

Write Your Own *Next Time You See* Book

A Mentor Text Study for Elementary Students

Educator Guide



Mrs. Oakley's class and their books

Educators,

I would like to introduce a Mentor Text Study that helps students write their own *Next Time You See* book about a natural object of their choice. Inspired by second-grade teacher Melissa Oakley and her students (pictured above), this study guides students through finding the patterns in the existing books; choosing a topic; and researching, writing, and sharing their own books. All the resources (lessons, student pages, and videos) are available at no cost at <https://emilymorganbooks.com>. Please feel free to pick and choose, extend or shorten, and modify these lessons to work best for your students. There are many ways to guide a Mentor Text Study, and no one knows the best version for your students better than you! I hope you find these resources helpful and that your students will experience a sense of wonder as they write and share their own *Next Time You See* books.

Materials Needed

- Set of *Next Time You See* books
 - *Next Time You See a Bee*
 - *Next Time You See a Cloud*
 - *Next Time You See a Firefly*
 - *Next Time You See a Maple Seed*
 - *Next Time You See the Moon*
 - *Next Time You See a Pill Bug*
 - *Next Time You See a Seashell*
 - *Next Time You See a Spiderweb*
 - *Next Time You See a Sunset*
- Index cards
- Hand lenses
- Natural objects to observe
- Chart paper

Student Pages

- Choosing a Topic
- Nature Syntu
- O-W-L Chart
- MVP: Most Valuable Point
- Planning Guide

Videos

Eight videos guide students through this Mentor Text Study.

They can be found on a YouTube playlist here:

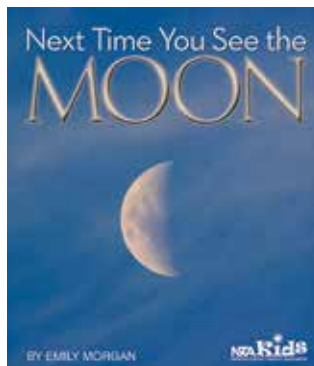
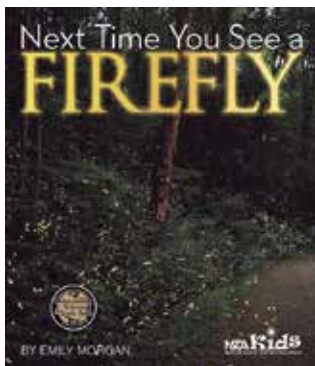
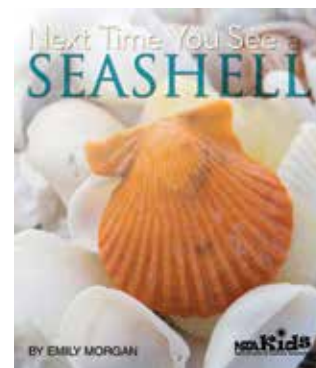
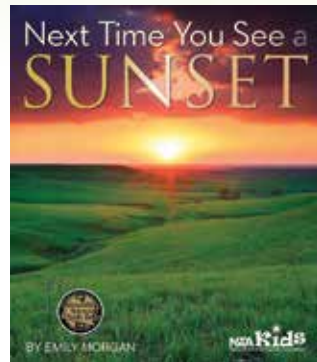
https://www.youtube.com/playlist?list=PL2pHc_BEFW2l3idvu6aixph8Lgaow0Zs2



Below are the titles of the videos:

- Video 1: Meet Emily Morgan
- Video 2: Why I Wrote the *Next Time You See* Books
- Video 3: Discovering the Pattern
- Video 4: Choosing a Topic
- Video 5: Bring on the Research
- Video 6: Revisions, Revisions, Revisions!
- Video 7: About the Photos
- Video 8: Time to Share

Lesson 1: Introducing the Series



The Next Time You See series

- Show students the covers of all the *Next Time You See* books. Ask students what all the books have in common (e.g., they are all about nature; they all have the same title; they are all by the same author; they are illustrated with photos).
- Next, if you have enough copies, have students immerse in the books in small groups to discuss and record what they notice about the books (patterns they recognize, questions they have, initial reactions, and so on). This will allow them time to explore on their own to get an overall sense of the books and make connections to patterns as the teacher begins to read them aloud.
- Choose one of the *Next Time You See* books and read the "Note to Parents and Teachers" at the beginning of the book that explains that the books are intended to be read after experiencing the natural object/phenomenon.

