

Mem Fox Author Study EdTPA #1

Author: Jordan Caplan
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BACKGROUND INFORMATION

Subject(s)	Language Arts (English)
Topic or Unit of Study	Writing with Emotion
Grade/Level	Grade 1

STANDARDS & ASSESSMENT

Standards

USA- Common Core State Standards (June 2010)

Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade: Grade 1 students:

Content Area: Literature K-5

Strand: Reading

Domain: Craft and Structure

Standard:

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Content Area: Foundational Skills (K-5)

Strand: Reading

Domain: Print Concepts

Standard:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Domain: Phonological Awareness

Standard:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Strand: Writing

Domain:

Production and Distribution of Writing

Standard:

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Strand: Speaking and Listening

Domain:

Comprehension and Collaboration

Standard:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

Assessment Plan

Formative Assessment: There will be numerous forms of formative assessment implemented throughout the duration of the lesson. After the minilesson has been taught, the teacher will ask the students to rate themselves based upon their understanding of the task at hand and how well they think they will be able to integrate emotions into their own writing. The teacher will ask the students to give a thumbs up if they understand the task and are confident that they will be able to show emotions, a horizontal thumb if they understand the task, but are not very confident that they will do well, and a thumbs down if they are not confident, confused, and are in need of assistance. The teacher will quickly survey the students' confidence and understanding ratings. During independent writing, the teacher will circulate the classroom and will assist those students who gave a horizontal thumb and a thumbs down at the conclusion of the minilesson. The teacher will also confer and take anecdotal notes at this time in order to make note of student understanding, individual student improvement, and concerns. These anecdotal notes will allow the teacher to form small groups consisting of similarly leveled students during future lessons. After writing workshop has come to an end, the teacher will collect the Quick Write booklets in order to grade them with a Quick Write 3-2-1 rubric. The rubric will allow the teacher to gauge which students successfully completed the task at hand (3), which students need improvement (2), and which students were unable to complete the task (1).

Assessment/Rubrics

Attachments:

1. Quick Write Evaluation Criteria.docx

IMPLEMENTATION

Goal(s)	Students will be able to utilize the mentor text <u>Koala Lou</u> by Mem Fox in order to craft their own Quick Write story that includes emotions and feelings.
Objective	Students will be able to compose a Quick Write that integrates emotions and feelings into their story based upon what was learned through reading the mentor text <u>Koala Lou</u> by Mem Fox and identifying the craft move that she used with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.
Purpose	Students will be able to learn the importance of drawing inspiration from successful authors' work for the purpose of improving their own writing skills.
Procedure	<p>Teaching Point: The focus of this lesson is to introduce the students to Mem Fox's favorite book, <u>Koala Lou</u>. Once the book has been read and the minilesson is taught, the students will complete a Quick Write story in which they will incorporate emotions and feelings into their own writing, which is the ultimate goal of the lesson. The students are learning how to craft their writing and make it more exciting and interesting for their readers.</p> <p>Read Aloud: The read aloud for this lesson is <u>Koala Lou</u> by Mem Fox. The teacher will introduce the book by saying, <i>"Koala Lou is Mem's favorite book that she has written, and it is one book of many where Mem allows her readers into her heart through emotions triggered within her stories. As I read the story, I want you to listen for a part that makes you stop and say, 'This makes me feel something.' You may feel sad, happy, joyful, or even disappointed. I want you to hold onto that feeling throughout the book, so we can discuss how we all feel at the end!"</i></p> <p>The teacher will read the first three pages of the book and then pause. She will say, <i>"I bet Mem has a mother who loves her a lot. She probably loves it when her mother tells her that she loves her. That is such a special feeling, and it makes me feel all warm and fuzzy inside!"</i> The teacher will continue to read through to page 10 of the book. She will say, <i>"It seems like Koala Lou is sad. What do you think? How does this part make you feel? What is Koala Lou feeling inside her heart?"</i> The teacher will listen to the students' answers, and then continue reading through to page 19, where she will then pause to say, <i>"What is happening inside Koala Lou's heart?"</i> The teacher will have a quick discussion with the students concerning Koala Lou's current feelings, and then she will continue to read on to the end of the book. The teacher will say, <i>"Now take a minute to think back over the book. What do you think Mem wanted you to feel as you read <u>Koala Lou</u>? What are some parts that made you stop and think 'This makes me feel something' and what were those feelings you had? Why do you think you felt that way? Explain."</i></p> <p>Minilesson:</p> <ul style="list-style-type: none">• Connect and Inform: The teacher will begin the lesson by reading the objective, which will state: I can add feelings and emotions into my own writing. The teacher will start the minilesson by saying, <i>"When we read <u>Koala Lou</u>, we felt certain emotions because of Mem's great writing. On page 24, how did you feel when Koala Lou was racing up the gum tree? Why do you think you felt that way? . . . We all felt excited because Mem wrote that 'the spectators roared and clapped and stamped their feet.' She made us feel something through the characters' actions. Now on page 27, how did you feel when Koala Lou went off and hid? Why do you think you felt that way? . . . We all felt sad because Mem wrote 'Koala Lou went off and hid. She heard the shouts of the Bush Olympics and cried her heart out.'" Again, Mem made us feel something through the characters' actions. Mem made us feel these emotions by showing us what the characters did rather than just telling us how they felt!"</i>• Teach and Present: We are going to use Mem's writing strategy called Show, Don't Tell in our own writing. This means we are going to show how our characters feel in our writing rather than just telling our readers how they are feeling. The teacher will display the Show, Don't Tell anchor chart on the chalkboard. The chart will be split into 6 boxes, and each box will be labeled with an emotion: Happy, Sad, Mad, Scared, Embarrassed, Surprised. Next to these emotions will be emoticons to show how someone might look as they experience each of these emotions. In each box will also be action words that express the stated emotion. For instance, next to the word "happy," the action words will include: smile, jump up and down, laugh, etc. The teacher will discuss each emotion and have students act out them out based upon the action words associated with each feeling. The teacher will explain that the students will be using these "emotional action words" to show emotion and feeling within their own writing, just like Mem. Now that the students have been introduced to the action words for each emotion, the teacher will demonstrate adding emotions to her own writing by modeling the process in her Emotions Quick Write Booklet. She will turn to page one in order to review the tips and tricks section, which summarizes the material that the students just learned. The teacher will then fill out the brainstorming page, which should not take more than two minutes for the students to fill out during independent work. This page will help the students prepare for the Quick Write. She will then start her Quick Write by incorporating the Show, Don't Tell action words into her story. She will say, <i>"I am going to write a personal narrative, which is what all of you should be writing as well, about the time that I went to go see The Wizard of Oz on ice when I was 2 years old. The characters in the story are my mom and me. This is the story: When I was 2 years old my mom took me to see The Wizard of Oz on ice. When the show began there was a big tornado on the stage with lots of wind, loud noises and stuff flying everywhere. I started to scream very loudly and cry. I covered my eyes and began shaking so much! My mom had to take me out of the show, and we had to leave. After writing her story, the teacher will ask, Did you pay attention to my action words? What emotion did you think I was feeling? Why? . . .Great! That is exactly how I wanted you to feel! Did you notice how I did not use the word scared in my story? Instead, I showed my readers that I was scared by saying that I screamed loudly, cried, covered my eyes, and was shaking. I showed the emotion, instead of telling my reader how I felt."</i>• Active Engagement: Writers, you are now going to practice the Show, Don't Tell writing strategy. You are each going to get a sticker with one of the emotions on it that we just talked about. I am going to come around and place your emotion sticker on your forehead, so you cannot see what it says. We are going to play the game Heads Up! with these stickers. Your partner is not going to talk, but will instead try to act out what emotion you have by using the action words we just talked about. You have to guess your emotion based upon your partner's actions! This will help us remember that we need to show emotions in our writing rather than just tell our readers how the characters are feeling! To begin, Partner 1 will be the actor and Partner 2 will be the guesser, and then you will switch roles.• Link and Reiterate: Writers, what is Mem's writing strategy that we are going to use in our writing to show emotions and feelings? (Show, Don't Tell). Today writers, when you go off, I want you to remember how I did not use the word scared in my own Quick Write, but instead showed you how I was feeling with our action words. Also, remember how you acted out the different emotions, so your partner could predict how you were feeling based on your actions. That is exactly what you will be doing in your writing. Alright boys and girls, I want you to tip toe back to your seats, take out your Quick Write Booklet and show some emotion in your own writing! <p>Independent Writing: The students will be writing in their Quick Write booklets independently in order to practice incorporating feelings and emotions into their writing. The students will be given 2 minutes to complete the brainstorm</p>

