

Books for Young Learners Teacher Resource

Book Notes

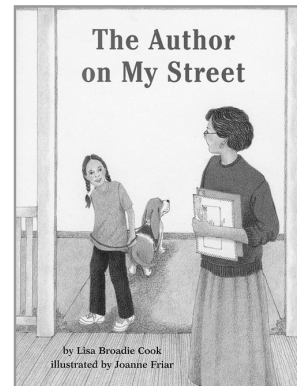


The Author on My Street

Author Lisa Broadie Cook

Illustrator Joanne Friar

16 pages ■ 260 words



The Author on My Street

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G		I	

S = Shared G = Guided I = Independent

SYNOPSIS

An author helps a girl use her imagination as she shows how simple things can become topics for writing, encouraging the girl to put pen to paper.

WHAT THE BOOK OFFERS

- Realistic fiction narrative
- First person
- Past tense
- Repeated pattern
- Dialogue and connecting text
- Open-ended incidents
- Incidents have common overall structure
- Engenders thoughtful reading and thought beyond the text

POSSIBLE SKILLS EMPHASIS

- Extending each incident
- Making connections to self
- Using dialogue to develop expressive reading
- Understanding where authors get ideas for writing
- Attending to detail

INTRODUCING THE BOOK

I wonder what the two characters in the front-cover illustration might be discussing.

If you had an author living in your street, what would you talk to him or her about?

If you were an author, what might you talk to your neighbor's children about?

Let's see what discussion takes place in this book.

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The Author on My Street (continued)

FOCUS OF INSTRUCTION

As you read this book, notice the dialogue. Think of yourself as Mrs. Bigelow speaking. That will help you make the story more interesting for both you and your audience.

- Pause at the end of pages 5, 9, and 11 for students to contribute what the narrator may have seen, imagined, or thought or what they are seeing, thinking, and imagining. Contributions could be recorded on self-stick notes on the appropriate pages.

FOLLOWING THE READING

- Discuss where authors, including themselves, get ideas for stories, the place of imagination in stories, and the difference between getting ideas for fiction works and those for nonfiction.

Let's create our own list of ideas for stories. First look around the room and look closely at something of interest. Now think about what that reminds you of. Write down what you see and then beside it what that may help you write about.

- Repeat for something outside, a place they know well, or a character from a book. The students could keep their lists in their writing folders or in a box or book in the writing corner. The lists could be added to and used as a memory jogger when planning writing.
- Write about how they see themselves as authors—now and in the future.