



Young Authors

Essential
Question(s):

How can I draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons?



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

*Write or draw what you think the book will be about based on your teacher's introduction.
*What are good questions to ask myself about a book before I start to read?

During Reading Activity

*Search for Big Fella

After Reading Activities

*Revisit your prediction about what the book would be about
*Write or illustrate what Ralphie could tell the teacher about what he learned about how to use his imagination outside of school. Include details from the story to help you explain.
*Change the Point of View, the Audience or the Tone of the activity
*Extend Your Thinking *Forced Choice 1 and 2
*Rhythm-a-Rhythm-a-Ree

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.