page, and then 10-15 minutes to complete their Quick Write story.

After-the-workshop Share: About five minutes before the end of class, the teacher will have students turn and talk to partners at their tables in order to share their Quick Write stories. Each partner will share and they will discuss the emotions and feelings that they felt as they heard one another's story. The teacher will then pick two students to share their stories with the whole class.

**Special Needs Component
[modification(s)]**

Student 4 and Student 18: For independent practice, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be matching emotions to emotional action words with picture prompts in order to practice identifying this specific craft move. These students will then be challenged to read four sentences, where they must pick out the emotional action words and determine the emotion being expressed in that sentence based upon those action words. They will then be given the opportunity to draw those emotions. They may add labels to their pictures if they are able to. These students have difficulty formulating stories and expressing themselves through writing. Therefore, the booklet is simplified to meet their individual needs.

Student 5 and Student 15: For independent practice, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be matching emotions to emotional action words with picture prompts in order to practice identifying this specific craft move. These students will then be provided with a writing prompt and four blank lines in order to write down the necessary information. These students will be integrating emotion into their writing, but must adhere to the prompt provided. These students have difficulty brainstorming and developing ideas, and will therefore benefit from receiving a prompt. Without a prompt, these students would not do any work.

Student 2, Student 14, Student 16, Student 17: These students are advanced writers. They will be given access to additional Emotions Quick Write Booklets if they complete the original booklet they are given. These students tend to work at a fast pace, and are always looking for more work to do. Therefore, additional booklets will be beneficial and provide further practice of integrating the craft move into their own writing. However, if they are to move on to a second or third booklet, they must choose a different emotion and different characters to write about than what they wrote in their original piece in order to add more of a challenge to the task at hand.

Sample Student Products

Model(s) of Instruction

Writing Workshop Model

Time Allotment

1 class periods. 1 Hr. per class.