Lesson 1: Introducing the Series (continued)

- Have students observe the natural object or phenomenon featured in the book you choose (e.g., seashells, pill bugs, maple seeds). Then read the book aloud. The books are intended to be read after children and adults experience a natural object or phenomenon together.
- Repeat with other *Next Time You See* books so students become familiar with the pattern of the books. You can find before and after reading activities to go along with the *Next Time You See* books at <https://emilymorganbooks.com/resources>.



- After sharing several books, introduce the idea of a Mentor Text Study. Explain that after reading these books and studying their structure and wording, students will have the opportunity to write their own *Next Time You See* book about a natural object of their choice. Show *VIDEO 1: Meet Emily Morgan*.

https://www.youtube.com/watch?v=DjeuRYWLOWA&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=1



I like what Kathleen Neagle Sokolowski says about Mentor Text Studies:

"When students study a mentor text, they have already enjoyed it first as a reader—reading or listening to the piece read aloud. Once the text is familiar, it can be reread with the lens of reading like a writer: just how was the author able to put the words together in a way that stirred emotion, caught the reader's attention or somehow changed your mind? Reading like a writer is the key to studying mentor texts. As a writer, you read to see patterns and notice how words are put together so you can try that in your own writing."

—From **Mentor Texts: Writing Workshop Fundamentals**

<https://twowritingteachers.org/2017/08/06/mentor-texts-writing-workshop-fundamentals>



Lesson 2: Author's Purpose

- After reading several *Next Time You See* books, give each student an index card and ask them what they think the author's purpose is in this series. Have them record any evidence from the books that supports their idea.
- Tell students that you can learn more about an author by visiting their website. Have them visit <http://emilymorganbooks.com> and look for more clues about the author's purpose and record those on their index cards.



- You may also want to show students some of the *Next Time You See* book trailers for more evidence.

Next Time You See a Bee Trailer:

<https://www.youtube.com/watch?v=oqBQOnIZxVE>



Bee

Next Time You See a Cloud Trailer:

<https://www.youtube.com/watch?v=rGPkosXYLeU>



Cloud

Next Time You See a Maple Seed Trailer:

https://www.youtube.com/watch?v=_gnSACU9wbA



Maple Seed

Next Time You See a Spiderweb Trailer:

<https://www.youtube.com/watch?v=hC-PGIdPxQ>



Spiderweb

Lesson 2: Author's Purpose (continued)

- Have students discuss their ideas and evidence about the author's purpose.
- Show students *VIDEO 2: Why I Wrote the Next Time You See Books*.
https://www.youtube.com/watch?v=rH9oBpZAUjA&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=2
- After watching the video, invite students to reflect by asking questions, such as the following:
 - What information in the video connected to your inferences/what you were already thinking about the author's purpose?
 - What were new ideas/learnings you did not think of before?
 - Why is it important to consider the author's purpose before writing?



Clues about author's purpose can be found in "A Note to Parents and Teachers".

"Teaching children about the natural world should be seen as one of the most important events in their lives."

—Thomas Berry

A NOTE TO PARENTS AND TEACHERS

The books in this series are intended to be read with a child after he has had some experience with the featured objects or phenomena. For example, turn over some stones or logs in your yard or nearby park and collect a few pill bugs. Watch them roll up in a ball when touched. Let them open up and crawl around in your hands; they won't bite! Place a few in a jar or bug box and try to count their wiggling legs. Discuss what you observe and what you wonder about these little animals. What do they eat? Why do they live under rocks and logs? Do they lay eggs?

Then, after placing the pill bugs gently back where you got them or in a container nearby, read this book together. Take time to pause and share your learnings and wonderings with each other. You will find that new learnings often lead to more questions.

