

Welcome to a wide array of teaching tools and strategies—ways that your students can interact with books in the library while learning to become better readers and thinkers. The lesson plans in this section are designed for you to use with your teaching practices. We've taken ideas from the Early Learners Programme to create the lesson plan format, but please forgive us if some element is not the way you are used to seeing it. Our goal is to show how you can take books found in your school library and use them in lessons across the curriculum, from language arts to maths, science, social studies, and science.

These lessons are a compilation of ideas from Caribbean teachers and online sources, and it's easy to adjust them by selecting activities and discussion questions that are right for your class. Some lessons provide multiple activities to choose from—you decide which ones to use. There



are many opportunities for group work, working in pairs and class discussions, so be sure to check out the Library Time section that provides tips on classroom management routines that may be unfamiliar to your students.

All of the lessons revolve around a picture book to be read aloud and then used as an anchor text for subsequent activities and assignments. Below are definitions for some of the suggested practices in the lesson plans, and we welcome your input on additional books that make great read alouds and anchor texts.

All lesson plans are downloadable at the Hands Teachers Resource Guide webpage:
www.handsacrossthesea.net/TeachersResourceGuide.htm

Anchor Text A book that is read and referred to often throughout the school year because it can be used as a model to teach a variety of reading skills and strategies.

Shared Reading An interactive reading experience where students join in and share the reading of a text while led by their teacher. Shared reading often uses picture books or oversized books (such as Big Books) with enlarged print and illustrations.

Guided Reading The teacher works with a small group of readers and multiple copies of the same book. Students read using problem-solving techniques to decode the text with coaching from their teacher.

Independent Reading Students read on their own. We encourage teachers to help students make the transition to independent reading of chapter books by promoting the series books available in the school library.

(sample lesson plan template with instructions)

Grade: _____

Lesson Time: _____

Type(s) of Reading Used in Lesson:

___ Guided ___ Shared ___ Read Aloud ___ Independent Reading

Learning Outcomes/Objectives:

Listening (Time to Teach)	When and how will your students use their listening skills?
Speaking (Time to Share)	When will your students use their speaking skills? What types of questions will you ask to elicit them to speak?
Reading (Time to Practice/Time to Teach)	How and when have you incorporated time for your students to read, or for you to read to them (modeling) during the lesson?
Writing (Time to Teach/Time to Practice/ Time to Share)	How and when have you incorporated a writing component for your students in the lesson?

Resource Materials Needed for the Lesson

(name of book and any materials or manipulatives)

Reaching Your Students

Background Knowledge

What do I need to activate my students' existing background knowledge? Do I need to cover any material to enhance their background knowledge enough for them to comprehend the story?

Skills Levels

What skills am I teaching? What things do I need to think about regarding my students' skill levels? For example, ask yourself: "What is the attention span of my class? Is there vocabulary in the book I should pre-teach prior to the reading?"

Learning Styles

What learning styles does the lesson provide for?

- **Visual (spatial):** Prefer using pictures, images, and spatial understanding
- **Aural (auditory-musical):** Prefer using sound and music
- **Verbal (linguistic):** Prefer using words, both in speech and writing
- **Physical (kinesthetic):** Prefer using your body, hands and sense of touch
- **Logical (mathematical):** Prefer using logic, reasoning and systems

- **Social (interpersonal):** Prefer to learn in groups or with other people
- **Solitary (intrapersonal):** Prefer to work alone and use self-study

Introductory Activities (Pre-Reading - Time to Teach)

What and how will you prepare for pre-reading? Model making predictions for using the cover and the first few pages? / Pre-Teaching Vocabulary Lesson / Picture Walk/ Other

Developmental Activities (During Reading)

What and how will you develop your students' knowledge of making predictions, and developing comprehension skills? Make a list of questions to ask to help students develop reading skills before/during reading.

Culminating Activities (Post-Reading - Time to Practice)

What and how will you expand on the text read? Have your students retell the story in their own words. Write down which predictions were correct.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading

Note where in your pre-reading activities you will be able to make assessments of your students.

During Reading

Note where during your reading activities you will be able to make assessments of your students.

Post-Reading

Review the culminating activities outcomes and assess your students' work.

Evaluation and Reflection

Go back to the Learning Outcomes/Objectives you set in Listening, Speaking, Reading, and Writing and ask yourself "Did my students meet the objectives I intended them to meet, or do they need more practice?"

Here is where we want you to feel completely comfortable to make notes of things that did and did not work when you implemented the lesson plan. Maybe your students need more practice in having discussions, or maybe there is something that is just not working in the lesson plan that can be updated or revised. Revisit, rethink, and revise as needed.

Extension Lesson Plan Ideas

List of ideas for other lesson plans with the book based on how your students responded to the lesson and what skills your students need to practice more.

Across the Curriculum

List of content covered that relates to subject topics you are teaching. Looking at a story book through your teacher's lens will open up many opportunities to use an entertaining story to teach content not just in language arts, but in science, social studies, maths, art, and physical education.

Can You See It?

Grade K • Lesson Time: 30 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to the book read aloud and directions.
Speaking (Time to Share)	Students will share predictions of what the story is about during the picture walk.
Reading (Time to Practice/Time to Teach)	Students will practice reading independently using reading pointers to follow the text as they read.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write their names and one thing that describes them.

Resource Materials Needed for the Lesson

- *Can You See It?* published by Macmillan McGraw-Hill
(Copies for each child in the group. You should work with 5-6 children)
- Reading Pointers for each child
- A sample It's Me drawing and sentence
- Teachers Note: When you do guided reading lessons with small groups, you will want to prepare independent literacy activities/centres for the children who are not participating in the guided reading activity. These may include sight word games, rhyming games, or phonics games.

Reaching Your Students

Background Knowledge

Give each child in the group a copy of *Can You See It?*

Predict what the story will be about using a picture walk. During this time you will also discuss and review high-frequency words *me* and *where* and vocabulary words *zebra* and *flower*.

Skills Levels

Guided reading with concentration on reading words *me* and *where* and vocabulary words *zebra* and *flower*.