**Author's
Reflection(s)/Critical
Analysis**

MATERIALS AND RESOURCES

Instructional Materials

Attachments:

1. **Emoticon Template .docx**
2. **Emotions Anchor Chart.JPG**
3. **Emotions and Feelings Quick Write Booklet.docx**
4. **Emotions Quick Write Differentiated 1.docx**
5. **Emotions Quick Write Differentiated 2.docx**

Resources

- Materials and resources:
 - Koala Lou
 - Large Chart Paper
 - Expo Markers
 - Emoticon cutouts
 - Quick Write Booklets
 - Pencils

Mem Fox Author Study EdTPA #2

Author: Jordan Caplan

Date created: 02/21/2016 7:16 PM EDT ; Date modified: 04/23/2016 9:16 PM EDT

BACKGROUND INFORMATION

Subject(s)	Language Arts (English)
Topic or Unit of Study	Writing with Sensory Imagery
Grade/Level	Grade 1

STANDARDS & ASSESSMENT

Standards

USA- Common Core State Standards (June 2010)

Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade: Grade 1 students:

Content Area: Literature K-5

Strand: Reading

Domain: Craft and Structure

Standard:

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Content Area: Foundational Skills (K-5)

Strand: Reading

Domain: Print Concepts

Standard:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Domain: Phonological Awareness

Standard:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Strand: Writing

Domain:

Production and Distribution of Writing

Standard:

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Strand: Speaking and Listening

Domain:

Comprehension and Collaboration

Standard:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

Assessment Plan

Formative Assessment: There will be numerous forms of formative assessment implemented throughout the duration of the lesson. After the minilesson has been taught, the teacher will ask the students to rate themselves based upon their understanding of the task at hand and how well they think they will be able to integrate sensory imagery into their own writing. The teacher will ask the students to give a thumbs up if they understand the task and are confident that they will be able to add sensory imagery, a horizontal thumb if they understand the task, but are not very confident that they will do well, and a thumbs down if they are not confident, confused, and are in need of assistance. The teacher will quickly survey the students' confidence and understanding ratings. During independent writing, the teacher will circulate the classroom and will assist those students who gave a horizontal thumb and a thumbs down at the conclusion of the minilesson. The teacher will also confer and take anecdotal notes at this time in order to make note of student understanding, individual student improvement, and concerns. These anecdotal notes will allow the teacher to form small groups consisting of similarly leveled students during future lessons. After writing workshop has come to an end, the teacher will collect the Quick Write booklets in order to grade them with a Quick Write 3-2-1 rubric. The rubric will allow the teacher to gauge which students successfully completed the task at hand (3), which students need improvement (2), and which students were unable to complete the task (1).

Assessment/Rubrics

Attachments:

1. Quick Write Evaluation Criteria.docx

IMPLEMENTATION

Goal(s)	Students will be able to utilize the mentor text <u>Night Noises</u> by Mem Fox in order to craft their own Quick Write story that includes sensory imagery.
Objective	Students will be able to compose a Quick Write that integrates sensory imagery into their story based upon what was learned through reading the mentor text <u>Night Noises</u> by Mem Fox and identifying the craft move that she used with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.
Purpose	Students will be able to learn the importance of drawing inspiration from successful authors' work for the purpose of improving their own writing skills.
Procedure	<p>Teaching Point: The focus of this lesson is to introduce the students to Mem Fox's book, <u>Night Noises</u>. Once the book has been read and the minilesson is taught, the students will complete a Quick Write story in which they will incorporate sensory imagery into their own writing, which is the ultimate goal of the lesson. The students are learning how to craft their writing and make it more exciting and interesting for their readers.</p> <p>Read Aloud: The read aloud for this lesson is <u>Night Noises</u> by Mem Fox. The teacher will introduce the book by saying, <i>Mem Fox wants her readers to have fun while they read her stories. With her wonderful writing skills, she likes to try to actually bring us into the book as we read it! Boys and girls, as we read I want you to find parts in the story that make you feel like you are really there and that you are one of the characters. Now, before we begin, what do you think this book will be about?</i> The teacher will have the students think, pair, share about what they predict <u>Night Noises</u> will be about based upon the front cover. The teacher will conduct a brief class discussion concerning the students' predictions, and then she will begin reading.</p> <p>The teacher will read the first six pages of the book. The teacher will then return to the cover of the book and say, <i>Hmm the title of the book is <u>Night Noises</u>, so I am wondering when the first noises will appear in the story. Let's keep reading to find out.</i> She will return to page 6 and continue reading. On page 7, the first noises will appear (click clack). The teacher will say, <i>Click Clack! I think we finally found some of the night noises! How about we all make a clicking sound with our mouths to give us an idea of what Butch Aggie might be hearing.</i> The teacher will continue reading the story, stopping at each page so the students can replicate the sounds that are being made in the book. Finally, after reading up to the page that says knick, knack, knock, the teacher will ask the students, <i>Why do you think Mem wrote those sound words?</i> The students will have a brief class discussion on why Mem included these words within her writing. The teacher will continue reading until the end. Upon completion of the story, the teacher will say, <i>Alright boys and girls, so what were some parts in the story that made you feel like you were in the book? Why do you think those parts made you feel that way? . . . Mem brings her reader into the story by using sound words; it's like you can hear the story happening! Wasn't this book fun to read?</i></p> <p>Minilesson:</p> <ul style="list-style-type: none">• Connect and Inform: The teacher will begin the lesson by reading the objective, which will state: I can add sensory imagery to my own writing. The teacher will then ask, <i>What are our 5 senses? . . . Now, do you know what an image is? . . . If sensory is another word for our 5 senses, and we know an image is a picture, then what do you think sensory imagery means? . . . Well, sensory means senses and imagery means being able to visualize something. Therefore, sensory imagery is when a writer paints a picture in his or her reader's mind using descriptive words that make the reader's senses come alive! Mem Fox uses a lot of sensory imagery in her writing to make it fun and exciting and to help us paint pictures in our minds, especially in the book <u>Night Noises</u>. She uses similes, like we talked about on Friday, which is a type of sensory imagery. On page 3 Mem wrote, "Her hair was as wispy as cobwebs in ceilings." You can picture Lily Lacey's hair because you just have to think about cobwebs! She also uses a lot of sound words, like click and clack, or murmur, mutter, and shhh. The similes and the sound words are all types of sensory imagery that help us, the readers, feel like we are in the story! We are going to mimic Mem and use sensory imagery in our own writing to help paint pictures for our readers!</i>• Teach and Present: The teacher will present the concept of sensory imagery by having students visualize a beach scene. She will say, <i>Boys and girls, I want you to close your eyes and listen carefully to what I say. Try to visualize everything that is about to happen in my little story.</i> The teacher will proceed to read a paragraph that is filled with sensory imagery: <i>You are walking along a beach. The sand is a dark tan color with tiny pink and orange seashells spread throughout. The sand feels mushy and warm beneath your little toes. Squish. Squish. The seabreeze blows softly and the sand twirls and dances around your feet and ankles. Swoosh. Woosh. The breeze brings the salty smell of the ocean up to your nose and it tickles your nostrils, but it smells delicious, like salt and coconut sunscreen. Whiff. Sniff. You walk closer to the ocean and you watch the waves roll up onto the sand. Crash. Crash. You watch as a dolphin jumps out of the water and breathes through its blowhole. Splash. Spray. You continue walking along the beach as you eat a chocolate ice cream cone. It is soft, cold, and melty, but oh so yummy. It melts down your hand and hits the sand. Drip. Drip. The seagulls circle overhead as they try to get a taste of your ice cream. Eee. Eee. And the waves continue to roll onto the shore over and over and over again. Crash. Crash. Crash.</i> <p>The teacher will have the students open their eyes. The teacher will ask, <i>As I read that beach story, were you able to visualize and see the beach? Were you able to smell the salty air? Were you able to taste the ice cream? Were you able to hear the seagulls and the waves crashing? Were you able to feel the sand beneath your feet? . . . That is exactly what I wanted! I included sensory imagery into my writing, just like Mem did. Before I wrote that, I brainstormed different words I could use to help paint a picture for my reader. Those words are called sensory imagery words. For example, I said the seashells were pink and orange. The air smelled like salt and coconut sunscreen. The waves made crashing sounds, etc. I used those details so they would appeal to our senses, or allow us to really picture what was going on.</i></p> <ul style="list-style-type: none">• Active Engagement: <i>How about we practice writing sensory imagery words that will help a reader paint a picture in their mind.</i> The teacher will introduce an anchor chart with a picture of an ice cream cone in the middle and a picture of each of the 5 senses surrounding it. She will say, <i>I would like you to turn to your partner and brainstorm some sensory imagery words for this chocolate ice cream cone. What does it taste like? What does it smell like? What does it feel like? What does it sound like when you eat it? What does it look like? Think back to when we observed our rocks and seeds in science. You are basically doing the same thing here!</i> The teacher will conduct a brief review of the science observation anchor chart in order to review what questions the students can ask themselves when they are thinking about describing words that appeal to each sense. Once the students have talked about some sensory imagery words, the teacher will ask them to share what they came up with, and she will write the words on the anchor chart. <i>All of these sensory imagery words help us paint a picture of chocolate ice cream in our minds!</i>• Link and Reiterate: The teacher will display the Sensory Imagery Quick Write booklet. She will say, <i>we are going to do another Quick Write, just like yesterday, but this time we are going to add sensory imagery into our writing instead of emotions and feelings. You can first view the tips and tricks page, which gives an example of some sensory imagery words that describe ice cream like we just talked about. Then you can brainstorm what your topic will be, what sense you will use, and three sensory imagery words. For my Quick Write, I am going to write about cats, and I am going to</i>

