



Young Authors

Essential Question(s): How do words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story or song?



What Priority Reading Skills will you feature using this book?
Phonemic Awareness:

Fluency:

What priority Writing Skills will you address?
Vocabulary:

Comprehension:

Before Reading Activities

- *[Oink-A-Doodle Moo Meal](#)
- *[Oink-A-Doodle Predictions and Connections from a Title](#)

During Reading Activity

- *[Add Characters and Details](#)

After Reading Activities

- *[Pen to Paper Challenge](#)
- *[Rhyme and Repeated Lines Summary](#)
- *[Extend the Story](#)
- *[Revisit Predictions and Connections](#)

Learning Targets / Vocabulary

I will collaborate in conversation and discussions about stories we read.

I will use my journal to write about what I read.

I will tell a story using descriptive details to clarify ideas, thoughts and feelings.

I will write in complete sentences.

I will be aware of audience, point of view and tone in my writing.

I will pay attention and observe details to share with the class using the hand signal instead of calling out.

I will add drawings to descriptions to provide additional detail, clarify ideas, thoughts and feelings.