

What Are They Thinking?

Literacy Skills / Writing



Materials

1. Thought bubble cut-outs or post-it notes
2. Big books
3. Cut-out of characters from a book for modeling purposes; may re-use these for a Reader's Theatre work station



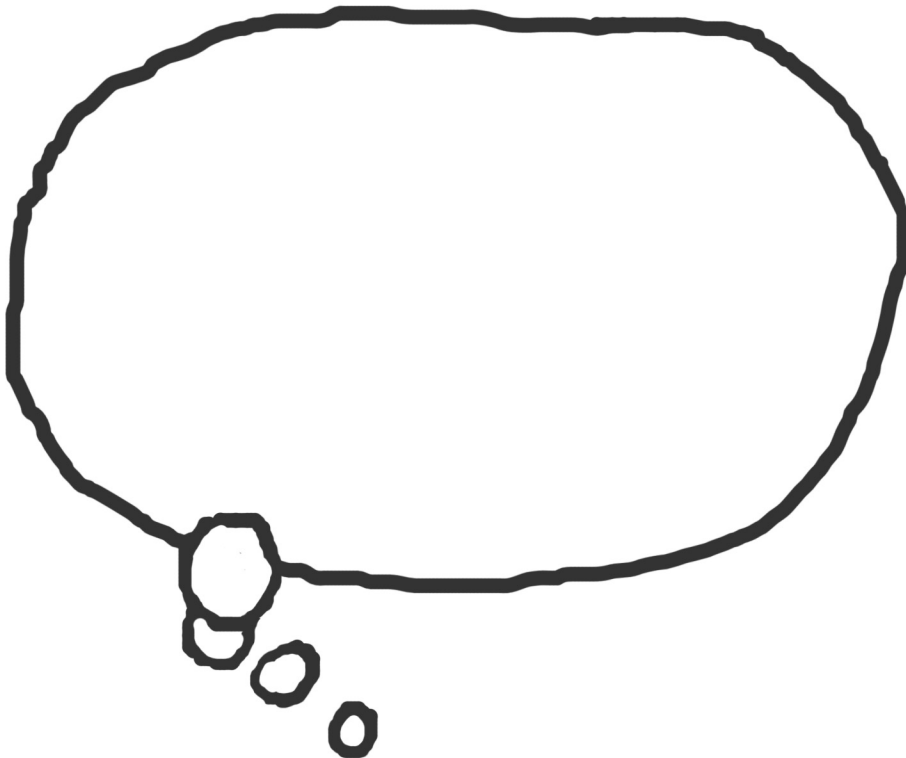
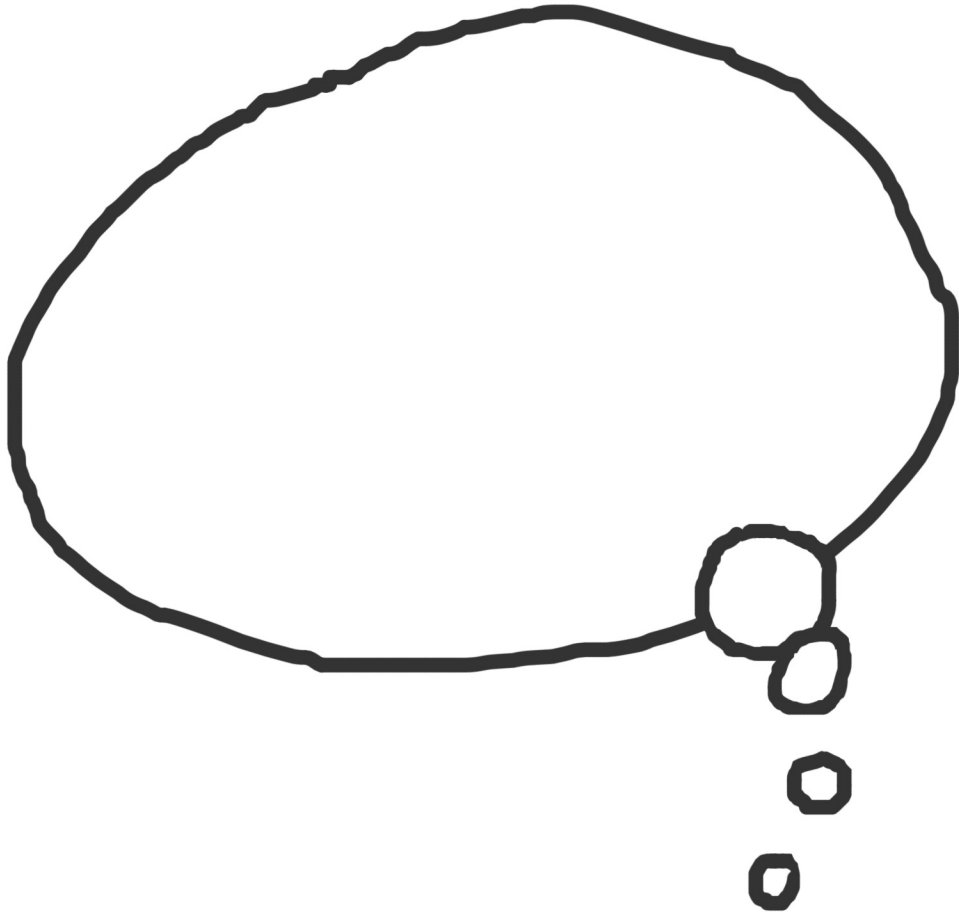
Virginia SOLs

