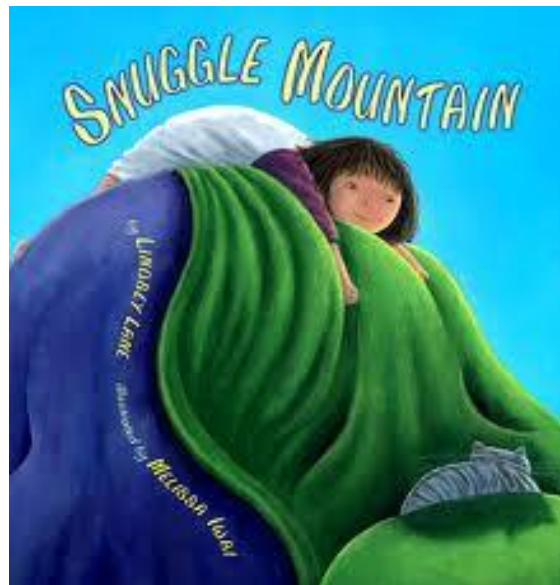


A Traits Activity Guide for
Snuggle Mountain

Written by Lindsey Lane

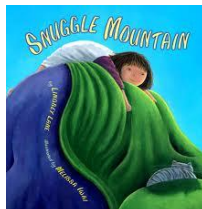


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Illustrated by Melissa Iwai

Traits Guide written by Debbie Gonzales



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Teaching Writing with the Traits

“Having a common language for talking about writing makes the whole process easier for kids and teachers alike by helping them understand how writing works. That language is the writing traits. [Traits] give kids and teachers a way to dig into writing to celebrate what’s working and pinpoint what isn’t (8).”

- Ruth Culham and Raymond Coutu: *Getting Started With the Traits* (Scholastic, 2009)

Emma’s harrowing quest to climb *Snuggle Mountain* and wake the Two-Headed Giant will serve as inspiration for a number of writing related exercises suitable for the Kindergarten to 2nd grade child. Lessons in this guide have been structured to follow a trait-based instruction, the categories for which are as follows:

- **Ideas:** the central message of the piece and the details that support it
- **Organization:** the internal structure of the piece
- **Voice:** the tone of the piece – the personal stamp of the writer
- **Work Choice:** the specific vocabulary the writer uses to convey meaning
- **Sentence Fluency:** the way words and phrases flow in the piece
- **Conventions:** the mechanical correctness of the piece
- **Presentation:** piece is polished and pleasing to the eye

The lessons and activities, each with easy to understand step-by-step instructions described, support the categories listed above. Also, rubrics have been provided to assess writing exercises. Remember that, in this case, the writing process is more important than perfection. Hopefully the child enjoys working through these trait-based lessons as much as Emma enjoyed her mountain of pancakes!

First read the story, closely. Enjoy the story. Delight in Emma’s quest. Then, with either the book or the app in hand, work through the activities printed in this guide. While working through lessons, encourage the child to refer to the book or app at anytime. Gather up some scissors, glue, markers, and pencils. Get set to join Emma as she triumphs *Snuggle Mountain*!

Have fun!

Ideas: Family Time



The final illustration of the book features Emma and her parents chatting together at the table in the family's cheery yellow kitchen. The adults are giving Emma their full attention. Emma is fully engaged telling a tale while eating her pancakes. The cat is sipping a spot of spilled milk. The shaggy dog is sitting near the mother's side begging.

This scene serves as the perfect inspiration for a great story. So, let's write one!

Lesson Objective: To write a short narrative using inference, expressive details, and creative interpretation.

Materials:

- Writing sheet (page 16)
- Pencil
- Crayons or markers
- *Snuggle Mountain* – the book or the app

Procedure:

- Upon completion of reading the book, study the final illustration with the child. Use the following questions as a basis for discussion.
 - Who are the people featured in this picture?
 - Where are they?
 - What are they doing?
 - What are they wearing?
 - What is the girl's name?
 - What is she talking about?
 - What is she eating?
 - How does she feel?
 - What is the dog doing?
 - What is the cat doing?
 - Is Emma telling a story?
 - What story is she telling?
 - What story do you want to tell?