use the sense of sight. So three words I could use to describe what cats look like would be small, furry, and pointed ears. Finally, you will be given time to write your Quick Write using your sensory imagery. My Quick Write might say, Cats are my favorite animals. I have two pet tabby cats, one is orange, and the other is gray. They are small, furry, and have pointed ears! Now writers, you are going to go back to your seats to add sensory imagery to your own writing, just like Mem does in Night Noises!

Independent Writing: The students will be writing in their Quick Write booklets independently in order to practice incorporating sensory imagery into their writing. The students will be given 2 minutes to complete the brainstorm page, and then 10-15 minutes to complete their Quick Write story.

After-Workshop Share: About five minutes before the end of class, the teacher will have students turn and talk to partners at their tables in order to share their Quick Write stories. Each partner will share and they will discuss the sensory imagery that they noticed in one another's stories. The teacher will then pick two students to share their stories with the whole class.

**Special Needs Component
[modification(s)]**

Student 4 and Student 18: For independent practice, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be provided with four sentences where they must identify the sense that is being described in each of the sentences based upon the sensory imagery words provided. This provides an opportunity for the students to practice identifying important aspects of the craft move that they just learned about. These students will then be challenged with the task to draw a detailed picture of the teacher using their sense of sight. They are to add labels to their picture using sensory imagery words (describing words, such as blonde hair, black pants, pink necklace, etc.) to show their comprehension of the craft move. These students have difficulty formulating stories and expressing themselves through writing. Therefore, the booklet is simplified to meet their individual needs.

Student 5 and Student 15: For independent practice, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be provided with four sentences where they must identify the sense that is being described in each of the sentences based upon the sensory imagery words provided. This provides an opportunity for the students to practice identifying important aspects of the craft move that they just learned about. These students will then be provided with a writing prompt and four blank lines in order to write down the necessary information. These students will be integrating sensory imagery into their writing, but must adhere to the prompt provided. These students have difficulty brainstorming and developing ideas, and will therefore benefit from receiving a prompt. Without a prompt, these students would not do any work.

Student 2, Student 14, Student 16, Student 17: These students are advanced writers. They will be given access to additional Sensory Imagery Quick Write Booklets if they complete the original booklet they are given. These students tend to work at a fast pace, and are always looking for more work to do. Therefore, additional booklets will be beneficial and provide further practice of integrating the craft move into their own writing. However, if they are to move on to a second or third booklet, they must choose a different topic and sense to write about than what they wrote in their original piece in order to add more of a challenge to the task at hand.

