# SLATE
# Writing Module

# Teacher Masters

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# TM#1: Engage Prior Knowledge—
# Silent Warm-Up

**Directions: You have previously learned five ways that an author can describe a character, using SLATE. In the lists below, circle the word that each letter stands for.**

## S

Stands     Says     Seems like     Stars     Sees

## L

Laughs at     Leaps     Lifts     Learns     Looks like

## A

Asks     Attempts     Appears     Acts     Afraid

## T

Thinks     Tries to     Talks     Tells     Tired

## E

Encourages     Errors     Exits     Effect on others     Escapes

# TM#2: Engage Prior Knowledge—
# Silent Warm-Up Answer Key

**Directions: You have previously learned five ways that an author can describe a character, using SLATE. In the lists below, circle the word that each letter stands for.**

## S

Stands　　(Says)　　Seems like　　Stars　　Sees

## L

Laughs at　　Leaps　　Lifts　　Learns　　(Looks like)

## A

Asks　　Attempts　　Appears　　(Acts)　　Afraid

## T

(Thinks)　　Tries to　　Talks　　Tells　　Tired

## E

Encourages　　Errors　　Exits　　(Effect on others)　　Escapes

**My story will be about…**

*Write a short summary of the story you have planned.*

Paul goes to a party and his mom tells him a time to be home. Paul stays out later than they agreed, so his mom is terribly upset when he gets home.

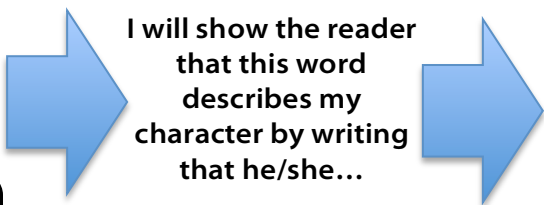# TM#3: Demonstrate and Practice—Writer's Character Map

Paul's mom

*(my character's name)*

**Readers should know that my character is…**

*Write one character trait in each box (you might repeat them).*

**Prove it by S-L-A-T-E**

**S**ays, **L**ooks like, **A**cts, **T**hinks, **E**ffect on others

**Write exactly what the character will say, look like, do, or think, or what effect she/he will have on others**

*Write specific detail you could include in your story.*

| caring | | Says | | "Even though you're grown up, you're still my baby!" |
|---|---|---|---|---|
| worried | | Looks like | | Crying, red eyes, red nose |
| | I will show the reader that this word describes my character by writing that he/she… | Acts | | |
| | | Thinks | | |
| | | Effect on others | | |

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# TM#4: Practice—Character Traits List

| | |
|---|---|
| Adventurous | Motherly |
| Afraid | Neat |
| Aggressive | Negative |
| Ambitious | Nervous |
| Angry | Playful |
| Bossy | Popular |
| Brave | Positive |
| Calm | Proper |
| Caring | Proud |
| Cheerful | Quiet |
| Clever | Respectful |
| Conceited | Responsible |
| Cooperative | Rude |
| Courageous | Selfish |
| Creative | Selfless |
| Cruel | Serious |
| Curious | Shy |
| Demanding | Silly |
| Easy-going | Simple |
| Energetic | Strict |
| Fatherly | Strong |
| Formal | Thoughtful |
| Funny | Wise |
| Generous | _____ |
| Gentle | _____ |
| Grumpy | |
| Hard-working | _____ |
| Helpful | _____ |
| Honest | _____ |
| Hopeful | |
| Humble | |
| Independent | |
| Intelligent | |
| Kind | |
| Lazy | |
| Loyal | |
| Moody | |

**My story will be about…**
*Write a short summary of the story you have planned.*
Paul goes to a party and his mom tells him a time to be home. Paul stays out later than they agreed, so his mom is terribly upset when he gets home.

Paul's mom

**Readers should know that my character is…**
*Write one character trait in each box. (You might repeat them.)*

**Prove it by S-L-A-T-E**
**S**ays, **L**ooks like, **A**cts, **T**hinks, **E**ffect on others

**Write exactly what the character will say, look like, do, or think, or what effect she/he will have on others**
*Write specific detail you could include in your story.*

*Answers will vary. Possible answers include:*

| | | |
|---|---|---|
| caring | Says | "Even though you're grown up, you're still my baby!" |
| worried | Looks like | Crying, red eyes, red nose |
| curious | Acts | She asked him many questions. |
| thoughtful | Thinks | Deep down, she knew she was probably overreacting. |
| kind | Effect on others | Paul feels guilty because she's always so kind to him. |

**I will show the reader that this word describes my character by writing that he/she…**

Name: _____

Date: _____

# TM#6: Independent Practice Answer Key

## Part 1: Review the Strategy
**Directions: How do authors tell us about their characters? Write what each letter of SLATE stands for.**

S: *Says*

L: *Looks like*

A: *Acts*

T: *Thinks*

E: *Effect on others*

## Part 2: Apply the Strategy
**Directions: Complete the *Writer's Character Map* on the next page, for a story that you could write. Follow your teacher's directions about story guidelines.**

**My story will be about…**
*Write a short summary of the story you have planned.*
*Students should write a brief description of their story idea here (a basic plot summary) .*

## Writer's Character Map Answer Key

*The student's character name here*
*(my character's name)*

**Readers should know that my character is…**
*Write one character trait in each box. (You might repeat them.)*

**Prove it by S-L-A-T-E**
**S**ays, **L**ooks like, **A**cts, **T**hinks, **E**ffect on others

**Write exactly what the character will say, look like, do, or think, or what effect she/he will have on others**
*Write specific detail you could include in your story.*

| | | |
|---|---|---|
| *Listed character trait* | *Listed SLATE word* | *This column should contain specific details that match both the character trait and SLATE columns.* |
| *Listed character trait* | *Listed SLATE word* | |
| *Listed character trait* | *Listed SLATE word* | |
| *Listed character trait* | *Listed SLATE word* | |
| *Listed character trait* | *Listed SLATE word* | |

**I will show the reader that this word describes my character by writing that he/she…**