Learning Styles

Auditory, Kinesthetic, Visual

Introductory Activities (Pre-Reading - Time to Teach)

Prepare students for the reading by doing a picture walk. Look at the cover and ask your students what they think the book will be about based on the picture on the cover. You can help students by offering your own idea. “Hmmm, I see pictures on the walls. Maybe the story is about pictures.” “What do you see?”

Before you read, take the time to do a picture walk through the book with the group.

Ask students to turn to page 2 and ask the students, “What animal do you see on page 2?”

They may not have the contextual background information for this particular animal so you may need to tell them that it is a zebra.

Point to the vocabulary word and say “Z is for Zebra”

“Can you find the Zebra on page 5?” Point to the zebra on page 5 and say, “Zebra.”

Continue this process with the students identifying the flower on page 4. When you get to pages 6 and 7 ask students if they can find the little boy in one of the pictures. If they are struggling let them turn back and find the little boy to help them.

Developmental Activities (During Reading)

1. Hand out reading pointers to each child.
2. Tell students you are going to read the story aloud to them and you would like them to follow each word by pointing to it as you read. Remember not to rush this as you want the students to feel comfortable with the text so that when you have finished reading the book the students will be able to practice reading it to themselves.

Culminating Activities (Post-Reading - Time to Practice)

1. Now it is time for your students to practice reading the text themselves. Suggest that they use their whisper voice and their pointers to practice reading. You can model this by reading the title of the book in a whisper and pointing to the words as you read them.

2. As your students practice reading, monitor their progress by listening to them and taking notes so that you can plan future lessons for the group.

Have students draw a picture of themselves and practice writing their name. Depending on their level of writing skills you may have them also create a sentence about themselves. For example:

This is me. I have brown eyes.

This is me. I have _____.

This is me! My name is _____.

I have _____.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Students discussing what they think the book is about using the pictures in the book to help them make predictions.

During Reading Students' ability to follow along with their pointers as you read each word aloud.

Post-Reading Students' ability to read the text and follow along with their pointers independently.

Evaluation and Reflection

- Were my students successful at listening to directions and listening to the read aloud?
 - Do they need more practice?
- Were my students successful at sharing predictions of the story during the picture walk?
 - Do they need more practice?
- Were my students successful at reading independently using their pointers to follow the text?
 - Do they need more practice?
- Were my students successful at writing their name and one word that describes them?
 - Do they need more practice?

Extension of Lesson Plan Idea

Phonics

- Students can recognize the initial /z/ sound and initial /y/ sound throughout this book as it is read aloud.
- Examples:
 - page 2 - /z/ in zebra
 - page 3 - /y/ in you

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: All about me.

Who am I? Am I male or female? Descriptions of me. What I like and don't like.

Art

- Draw a picture to add to the classroom museum.
- Take a field trip to a museum.
- Invite an artist to come to the class and do a project together.

Maths

- Count the number of paintings on page 5.
- Count the number of students in the class on page 6 and 7.

Science

- Ask your students what living things they see in the book. You can include *Can You See It?* in a living things treasure hunt centre where students go through books and identify living things.
- You can include writing practice by asking students to write down the living things they see in the book.

Language Arts: Writing

- Writing practice by asking students to write down the living things they see in the book.

Peppa Pig: My Birthday Party

Grade K • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to the story read aloud, to directions given, and to other classmates' answers.
Speaking (Time to Share)	Students will recognize pairs of rhyming words and speak them aloud.
Reading (Time to Practice/Time to Teach)	Students will read a list of simple words to make a sentence about the story.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will draw a picture to show what happened next within a sequence of events in retelling the story.

Resource Materials Needed for the Lesson

- *Peppa Pig: My Birthday Party* published by Scholastic

Reaching Your Students

Background Knowledge Ask the students—

1. Why do people celebrate birthdays?
2. When is your birthday?
3. How often do you have a birthday?

Making a Prediction Read the title of the book to the students and show them the book's front cover. Ask the students to tell you what they think the story will be about and what makes them think so.

Skills Levels Read aloud with concentration on comprehension, making inferences, making predictions, and drawing conclusions.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Ask the whole class—

1. What kind of animal is Peppa?
2. What do you know about pigs?
3. What sound do pigs make?
4. What do pigs like to do?

Developmental Activities (During Reading)

While reading the book aloud, stop to ask the students questions to help build their comprehension skills. Choose different students to answer different questions each time. If a student does not know the answer, call on another student who does know. But then go back to the first student to have him or her respond to the question again now that he or she has heard the answer.

STOP: Questions to ask before the Party

1. What is Peppa's Daddy planning to do at her birthday party?
2. Who does Mummy Pig suggest Peppa should invite too?
3. What does Mummy Pig ask Peppa to do for George's friends at the party?
4. Why do you think Peppa wakes up so early on her birthday? (inference)
5. When does Peppa Pig receive her first present?
6. How does Peppa show manners when she receives the gift?

STOP: Questions to ask during the Party

1. What animals are some of the friends who come to the party?
2. What is the first game that the friends play at the party?
3. What happens when George gets out during the game?
4. Who comes in to cheer everyone up after the game?
5. What happens when Magic Daddy tries to guess which ball Suzy Sheep had picked?
6. How old do you think Peppa Pig is turning? What makes you think so? (inference)
7. What do you think Peppa wished for when she blew out her candles? (predict)

STOP: Questions to ask after the Cake

1. What did Magic Daddy pull from out of his hat?
2. Why do you think all the friends at the party brought their boots?
3. What does Peppa Pig do that shows how excited she is about the surprise?
4. What happens to the ground when it gets wet? (drawing conclusions)
5. Why do Mummy and Daddy pour buckets of water on the ground? (inference)
6. What had Peppa's birthday wish been? (drawing conclusions)
7. Why might Peppa Pig like mud puddles? (drawing conclusions)

Culminating Activities (Post-Reading - Time to Practice)

Choose one of these three options for assessment, depending on your students' needs.

Retelling with Words

Write a list of words from the story on the board. Ask volunteer students to read different words from the board and discuss what each reminds them of from the story.

Pig	Friends	Game	Magic
Cake	Present	Boots	Puddles

Use the list of words to retell the story.