- Tell the child that it is now their turn to tell a story. They may either:
 - Retell the story of *Snuggle Mountain*.
 - Explain the action transpiring in the illustration.
 - Write about a time that they enjoyed pancakes.
 - Write about a time that they climbed their own version of *Snuggle Mountain* at home.
 - Write a sleepy, bedtime story starring them!

- Give the child the writing paper.
 - Write their story on the horizontal lines, being certain to create a title for their tale.
 - Illustrate their story in the blank space above the horizontal lines.

Evaluation:

- To assess the child's work use the 5-Point Beginning Writer's Rubrics (pages 17 to 23).
- Use the Student Feedback to discuss piece with the child (pages 17 to 23).
- Discuss the strengths and possibilities of the piece with the child.
- Keep the conversation positive, productive, and promising.

Organization: Story Sequencing Cards

Objective: To provide practice in story sequencing using manipulative story cards.

Materials:

- Story cards (page 7)
- Cardstock
- Scissors
- *Snuggle Mountain* – book or app

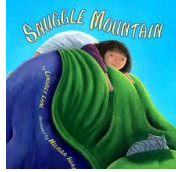
Procedure:

- Print story cards on cardstock.
- Trim the edges of the cards.
- Have cards nearby to use following a close read of *Snuggle Mountain*.
- After reading the story, tell the child that you'd like to play a game with the cards.
- Shuffle the cards.
- Choose a card. Have the child read the quote, if possible.
- Lay the card down.
- Read the next card.
- Discuss the sequencing of events.
- Organize the cards in sequencing as depicted in the story.
- Repeat activity as often as the child would like.

Evaluation:

- Verify sequencing by reviewing pages in the book or the app.
- Check your work by searching through *Snuggle Mountain* to find the quotes printed on the cards.

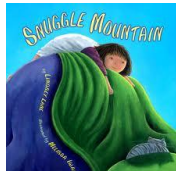
“Pancakes!” Emma’s voice trumpets from the peaks of Snuggle Mountain, as Mama and Papa sit straight up in bed.



Snuggle Mountain shakes, and Snuggle Mountain quakes. Emma tumbles down Snuggle Mountain and lands right in front of the Giant’s sleeping cave.



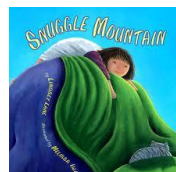
Emma reaches for a rock to pull herself up. But the rock isn’t a rock. It moves.



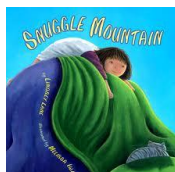
“Psst,” whispers Emma, and she leans so close her hair tickles the Giant’s two noses. Slowly but surely, all four of the Giant’s eyes open. “Wake up,” says Emma.



Snoring is a bad sign. Snoring means the Giant is deeply asleep. And if the Giant is deeply asleep, then Emma must climb into the Giant’s sleeping cave.



And now that Emma knows that she can climb Snuggle Mountain, she might have pancakes for breakfast a lot more often.



Voice: Cat and Dog Speak Out!

Lesson Objective: To write a short narrative in a pet's point of view.

