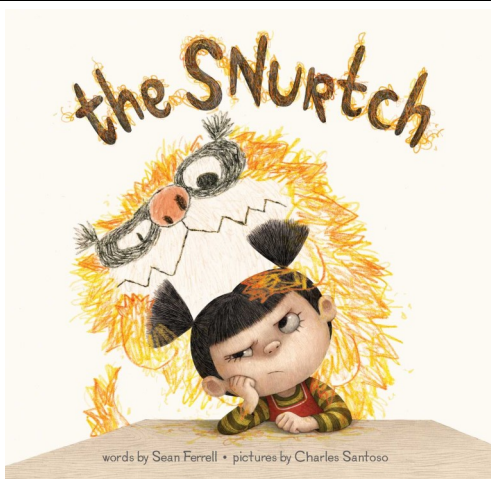


Writing Trait: Ideas

Learning Intention: share details about the Snurtch within!

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By Sean Ferrell

Before Reading

Invite students to carefully examine the cover photo of The Snurtch and make predictions regarding what this book might be about. A turn and talk will get all students thinking and listening.

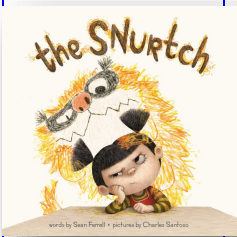
During Reading

Enjoy the story the first time through, pausing to offer students a chance to share their thinking. Watch for evidence they are making connections, asking questions, making predictions or inferring from pictures. These are all higher level , inferential thinking skills we want to encourage and notice.

After Reading

Hover for a longer period as students carefully examine the last two pages in which the author and illustrator make the point that everyone has a Snurtch within. Invite students to Notice, Think, and Wonder about the images. What is the author's message? Why are there so many imaginary characters on this page? With enough conversation, all students will realize the author's message. Once at this point, ask, **"Why do you think the author and illustrator of this book created it?"** Inferring rich themes can be difficult for some children, but with enough practice it gets easier and this simple question makes it a bit easier to get them thinking.

Invite students to draw and label the Snurtch within them. Using details, write and draw to show what your Snurtch does when it's acting out! What does your Snurtch look like? What does your Snurtch do? How do you react when your Snurtch acts out? How do others feel? How do you tame your Snurtch?



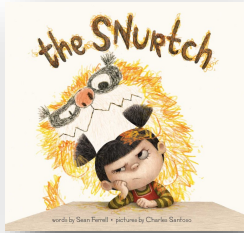
Mrs. Walters

"It wasn't me," I said. "It was the Snurtch."

My Snurtch appears now and then. She's naughty and gets in trouble easily. When I'm running late for a meeting, the Snurtch insists on driving. She doesn't obey the speed limit and one time she even got a ticket for going too fast.

When my house gets messy, it never fails, the Snurtch appears. I try to clean up, but there she is making a bigger mess. She takes the laundry and pretends to fold it neatly, but really she's crumpling it up and setting in wrinkles, probably for life.

And when I have to make my lunch for work the next day, but I've left it too late and I'm tired and ready for bed,, the Snurtch blocks me from getting into the kitchen. She's like a professional goalie who thinks I'm a puck and won't let me pass! No matter how hard I shove, she stops me from getting my work done. Have you met a Snurtch? Do you have one?



The Snurtch

My Writing Plan

Have I included the following details?

I explained the activity I was doing:

I explained the part of the activity that caused my Snurtch to arrive:

I used words that describe colour, shape, size and texture:

I explained what my Snurtch did:

My favourite detail is:

