

Books for Young Learners Teacher Resource

Book Notes



The Author on My Street

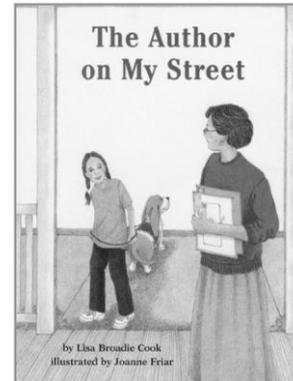
Author Lisa Broadie Cook

Illustrator Joanne Friar

16 pages ■ 260 words

Fountas and Pinnell Level J

Reading Recovery Level 16



The Author On My Street

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.

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The Author on My Street (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Mrs. Bigelow taught the girl to see . . . The part I don't like about writing stories is . . .</i>
USE YOUR MEMORY	<i>What did Mrs. Bigelow imagine the ants were doing? What did Mrs. Bigelow see when she looked at the clouds? What did Mrs. Bigelow imagine the red and gold leaf was for?</i>
WHAT'S YOUR OPINION?	<i>What do you think Mrs. Bigelow meant when she told the girl to use her imagination on page 11? What's imagination? Do you think the girl will become an author? What makes you think that?</i>
BE CREATIVE	<i>Pretend that you are writing a book about different authors around the world and you want to interview Mrs. Bigelow. Write down 10 questions you would ask her. Think about what you want to know. Do you want to know how she gets her ideas for writing? Do you want to know if she wrote books as a child? Ask good questions.</i>
VOCABULARY AGENT	<i>Authors use lots and lots of words to express their ideas and thoughts. That means they have to know a lot of words! Take a sheet of paper and set a timer for 10 minutes. See how many words you can write in 10 minutes. Write as fast as you can, but be sure that you can form your letters clearly so you can read your words. When the timer buzzes, stop and count how many words you wrote. Wow! Now go back and see if there are any words you misspelled. Keep practicing writing lots and lots of words.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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