These books are not meant to present facts to be memorized. They are meant to inspire a sense of wonder about ordinary objects or phenomena and foster a desire to learn more about the natural world. Pill bugs are fairly common animals, but when you stop to think about the fact that they are crustaceans and not bugs at all, and that they are closely related to shrimp and crabs that live in the sea, they become so much more remarkable. My wish is that after reading this book, you and your child feel a sense of wonder the next time you see a pill bug.

—Emily Morgan

Lesson 3: Discovering the Pattern

- Share with students that books from a series often have a certain pattern that they follow. Ask them to notice the similarities of the books in the *Next Time You See* series—in other words, the features that are the same in each book. You may want to have students work in pairs or small groups with at least two of the books to look for the pattern before the whole class discussion.
- Examples of the pattern include
 - Title
 - Quote at the beginning
 - Note to Parents and Teachers
 - Questions on certain pages
 - Final question at the end: "Isn't That Remarkable?"
 - "About the Photos" two-page spread
 - Activities page at the end



Then have students share with the class the patterns they noticed and why they think those components were included and set up in this way.

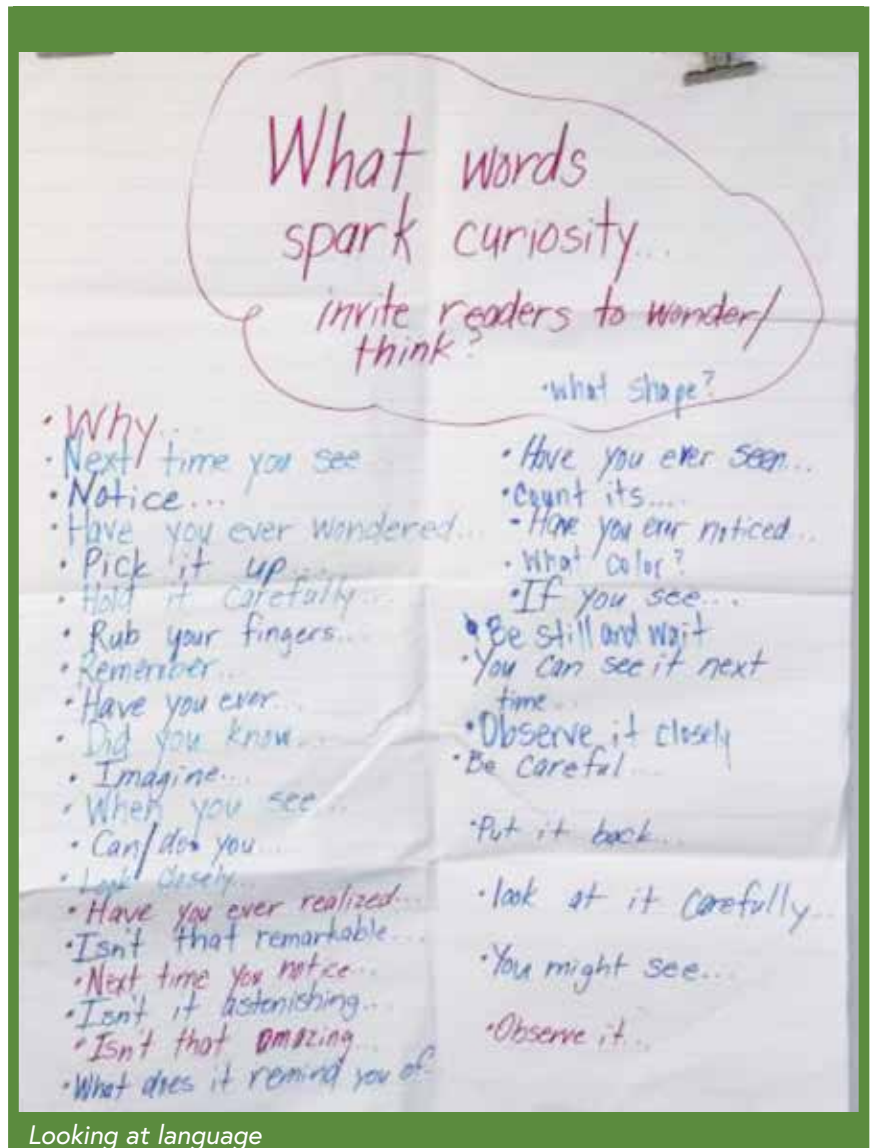
- After this discussion, show students *VIDEO 3: Discovering the Pattern*.