Sequencing Activity

Draw the following sequencing chart on the board with the following sentences from the story.

(draw a picture here)	(draw a picture here)	(draw a picture here)
First, Peppa Pig's friends come to the party.	Next,	Last, Peppa and her friends play in the puddles.

Students will draw a picture for each of the three sequence boxes in the chart. Then students will draw a picture to fill in the missing cell of the chart about what happened next within the sequence of events while retelling the story. Students will take turns sharing what they drew in their pictures about what happened next in the sequence of events.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading: Activation of background knowledge

Sharing what students know about birthdays and pigs. Making a prediction about what the book will be about based on the cover and title.

During Reading Students actively listen as the book is read and respond to comprehension questions at three different stopping points.

Post Reading Students will draw a picture to show what happened next within a sequence of events in retelling the story.

Evaluation and Reflection

- Were my students successful when listening to stories read aloud, to directions given, to other classmates' answers?
 - Do they need more practice?
- Were my students successful at recognizing pairs of rhyming words and speaking them aloud?
 - Do they need more practice?
- Were my students successful reading a list of simple words to make a sentence about the story?
 - Do they need more practice?
- Were my students successful drawing a picture to show what happened next within a sequence of events in retelling the story?
 - Do they need more practice?

Extension of Lesson Plan

Phonics: Similar Sounding Words

Ask the students—

- What did you notice about all of Peppa's and George's friends' names? Show the students a list of the names on the board and read each aloud to the students.

Candy Cat	Zoe Zebra	Edmond Elephant
Suzy Sheep	Emily Elephant	Zuzu Zebra
Danny Dog	Pedro Pony	Zaza Zebra
Rebecca Rabbit	Richard Rabbit	

Ask the students—

- Do you hear similar sounds when I read the friend's first name and last name?
- What sound do you hear when I say "Candy Cat"?

Have the students identify the same sounding letters together by underlining the first letter in each word. Model the first example. Then, invite volunteer students to come to the chalkboard to underline the first letter of each word in the friend's name.

Can you identify the one friend's name that does not have the same sounding first and last name? (Suzy Sheep)

Use this as an opportunity to discuss with the students how not all S's in a word sound like /s/, but when the letter h comes after the letter s, together they make a /sh/ sound as in the word *sheep*.

Making Sentences

Ask Student Librarians in upper grades to make flash cards with the names of characters from *Peppa Pig: My Birthday Party* as well as simple action words (verbs) like *woke up*, *was excited*, *cried*, *skipped*, *danced*. After the kindergartners have come to the library for their read aloud lesson, they can quietly put together characters from the story with action words to make simple sentences.

- For example: Peppa Pig + was excited = Peppa Pig was excited.

Across the Curriculum

Maths: Counting and Addition

- Use the page from the book in which Peppa and George's friends are introduced at the beginning of the party. Encourage the students to count up how many friends attended the party. (answer: 11)
- Point out that some of the friends were Peppa's age and some of the friends were younger (George's age). How many were Peppa's age? (answer: 7) How many were George's age? (answer: 4)
- Use the answers to create a simple addition problem: $4 + 7 = 11$ total friends.
- How many children were at the birthday party including Peppa and George? ($11 + 2 = 13$ total children)

Should I Share My Ice Cream?

Grade K • Lesson Time: 1 hour, 45 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to the book read aloud by the teacher.
Speaking (Time to Share)	Students will respond to the question of whether Gerald should share his ice cream and explain why or why not.
Reading (Time to Practice/Time to Teach)	Students will take turns “reading” a page of the story to the class.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will draw a picture and write or dictate about a time they shared something.

Resource Materials Needed for the Lesson

- *Should I Share My Ice Cream?* by Mo Williems, published by Disney-Hyperion

Reaching Your Students – Generosity Simulation

- Distribute a handful of small toys/jelly beans/pencils to each student, but “run out” of them so that a few students don’t get any. Apologize again and again for not having enough for everyone and then say, “I wonder what we can do about this?”
- Ideally, some students will offer to share their toys. If not, encourage them to share. Give students an opportunity to play with their toys or eat their jelly beans. Collect the toys and get students together for reading time.
- Discuss how it felt when they shared and when someone shared with them. Explain that when someone shares something of his or hers with someone else, he or she is showing generosity.

Skills Levels Read aloud with concentration on predicting and analyzing the character’s predicament, and making connections to the problem and solution.

Learning Styles Visual, Auditory, Kinesthetic.

Introductory Activities (Pre-Reading - Time to Teach)

Predicting and Purpose for Reading/Listening

- Show the cover of the book and introduce the main character, an elephant named Gerald.
- Say, “I wonder what Gerald might be thinking about as he looks at the ice cream. What do you think?”
- Read the title of the book, *Should I Share My Ice Cream?* and again ask what they think Gerald may be wondering about.
- Ask, “How many of you LOVE ice cream?” Explain that Gerald and his friend Piggie LOVE ice cream, too.
- Say, “Let’s find out what happens when Gerald gets his favorite flavor of ice cream.”

Developmental Activities (During Reading)

Engage Students While Reading Aloud

Read the story aloud, stopping when appropriate to explore illustrations, address student comments, clarify, predict, and guide students’ understanding of the story and the value of being generous.

What would you do?

- As you read the story, pause after it says, “Should I share my awesome, yummy, sweet, super, great, tasty, nice, cool ice cream?”
- Ask, “Do you think Gerald should share his ice cream? Why or why not?” Take a class vote. Ask, “Who thinks Gerald will share?”

Culminating Activities (Post-Reading - Time to Practice)

Comprehension Questions

Guide students in discussing the story, especially as it relates to the value of being generous. Ask some or all of the following questions—

1. Did Gerald decide to share his ice cream? What happened to it? Why?
2. Why was Gerald sad?
3. What happened when Piggie came with her ice-cream cone?
4. When Piggie shared her ice cream, how did that make each of them feel?
5. When someone shares something he or she has with someone who may need or like it too, we describe that person as generous. Was Gerald generous? Did he want to be? Was Piggie generous?

