

The Famous Writer

GOALS

Comprehension

Retell the story using the pictures on each page as a guide. What things did the writer try to help her write?

Vocabulary

High-frequency Words: came, had, her, off, once, said, then, well

Content Words: famous, letter, nothing, paper, pencil, poems, stories, words, write, writer

Phonemic Awareness

Identify and make rhyming words.

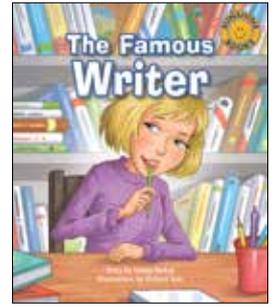
Phonics

Letters and Sounds: wr /r/

Words to Blend and Segment: wrap, wrist, write, wrong, wrote

Fluency

Model fluent reading of a section of the text (emphasising the rhyming words) for students to repeat.



The writer can't think of any stories so she does other things to find inspiration.

Before Reading

- Read the title and the names of the author and illustrator. Ask: What does famous mean? Do you know the name of a famous writer? Would they like to be a famous writer?
- Students look at the cover picture. Discuss what they see. Ask: What is the writer doing in the picture? Where is she sitting? How many books do you think she has?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is the writer still thinking? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the writer is doing on each page. Bring words like *famous, letter, nothing, paper, pencil, poems, stories, words, write, writer* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the first word? It looks tricky. It starts like the number one. How do fairytales often start? (*once*) Read the first sentence together. Break other tricky words into chunks or syllables, e.g. *dr/ag/ons, wr/ote*. Read the sentences together, noting the rhyming words *boo* and *true*. Ask: How would you read BOO! How do you know?
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Break tricky words into chunks or syllables. Check the picture for clues. Discuss how the rhyme and repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn to page 16 to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the story using the pictures as a guide. What things did the writer do to help her write? Were they good ideas? How did the writer feel at the end of the story?
- Discuss the back cover. Talk about things the author did to help her think of a story. What do you do when you can't think what to write?
- Reread the story together. Feel the rhythm as you read the rhymes and repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *she* on page 2 is used instead of *a famous writer*. If the writer was a man, what pronoun would we use? (*he*) Find other pronouns and explain their meaning.
- Why is *BOO* in capital letters on page 2? How would you read that sentence?
- On page 4, look at the three dots (ellipsis). What does this mean? (to be continued or there is more to come) How do you read the first line? Reread the page together. Remember to pause at the ellipsis. Find another ellipsis in the book. (page 14) Read the page together.

Phonemic Awareness

- Students indicate when they hear rhyming words as you read the story. (*true/boo; may/day/say; throat/goat; chores/floors; shoe/do*) They repeat and emphasise the rhyming words.

Phonics

- Write the words *wrap, wrist, write, wrong, wrote* on the board to practise blending and segmenting the onsets and rimes together as a group. Note that *wr* is a digraph with one sound /r/. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. Brainstorm other words starting with /wr/ to write up on the board. Read them together. (*written, wreck*)

Word Study

- Talk about the words *came, had, her, off, once, said, then, well*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *came* is the past tense of *come*. (page 16)
- Have students locate verbs (doing words) ending in -ed (past tense) on page 6 and write their matching base verb, e.g. *shuffled/shuffle; blinked/blink; cleared/clear; sucked/suck; tied/tie*. Look for more verbs in the text to list and read. Students think of other examples to add. Discuss the meaning of the words on the list.

Fluency

- Model fluent reading of the text (emphasising the rhyming words) for students to repeat.

Writing

- Students pretend they are a famous writer and write a piece to share. It can be a poem, story, letter or some facts. They illustrate and label their writing and share it with the class.

Home/School Link

Take the book home and any related activity done in class to share with family.