

the hamburger helper



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Book Title: *Notebook Know-Hows* by Aimee Buckner

Buckner, Aimee E. *Notebook Know-how: Strategies for the Writer's Notebook*.
Portland, Me.: Stenhouse, 2005. Print.

*The Writer's Notebook

A writer's notebook creates a place for students (and writers) to save their words - in the form of a memory, a reflection, a list, a rambling of thoughts, a sketch, or even a scrap of print taped on the page. (Buckner, 2005)

Strategies

History of a Name (page 16)

- **How:** Students put their name or a family name at the top of a notebook and write about it - how they got their name, what they like about their name, what they don't like about their name or nickname.
- **Why?** The naming of something or someone is significant for writers. Understanding the history of a name leads to deeper understanding of that topic.

Lifting a Line (page 31)

- **How:** After reading & highlighting, students look at the sentences they highlighted throughout their notebooks. Choosing one that is interesting or easy to write about, the writer recopies the highlighted sentence onto the next clean page. The "lifted" sentence is now the first line of a new entry.
- **Why?** This gives the writer a fresh starting place with an idea that may have been lost in another entry. It also helps writers to develop their ideas as their fluency skills improve.

Writing from Another Point of View (page 48)

- **How:** I start off by telling students a story about something my son did or said. I then retell the story from his point of view - imagining his thoughts and ideas about what happened. I end it with this question: Has it ever happened to you that you sibling or parent remembers the same event as you but in a different way? Hands will go up. Then I direct students to try writing their narratives from a different person's point of view. What details change? How does seeing the story through other eyes help you see more of what to write?
 - *The Pain and the Great One* by Judy Blume; *The True Story of the Three Little Pigs* by Jon Scieszka
- **Why?** Children tend to write things from their points of view. It takes teaching & time to help them see things from other people's perspectives. Being able to write from a different viewpoint opens the writing to details, emotions, and events that may have been forgotten.

Try Ten (page 62)

- **How:** In the writer's notebook, date the page and write Try Ten as the heading. Ask students to write the lead sentence of their pieces ten different ways. Number one on the list is the lead they have in their draft. Then, for the next nine tries, students rewrite the lead, varying sentence structure, varying the beginning of the sentence, or trying different kinds of leads like a question or an action lead.
- **Why?** Most of the time, students will not spend a lot of time on one sentence. Because this is the first sentence, it deserves more attention... As students rewrite and reword their leads, they are forced to start thinking more creatively. At times, the new lead may change the direction of the piece...
- **Extensions:** Try Ten for ending sentences, Try Ten for similes...