Take Turns Reading

- After the story has been read aloud once by the teacher, have the students take turns “reading” a page of the story to the class.
- Prompt the student with words he or she may not recognize yet and use the activity as a means of practicing retelling/summarizing.
- Assist the student if he or she needs help by asking, “What is happening on this page?”

Create a “How-to Book”

- Involve students in creating a “How-to Book” to teach Gerald how to be generous.
- Have each student draw a picture and write or dictate about a time they shared something.

Directions

- Give each group of students only a limited supply of craft items to decorate their pages so that they have to share.
- Bind pages together (to make a book).
- Have students suggest the title for the book and vote on one they like best.
- When the class project is completed, have students share it with “Gerald” (put glasses on a stuffed toy elephant/or bear and pretend it’s Gerald) and then “read” the book or “show.”

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading

Activation of background knowledge about sharing and generosity through a simple simulation. The prompt at the beginning of the story gives the students a purpose for listening.

During Reading

Students actively listen to the story read aloud and explore the illustrations, share comments, ask clarifying questions, make connections, and make predictions to better engage with the story.

Post Reading

Students will contribute to a discussion through question-and-answer about what happened in the story. Students will contribute to creating a “How-to Book” to teach Gerald about generosity.

Evaluation and Reflection

- Were my students successful at listening to the book read aloud by the teacher?
 - Do my students need more practice?
- Were my students successful at responding to the question of whether Gerald should share his ice cream and explaining why or why not?
 - Do my students need more practice?
- Were my students successful taking turns “reading” a page of the story to the class?
 - Do my students need more practice?
- Were my students successful drawing a picture and writing or dictating about a time they shared something?
 - Do my students need more practice?

Extension of Lesson Plan

Phonics

- Make a list of words with the /ea/ sound as in “ice cream.”
- List can include: beach, leap, sea, bean, dream.

Reading Comprehension

At another time after the story has been read, your students can review the pages of *Should I Share My Ice Cream?* individually and respond to one of the following questions with a drawing

and dictating their response or by writing a few words about what they think.

1. How would you describe Piggie? How would you describe Gerald?
2. Who are you most like, Elephant or Piggie? How or why?
3. Did the ending surprise you? Did you ever think Gerald was going to be able to eat his ice cream?
4. What did you think was the funniest part of the story?
5. Do you have a friendship in your life like Elephant and Piggie's friendship? Tell me about it.

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: Sharing and Helping

- Identify situations for sharing.
- Present pictures of people sharing and discuss the importance of sharing in order to be successful.
- Identify ways in which people can help each other and have students give their ideas.
- Use many examples: helping at home, school, community and helping people in need.
- Read stories which reflect instances of people helping each other.
- Have students collect pictures of people helping each other and explain what is happening in the picture.
- Use pictures and have students create stories.

Maths: 3D Objects

1. Identify 3D objects in the environment as cones, cylinders, and spheres.
2. Select objects within a group when given concrete, pictorial and verbal representations of similar objects.
3. Describe 3D objects using words and phrases such as *big*, *little*, and *like a can*, *like a box*.

Sweet Victory

Grade K • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen for the word “see” and rhyming words as well as the story.
Speaking (Time to Share)	Students will share words that rhyme with “see.”
Reading (Time to Practice/Time to Teach)	Students will read the list of rhyming words to fill in their rhyming book.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write their names in their rhyme book and practice writing the letter “t” and “b” in their rhyme book.

Resource Materials Needed for the Lesson

- *Sweet Victory* by Heidi Fagerberg, published by CaribbeanReads
- Other rhyming books

Reaching Your Students

Background Knowledge

You may consider reading *Sweet Victory* as an entertaining read-aloud prior to reading it for the purpose of this lesson on rhyming. Though the concentration of the lesson is on rhyming words you will want to prepare the students for what the book’s content as well.

Ask the students —

1. What fruits do you eat?
2. What fruits grow on trees?
3. Do you know of any fruit trees in your garden or somewhere close to where you live?

Skills Levels

Read aloud with concentration on rhyming

Learning Styles

Auditory, Visual, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Introduce the concept of rhyming words

- Start with a key word. In this case we are using the word *see* because it is repeated many times in the book *Sweet Victory*.
- It is O.K. to start the game by saying “I am thinking of a word that starts with the sound *trrrr* and ends with *ee*. Or, “I am thinking of something that starts with /t/ and it grows in the forest and has leaves. Or, “I am thinking of an insect that makes a buzzing sound and rhymes with the word *see*.”

Ask students to think of other words that end with the sound of *ee*. Remember we are concentrating on rhyming so there will be words with different endings other than the double *ee* ending. Here are just a few words that rhyme with *see*: *bee, knee, sea, tea, pee, we, he, she, me, three, free, TV*.

- Write the students’ answers in a list they can all see. If a child gives a word that does not rhyme with *see*, place it in another column next to the *see* rhyming column.

Words that rhyme with <i>see</i>	Words that do not rhyme with <i>see</i>
tree	long

Developmental Activities (During Reading)

Finding Rhyming Words

1. To prepare students for the read aloud, listening, and responding to the word *see* and all words in the story that rhyme with *see*, tell them you will now be reading a short paragraph. Every time you hear the word *see* or a word that rhymes with *see*, touch your knee, like me, see? You can model this twice touching your knee when you say *knee, see* and *me*.

2. Read this paragraph out loud. After the first instance of a rhyming word you may have to stop and remind them to stop pointing at their knee until they hear the next word that rhymes with *see*.

Jason heard the buzzing sound of a **bee**. **He** looked around, but could not **see** where it could possibly **be**? He looked right and then left. **He** looked down and then up. Just as Jason looked up **he** saw the **bee** heading toward the **sea**.

You may decide that you need to practice this a few times before starting to read *Sweet Victory*.

3. Once you feel the students understand the objective you will read aloud *Sweet Victory*.

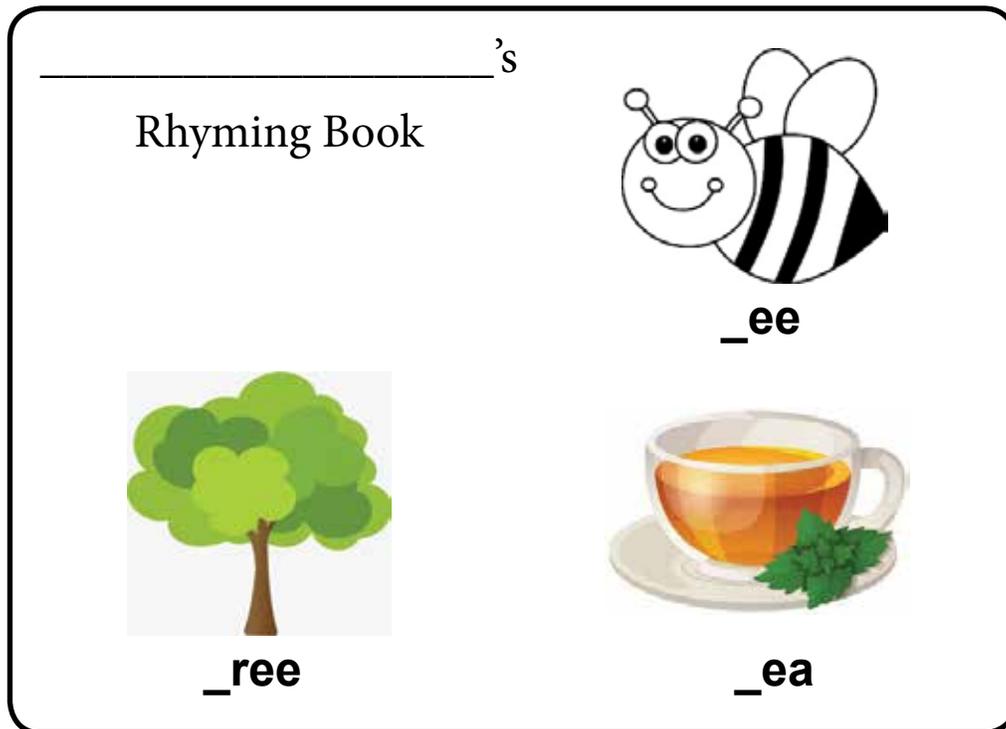
Culminating Activities (Post-Reading - Time to Practice)

1. Add any words that rhymed with *see* to the list of words you made before reading the story (*tree, me, victory, be*).
2. Ask the students if they can think of any more words that rhyme with *see* now that they have had practice.

Assessment of Students and Feedback for Students (Time to Share)

My Rhyming Book

Based on your students' level of skills you may decide to give one example on the board and have them draw their own pictures and write out the full words or you can choose to use the table below and print it for them to fill in. It can be printed in black and white so the students can color as well.



Pre-Reading: Students' additions to words that rhyme with *see*.

Students' reactions to hearing the rhyming words in the paragraph. Are they touching their knee each time they hear a word that rhymes with *see* or hear the word *see*?

During Reading: Students' actions when they hear the word *see* and other words that rhyme with *see* in the story.

Post Reading: Are they able to add to the rhyming list for the word *see*. Can they fill in their rhyming book?

Applying these rhyming skills to other rhyming words is important for assessment so that students understand the concept outside of the one example. Here are two very short books you can use to repeat the process within the language block time on another day or the same day to determine if your students got the concept of rhyming words. The books list the rhyming words at the end.

- Read other stories that have prominent rhyming in them.
- Have students add to their rhyming book.
Dave Does Not Like
The Missing Dime

Evaluation and Reflection

- Were my students successful when listening for the word *see*, the rhyming words for *see* during the read aloud?
 - o Do they need more practice?
- Were my students able to share words that rhyme with *see* verbally?
 - o Do they need more practice?
- Were my students successful at reading the list of rhyming words demonstrating this by filling in their rhyming book?
 - o Do they need more practice?
- Were my students successful at writing their names in their rhyme book and writing the letters “t” and “b” in their rhyming books?
 - o Do they need more practice?

Across the Curriculum and Extension Lesson Plan Ideas

Phonics: Rhyming with Sweet/Word Family eat

What rhymes with *sweet*? As you read the book, ask students to raise their hands or some other movement when they hear a word that rhymes with *sweet* (*eat, treat, beat*).

Science: Living Things and Classification

After reading the story, ask students if they saw any living things in the story.

- A tree is a living thing. It is a type of plant.
- A person is a living thing. It is a type of animal

Field trip to an active farm or garden with fruit trees.

- You may consider going at the end of the year when the fruit trees start bearing fruit or are flowering. You may ask the farmer to prepare a picking and tasting of fruits.
- Collect seeds from the field trip and each child can plant their favorite fruit tree seed.

Maths: Counting and Science classification and parts of the trees

- Count how many fruits were not yet ready to eat. (answer: 4)
- Count how many types of trees are pictured in the book. Classification (answer: 5)
- Count how many tree trunks you see inside the book. (answer: 9)

Social Studies

- Emotions: How did he feel when he could not find a sweet fruit to eat?
- Environment: Plant a fruit tree
- Healthy food versus unhealthy food – All About Me

The Magic School Bus: On the Ocean Floor

Grade K • Lesson Time: 45 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will actively listen to passages read aloud by teacher.
Speaking (Time to Share)	Students will correctly answer questions about the passages and discuss the meanings of the words.
Reading (Time to Practice/Time to Teach)	Students will read the words on the board that correspond to the picture the teacher shows, actively matching words to their meaning.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write down three of their favorite new words.

Resource Materials Needed for the Lesson

- *The Magic School Bus: On the Ocean Floor* by Joanna Cole, published by Scholastic
- A collection of ocean and beach books that can help students with their vocabulary building

Reaching Your Students

Background Knowledge Ask the students—

1. Do you go to the ocean?
2. How do you get to the ocean?
3. What do you do while in the ocean or on the beach?
4. What animals do you see?
5. To reach students who might not go to the ocean, you can ask, “If you were to go to the ocean, what would you want to do there?” “What do you think you would see there?”

Skills Levels Emergent readers, vocabulary building, read aloud with concentration on vocabulary building and comprehension skills building.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Use a visual (pages 25, 27, 33, 34 from *The Magic School Bus*) and ask students about what animals they see in the picture(s). If they do not have answers, point to specific animals/plants and if needed say the names out loud and write the names on the board.