https://www.youtube.com/watch?v=g3sfP2rT_4Y&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=3



Lesson 4: Looking at Language

- Tell students that now you would like for them to look at the books as a writer, instead of a reader. Specifically, they will be looking at word choice.
- Create a chart where you and your students can collect words throughout the books that support the author's purpose.
- You may want to model this process first by reading a few pages and pointing out some of the words that support the purpose of inviting the reader to interact with the natural object and wonder about it.
- Then have students work in small groups to review *Next Time You See* books to search for and collect words that support the author's purpose. You may want to have students record the words on sticky notes so that they can post them right on the chart.
- Here are some examples of words and phrases that spark curiosity and wonder from the books as well as encourage interaction with the natural object:
 - Notice.
 - Imagine.
 - Pick it up.
 - Hold it carefully.
 - Look closely.
 - Isn't that amazing?
 - Isn't that astonishing?
 - What does this remind you of?
 - Isn't that remarkable?



Looking at language

Lesson 5: Choosing a Topic

- Show students *VIDEO 4: Choosing a Topic*.

https://www.youtube.com/watch?v=Rdf8wY35GIU&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=4

Create a list of criteria together for possible topics such as

- Something in nature
- Something common that most people could observe
- Something interesting



- Give students the Choosing a Topic student page and have them make a list of possible topics. (A quiet walk outdoors in a natural area can give students inspiration and ideas for a common natural object to feature in their book.) They can list some interesting facts about each to help make their decision.
- When students decide on a topic, they can circle it to let you know their choice.
- Optional: Have students write a Syntu about their natural object (see the Nature Syntu student page), which will give them the opportunity to observe it closely and think about how the object



Observing natural objects outdoors

makes them feel.

Name _____

Choosing a Topic

Criteria for Choosing a Topic

- _____
- _____
- _____

Topic: _____

Facts:

Topic: _____

Facts:

Possible Topics and Interesting Facts

Topic: _____

Facts:

Topic: _____

Facts:

Topic: _____

Facts:

Topic: _____

Facts:

Nature Syntu

Line 1: The name of a natural object

Line 2: An observation about the object using only one sense

Line 3: A thought or feeling about the object

Line 4: An observation about the object using a different sense

Line 5: Another word for the object listed in Line 1

Drawing of the natural object or place.



Lesson 6: Researching Your Topic

- Ask students how they plan to learn more about their topic. They might suggest books, websites, or experts. Explain that the most important thing when writing nonfiction is getting the facts right. Have a discussion on how to make sure they are using reliable resources. See "Suggested Websites" below.
- Show students *VIDEO 5: Bring on the Research*.
- https://www.youtube.com/watch?v=l73cMxl-NgY&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=5
- Tell students that a great way to get started on research is to closely observe the natural object or phenomenon and ask questions about it.
- Give students the O-W-L student page to record their Observations, Wonderings, and Learnings.
- An O-W-L chart is like a K-W-L chart, with one big difference—instead of writing what students know about the topic in the first column, they record what they observe.
- An O-W-L chart can be used with just about anything and any topic. Here's how it works:



DRAWING

Provide hand lenses if appropriate and have them draw the object in detail at the top of the page. (With a phenomenon, like a sunset, students can draw or take a photograph of it.)

OBSERVATIONS

In the "O" column, have students record their observations using all their senses (except taste). Encourage them to make both quantitative observations (with numbers) and qualitative observations (without numbers).

WONDERINGS

Have students record what they are wondering about the object. You may want to have students pair up to discuss some of their questions. Talking to someone about a topic can inspire good questions. After students have had plenty of time to record their questions, have them circle their most compelling question. Then, have each student share their most compelling question with the class.