Materials:

- Writing sheet (page 16)
- Pencil
- Crayons or markers
- *Snuggle Mountain* – the book or the app

Procedure:

- Upon completion of reading the book, use the following questions as a basis for discussion.
 - Emma's pets, her cat and dog, quietly play roles in the story. Let's look through the pages to see what they are doing while Emma climbs *Snuggle Mountain*.
 - What do they think about Emma climbing *Snuggle Mountain*?
 - Are they scared? Sleepy? Hungry? Excited?
 - What do you think *Snuggle Mountain* looks like to them?
 - How do the pets feel about Emma?
 - How do the pets feel about the Two-Headed Giant?
 - How do the pets feel about pancakes?
- In reference to the preceding discussion topics, explain to the child that they will now write a story from either the cat's or dog's perspective.
 - What would a cat say about Emma's quest? What would a cat's voice sound like?
 - What would a dog say about Emma's quest? What would a dog's voice sound like?
- Give the child the writing paper.
 - Write their story on the horizontal lines, being certain to create a title for their tale.
 - Illustrate their story in the blank space above the horizontal lines.

Evaluation:

- To assess the child's work use the 5-Point Beginning Writer's Rubrics (pages 17 to 23).
- Use the Student Feedback to discuss piece with the child (pages 17 to 23).
- Discuss the strengths and possibilities of the piece with the child.
- Keep the conversation positive, productive, and promising.

Word Choice: Pancakes!

Objective: To write a free verse poem using a selection of sensory adjectives.

Materials:

- Pencil
- Word warm-up sheet (page 10)
- Poem grid (page 11)
- Markers or crayons

Procedure:

- Discuss Emma’s quest.
 - Why was she willing to climb Snuggle Mountain and face the Two-Headed Sleeping Giant?
 - What did she want?
 - Did she end up getting what she wanted?
 - What is Emma’s favorite food?
 - Do you like on your pancakes? Butter? Syrup? Honey? Whipped cream?
 - What kind? What’s your favorite? Blueberry? Banana? Chocolate chip?
 - In the book, look at the mountain of pancakes featured on page 31 in the book.
 - Describe what they look like.
 - Describe what they smell like.
 - Describe what they taste like.
 - Describe what they feel like.
 - Describe how they make you feel.
- After a delicious discussion about pancakes, direct the child to the Warm-up Sheet. Brainstorm as many sensory words as possible beneath the categories listed below.
- In the Poem Grid, choose sensory words from the lists created in the Warm-up Sheet and write them in the spaces provided.
- The completed poem will look something like this:
- Draw a picture of a stack of pancakes in the space provided on the Poem Grid.

Dog
Slobbery dog
Licking, smiling dog
Stinky, silly, funny dog
Running, sunning, loving, brown dog
My dog

Word Warm-Up Guide

Taste <i>Describe the way pancakes taste to you.</i>	Smell <i>Describe the way pancakes sound to you.</i>	Touch <i>Describe the way pancakes feel right out of the skillet and when they're in your stomach.</i>	Hear <i>Describe the way pancakes sound while cooking or when you eat them.</i>	See <i>Describe the way pancakes look when they're on your plate. What do you see?</i>

Pancakes!

A poem by _____

Pancakes!

_____ *pancakes*

_____, _____ *pancakes*

_____, _____, _____ *pancakes*

_____, _____, _____, _____ *pancakes*

_____ *pancakes!*

Sentence Fluency: The Word Cube

Objective: To provide an opportunity to create sentences using specific key words.