Developmental Activities (During Reading)

As you read a passage, you may consider stopping at points and asking questions to assess students' comprehension during the reading.

1. Who is Ms. Frizzle?
2. Where did the bus go?
3. Why do the students need diving gear?
4. What are some things that the students did while in the ocean? Are they some of the same things that you do?

Culminating Activities (Post-Reading - Time to Practice)

- Ask students to give you one thing at a time found in the ocean that they saw in the book or that they know about.
- Add to the responses students gave before the reading.
- Go to each word and ask students to find a picture of the word in the book. In other books about ocean animals and plants, have students look for the picture in a book. This will ensure the students know the meanings.
- Point to a picture of one of the sea animals and have students come up to the board and point to the word that corresponds to the picture and read the word out loud.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Sharing what they know about the ocean.

During Reading Stopping at points and asking comprehension questions as you read. Pointing to different pictures that represent the animal or thing when you are reading the word.

Post Reading Vocabulary building: matching words to their corresponding picture.

Evaluation and Reflection

- Were my students successful at actively listening to passages read aloud to them?
 - Do they need more practice?
- Were my students successful answering questions about the passages and discussing the meanings of the words?
 - Do they need more practice?
- Were my students successful reading the words on the board that corresponded to the picture and actively matching words to their meaning?
 - Do they need more practice?
- Were my students successful writing three of their favorite new words?
 - Do they need more practice?

Extension of Lesson Plan

Phonics

- Students can recognize the long /o/ sound in words found in this book as it is read aloud.

Examples:

- o page 9 - /o/ in *ocean*
- o page 11 - /o/ in *so*
- o page 12 - /o/ in *showed*

For Independent Practice

Ask Student Librarians in upper grades to make flash cards with the ocean animal words on them. Have Student Librarians pull books on ocean animals and place in a display area with the flashcards. When kindergarteners come to the library when there is no set lesson, lunch time or breaks, they can quietly find pictures to match with the ocean animal flashcards. You may need to do this in a group and remind students of book care prior to putting the activity out for them to do on their own.

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies

Our environment: keeping beaches and oceans clean, recycling. What garbage does to the ocean and ocean animals' homes.

Geography What ocean surrounds us? What other oceans are there?

Science Living Things (sea animals)

Maths Actively number and count the number of living ocean animals the class was able to name. Keep adding to the list.

Amazing Grace

Grade 1 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to a book read aloud by the teacher and listen to questions about the book.
Speaking (Time to Share)	Students will respond with their reactions to the story and share what they thought.
Reading (Time to Practice/Time to Teach)	Students will read each other's written responses about the story and their answers to the prompting questions.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write or draw the thoughts they shared with the whole class in their journal or on a blank piece of paper.

Resource Materials Needed for the Lesson

- *Amazing Grace* by Mary Hoffman, published by Scholastic

Reaching Your Students

Background Knowledge Ask the children to talk about their favorite pretend games. Do they play different pretend games when they are together than when they are alone? Tell the class that this book is about a girl named Grace who loves to pretend that she is the characters she reads about in books.

Skills Levels Read aloud with concentration on thinking while reading, sharing reactions to the story, and sharing their thoughts with others verbally, in writing or in a drawing.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Predicting Show students the cover of *Amazing Grace* and ask them what they see on the cover. Students can make observations such as, "There is a girl on the cover," or inferences like, "I think the girl will do something amazing in this story."

Developmental Activities (During Reading)

Setting a Purpose for Reading

Tell the students their job is to listen to the story without interruption and be prepared to share their ideas and reactions to what happens to Grace.

Culminating Activities (Post-Reading - Time to Practice)

Share Reactions

After you have finished reading, ask students to share their reactions to the book.

- What did they think of the book?
- What surprised them about the book?
- What was their favorite part?
- What did they think of the main character?

Ask your students to write or draw the thoughts they shared with the whole class in their journal or on a blank piece of paper. Visit with your students who did not share with the whole class to hear their thoughts and to help them come up with their ideas in writing or an illustration. The following questions will help prompt students:

- What parts of the story did you like best?
- Why is it so important that Grace audition for *Peter Pan*?
- Write one or two topics from your own life that connect with this story.
- Write what you would say to Grace if you could talk to her.
- What surprised you about this book?
- What questions do you have about this story?

For students who are still emergent writers, you may need to have them dictate their sentences to you or write a caption beneath their illustration. Prompt students who are having difficulty generating a journal entry with questions, such as those suggested by you during the read aloud.

Students can share what they wrote or drew with other students in the class, with their teacher, or with the whole class. Students will discuss similarities and differences between the responses and give positive feedback to one another.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Making a connection between playing pretend and how they play in their own lives. The prompt at the beginning of the story gives the students a purpose for listening.

During Reading Students actively listen and observe how the main character in the story responds to the challenges she faces and will formulate a personal reaction.

Post Reading Students will write or draw their reactions to the book and include one of the following: what they thought of the book, what surprised them in the book, their favorite part of the book, or what they thought of the main character.

Extension of Lesson Plan Ideas

Phonics Discuss how the words *amazing grace* have two different /a/ sounds and why.

Picture Walk Activity Revisit the story of *Amazing Grace* by taking a picture walk through the book. Show each illustration and have students retell the story and discuss what is happening in each picture.

Paired Reading Activity Pair up students to read through and answer the following questions about *Amazing Grace* on a piece of paper.

- What parts of the story did you like best?
- Why is it so important that Grace audition for *Peter Pan*?
- Write one or two topics from your own life that connect with this story.
- Write what you would say to Grace if you could talk to her.
- What surprised you about this book?
- What questions do you have about this story?

When pairing students, consider reading, writing, and verbal abilities. Meet with each pair while they are working on the response sheet to answer questions or refocus their efforts as necessary.

