

Linking Reading and Writing: *Love the Baby*



Reading Skill Focus

Schema: *Good readers use their schema to connect to characters feelings.* After reading *Love the Baby* ask the students how the characters feelings change throughout the story. Often times authors use describe the characters feelings to create emotion in the reader to make the story more entertaining, and so the reader may connect to certain parts of the story. Have students define how the older brother feels in the beginning, middle and end. How do the parents feel? Why do they feel this way? Have you ever had a similar emotion? Use the attached reproducible to model making connections with your whole class. Then have them try this on their own later to connect to other characters feelings.

(Please note that the following lesson would be a good follow-up to the schema lesson showing how schema and inferring work well together.)

Infer: Good readers infer character's feelings.

Previously we focused on how we can relate to characters feelings when we read stories. Now lets focus on how by using our schema we infer character's feelings without even realizing it. Steven Layne does an excellent job of describing how the characters are feeling without actually coming out and saying it. Let's notice how. Reread parts of the story that depict characters emotions. The emotions might be shown from the words, or simply the pictures. Point out to the students that S. Layne never comes out and states how the characters are feeling - - he shows it, and as readers, we infer it, because that is what good readers do. Remember to stop and think about how characters are feeling throughout your independent reading time.

Determining Importance: Good readers use main ideas and mental images to retell.

Retelling is a form of determining importance. After reading *Love the Baby* have students visualize the beginning, middle and end of the story and draw a picture of what they see. Below the picture they should retell the story in their own words. (Use the attached reproducibles.)

Writing Skill Focus

Organization: *Authors may include common story elements.* Common story elements in stories are: characters, setting, problem, climax, solution. Using the attached reproducible have students identify each of the story elements in "Love the Baby".

Ideas: Authors write about problems in their own life to show possible solutions, or perhaps teach a lesson to the reader.

Pick out several books that you have already read to your class that could easily teach you a lesson or happen to anybody. Make an anchor chart with your class. On one side have the class decide what could've possibly happened in the author's life that made them write this story. On the other side of the anchor chart have the class write down what lesson the author could possibly be trying to teach you. See attached sample anchor chart. Feel free to use other books that your class is familiar with. This could also be an ongoing anchor chart in your classroom that you continue throughout the year when a student decides that this is a book they can tell where the idea may have come from - or that they learned a lesson. This is a complimentary lesson to inferring. (Good readers infer the author's message.)

Conventions: Authors may use quotation marks to develop characters by showing their voice.

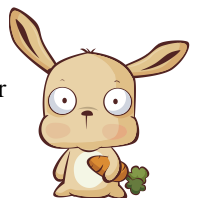
Just for fun...

Give the students a small bag of M&M's as a reminder that when they retell they use

Mental images & **M**ain ideas.
(a.k.a. M&M's) This is sure to spark their memory! ☺

Response Journal idea: Refer to "schema" lesson. Have students fill out blank graphic organizer as a response activity to their own reading. Or students could simply notice how characters feelings change throughout the book they are reading and if they've ever felt this way or similar. Have students record their text-to-self connections in their response journal.

Extension: Have students record various characters feelings from a variety of picture books. See if they can make text-to-text connections based on the characters feelings and/or character's problem.



"Love The Baby"

Schema: Good readers use their schema to connect feelings.



How character felt and why	In the beginning... _____ felt... Because...	I've felt this way when... (Text-to-self connection)
Dad		
Mom		
Brother		

How character felt and why	In the middle... _____ felt... Because...	I've felt this way when... (Text-to-self connection)
Dad		
Mom		
Brother		

