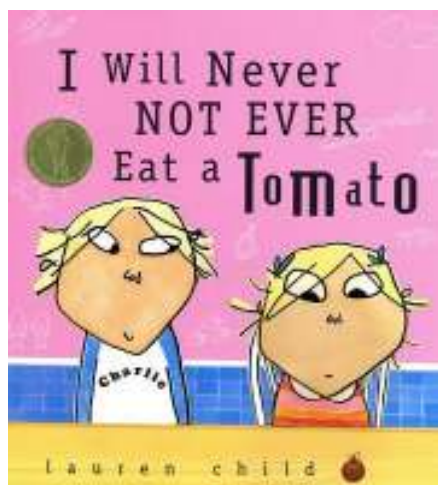


## Writing Trait: Ideas and Organization

Learning Intention: establish a clear understanding of problem and solution story elements

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By Lauren Child

### Before Reading

Learning Outcomes: A2, A3, A4, A9, B5,

Tell students that stories almost always contain a problem and a solution. Ask students to use the picture and title to predict what the problem might be in this story.

Explain that the learning intention for this lesson is to examine the relationship between problem and solution in this story and others. Share the **Somebody, Wanted, But, So** graphic organizer on the next page.

### During Reading

Learning Outcomes: B6, B11

As the story is read, ask students to listen carefully for:

**Somebody:** the main characters

**Wanted:** what did one of the characters want?

**But:** what got in the way—this is the problem

**So:** this is the solution

This strategy not only prepares students to write stories that make sense, it is also a determining importance strategy.

### After Reading

Learning Outcomes: B7, B11, C5

After listening to I Will Never Not Ever Eat a Tomato, ask students to turn and talk about the **Somebody, Wanted, But So** elements of this story. Compare responses. Expect answers that are slightly different from one another because everyone adds their own thinking. Variations are to be expected and celebrated.

In the library, have students choose a picture book and read it alone or with a partner. When finished, students can use a double sided copy of this organizer to record their thinking. When two stories are read and responses are completed, students can simply read other picture books and think about this story structure in their head.

Story Framework

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Book: \_\_\_\_\_

somebody	
wanted	
but	
so...	

Story Framework

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Book:

somebody

wanted

but

so...