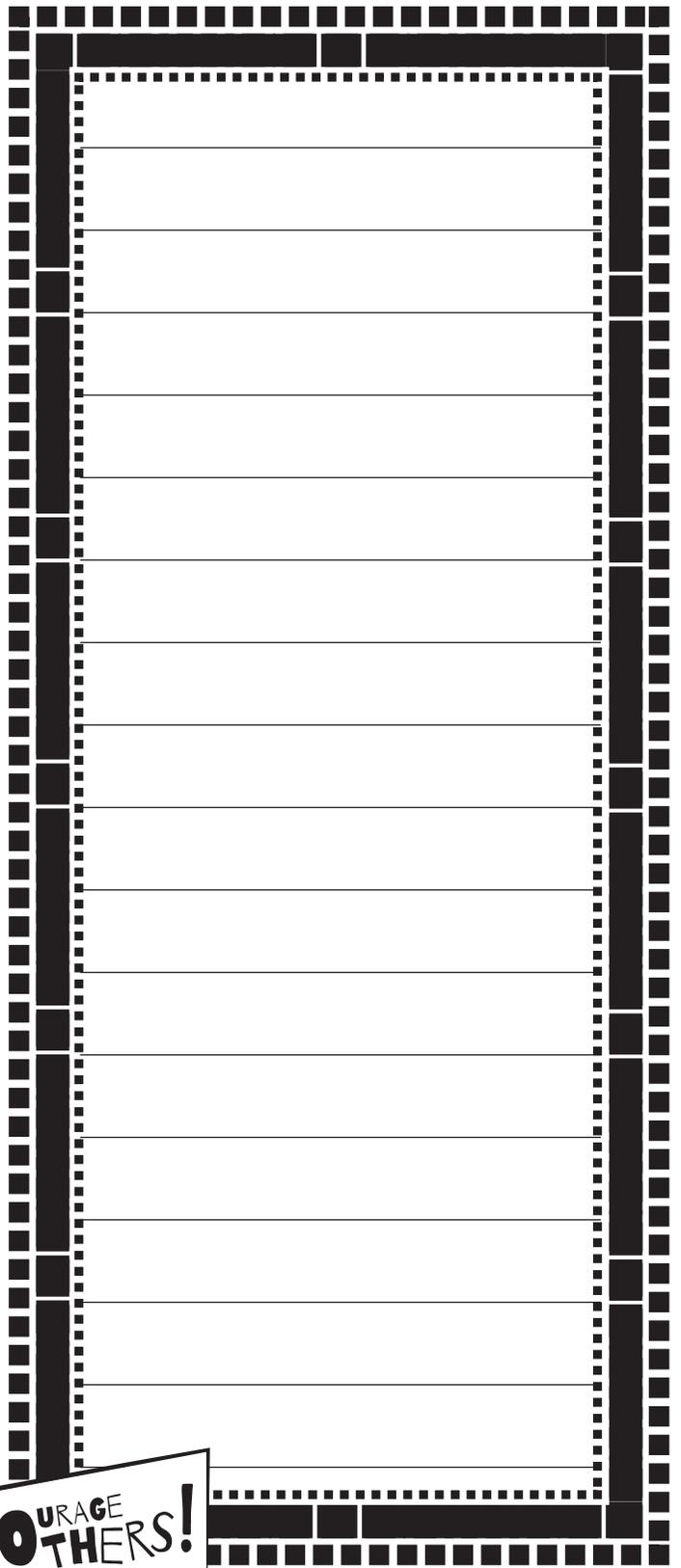
Author website: <http://www.trudyludwig.com/index.html>

I feel invisible when...

ENCOURAGE me by...



A large, decorative, cloud-like frame with horizontal lines for writing. The frame has a scalloped, wavy border and contains ten horizontal lines for text.



A rectangular frame with a dotted border and horizontal lines for writing. The frame contains ten horizontal lines for text.

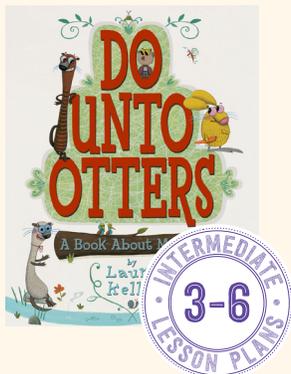


Do Unto Otters: A Book about Manners

by Laurie Keller

Themes

Encourage Others
 Kindness
 Manners
 Friendship



Mr. Rabbit's new neighbors are OTTERS! How will he get along with otters when he knows nothing about otters? Mr. Owl encourages him to just treat them the same way you'd like them to treat you – with manners and kindness.