Evaluation and Reflection

- Were my students successful listening to a book read aloud and observing how the teacher modeled a think-aloud?
 - Do they need more practice?
- Were my students successful responding with their reactions to the story and sharing what they thought?
 - Do they need more practice?
- Were my students successful reading each other's written responses about the story and their answers to the prompting questions?
 - Do they need more practice?
- Were my students successful writing or drawing the thoughts they shared with the whole class in their journal or on a blank piece of paper?
 - Do they need more practice?

Across the Curriculum

Social Studies Respect and Empathy for Differences

Ask students to help you brainstorm a list of guidelines for their conversations, such as listening while others are speaking, respecting opinions and ideas of classmates, following the conversation and responding appropriately, disagreeing politely, and finding evidence in the book to support your answers. Write down their ideas on the board to create Conversation Guidelines.

This is a time for you to facilitate deeper discussion on some of the major themes touched on in the book and in the small-group conversations. Below are some themes from *Amazing Grace* and possible conversations that students might have had in the previous session:

Gender Why did Grace want a role that a boy usually played? Is it okay for girls to do things that boys normally do? This conversation might lead into topics like girls in sports or in different jobs and how students view the roles of boys and girls.

Diversity Not only is Grace a girl, but she is black in a school with many white children, and she wants to play the part of a white boy. Students might discuss fairness or prejudices that people have. This conversation might lead into discussion about people who are different in ways besides skin color such as disabilities, language, and family life.

Courage What does it say about Grace that she went ahead and tried out for the part? What are some words to describe her character? Have you ever experienced anything like this? How do you think she felt doing something that everyone thought was unusual or even wrong? What would you have done in her place? How would the story have been different if Grace was shy or doubted herself?

Family Grace's mother and grandmother were supportive of her decision and encouraged her to try out for the part. How would the story have been different if Grace's family had not encouraged her? Has your family ever given you courage to do something? How has your family helped you?

This is not an extensive list. Your students might have discussed other thoughts or ideas relevant to the book that you want to touch on during this conversation.

Because the class will be discussing some difficult concepts, it is important to facilitate and guide the conversation so that all students feel heard and respected. Here are some ways to handle difficult conversations:

Validating and affirming Try to value a variety of responses and ideas. If someone has an opinion in the class that is different from everyone else's, affirm that student by saying something like, "Thank you for sharing. The fun part about a discussion is hearing everyone's ideas." Another response would be, "I hadn't thought of it like that. Your experience helps me understand why you think that."

Guiding students to expand on their thinking Keep the conversation going by encouraging students to expand or explain their thinking, by saying things like "Can you explain that a little more?" or "Okay, good start. Now keep going with that idea."

Create Caring Manuals

Suggest that students use what the class has discussed to create "Caring Manuals" containing ideas for showing that they care. Have children share their manuals with the group. How many separate ideas was the class able to generate? Consider recording these (as a constant reminder to care) on a display chart in the classroom.

Oliver and Friends

Grade 1 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to directions and the read-aloud.
Speaking (Time to Share)	Students will share predictions they make when looking at the cover.
Reading (Time to Practice/Time to Teach)	Students will practice reading the new vocabulary words.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write the new vocabulary words in their notebooks and pick one to use in a sentence.

Resource Materials Needed for the Lesson

- *Oliver and Friends* by Heidi Fagerberg, published by CaribbeanReads
- Vocabulary list with definitions (provided in this lesson plan)
- Vocabulary expansion inserts script (provided in this lesson plan)

Teacher's Note: You will want to practice reading the story aloud using the Vocabulary expansion inserts script prior to your read-aloud. Choose two to three words from the list to expand on per read-aloud. You may consider grouping them by parts of speech as shown in the two chosen for this example lesson.

Reaching Your Students

Background Knowledge Cover picture predictions of what the story might be about.

Skills Levels Comprehension strategies, making predictions, vocabulary building with action verbs

Learning Styles Auditory, Visual, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

1. Explain to students that you will be reading a book aloud.
2. Activate their background knowledge by having students look at the cover, describe what is on the cover and predict what the story might be about. You will need to model this by thinking out loud. "When I look at the cover I see a monkey. Could the story be about a monkey?"
3. Tell the children you are going to ask them some questions. Remind them of turn taking by asking them to raise their hands and wait to be called on.
4. Then ask the children, "What do you see on the cover?" If they say, for example, "the beach." Expand on it. "You see the beach, that's right. Do you think the story's setting, where the story

takes place, could be on a beach?” Wait for a response. If you don’t get one, model the answer. “Hmmm, I think that the story’s setting, where the story takes place, could be on a beach because of the picture on the cover.” Point to the picture. Elicit as many answers as you can.

5. Prepare students to listen carefully. Let them know you will be asking them questions at the end of the story.

Developmental Activities (During Reading)

1. As you read pause when you reach any predictions the students may have made during the cover predictions. For example, if they predicted that the story was set on the beach you can pause on page 2 and say, “Were we right? Is the setting of the story on a beach?”
2. Remember to include five inserts for vocabulary building as you read. You will be going over the five words with the students after the read aloud. For purposes of example we are going to use two action verbs (*nibble*, *swipe*).

Culminating Activities (Post-Reading - Time to Practice)

1. Upon completion of the read aloud ask students the following questions.
 - What did Mocha the goat nibble on in the story? (When you say *nibble* pretend you are nibbling so students can see the action.) What did she take small bites of? Possible answers: (banana, leaves, newspapers, people’s clothes)
 - Who in the story swiped people’s glasses? (When you say *swiped* pretend to swipe an object so students can see the action.) What character in the story would steal people’s glasses? Answer: (Oliver the monkey)
2. Have students pick two objects from the classroom/library, go back to their desks with the objects, and place them on their desk or in their laps depending on what space you are using.
3. Tell students you are going to practice using your new vocabulary words, *nibble* and *swipe*. When I ask you to nibble do not actually put the object in your mouth. Pretend to nibble like this. Model the behavior. “When I ask you to swipe an object be gentle, as we do not want to break any of our objects. We are going to play ‘Simon Says.’”
 - Simon says nibble on one of your objects.
 - Simon says stop nibbling
 - Simon says swipe an object from the person sitting next to you.
 - Simon says give the object back to the person sitting next to you.
 You can continue with different directions.
 Have students pick one of the two vocabulary words and complete a vocabulary four square.