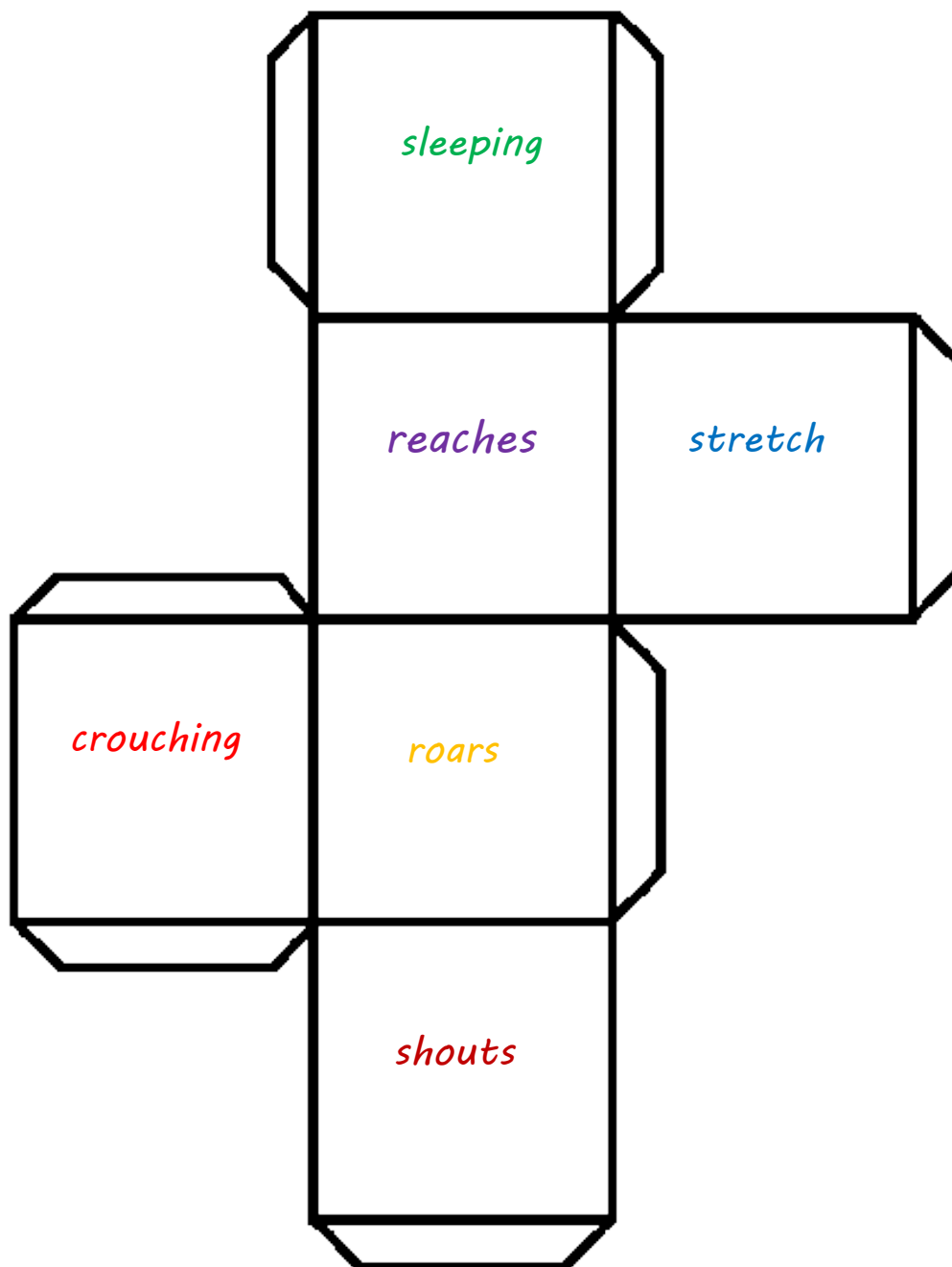
Materials:

- Word cube (page 13)
- Pencil
- Scissors
- Markers or crayons,
- Sentence Strips and Picture Frames (Page 14)

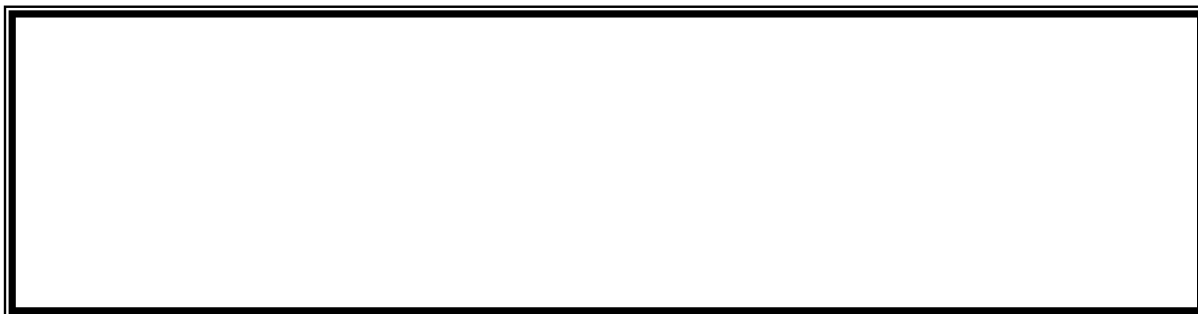
Procedure:

- Construct Word Cube.
- Have child roll the Word Cube.
- Have child read the verb that landed on the top of the Word Cube.
- Have child write a sentence using the verb in using the Sentence Strips.
- Have child illustrate the action of their sentences in the Picture Frames provided above the Sentence Strips.

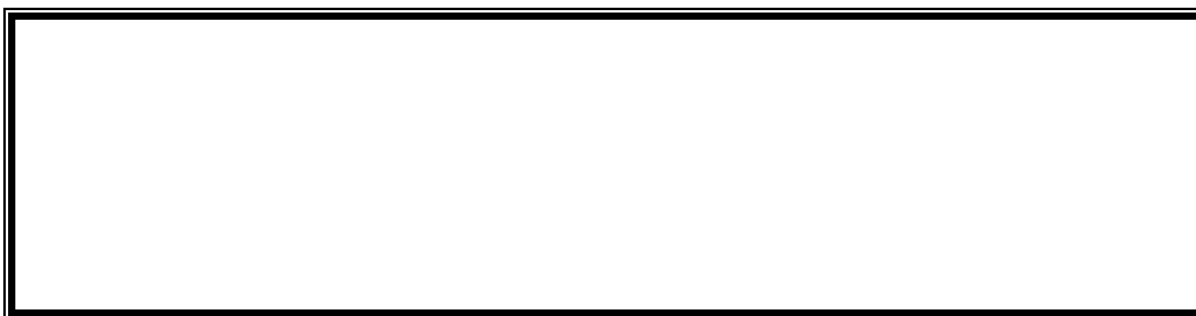
Sentence Fluency: The Word Cube



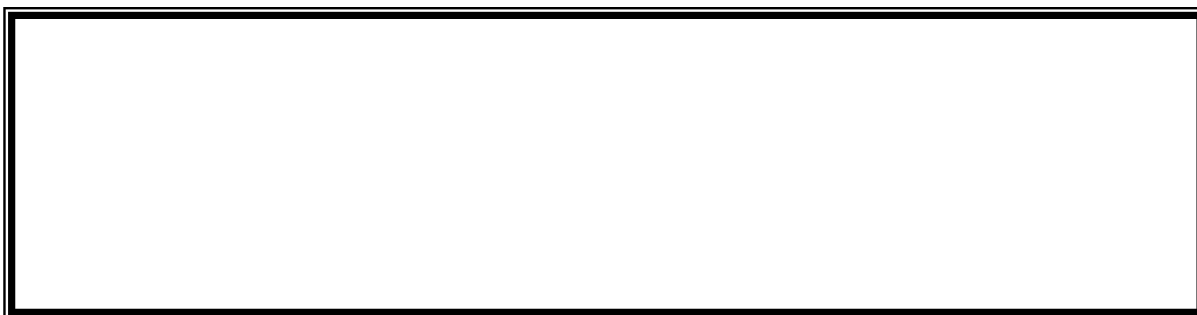
Sentence Strips and Picture Frames



A horizontal rectangular box with a single-line border, intended for a sentence.



A horizontal rectangular box with a single-line border, intended for a sentence.



A horizontal rectangular box with a single-line border, intended for a sentence.

The Editor's Hat: Practice with Conventions

Objective: To provide a list of conventions to be used by students to edit their work.