Using an O-W-L Chart to organize research

Lesson 6: Researching Your Topic (continued)

LEARNINGS

- For the "L" column, students will need resources. These can be nonfiction books, videos, an article for them to read, or some combination of these. You can have students fill out the "L" column on that same day or as they learn about the topic over several days. After sharing the resources, ask students if any of their most compelling wonderings were answered. Call on students to share, and ask them to refer back to the evidence (book, video, or article) for the answer to that specific question.

MORE WONDERINGS

- Finally, ask students if they have any new wonderings based on what they learned from the text. Explain that often with science, the more you learn about a topic, the more questions you have. Encourage students to share their new wonderings and refer back to the learnings that inspired those new questions.

Suggested Websites for Student Research



All About Birds from Cornell Lab of Ornithology
<https://www.allaboutbirds.org/news/?pid=1189>

DK findout! (Animals and Nature)

<https://www.dkfindout.com/us/animals-and-nature/>



National Geographic Kids (Animals)
<https://kids.nationalgeographic.com/animals/>

PBS Learning Media

<https://cet.pbslearningmedia.org/>



PBS Nature
<https://www.pbs.org/wnet/nature/>

Wonderopolis

<https://wonderopolis.org/>



Name _____

O-W-L Chart

Drawing



O Observations	W Wonderings	L Learnings

Lesson 7: MVP—Most Valuable Point

- After students have had ample time to complete their research, give them the MVP graphic organizer. Here they can decide what the MVP or Most Valuable Point of their book will be. There is no right or wrong answer to what the MVP should be. It is up to the author. However, some guiding questions to help them choose an MVP are
 - What do you think is the most important thing about the natural object?
 - What do you want your readers to remember about the natural object?
 - Think of the last line of the *Next Time You See* books, "Next time you see a [name of natural object], remember...." How will you complete that sentence?
 - Is there a way to sum up the MVP of your book with one word or a short phrase?
- Remind students that VIPs are Very Interesting Points. Ask
 - What interesting points do you want to include in your book?
 - Do those interesting points connect with the most valuable point?
 - What facts will you leave out of the book?
- Here's an example you can share: When I was writing *Next Time You See the Moon*, my MVP was the reason for the Moon phases. In my research, I learned a lot about Moon landings, what the surface of the Moon looks like, eclipses, and other moons orbiting other planets. But I decided to leave those things out because I wanted the reader to remember that the Moon phases are caused by the Moon's orbit around Earth. Those other facts did not help me explain the reason for the Moon phases.