1.11, 1.12, 2.11, 2.12

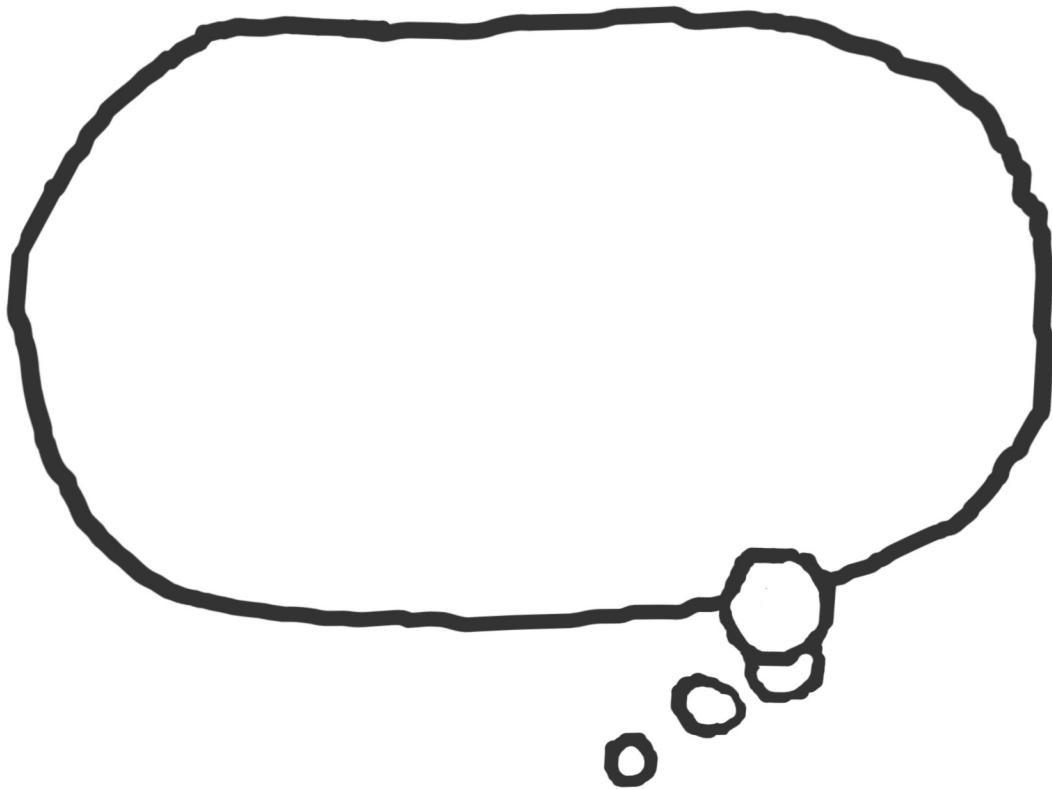