Building Background

Before reading the story, ask students **How many of you have heard of the saying "Do unto others as you would want others to do unto you." What does that saying mean? Why do you think it's often referred to as the "Golden Rule"?** Brainstorm specific examples of good manners and list them on the board. See how many match the examples in the story after reading the book.

Key Vocabulary

Manners: proper behavior, polite conduct
Polite: good manners or thoughtfulness, courteous
Pig Latin: fun language – take the first consonant/blend and move it to the end of the word. Add "ay." Pig becomes "igpay." Banana becomes "ananabay."
Considerate: showing regard for feelings and needs of others
Cooperate: to work with others, work well together
Fair: according to the rules, without allowing greater advantage for one side over another
Tease: to make fun of

Discussion Starters

- Why was Mr. Rabbit worried about his new neighbors?** *He didn't know anything about otters. He had a bad experience with Mrs. GRRR as a past neighbor.* **Have you ever felt worried about meeting new people?** *Answers may vary - maybe at a new school or neighborhood, or with meeting older or younger kids at school.* **What can you do to get to know someone new?** *Answers will vary.*
- How did owl encourage Mr. Rabbit to get over his fear and make friends with the otters?** *Shared an old saying "Do Unto Otters as you would have Otters do unto you."* **What does that mean to Mr. Rabbit?** *Answers will vary – friendly, polite, be honest, be considerate, be kind, cooperate, play fair, share things, won't tease, apologize, forgiving,*

- Choose several of the key manners and expand on your discussion. Have students recall specific examples from the book and add their own ideas.

What does it mean?
What does it look/sound like?

Friendly	Cheerful hello, nice smile, good eye contact
Polite	Know when to say please, thank you, excuse me
Honest	Keep their promises, not lie, not cheat
Considerate	Good listener, ask before borrowing, no littering, being patient, caring for all creatures, opening the door, being on time, respecting elderly, helping neighbors
Kind	All small acts
Cooperate	Work together
Play Fair	Be good sport, play by rules, take turns, include everyone
Share	Things, activities, treats
No Teasing	Singing, clothing, hair, anything

Aligned to Common Standards

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Do Unto Otters: A Book about Manners

by Laurie Keller

Themes

Encourage Others
Kindness
Manners
Friendship

4. Who are our neighbors at school? How should we treat our school neighbors?

Answers will vary. Encourage students to think about the kids that are younger and older in the school.

5. Why do you think the author titled the book *Do Unto Otters*? It sounds like “do unto others.” What is it based on? The first part of the Golden Rule: Do unto others as you would want others to do unto you. What are some examples of ‘doing unto others’? Answers will vary.

6. How can we encourage others to be kind to other students in our school?

Answers will vary but should relate back to some of the key manners from the story.

Writing Prompts

How does it feel when someone is kind to you?

Have you ever been kind to someone even if they haven’t been kind to you? Describe the situation and tell how you felt and how they felt after your act of kindness.

Activities

(Our) Class Rules!

Make a list of rules for “Do Unto Otters” for your classroom. Take a cue from the book and consider making a playful list with word twists and puns (*for example, “Share and don’t be shellfish.”*)

Kindness Murals

NED says...encourage others to be kind!

Allow students to work individually, with partners or in small groups to create ‘kindness murals.’ Give out large sheets of paper and let groups select ONE of the rules from the story or from your brainstormed list. Try to copy/innovate on the artistic style of the book with lots of little scenes, speech bubbles, examples and details! Take time to walk through the book and discuss the artistic style on each page to remind students of the styles. Show the printable NED mural as an example.

PRINTABLE:

Project Planning Sheet

PRINTABLE:

NED Mural Example

Resources

For more info...

Accelerated Reading Quiz: 159021

Animated Book Trailer: <https://www.youtube.com/watch?v=B5PJxjo7stQ&feature=related>

Name: _____ Date: _____

PROJECT PLANNING SHEET

Create a kindness mural in the style of "Do Unto Otters"!