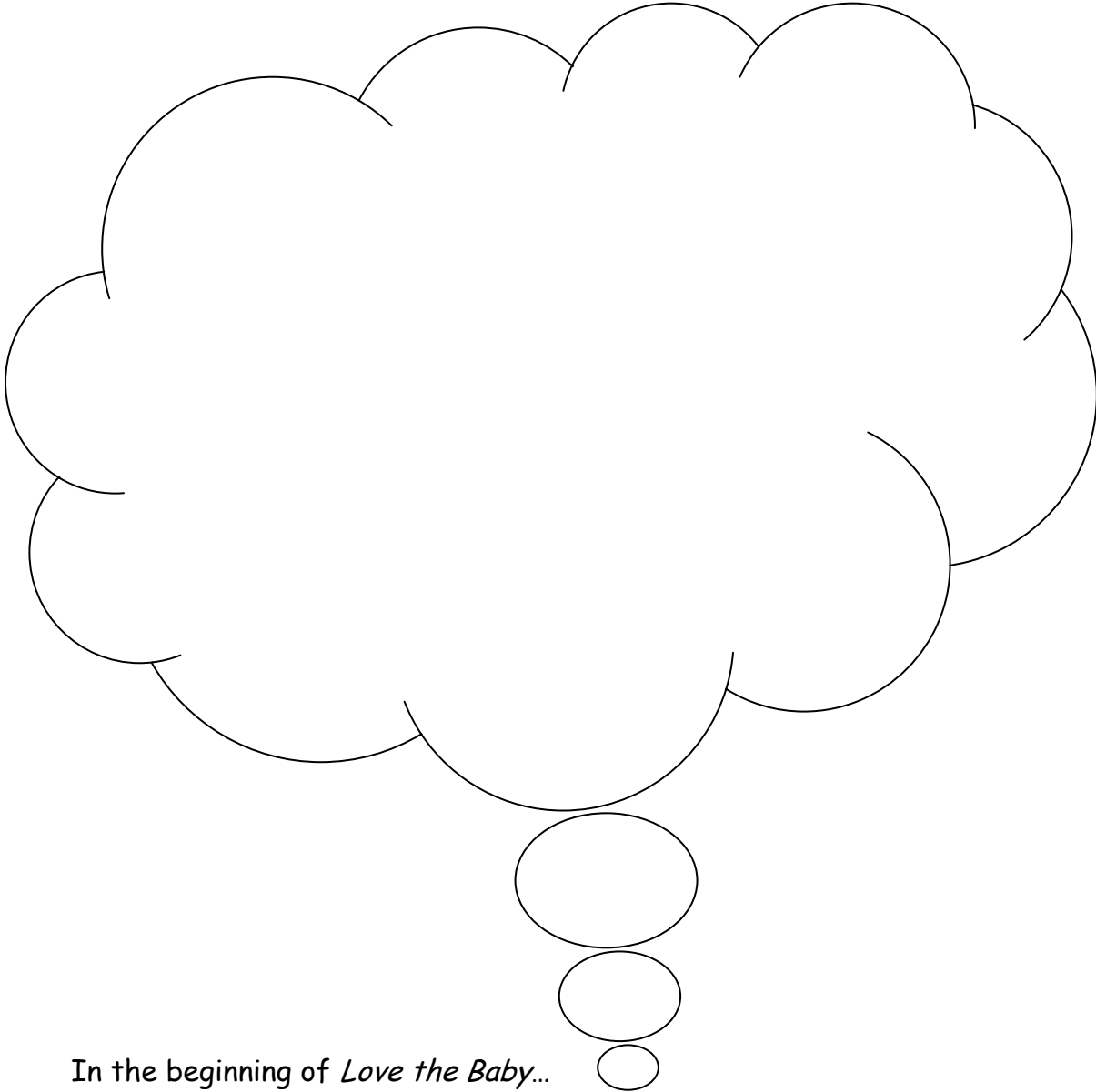
How character felt and why	At the end... _____ felt... Because...	I've felt this way when... (Text-to-self connection)
Dad		
Mom		
Brother		

"Love the Baby"