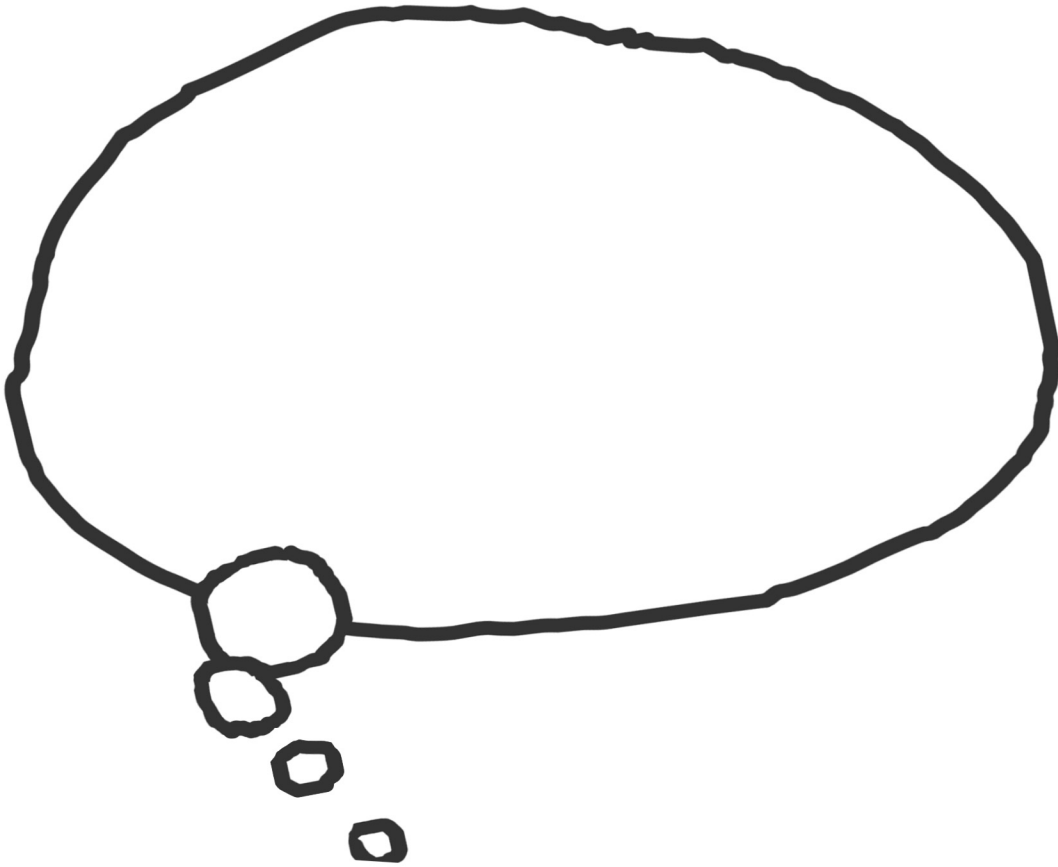
Procedure