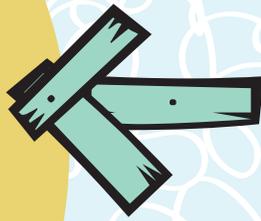
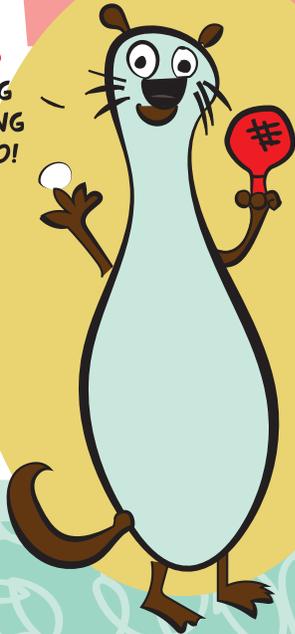
	EXAMPLE	YOUR MURAL
TITLE	<i>Be Kind</i>	
SUBJECT	<i>Kindness and Encouragement</i>	
EXAMPLES	<ul style="list-style-type: none"> • <i>Include other in games</i> • <i>Use positive words</i> • <i>Write an encouraging note</i> 	
ART STYLES TO USE	<input checked="" type="checkbox"/> Speech Bubbles <input type="checkbox"/> Chalkboard Writing in Background <input checked="" type="checkbox"/> Arrows <input checked="" type="checkbox"/> Illustrations in Circles <input checked="" type="checkbox"/> Small Characters with Comments <input type="checkbox"/> 5 Languages <input type="checkbox"/> White Background <input checked="" type="checkbox"/> Patterned Background <input type="checkbox"/> Detailed Scene <input type="checkbox"/> Artwork in Badges <input type="checkbox"/> Signs on Tree Trunk <input checked="" type="checkbox"/> Variety of Letter Styles <input checked="" type="checkbox"/> Bands of Color in Background	<input type="checkbox"/> Speech Bubbles <input type="checkbox"/> Chalkboard Writing in Background <input type="checkbox"/> Arrows <input type="checkbox"/> Illustrations in Circles <input type="checkbox"/> Small Characters with Comments <input type="checkbox"/> 5 Languages <input type="checkbox"/> White Background <input type="checkbox"/> Patterned Background <input type="checkbox"/> Detailed Scene <input type="checkbox"/> Artwork in Badges <input type="checkbox"/> Signs on Tree Trunk <input type="checkbox"/> Variety of Letter Styles <input type="checkbox"/> Bands of Color in Background



BE KIND!

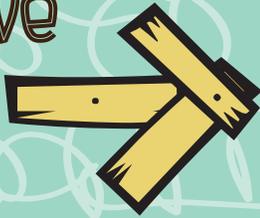
(even to otters)

I ♥
PING
PONG
TOO!

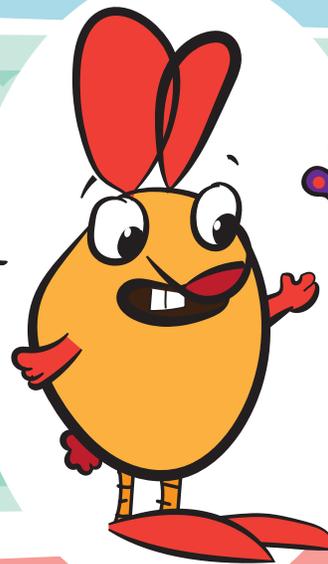


invite someone
new to play your
favorite game

USE POSITIVE
WORDS



WHAT A
LOVELY
FLIGHT
PATTERN



"DEAR OWL,
YOU PRONUNCIATE
WORDS WEALLY WELL.

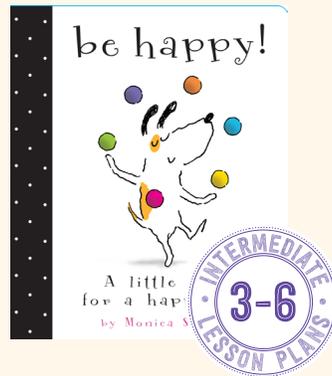
- WABBIT "



WRITE AN
ENCOURAGING
note

Themes

Encourage Others
Kindness



BE HAPPY is a little book based on a bestselling book that inspires people to be happy and live in a better world. We have selected this book as the model text for a simple writing project titled “BE KIND.” Students will follow the writing process to create unique pages that use word phrases and pictures to encourage others to be kind, just like the book BE HAPPY!