Sample Student Products

Model(s) of Instruction

Writing Workshop Model

Time Allotment

1 class periods. 1 Hr. per class.

**Author's
Reflection(s)/Critical
Analysis**

MATERIALS AND RESOURCES

Instructional Materials

Attachments:

1. **5 Senses Template .docx**
2. **Sensory Imagery Anchor Chart.JPG**
3. **Sensory Imagery Quick Write Booklet.docx**
4. **Sensory Imagery Quick Write Differentiated 1 .docx**
5. **Sensory Imagery Quick Write Differentiated 2.docx**

Resources

- Materials and resources:
 - Night Noises
 - Sensory Imagery Anchor Chart
 - Expo Markers
 - Sensory Imagery Quick Write Booklet
 - Pencils

Mem Fox Author Study EdTPA #3

Author: Jordan Caplan

Date created: 02/21/2016 7:16 PM EDT ; Date modified: 04/23/2016 9:17 PM EDT

BACKGROUND INFORMATION

Subject(s)	Language Arts (English)
Topic or Unit of Study	Writing with Rhyme and Repetition
Grade/Level	Grade 1

STANDARDS & ASSESSMENT

Standards

USA- Common Core State Standards (June 2010)

Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade: Grade 1 students:

Content Area: Foundational Skills (K-5)

Strand: Reading

Domain: Print Concepts

Standard:

1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Domain: Phonological Awareness

Standard:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Strand: Writing

Domain:

Production and Distribution of Writing

Standard:

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Strand: Speaking and Listening

Domain:

Comprehension and Collaboration

Standard:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade: Grade 2 students:

Content Area: Literature K-5

Strand: Reading

Domain: Craft and Structure

Standard:

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Assessment Plan

Formative Assessment: There will be numerous forms of formative assessment implemented throughout the duration of the lesson. After the minilesson has been taught, the teacher will ask the students to rate themselves based upon their understanding of the task at hand and how well they think they will be able to integrate rhyme and repetition into their own writing. The teacher will ask the students to give a thumbs up if they understand the task and are confident that they will be able to use rhyme and repetition in their writing, a horizontal thumb if they understand the task, but are not very confident that they will do well, and a thumbs down if they are not confident, confused, and are in need of assistance. The teacher will quickly survey the students' confidence and understanding ratings. During independent writing, the teacher will circulate the classroom and will assist those students who gave a horizontal thumb and a thumbs down at the conclusion of the minilesson. The teacher will also confer and take anecdotal notes at this time in order to make note of student understanding, individual student improvement, and concerns. These anecdotal notes will allow the teacher to form small groups consisting of similarly leveled students during future lessons. After writing workshop has come to an end, the teacher will collect the Quick Write booklets in order to grade them with a Quick Write 3-2-1 rubric. The rubric will allow the teacher to gauge which students successfully completed the task at hand (3), which students need improvement (2), and which students were unable to complete the task (1).

Assessment/Rubrics

Attachments:

1. Quick Write Evaluation Criteria.docx

IMPLEMENTATION

Goal(s) Students will be able to utilize the mentor text Zoo-Looking by Mem Fox in order to craft their own Quick Write story that includes rhyme and repetition.

Objective Students will be able to compose a Quick Write that integrates rhyme and repetition (optional) into the story based upon what was learned through reading the mentor text Zoo-Looking by Mem Fox and identifying the craft move that she used with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.

Purpose Students will be able to learn the importance of drawing inspiration from successful authors' work for the purpose of improving their own writing skills.

Procedure **Teaching Point:** The focus of this lesson is to introduce the students to Mem Fox's book, Zoo-Looking. Once the book has been read and the minilesson is taught, the students will complete a Quick Write story in which they will incorporate rhyme and repetition into their own writing, which is the ultimate goal of the lesson. The students are learning how to craft their writing and make it more exciting and interesting for their readers.

Read Aloud: The read aloud for this lesson is Zoo-Looking by Mem Fox. The teacher will introduce the book by saying, *Mem Fox uses rhyme and repetition in her stories to help her readers enjoy her books. I wonder what kind of repetition or pattern she might use in this book. We are going to read Zoo-Looking to find out, but before we begin, can I have someone predict who the tiger might be looking at on the front cover? Who might the little girl be looking at?* The teacher will read the first page, where the students will find out that the little girl is named Flora and she is at the zoo. She will continue to read until page 4. The teacher will then pause and say, *do the words 'back' and 'black' sound alike? Is that our first rhyme?* The teacher will continue to read to page 8, where she will pause again to say, *It seems like there is going to be a word that rhymes with back on every page. The pattern will help me read the book, since I now know that a word that rhymes with 'back' will be on every page.* The teacher will read to page 8 and say, *I also notice another pattern going on. Can anyone tell me what it is? . . . 'She looked at the penguin and the penguin looked back.'* I am noticing that so far Flora has looked at every animal, including the tiger from the front cover, and each animal has looked back. *What is it called when there is a pattern like this? (repetition). The looking pattern also helps me read this book. It is easy for me to follow what is going on in the story. The teacher will finish the book and then ask, Has anyone tried to use rhyme and repetition in their own writing before?*

Minilesson:

- **Connect and Inform:** The teacher will begin the lesson by reading the objective, which will state: I can add rhyme and repetition into my own writing. The teacher will say: *Writers, today we are going to be talking about rhyme and repetition in books. Why do you think author's add rhyme and repetition into their stories? . . . Well I know Mem loves adding these two craft moves into her books because they are both fun and exciting for her readers! Mem once said, 'I hear my words creating kisses and laughter.' That means she knows her readers love her books because they are entertaining, and they make her readers happy. One way she makes her readers happy is by adding rhyming words and repeating patterns into her stories. As we read Zoo-Looking, we noticed that on every page there was a word that rhymed with 'back,' such as 'black,' 'crack,' 'snack,' etc. This made the book very fun to read because we were excited to see what other words Mem wrote that rhymed with 'back.' What else did we notice about Zoo-Looking? There were rhyming words and. . .? (repetition). Mem also used a repeating pattern to make the story fun.*
- **Teach and Present:** *Writers, what do you think we will be adding into our Quick Write story today? . . . (rhyme and repetition). We have written with emotion, sensory imagery, and now we will be writing with rhyme and repetition, just like Mem! Boys and girls, what is a rhyme? . . .* The teacher will display the Rhyme Anchor Chart, and she will read the definition of rhyme. The teacher will then explain that there are a bunch of rhyming words on this chart, but they are matched correctly. The teacher will call on students to tell her which words rhyme, and the teacher will draw a line in order to connect the rhyming words. The teacher will then say, *Now that we know the definition of a rhyme, what do you think the definition of repetition is? . . .* The teacher will display the Repetition Anchor Chart, and she will read the definition of repetition. She will read the repeating phrase from Zoo-Looking that is written on the chart as a review.

Writers, I am very impressed with your knowledge of rhyme and repetition! You will all do such a wonderful job with using these craft moves in your Quick Write today. The teacher will show the students the Rhyme and Repetition Quick Write Booklet that they will be utilizing. She will show them the Tips and Tricks page, which contains examples of rhyming words and the repeating pattern that is found in Zoo-Looking, similarly to the anchor charts that she displayed. The teacher will then explain the Brainstorm page, where the students will decide upon a word, come up with three words that rhyme with the one that they choose, and then, if they want, they can come up with a repeating pattern for their story. She will say, *Alright writers, before I begin my story it is important that I brainstorm. I am going to choose the word cat, because I know a lot of words that rhyme with cat. Hmm, I think my rhyming words will be gnat, bat, and rat. The repeating pattern is a little scary to me, but I just have to remember that even though it looks a little scary, it isn't! I can definitely add a repeating pattern to my story. I think mine will be: To my surprise, it was purple!*

So now, I am going to begin writing my story! It will go like this - As I was walking down the street, I saw a gnat. To my surprise, it was purple! As I was driving in my car, I saw a bat. To my surprise, it was purple! As I was taking out the trash, I saw a rat. To my surprise, it was purple!

Writers, did my story have words that rhyme? Were my rhyming words at the beginning of the sentence, or at the end? . . . The teacher will explain that you want each rhyming word to be in the same place on each page, so the rhymes match up. She will show the students the rhyming words in Zoo-Looking, as well as Green Eggs and Ham by Dr. Seuss. The teacher will read her own Quick Write story without the repeating pattern to show students that her rhyming words are all in the same spot: *As I was walking down the street, I saw a gnat. As I was driving in my car, I saw a bat. As I was taking out the trash, I saw a rat.* The teacher will tell students that adding a repeating pattern into their story is optional. They do not have to have one. The main focus of the lesson is integrating the rhyming words into their writing. *Now, before you go off and write your own stories, how about we practice rhyming and making repeating patterns.*

- **Active Engagement:** Students will be given an index card. Each index card has a word on it, and the goal is for the students to find a partner with a card that contains a word that rhymes with their own word. Once they find their rhyming partner, they will come up with a new repeating pattern that they could add to the story Koala Lou, one of Mem's other books that they learned about in this learning segment.

- **Link and Reiterate:** *Writers, today we are going to be like Mem and add exciting rhyming words and repeating patterns into our Quick Write stories. Remember to brainstorm first and use the Tips and Tricks page for help. Have fun with this because we all know Mem wants you to enjoy writing!*

Independent Writing: The students will be writing in their Quick Write booklets independently in order to practice incorporating rhyme and repetition into their writing. The students will be given 2 minutes to complete the brainstorm page, and then 10-15 minutes to complete their Quick Write story.

After-Workshop Share: About five minutes before the end of class, the teacher will have students turn and talk to partners at their tables in order to share their Quick Write stories. Each partner will share, and they will discuss the rhyme and repetition that they noticed in one another's stories. The teacher will then pick two students to share their stories with the whole class.

Special Needs Component [modification(s)]

Student 4 and Student 18: For independent writing, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be provided with a practice page where they will be matching rhyming words in order to help them identify this craft move. The students will then be provided with four sentences that they must complete with a rhyming word. There is a visual prompt that will help them figure out the rhyming word that they need to write. Once they complete the four sentences with the correct rhyming words, they will go back through each sentence to find the phrase that is similar in each sentence. They must underline this repeating phrase. They can then draw a picture for each rhyme. These students have difficulty formulating stories and expressing themselves through writing. Therefore, the booklet is simplified to meet their individual needs.

Student 5 and Student 15: For independent writing, these students will receive a differentiated Quick Write Booklet. Their booklet will not contain a brainstorm page or three blank writing pages. These students will instead be provided with a practice page where they will be matching rhyming words in order to help them identify this craft move. These students will then be provided with a writing prompt and four blank lines in order to write down the necessary information. These students will be integrating rhyme into their own writing using the specified rhyming words in the prompt. These students have difficulty brainstorming and developing ideas, and will therefore benefit from receiving a prompt. Without a prompt, these students would not do any work.