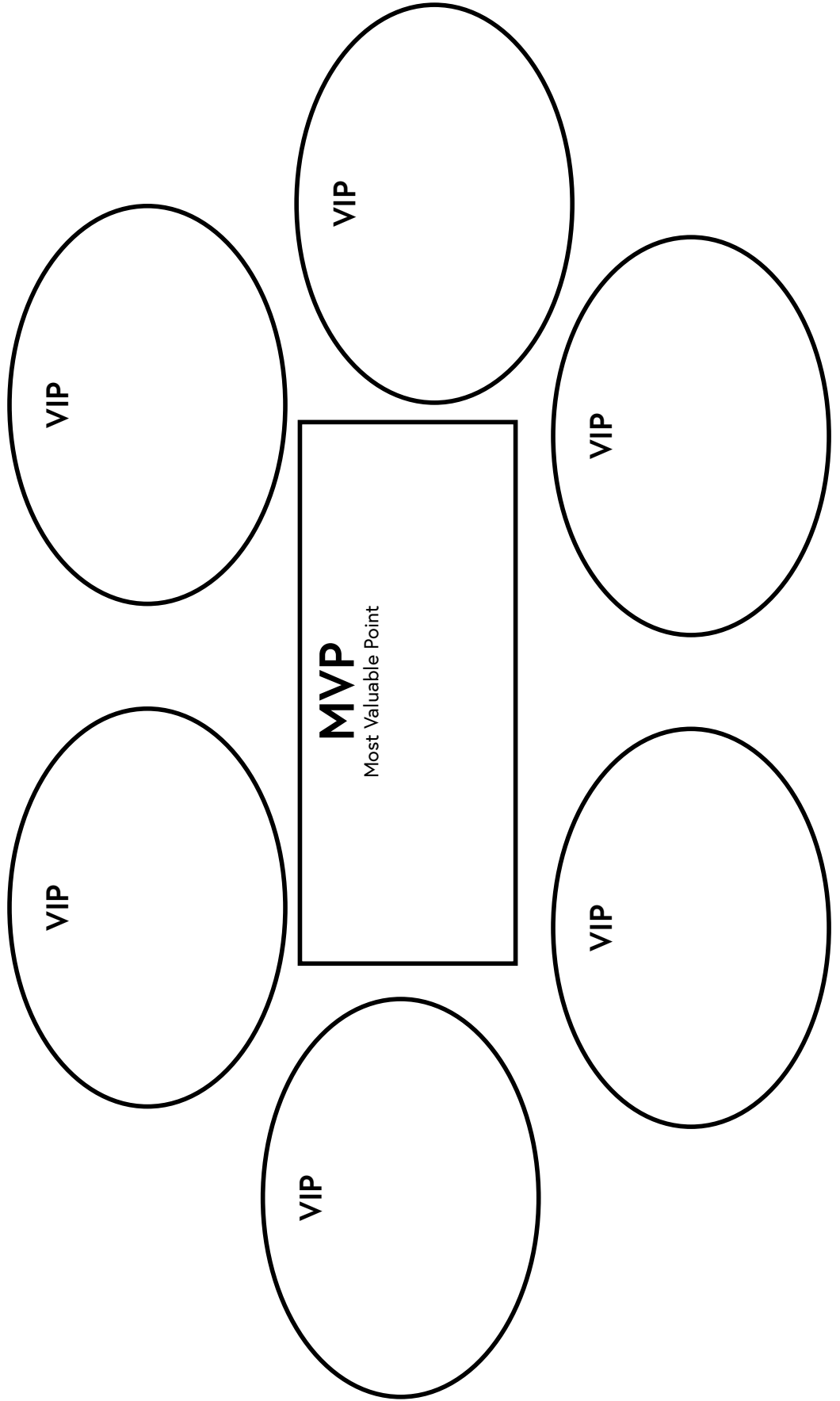
Thinking about the MVP

MVP

Most Valuable Point

Topic: _____

What is the MVP (most valuable point) about your topic?
Write that in the center of the page. Next, fill in the ovals
with some VIPs (very interesting points) about the topic.



Lesson 8: Planning and Writing

A *Planning Guide* student page is provided if your students need more guidance as they plan their books. If you would like students to be more open with creating their books, feel free to omit the guide. You may want to give students a choice on whether or not they would like to use the guide, or use it to differentiate for students that might need more help with establishing the structure of their book. You might consider modeling how to complete the planning guide as an example to share with students before they begin their own.

As students begin to fill in the planning guide, check in with them periodically and ask them to share their work. Be sure that they have their completed MVP student page nearby as they will need that information to complete the planning guide.



Planning and Writing

Name _____

Next Time You See Book Planning Guide

Cover: *Next Time You See* a _____.

Page 1: *Next Time You See* a _____,
(List some ideas for interacting with the natural object or questions to answer about it.)

Page 2: Write a question that will be answered with the MVP
(most valuable point).

Page 3: Write the answer to the question asked on page 2
(the MVP).

Name _____

Next Time You See Book Planning Guide (continued)

Page 4: Write about one of your VIPs (very interesting points).

Page 5: Write about one of your VIPs (very interesting points).

Page 6: Write about one of your VIPs (very interesting points).

Page 7: So, next time you see a _____, remember
(repeat the MVP here).

Page 8: Isn't that remarkable?

