

Author's Big Plan

Students discuss how an author's organization helps the author do a job.

K.9.B "discuss with adult assistance how the use of text structure contributes to the author's purpose;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR AND CIRCLE

a	Teach	Describe	Compare
b	Teach	Describe	Compare
c	Teach	Describe	Compare

2 MATCH THE CLUE

Teach	•	•	Both
Describe	•	•	First
Compare	•	•	Has

HOW TO RUN THIS PAGE

Read each short text aloud, then invite children to name the way the ideas are organized before they mark the page. Help them notice whether the author puts ideas in an order, gives details about one topic, or shows ways things are alike and different. Ask children how that organization helps the author do the job they chose.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • HEAR AND CIRCLE

SAY “Listen to each little text. Talk with me about how the ideas are put together, then circle the word that names the author's job.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: First, turn a page. Next, look at the words. Last, close the book. The ideas are in step order. Which word names what the author is trying to do?	Teach
b	Listen: A shell is hard. It has lines. It feels smooth. The author gives details about one thing. Which word names what the author is trying to do?	Describe
c	Listen: A spoon and a fork both have handles. A spoon is round, but a fork has points. The author tells how two things are alike and different. Which word names what the author is trying to do?	Compare

PART 2 • MATCH THE CLUE

SAY “Find Teach on the left. Which word on the right can help an author put teaching steps in order, and how does it help? Draw a line, then find Describe and Compare and draw lines to the words that help those authors organize their ideas.”

- **Teach** matches **First**
- **Describe** matches **Has**
- **Compare** matches **Both**

WHAT TO ACCEPT

Circle-row answers are Teach, Describe, Compare, in order. Match Teach to First, Describe to Has, and Compare to Both. Accept an oral explanation that connects First with ordered steps, Has with details, or Both with showing things alike.