1. Read a big book aloud. Using cut-outs of the story's characters, re-tell the story from the characters' perspectives. Focus on what specific characters might be thinking or feeling during different parts of the book.
2. Select one character from the story. Reread the story. Before reading, encourage students to focus on what that specific character is thinking and feeling. Stop after each page and ask students to help you create thought bubbles for the identified character. Write a thought bubble and stick it in the book.
3. Give each student a big book that s/he can read independently. Have the students read their book one time for basic understanding. Then ask students to count and name the characters in their respective books. Students should reread the book one time for each main character. For instance, if there are three main characters, students read through the book three times. Each reread focuses the students on a different characters thoughts and feelings. You may want to provide guiding questions to students, such as, "What is the character feeling?" or "What would your character say when...?"
4. Students use the thought bubble (or text balloon) cut-outs to compose the characters' thoughts and feelings. Students post the bubbles in the book. Students can read their book aloud to a partner, including the newly added text. These adapted big books will be a popular work station for weeks.

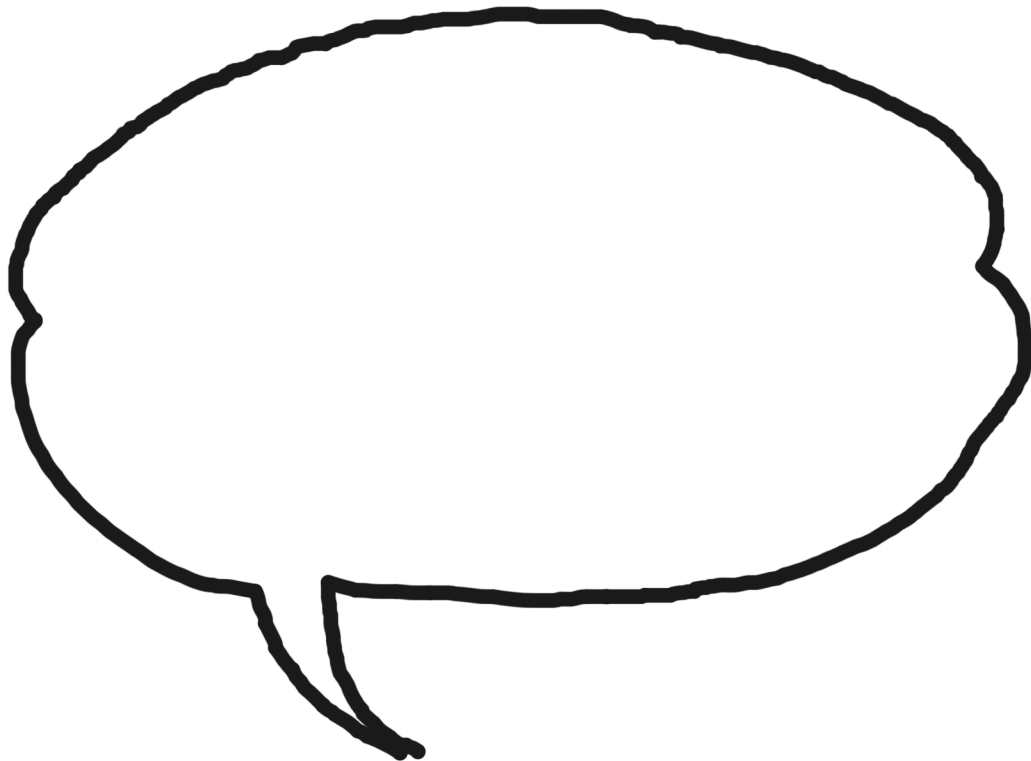
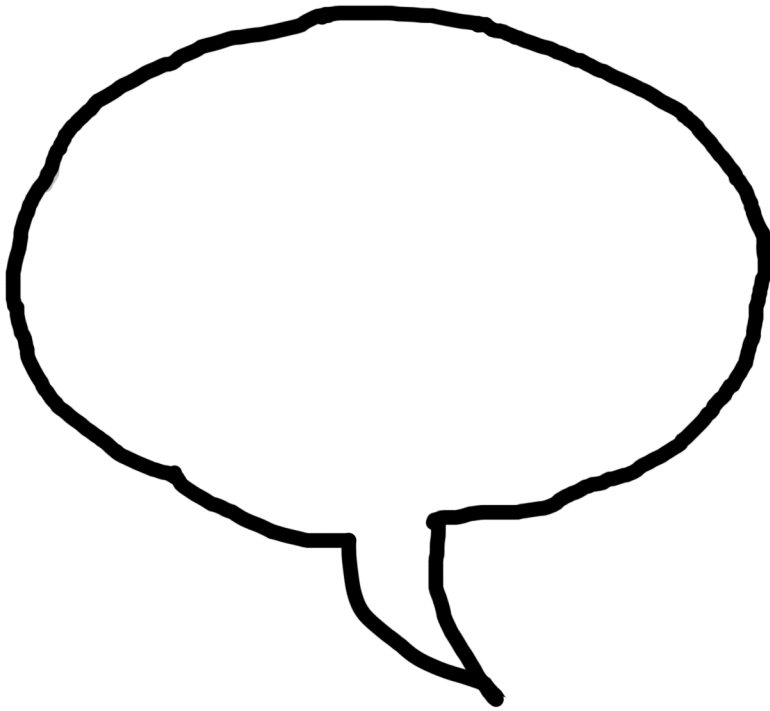
Thought Bubbles