Teacher Checkpoint

Lesson 9: Revisions

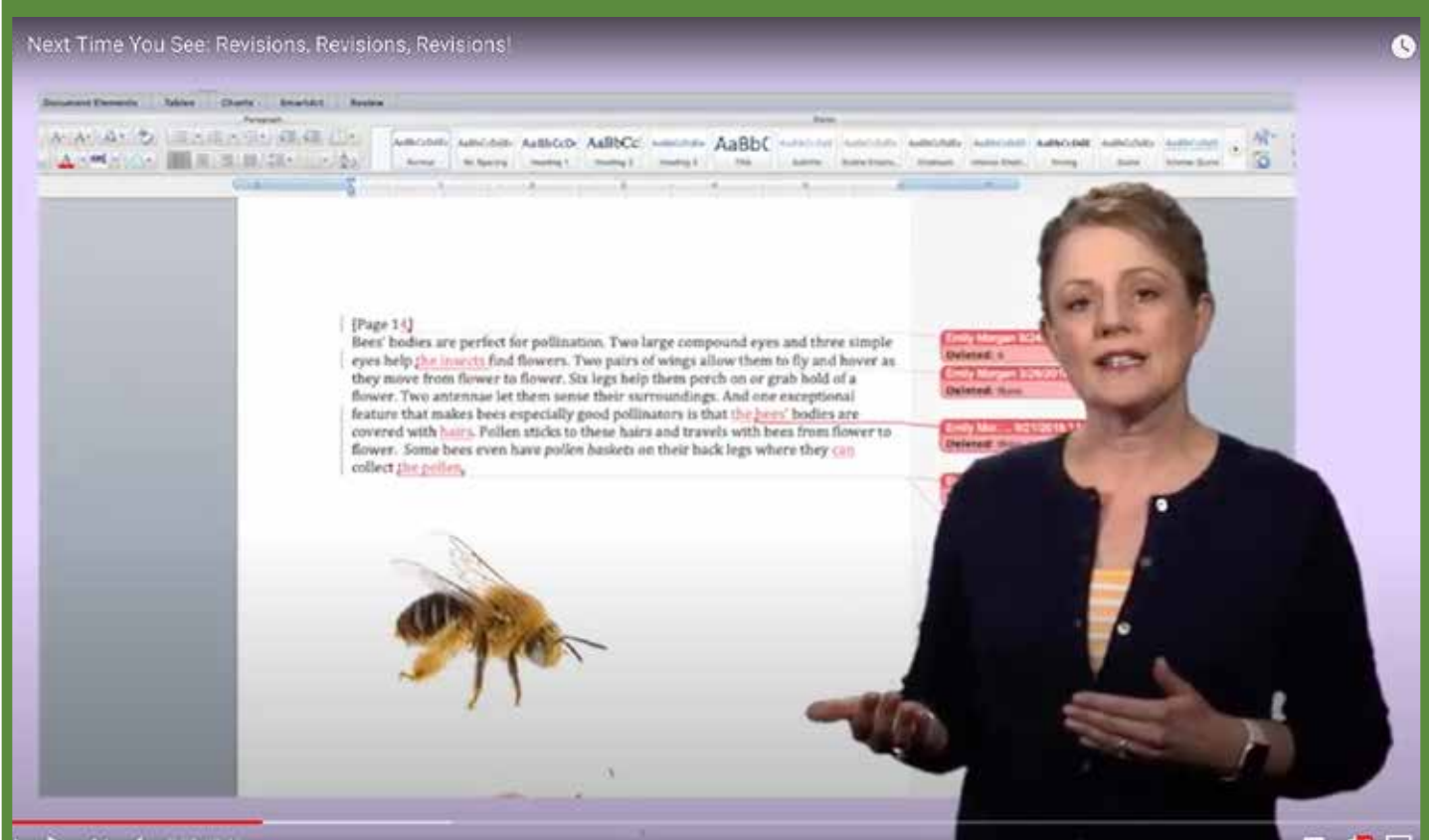
After students have had time to make a good start on the planning guide, show them VIDEO 6: *Revisions, Revisions, Revisions!*

https://www.youtube.com/watch?v=NX_qA9gwbY&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=6

- Tell students that they will be acting as reviewers for each other during their writing process. When students have finished their planning guides (or first drafts if they are not using the planning guide), have them share one-on-one with a peer. You may want to model how to provide helpful feedback in a kind way by role-playing this peer review process with a student before students do this process on their own.
- Tell students that you will be acting as their editor to help them make their writing the best it can be. Edit their writing on the student page and sign off at the bottom when they are ready to begin putting it into book format.



Next Time You See: Revisions, Revisions, Revisions!