Materials:



- Editor's Hat Checklist (below)
- Pencil
- Colored pencils or marker (blue, green, red)
- Student's writing sample

Procedure:

- Have student mark conventions they suspect they may have used correctly on their writing sample.
- Have student refer to the list as they practice their editing skills.

Evaluation:

- Use the 5-Point Beginning Writer's Rubric: Conventions (page 22)

 <h3 style="text-align: center;">Editor's Hat Checklist</h3>	
Name _____	
Title _____	
<p>Does my paper have...</p> <ul style="list-style-type: none"> <input type="checkbox"/> my name? <input type="checkbox"/> a title? <input type="checkbox"/> a space between words? <input type="checkbox"/> a capital on the first word and I? <input type="checkbox"/> my best spelling? <input type="checkbox"/> punctuation at the end of sentences? 	<p>Editing marks (circle possible errors)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blue for misspelled words <input type="checkbox"/> Green for misused punctuation <input type="checkbox"/> Red for misused capitalization 

A large rectangular frame containing a solid horizontal line at the top and ten dashed horizontal lines below it, serving as a writing template.

5-Point Beginning Writer's Rubric: Ideas

Child's Name _____ Grade _____

Story Title _____

Instructor: Use the following rubric to evaluate Ideas

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>Big Idea is unclear, print sense is just beginning</i>	<i>Big Idea is conveyed in a general way through text, labels, and symbols</i>	<i>Big Idea is stated in text</i>	<i>Big Idea is clear, but general – a simple story or explanation</i>	<i>Big Idea is clear; topic is narrow and fresh</i>
A	Details are missing, or if present are unclear	Few details present	Details are relevant to topic and support Big Idea	Details are telling, and sometimes specific to Big Idea	Details are accurate, relevant, high-quality, and support or enrich Big Idea
B	Experience with topic is unclear	Some experience with topic is demonstrated	Experience with topic is obvious	Experience with topic is supported by text	Experience with topic is demonstrated clearly
C	Pictures, if present, are unclear	Pictures, if present, connect to a few words	Pictures, if present, support topic	Pictures, if present, provide descriptive details to topic	Pictures, if present, clarify, enrich, and enhance topic

Key Question: Does the writer stay focused and share original and fresh information about the topic?

"6+1 Trait® Rubrics (aka Scoring Guides) | Education Northwest." *Education Northwest | Creating Strong Schools and Communities*. N.p., n.d. Web. 13 Mar. 2012. <http://educationnorthwest.org/resource/464>.

Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong is your Idea?



5-Point Beginning Writer's Rubric: Organization

Child's Name _____ Grade _____

Story Title _____

Instructor: Use the following rubric to evaluate Organization

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>Beginning/ending is absent</i>	<i>A bare beginning is present</i>	<i>Beginning and middle are present, but no ending</i>	<i>Beginning, middle, and predictable ending are present</i>	<i>Beginning attracts, middle works, ending is present</i>
A	Transitions are not present	Transitions are starting to emerge	Transitions rely on connective "and"	Transitions work in predictable fashion	Transitions are somewhat varied
B	Sequencing is not present	Sequencing is limited or confusing	Sequencing is adequate	Sequencing is sound	Sequencing is purposeful from start to finish
C	Pacing is not evident	Pacing is predictable, monotonous	Pacing is adequate	Pacing moves reader through piece	Pacing is purposeful
D	Title (if required) is missing	Title (if required) is attempted	Simple title (if required) works	Title (if required) fits content	Title (if required) is engaging
E	Structure is random	Structure is unclear or only starting to emerge	Structure is present and works	Structure matches purpose	Structure clarifies topic

Key Question: Does the organizational structure enhance the ideas and make the piece easier to understand?

"6+1 Trait® Rubrics (aka Scoring Guides) | Education Northwest." *Education Northwest | Creating Strong Schools and Communities*. N.p., n.d. Web. 13 Mar. 2012. <http://educationnorthwest.org/resource/464>.

Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong is your Organization?



5-Point Beginning Writer's Rubric: Voice

Child's Name _____ Grade _____

Story Title _____

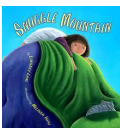
Instructor: Use the following rubric to evaluate Voice

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>Individual expression is not present</i>	<i>Individual expression is emerging</i>	<i>Individual expression is present</i>	<i>Individual expression is supported by text</i>	<i>Individual expression reflects unique tone</i>
A	Writing for audience is not evident	Writing starts to address audience	Writing addresses the audience in a general way	Writing connects with audience	Writing clearly engages audience
B	Voice is not discernable	Voice is emerging in pictures and/or text	Voice is present	Voice supports writer's purpose	Voice is engaging and enthusiastic for purpose
C	Risk-taking is not evident	Risk-taking limited to "safe" choices	Risk-taking uncovers moments of sparkle	Risk-taking uncovers individual perspective	Risk-taking reveals person behind words

Key Question: Would you keep reading this piece if it were longer?


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Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong is your Voice?



Beginning
(On your mark)
Developing
(Get set)
Strong
(Go!)

5-Point Beginning Writer's Rubric: Word Choice

Child's Name _____ Grade _____

Story Title _____

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>No words are present- only letters strung together or scribbles</i>	<i>Words are difficult to decode; some are recognizable</i>	<i>General or ordinary words convey message</i>	<i>Favorite words are used correctly</i>	<i>Specific, accurate words are used well</i>
A	Word patterns are imitated	Environmental words are used correctly	New words are attempted but don't always fit	New and different words are used with some success	Precise, fresh, original words linger in the reader's mind
B	Vocabulary relies upon environmental print	Vocabulary included phrases, clichés	Vocabulary is limited to safe, known words	Vocabulary is expanding	Vocabulary is natural, effective, and targets audience
C	No awareness of parts of speech exists	Nouns emerge as main word choice	Basic verbs and nouns dominate piece	Modifiers add to mix of words	Variety of parts of speech adds depth
D	Words do not convey meaning of piece	Words begin to convey single idea or topic	Words are mundane, normal, generic for topic	Words clarify topic and convey meaning	Words enhance, enrich, and/or showcase meaning
E	Words do not create mental imagery	Words begin to create mental imagery	Words are grouped in ways that create general mental imagery	Phrases, word groups create specific mental imagery	Strong attempts at figurative language create clear mental imagery

Instructor: Use the following rubric to evaluate Word Choice

Key Question: Do words and phrases create vivid pictures and linger in your mind?

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Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong is your Word Choice?



5-Point Beginning Writer's Rubric: Sentence Fluency

Child's Name _____ Grade _____

Story Title _____

Instructor: Use the following rubric to evaluate Sentence Fluency

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>Letters and words are scribbled across page</i>	<i>Words are strung together into phrases</i>	<i>Simple sentences are used to convey meaning</i>	<i>Simple and compound sentences strengthen piece</i>	<i>Consistently varied sentence construction enhances piece</i>
A	Sentence are not used, but instead random words or marks	Sentence parts are present, but not complete	Most simple sentence parts are present; variety in beginnings or length exists	Sentence structure varies; variety in beginnings and length endings	Sentences vary in structure, as well as beginnings and length
B	Connective words do not exist	Connective words may appear in sentence parts	Connective words, mostly "and" serve as links between phrases	Connective words are more varied	Connective words work smoothly and enrich fluency
C	Rhythm is not evident	Rhythm is choppy and repetitive	Rhythm is more mechanical than fluid	Rhythm is more fluid than mechanical and is easy to read aloud	Rhythm is fluid and pleasant to read aloud

Key Question: Can you feel the words and phrases flow together as you read it aloud?

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Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong is your Sentence Fluency?



