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<th><strong>Title</strong></th>
<th><strong>Name and Contact Info</strong></th>
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| **The Important Book** adapted from *The Important Book*, by Margaret Wise Brown | Laura Forse  
lforse@arlington.k12.ma.us |

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<th><strong>Goals</strong></th>
<th><strong>Standards</strong></th>
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| *To expose students to a different type of writing.  
*To give students a creative opportunity to write and illustrate. | ELA 19 Writing Imaginative/Literary |

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<tr>
<th><strong>Description</strong></th>
<th><strong>The Context (What came before…after?)</strong></th>
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| *The class will create their own version of *The Important Book* by Margaret Wise Brown.  
After reading and discussing *The Important Book*, introduce the concept of a Class Book. Identify the elements of *The Important Book* that will appear in the class book. Each student will create one page for the class book. | **Before**  
*Read aloud the story *The Important Book* at least twice.  
*Identify and discuss the pattern that is represented in the book.  
*Discussion about the illustrations.  
*Class brainstorms a list of possible ideas for class book.  
*Have book available for children to look through independently.  

**After**  
*Class shares each page of book.  
*Children can revisit the book while in the library  
*The class may discover other books that have patterns. |

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<th><strong>Increased Challenge</strong></th>
<th><strong>Suggestions for Support</strong></th>
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| *Students can create their own “Important Books” rather than just one page.  
*Children can create their own template for the pages in the book.  
*Children can list the many “Important Things” about themselves or family members. | *Adult support at each table helping various students when needed.  
*Alphabet charts to help support letter formation, and letter sound association.  
*Child can dictate most of the text rather than write it.  
*Children work in pairs to help each other with writing. |

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<th><strong>Resources/Materials</strong></th>
<th><strong>Assessments (How will you know what children know and can do?)</strong></th>
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<tr>
<td><em>The Important Book</em> by Margaret Wise Brown</td>
<td>*Teacher will read each page of the book and</td>
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| *Various writing materials  
*Teacher made page for class book  
*Alphabet charts | review what each child has written.  
*Teacher will make sure that each page fits the proper pattern.  
*Teachers will establish the various concepts about print each child has (letter sound association, use of punctuation, capitalization, letter formation) |
|---|---|
| **Home/School Component**  
The Important Book, by Margaret Wise Brown can be sent home for each child to “read” to his/her family.  
*Students will share the class book with their families. Each child may take turns taking book home.  
*Each family can make a book page depicting the important things about their family.  
Teacher shares information about the class Important Book in the parent newsletter. | **Learning Center Extensions**  
**Art**  
*Children create a self-portrait identifying the “important attribute” using various art media.  
**123**  
*Children can explore and build patterns.  
**Writing**  
*Children write an important thing about themselves, or the class as a whole.  
**Science**  
*Children observe a friend in class and illustrate the important features of that friend in their science journal.  
*Children identify important attributes of the class pet, or their own pet.  
**ABC**  
*Children use letter tiles to build words with patterns (word families-cat, rat, sat, fat…)
| **Statement of Developmentally Appropriate Practice**  
This activity builds on knowledge all children have gained through common experience in the classroom. Each child has an opportunity to contribute to the book in a personal and individual way. All children can be a successful readers and writers (with support) in the context of the activity. | **Other** |