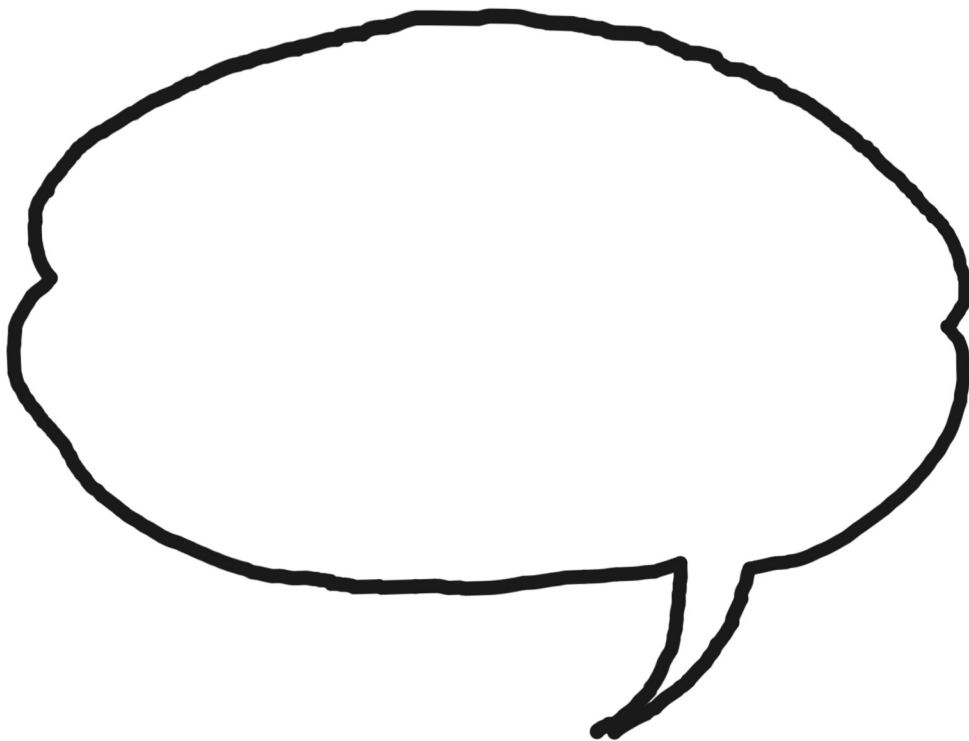
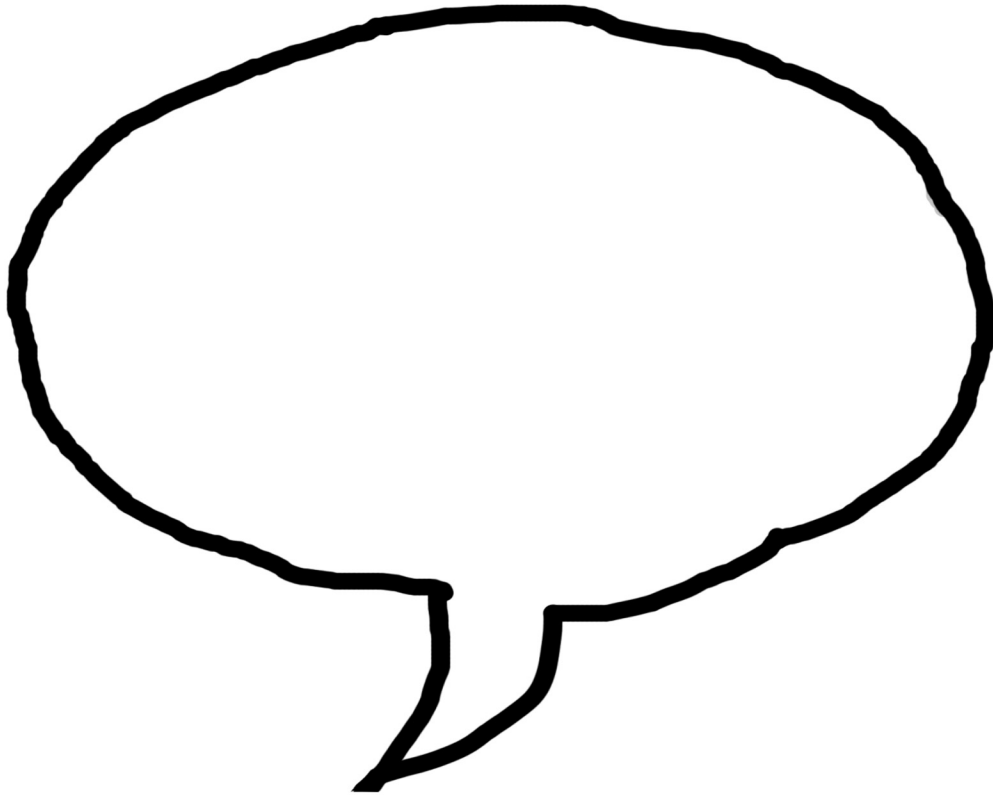
Thought Bubbles



Dialogue Balloons



Dialogue Balloons



Dialogue Balloons