5-Point Beginning Writer's Rubric: Conventions

Child's Name _____ Grade _____

Story Title _____

Instructor: Use the following rubric to evaluate Conventions

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>Nearly every convention requires editing</i>	<i>Some conventions are correct, most are not</i>	<i>Half of the conventions are correct and half need editing</i>	<i>More conventions are correct than not</i>	<i>Conventions require little editing to be published</i>
A	Spelling is not evident, only strings of letters	Semiphonetic spelling is attempted	Phonetic spelling is used; high-frequency words are still spotty	Spelling is usually accurate for grade-level words	High-frequency words are spelled correctly; spelling is very close on others
B	No sense of punctuation exists	Random punctuation exists	End punctuation is usually correct; experiments with other punctuation	End punctuation is correct; some other punctuation is correct	Punctuation is usually correct and/or sometimes even creative
C	Print sense is still emerging	Upper and lowercase letters are randomly used	Capitals are inconsistent but begin most sentences and some proper nouns	Capitals are more consistent and begin sentences and most proper nouns	Capitals are consistently accurate for sentence beginnings, proper nouns, and titles
D	No awareness of grammar and/or usage exists	Part of a grammatical construction is present	A grammatical construction is present	Subject/verb agreement, proper tense are present but the rest is still spotty	Some control is shown over basic grade-level grammar

**Key Question: How much editing would have to be done to be ready to share with an outside source?
(Expectations should be based on grade level and include only skills that have been taught.)**

"6+1 Trait® Rubrics (aka Scoring Guides) | Education Northwest." *Education Northwest | Creating Strong Schools and Communities*. N.p., n.d. Web. 13 Mar. 2012. <http://educationnorthwest.org/resource/464>.

Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong are your Conventions?



5-Point Beginning Writer's Rubric: Presentation

Child's Name _____ Grade _____

Story Title _____

Instructor: Use the following rubric to evaluate Presentation

	Experimenting - 1	Emerging - 2	Developing - 3	Capable - 4	Experienced - 5
	<i>No formatting clues are present; placement of text and pictures is totally random</i>	<i>Formatting of text and pictures is starting to come together</i>	<i>Formatting of text and pictures is generally correct</i>	<i>Formatting of text and pictures is clear and thoughtful</i>	<i>Formatting of text and pictures assists comprehension</i>
A	Only scribbles are present	Handwriting shows letters beginning to take shape, though random in placement	Handwriting includes few discrepancies in letter shape; shapes are easily identifiable	Handwriting reveals proper manuscript, spaced and written appropriately	Handwriting is neat and easy to read; proper manuscript or cursive is used
B	Letters and/or words are strung together with no spacing	Spacing between letters and words is attempted	Spacing in words is mostly correct	Words, sentences, and paragraphs have proper spacing	White space is used well within the piece and to frame text
C	If pictures are present, they are randomly placed	Pictures are placed appropriately	Pictures fit with text	Pictures add detail, support piece, and are appropriate	Pictures are "balance" with text and match content
D	No identifiable markers (title, heading, bullets, page numbers) exist	Markers are present but not connected to text	Some markers match some text	Markers clarify, organize, and define text	Markers enrich, enhance, and/or help showcase text
E	No charts, tables, graphs are evident	Charts, graphs, tables are attempted but randomly placed	Charts, tables, graphs, match and are placed properly	Charts, tables, graphs match and clarify text; are placed together properly	Charts, tables, graphs match, clarify, and enrich text and are placed properly

Key Question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?

"6+1 Trait® Rubrics (aka Scoring Guides) | Education Northwest." *Education Northwest | Creating Strong Schools and Communities*. N.p., n.d. Web. 13 Mar. 2012. <http://educationnorthwest.org/resource/464>.

Student Feedback Form: Instructor, mark an X on the continuum. Provide suggestions to improve future work on the back of the strip.



Name _____ Title _____ Date _____

How strong is your Presentation?



Acknowledgments

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