Writing Process

With the writing process, your students will be able to break writing into manageable chunks and focus on producing quality materials. **This simple writing project can be completed rather quickly yet provides a meaningful writing experience with a focus on school kindness.** Ensure that your students are writing for a purpose and have an audience for this project. Students will encourage others during various stages of the writing process. This type of authentic writing produces lifelong learners and allows students to apply their writing skills in an important subject: Encouragement and kindness.

1. After reading *Be Happy!*, discuss why the book would be encouraging to those who read it.
2. Share the writing assignment project with the class. Explain they will be creating a book (or other creative format) like the *Be Happy!* book to share with our entire school. This can be a **class project, partner project or individual project**. The title of the new project is BE KIND. The purpose is to encourage others in your school to be kind to one another. The published format can be a similar little book or a non-book format – such as bulletin boards, murals, posters, e-book, or any other awesome ideas.

Step 1. Prewrite

Brainstorm! Take into consideration the **purpose** and **goals** of a writing project. Each student should use the graphic organizer provided to brainstorm a minimum of 25 ideas for ways to be kind at school and then highlight or mark their top 10 best ideas. Keep the entire list handy as students may revise during the process and actually go back to use another one on their list during the writing process.

PRINTABLE:
Graphic Organizer

Step 2. Draft Write

Students will work independently on writing the key words, phrases, or sentences and quickly sketch out their plan for how they will creatively use artwork to enhance their ideas. Discuss word choice and use exciting words rather than overused words.

PRINTABLE:
Page Planner

Aligned to Common Standards

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be happy!
 by Monica Sheehan

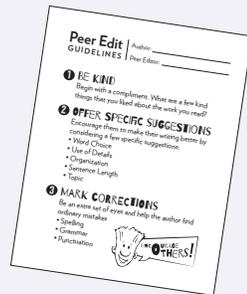
Themes

Encourage Others
 Kindness

 **PRINTABLE:**
 Peer Edit Guidelines

Step 3. Revise and Edit

Have students reread their work and think about how they could make it better by reviewing word choice and image representation. Partner students and have them read and share their work with a classmate for peer editing. Students should encourage others but also provide critical review suggestions on how to make it better and more appealing to the audience. Teacher conferences can also support the revision process as needed for specific students. Revisions and editing notes should be made on the draft page.



NED's Encourage Others REVIEW PROCESS

Peer edit, with clear guidelines for students to give positive feedback and suggestions on each other's work, will motivate and encourage students.

1. BE KIND
2. OFFER SPECIFIC SUGGESTIONS
3. MARK CORRECTIONS

Step 4. Rewrite

Students should make changes based on their peer/teacher conference feedback. Once changes are incorporated, encourage students to go back to their peer conference partner and share the changes they made based on their input. Encouraging others goes both ways!

Step 5. Publish

ENCOURAGE students to publish their works in a variety of ways. They can create a handmade book like the *Be Happy!* book, make their book pages into a bulletin board or create posters, a 'Be Kind' newsletter, a booklet, or e-book. Make sure they have an authentic audience with which to share their published work. This can be an author's chair in other classrooms, an event date where they will deliver posters to other classroom, a time that they will decorate the hallway with their finished work, a scheduled parent night where students will share their work, etc.

Activity

Share Your Work!

Send a copy of your published work to The NED Show! We love to see student work and may feature it on our web page or other social media sites.

Attn: Be Kind Books
 All for KIDZ - Creative Department
 20700 44th Avenue W Ste 220
 Lynnwood, WA 98036

Or, email us at creative@allforkidz.com. *Note: We aren't able to return stories.*

Name: _____

Prewrite: Make a list of 25 ways to be KIND at School!

Highlight or mark your top 10 best ideas.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____
- 25 _____



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- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____
- 25 _____



Name: _____

Draft Write: Plan out the pages of your book with simple sketches

Note: Don't waste time with too many details - just rough plan your pages

Example:



Peer Edit GUIDELINES

Author: _____

Peer Editor: _____

1 BE KIND

Begin with a compliment. What are a few kind things that you liked about the work you read?

2 OFFER SPECIFIC SUGGESTIONS

Encourage them to make their writing better by considering a few specific suggestions:

- Word Choice
- Use of Details
- Organization
- Sentence Length
- Topic

3 MARK CORRECTIONS

Be an extra set of eyes and help the author find ordinary mistakes

- Spelling
- Grammar
- Punctuation



Peer Edit GUIDELINES

Author: _____

Peer Editor: _____

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