Student 2, Student 14, Student 16, Student 17: These students are advanced writers. They will be given access to additional Rhyme and Repetition Quick Write Booklets if they complete the original booklet they are given. These students tend to work at a fast pace, and are always looking for more work to do. Therefore, additional booklets will be beneficial and provide further practice of integrating the craft move into their own writing. However, if they are to move on to a second or third booklet, they must choose a different rhyming word and a different repeating pattern than what they integrated into their original piece.

Sample Student Products

Model(s) of Instruction

Writing Workshop Model

Time Allotment

1 class periods. 1 Hr. per class.

Author's Reflection(s)/Critical Analysis

MATERIALS AND RESOURCES

Instructional Materials

Attachments:

1. **Repetition Anchor Chart.JPG**
2. **Rhyme Anchor Chart.JPG**
3. **Rhyme and Repetition Quick Write Booklet Differentiated 1 .docx**
4. **Rhyme and Repetition Quick Write Booklet Differentiated 2 .docx**
5. **Rhyme and Repetition Quick Write Booklet.docx**

Resources

- Materials and resources:
Zoo-Looking
Rhyme and Repetition Quick Write Booklets
pencils

Mem Fox Author Study EdTPA #4

Author: Jordan Caplan

Date created: 02/21/2016 7:17 PM EDT ; Date modified: 04/23/2016 9:18 PM EDT

BACKGROUND INFORMATION

Subject(s)	Language Arts (English)
Topic or Unit of Study	Writing with Inspiration from Mem Fox
Grade/Level	Grade 1

STANDARDS & ASSESSMENT

Standards

USA- Common Core State Standards (June 2010)

Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Grade: Grade 1 students:

Content Area: Literature K-5

Strand: Reading

Domain: Craft and Structure

Standard:

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Content Area: Foundational Skills (K-5)

Strand: Reading

Domain: Print Concepts

Standard:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Domain: Phonological Awareness

Standard:

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Strand: Writing

Domain:

Production and Distribution of Writing

Standard:

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Strand: Speaking and Listening

Domain:

Comprehension and Collaboration

Standard:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade: Grade 2 students:

Content Area: Literature K-5

Strand: Reading

Domain: Craft and Structure

Standard:

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Assessment Plan

Formative Assessment: There will be numerous forms of formative assessment implemented throughout the duration of the lesson. After the minilesson has been taught, the teacher will ask the students to rate themselves based upon their understanding of the task at hand and how well they think they will be able to integrate one of Mem's craft moves into their own writing. The teacher will ask the students to give a thumbs up if they understand the task and are confident that they will be able to incorporate a craft move, a horizontal thumb if they understand the task, but are not very confident that they will do well, and a thumbs down if they are not confident, confused, and are in need of assistance. The teacher will quickly survey the students' confidence and understanding ratings. During independent writing, the teacher will circulate the classroom and will assist those students who gave a horizontal thumb and a thumbs down at the conclusion of the minilesson. The teacher will also confer and take anecdotal notes at this time in order to make note of student understanding, individual student improvement, and concerns. These anecdotal notes will allow the teacher to form small groups consisting of similarly leveled students during future lessons.

Summative Assessment: After writing workshop has come to an end, the teacher will collect the Quick Write booklets in

order to grade them with a Quick Write 3-2-1 rubric. The rubric will allow the teacher to gauge which students successfully completed the task at hand (3), which students need improvement (2), and which students were unable to complete the task (1).

Assessment/Rubrics

Attachments:

1. **Quick Write Evaluation Criteria.docx**

IMPLEMENTATION

Goal(s)	Students will be able to utilize the mentor texts <u>Koala Lou</u> , <u>Zoo-Looking</u> , and <u>Night Noises</u> by Mem Fox in order to develop their own Quick Write story that incorporates one of the craft moves previously learned from the aforementioned mentor texts.
Objective	Students will be able to compose a Quick Write that integrates either emotions, sensory imagery, or rhyme and repetition into their story based upon what was learned through reading the mentor texts <u>Koala Lou</u> , <u>Zoo-Looking</u> , and <u>Night Noises</u> by Mem Fox and identifying the craft moves that she used in each book with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.
Purpose	Students will be able to learn the importance of drawing inspiration from successful authors' work for the purpose of improving their own writing skills.
Procedure	<p>Teaching Point: Throughout the week the students have been immersed in a Mem Fox read aloud and writing workshop where they were introduced to three of Mem's most favorite stories. These books each had a specific craft move that the students learned about and integrated into their own Quick Write story. This immersion period was meant to be fast-paced and energetic for the students, so they would be excited to write and utilize Mem as a writing mentor. This lesson is meant to be a review of the craft moves that were learned during the three previous lessons, as well as a summative assessment to gauge what students learned about the craft moves during the immersion period.</p> <p>Read Aloud: The teacher will refer to <u>Koala Lou</u>, <u>Night Noises</u>, and <u>Zoo-Looking</u> during the lesson.</p> <p>Minilesson:</p> <ul style="list-style-type: none">• Connect and Inform: The teacher will begin the lesson by stating the objective: I can use one of Mem's craft moves in my own writing. The teacher will then say, <i>Writers, over the past few days we have been learning about different craft moves that Mem uses in her writing, and we have been practicing adding those crafts to our own writing. What was Mem's craft move from <u>Koala Lou</u> that we practiced using? . . . We learned how to show emotions in our writing rather than telling the reader how the characters were feeling. We used action words to show feelings, such as smile, cry, yell, etc. What was Mem's craft move from <u>Night Noises</u> that we practiced using? . . . We learned how to add sensory imagery into our writing, by adding detail or sensory imagery words. We learned how to paint a picture with our words, so the reader could enter the book. What was Mem's craft move from <u>Zoo-Looking</u> that we practiced using? . . . We learned about rhyme and repetition and how fun they can be for our readers. We added wonderful rhyming words and simple and complex repeating patterns to our stories. Wow, we have really learned a lot from Mem this week! As the teacher talks about and reviews each craft move, she will point to its corresponding anchor chart. All four anchor charts from the three previous lessons will be displayed on the chalkboard in order to showcase what the students have learned thus far about Mem's special writing strategies.</i>• Teach and Present: <i>Now that Mem has inspired us to add these craft moves to our stories, and we have practiced adding emotions, sensory imagery and rhyme and repetition to our Quick Writes, we are now going to choose our favorite craft move and write a brand new story. You are each going to get a new Quick Write booklet titled <u>My Quick Write Inspired by Mem</u>. Here is what it looks like.</i> The teacher will introduce the booklet and flip through the pages. She will return to the page following the cover that is titled Brainstorm. She will say, <i>This Quick Write is a little different. Instead of choosing your own topic, I am giving you the topic. It says here: Hello! Ms. Caplan wants you to write a story about Mem. You can have Mem go to the zoo or even eat pizza. She should be your Main character. Instead of picking your own topic, it is already chosen for you. Everyone will be writing a story about Mem. Now that you know who you will be writing about, you'll need to decide which craft move you want to use in this Quick Write. You can add emotions like we learned from <u>Koala Lou</u>, you can add sensory imagery like we learned from <u>Night Noises</u>, or you can add rhyme and repetition like we learned from <u>Zoo-Looking</u>. I think I am going to choose sensory imagery.</i> The teacher will circle 'sensory imagery' on her Brainstorm page. She will then compose her Quick Write story. <i>So I am writing about Mem and I have chosen to add sensory imagery to my story. I think I am going to write about Mem going to a park. Here is my story: On a beautiful summer day Mem went to the park. There was green grass, blue skies, and pretty pink flowers everywhere. She heard kids laughing and parents talking. She ate a cold Popsicle that tasted like strawberries. She picked some of the pretty flowers and they smelled delicious.</i> <i>How did I include sensory imagery into my Quick Write? . . . I added sensory imagery words that described what Mem saw, tasted, smelled, and heard while she was at the park. If I decided to write about emotions I could have said that Mem went to the park. She smiled very big and started jumping up and down because she saw swings, and those were her favorite. If I decided to add rhyme and repetition into my story, I could have wrote something like this: Mem went to the park. She heard a dog bark. The dog's name was Mark. It started to get dark. Mem left the park.</i>• Active Engagement: After the teacher demonstrates what the students will be doing, she will have them turn and talk to partner. The partners will discuss what their own Quick Write story about Mem will be about and what craft move they will use.• Link and Reiterate: <i>Writers, we have learned so much from Mem these past few days. I cannot wait to read all your stories about her and see what craft moves are your favorite! Remember to be creative and have fun! Mem says, 'I love my readers and care about them.' Let's write for Mem because she loves us and we love her for teaching us these wonderful craft moves that will make our own writing just as exciting as hers!</i> <p>Independent Writing: The students will be writing in their Quick Write booklets independently in order to practice incorporating one of Mem's craft moves (emotions, sensory imagery, or rhyme and repetition) that they have learned over the past few days. The students will be given 5 minutes to complete the brainstorm page, and then 20 minutes to</p>

complete their story.

After-Workshop Share: About five minutes before the end of class, the teacher will have students turn and talk to partners at their tables in order to share their stories. Each partner will share, and they will discuss which one of Mem's craft moves they noticed being used in one another's stories. The teacher will then pick two students to share their stories with the class.

Special Needs Component [modification(s)]

Student 4, Student 5, Student 15, and Student 18: For independent practice, these students will all receive the same differentiated Quick Write Booklet. They will not be provided with a brainstorm page or the three blank writing pages. These students will instead complete a short review of the three craft moves that they learned throughout the first three lessons of the learning segment. They will practice matching emotions to emotional action words, identify which sense is being appealed to in a provided sentence, and complete two fill-in-the-blank rhymes. They will then move onto the next page of the booklet where a prompt will be given along with four blank lines. They must adhere to the prompt while they integrate the specified craft move into their writing. If this task is too difficult for Student 4 and Student 18, then they may go to the next page where they will be given a simpler prompt and must integrate the craft move with a drawing. If Student 5 and Student 15 complete the first prompted task, they may move on to the next page to complete the drawing prompt or they may request to complete the original My Quick Write Inspired by Mem booklet for a more challenging task.

Student 2, Student 14, Student 16, Student 17: These students are advanced writers. They will be given access to additional My Quick Write Inspired by Mem booklets if they complete the original booklet they are given. These students tend to work at a fast pace, and are always looking for more work to do. Therefore, additional booklets will be beneficial and provide further practice of integrating the craft move into their own writing. However, if they are to move on to a second or third booklet, they must choose a different craft move than the one they integrated in their original piece.

Sample Student Products

Model(s) of Instruction

Writing Workshop Model

Time Allotment

1 class periods. 45 Mins. per class.

Author's Reflection(s)/Critical Analysis

MATERIALS AND RESOURCES

Instructional Materials

Attachments:

1. **Emotions Anchor Chart.JPG**
2. **Mem Fox Quick Write Booklet Differentiated .docx**
3. **Mem Fox Quick Write Booklet.docx**
4. **Repetition Anchor Chart.JPG**
5. **Rhyme Anchor Chart.JPG**
6. **Sensory Imagery Anchor Chart.JPG**

Resources

- Materials and resources:
 - Zoo-Looking
 - Koala Lou
 - Night Noises
 - My Quick Write Booklet Inspired by Mem Fox
 - Pencils