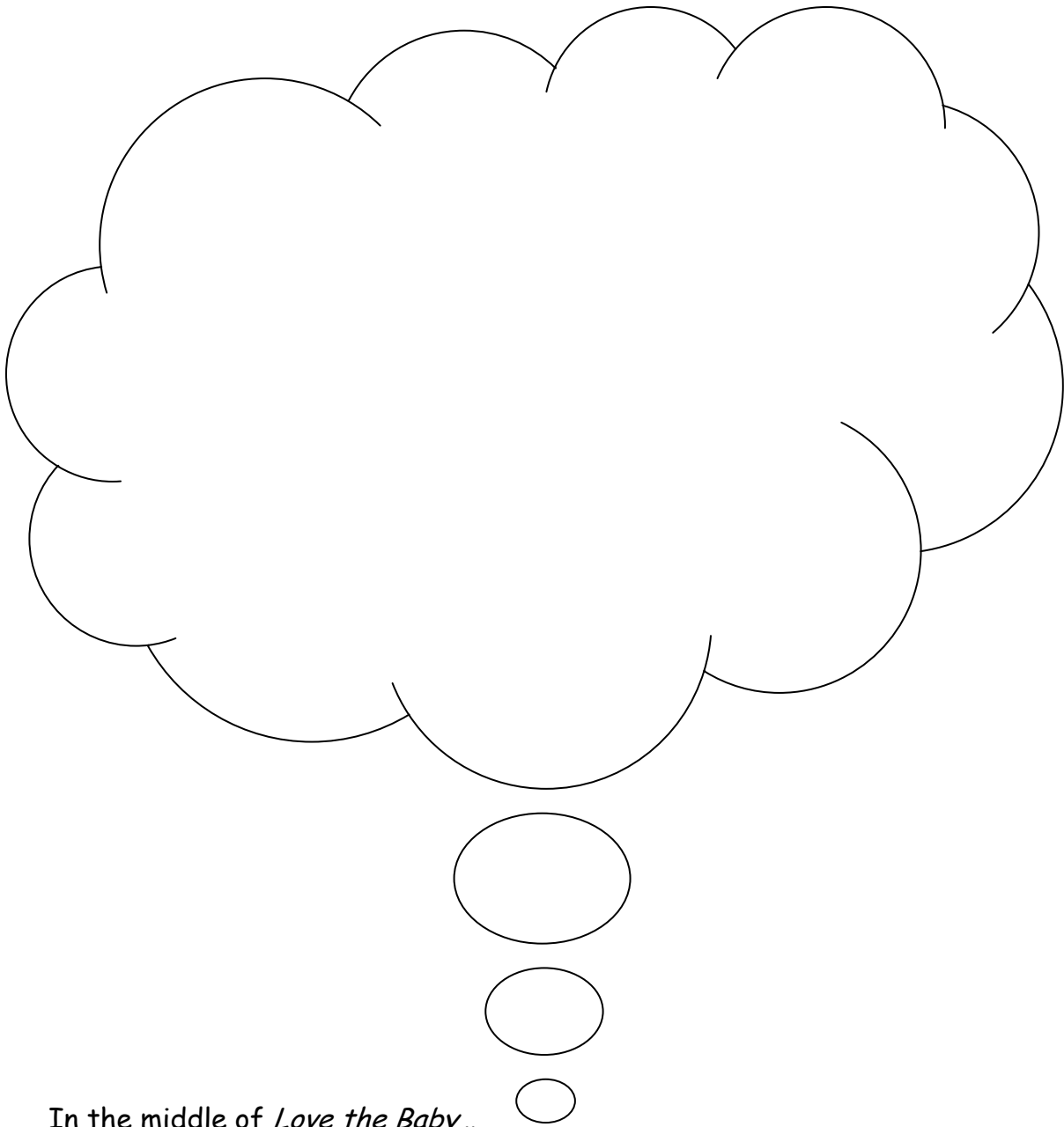
Good readers use main ideas and mental images to retell. (A.K.A. M&M's)

In the beginning of this book I pictured...



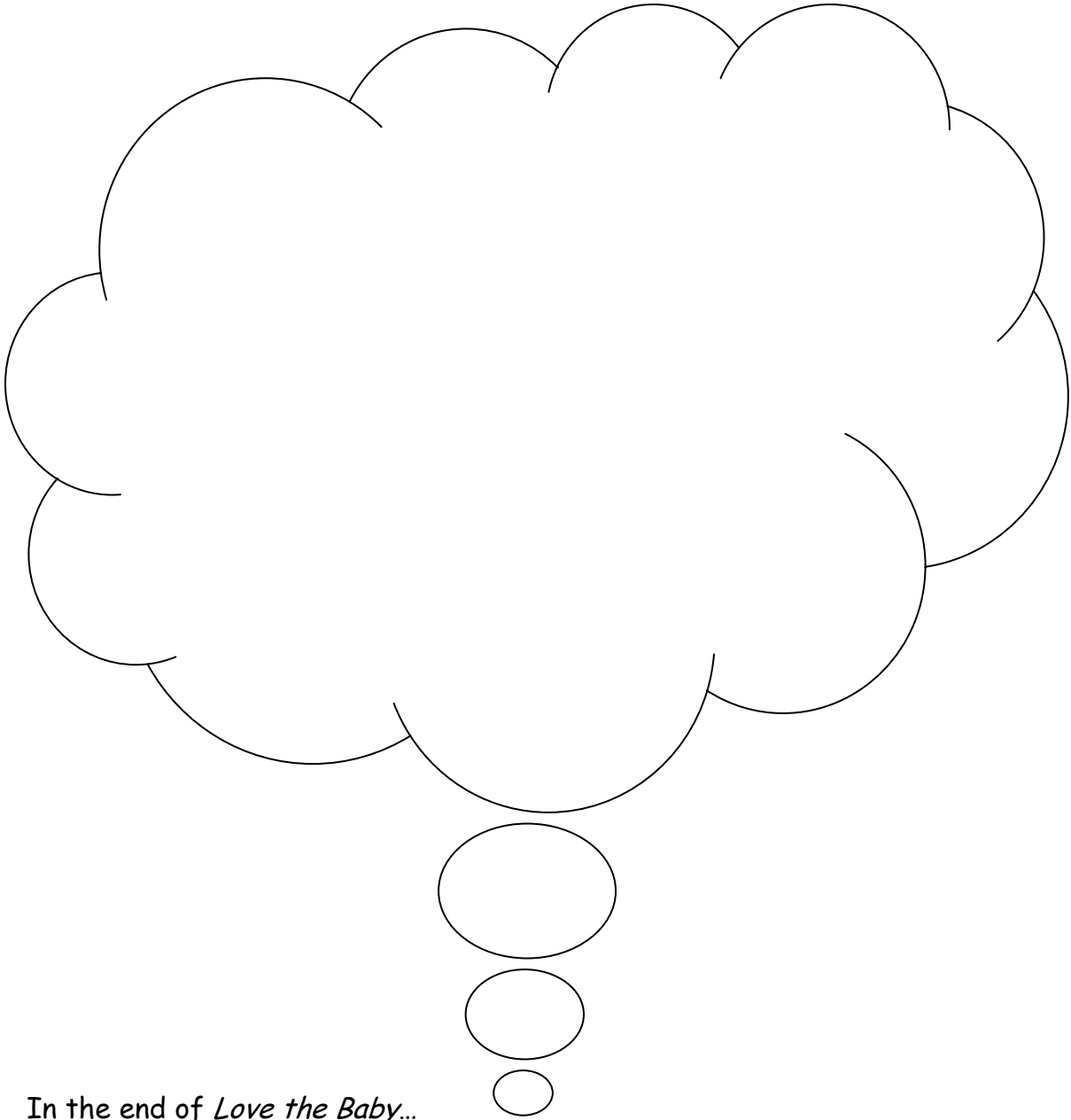
In the beginning of *Love the Baby*...

In the middle of this book I pictured...



In the middle of *Love the Baby*...

At the end of this book I pictured...



In the end of *Love the Baby...*

"Love the Baby"



Authors may write about problems in their own life to show possible solutions, or perhaps teach a lesson to the reader.

Linking Ideas and Inferring using mentor texts.

<p><i>Title of the book</i></p>	<p>Where do you think the author got the idea from?</p>	<p>What possible lesson can you infer the author is trying to teach you?</p>
<p><i>Love the Baby</i> Written by: Steven Layne</p>	<p>I think the author got the idea from the Love the Baby because he was often jealous of his sibling.</p>	<p>Sometimes it takes a while to appreciate what you have. OR Sometimes we feel jealous until we understand that we are all special in our own way.</p>
<p>Spoon Written by: Amy Krause Rosenthal</p>	<p>I think the author got the idea to write Spoon because she noticed that sometime it seems "the grass is greener on the other side", but when you get there it usually isn't. Then one day when she was eating with a Spoon she wondered if the Spoon could talk what would it feel that way about.</p>	<p>The grass isn't always greener on the other side. OR Appreciate who you are.</p>
<p>Emma Kate Written by: Patricia Polacco</p>	<p>I think the author got the idea to write Emma Kate because she loves elephants and she had an imaginary friend when she was younger, so she decided to pretend it was the elephant that had the imaginary friend.</p>	<p>Having an imaginary friend can be fun.</p>

Linking Ideas and Inferring through mentor texts.

<i>Title of the book</i>	Where do you think the author got the idea from?	What possible lesson can you infer the author is trying to teach you?