[Page 14]
Bees' bodies are perfect for pollination. Two large compound eyes and three simple eyes help ~~the insects~~ find flowers. Two pairs of wings allow them to fly and hover as they move from flower to flower. Six legs help them perch on or grab hold of a flower. Two antennae let them sense their surroundings. And one exceptional feature that makes bees especially good pollinators is that ~~the bees'~~ bodies are covered with hairs. Pollen sticks to these hairs and travels with bees from flower to flower. Some bees even have pollen baskets on their back legs where they can collect ~~the pollens~~.

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Explaining the Revision Process

Lesson 10: Illustrations and Layout

- Ask students what they notice about the illustrations in the *Next Time You See* books. They might notice that they are all photographs, they are close-up and detailed, and they are mostly taken outdoors.
- In small groups, ask students to look through one of the books to study how the photographs match up with the text. Students should ask themselves why a particular photograph was used to illustrate a certain page. Have each group choose a page and share their ideas on why that photograph was used on that particular page.



- Show students *VIDEO 7: About the Photos*.
https://www.youtube.com/watch?v=rAde2jBMxOE&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=7
- Next, ask students to notice the layout of the pages in the *Next Time You See* books. The layout of a book is how the words and pictures are placed on the page and includes the word size and font, picture sizes, and amount of space between the lines. For the *Next Time You See* books, the art director for the publisher designed the layout. But in this case, students will get to design their own layout.
- You may ask students if they would like to include other text features, such as a dedication page, an "About the Author" page, or an activities page.
- There are many ways students can create their books. They can use paper or do it electronically with Google Slides, PowerPoint, or Book Creator.
- Have students begin choosing photos for their books, and make sure they give credit to the source with a caption below the photo or a photo credit page at the end. Some students may even want to take their own photographs for their books.
- If you would rather have students illustrate their books, that works too. There are many nonfiction books illustrated with drawings. Just remind students that their drawings should reflect how the natural object really looks.
- Some guiding questions as they choose photos and work on the layout are
 - Does the illustration go along with the text?
 - Are there too many words on the page?
 - Is the font easy to read?



Lesson 11: Time to Share

When students have completed their books, show *VIDEO 8: Time to Share*.

https://www.youtube.com/watch?v=2BcsDCgxcvQ&list=PL2pHc_BEFW2I3idvu6aixph8Lgaow0Zs2&index=8

- Have students share their books with others. Here are a few ideas:
 - Author read-aloud to the class
 - Book display where they can read each other's books during reading time (You may want to place sticky notes and pencils with the books for readers to write compliments they would like to share with the author.)
 - Author read-aloud to other classes



Sharing their Next Time You See books

After sharing and celebrating students' books, invite them to reflect by asking the following questions:

- What was your favorite thing about this project?
- What was the favorite part of your book?
- What was challenging?
- Would you change anything in your book?

Thank you for considering this Mentor Text Study. I welcome any feedback that would make the study better for students and teachers. I would also love to see your students' books! Feel free to contact me through my website or on Twitter.

Contact

<https://emilymorganbooks.com/contact>

@EmilyMorganNTYS



Next Time You See



Emily Morgan | NSTA KIDS, GRADES K–5

Awaken a sense of wonder in a child with the *Next Time You See* series. Rather than providing facts to memorize, the books' engaging text and eye-catching photography inspire children to experience the enchantment of everyday phenomena in the natural world. Free supplementary activities are available on NSTA's website for teachers who want to go one step further. Specially designed to be experienced with an adult—whether a parent, teacher, or friend—*Next Time You See* books serve as a reminder that you don't have to look far to find something remarkable in nature. (*Next Time You See* books in Spanish are translated by Alicia B. Fuentes.)



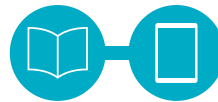
Book

Members: **\$10.36**
Non-members: **\$12.95**



E-book

Members: **\$8.84**
Non-members: **\$10.20**



Book/E-book

Members: **\$14.14**
Non-members: **\$17.68**



For more information on the *Next Time You See* series, visit: <https://www.nsta.org/next-time-you-see>

