

October 2005

## Extra! Extra! Read All About It @your Library! Feature Story

**Section (Subject):** All Subjects  
**Beat (Grade Level):** All Levels

Norman Public Schools  
<http://www.norman.k12.ok.us>

Norman, Oklahoma

**The Important Thing About...** by Karin Perry  
Whittier Middle School

### Story (Procedures):

1. Read The Important Book by Margaret Wise Brown to the class. Ask the students to join in on the patterned part, “but the most important thing about \_\_\_\_\_ is \_\_\_\_\_.”
2. Model the pattern of the story by creating an important poem together on an object. Ex: pencil.
3. (Optional) Put the students in cooperative groups to create a poem about an object.
4. Have the groups share their poems with the class.
5. Give the students another format sheet and have them create an important poem about themselves.
6. Have the students share the poems about themselves OR instead of writing their name just say, “but the most important thing about me is...” then the teacher can read them aloud and have the class guess who the poem is talking about.
7. Pull the class back together and talk about creating an important poem about a person. Choose someone well-known or a literary character all students are familiar with.
8. Create one together as a class.
9. Incorporate the Big6 Information Processing model and locate factual information about the person.
10. Have students complete their own poem about a well-known person.
11. Share poems with the class, display them, or combine them into a book.

Enlarge this format to give to your students:

The important thing about \_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

But the most important thing about \_\_\_\_\_ is \_\_\_\_\_

### Headline (Goals):

**The student will:**

**Write in complete sentences and follow a pattern to create a poem and/or paragraph.**

### Sidebar (PASS Skills and Information Power Skills):

#### PASS Skills

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Writing/Grammar/Usage and Mechanics:** The student

<p><b>Use information gathered from a current unit of study to incorporate into a poem and/or paragraph.</b></p>	<p>will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p><b>Information Power Skills</b></p> <p><b>Standard 3:</b> The student who is information literate uses information accurately and creatively. (AASL, Information Power)</p> <p><b>Standard 5:</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (AASL, Information Power)</p> <p><b>Standard 9:</b> The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (AASL, Information Power)</p>
<p><b>Survey (Evaluation):</b></p> <p><b>Did the student follow the pattern?</b>  <b>Did the student use complete sentences?</b>  <b>Did the student use correct facts when writing their poem and/or paragraph?</b></p>	