Vocabulary Four Square

Write the definition	Use it in a sentence
Write a synonym of the word	Draw a picture

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Predictions based on the cover and title of the story

During Reading Students' answers to whether or not their predictions were correct or incorrect.

Post Reading Comprehension question responses, physical responses for each vocabulary word, their vocabulary four square work.

Evaluation and Reflection

- Were my students successful at listening to the read aloud and directions?
 - Do they need more practice?
- Were my students successful at sharing predictions they made when looking at the cover of the books?
 - Do they need more practice?
- Were my students successful at reading new vocabulary words?
 - Do they need more practice?
- Were my students successful at writing new vocabulary words and writing one sentence using a vocabulary word?
 - Do they need more practice?

Extension of Lesson Plan Ideas

Phonics Pick one of the following words that end in /y/ to write a sentence. Choose one of the following words from the book: *quickly*, *yummy*, *sneaky*, and *busy*.

Across the Curriculum

Language Arts

Create vocabulary lists with some of your favorite read aloud books. You can start with just one or two words. It does not have to be a lot. Write out a definitions list and vocabulary insert script or teach your student librarians to help you look up the vocabulary words in the dictionary and write out the definitions. This is a great opportunity to get some help and also allow your older students to practice using a dictionary. If you would like to teach them about how to use a thesaurus you can also have them pick out words to include in the vocabulary insert scripts.

Social Studies

Use Simon Says game to practice directions: *next to*, *on top of*, *behind*, *in front of*.

Our basic needs: (food, shelter, compare/contrast foods and shelter for animals and humans)

Science Living things, animals, and plants.

Art Drawing different items Mocha nibbled on in the story, or drawing their favorite foods.

References

Vocabulary List

Hints — clues

Kid — a young goat, a young person

Guess — opinion based on information, a prediction

Mocha — light creamy brown color

Yummy — tastes really good

Quickly — very fast

Nibble — take small bites

Sneaky — behaving in a secret and usually dishonest manner

Distracted — unable to concentrate because one's mind is preoccupied with something else

Swipe — steal, thief (St. Kitts and Nevis usage)

Cramped — feeling or causing someone to feel uncomfortable from lack of space

Roam — walking around

Graze — animals eating grass

Separated — be apart, away from someone/something

Refused — not willing to do something

Stretch — reach out one's limbs

Access — opportunity to get to something

Unsuspecting — not aware of the presence of danger

Warning — notice of something bad that might happen before it happens

Busy — paying attention to something in particular

Retrieved — get and bring back something to someone

Vocabulary Expansion Vocal Inserts

(Synonyms/Local sayings/Repeat definitions)

Hints (page 5) — (clue)

I'll give you more hints (clues), if you still aren't sure.

Guess (page 6) — (opinion)

Did you guess a goat? (Was a goat your opinion or prediction based on the clues?) Then you were right!

Mocha (page 7) — (Light creamy brown color) and **Kid (Page 7)** — (A young goat)

Mocha, named for her light creamy brown color, came to us when she was a kid, (A young goat).

She was named because she was the color of Mocha, creamy brown.

Yummy (page 8) — (oh so good)

Sweet milk, yummy, yummy as can be! (oh so good)

Quickly (page 9) — (so fast)

Mocha grew quickly! (She grew so fast!)

Nibble (page 12) — (take small bites)

Sometimes Mocha would even nibble (take small bites) on the clothes of people who came to the beach.

Sneaky (page 12) — (behaving secretly, not usually in a good way)

This gave me the chance to do something very sneaky... (I would secretly and quickly swipe their glasses). It was not something I really should have done.

Swipe (page 13) — (thief, steal)

I thieved their glasses or I stole their glasses.

Cramped (page 15) — (Our home became small for her and made it uncomfortable for her)

Mocha started feeling cramped in our little home. (Our home was just too small for her and made it uncomfortable for her)

Roam (page 16) — (walk around)

Graze (page 16) — (to eat)

There was space for her to roam (walk around) and tons of grass for her to graze (to eat throughout the day).

Separated (page 17) — being away from one another

Mocha and I did not like being separated, so we refused to eat. (We really did not like being away from one another)

Access (page 23) — opportunity to get something

Unsuspecting (page 23) — not aware of the presence of danger

Mocha had more access to unsuspecting guests, (Mocha had more opportunity to distract guests who had no idea what was coming.)

Warning (page 24) — notice of something bad that might happen

Our caretakers took to warning everyone. (They tried to tell people before it happened.)

Retrieved (page 26) — (get and give back to)

More than 100 pairs of glasses were retrieved over the next few years. (My caretakers would take the glasses back from me and give them back to the people I took them from.)

The 100th Day of School

Grade 1 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to the book read aloud to them and listen to the explanations of text features mentioned throughout.
Speaking (Time to Share)	Students will share which ideas they liked best from the ones suggested in the book and volunteer responses to match the text feature with its description.
Reading (Time to Practice/Time to Teach)	Students will read the names of each text feature and identify which would best be matched with the description given.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write the names of each text feature in their notebooks and draw a picture to help them remember what it is in a nonfiction book.

Resource Materials Needed for the Lesson

- *The 100th Day of School* by Melissa Abramovitz, published by Capstone Press

Reaching Your Students

Background Knowledge Ask the students—

- When do we start school?
- About what month do you think we have gone to school for 100 days?
- How many days do you think are in a school year?
- Have you ever thought about counting how many days you go to school?

Skills Levels Read aloud with concentration on nonfiction text features including Table of Contents, Glossary, Index, and Subtitles.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Title

Show the students the front cover of the book and ask them to show you where the title is located.

Title Page

Turn to the first page of the book, and show the students the title page calling it by its name. Ask the students—

- What information is on the title page?

Point out to the students that in addition to the title, the name of the author, the name of the editor, (and sometimes the illustrator), and the name of the publishing company are listed on the title page.

Table of Contents

Ask the students—

- Where would you find the table of contents in a nonfiction book?

After getting a response, show the students the table of contents at the beginning of the book.

Read the table of contents aloud to the students.

Ask the students—

- What do you think this book will be about?

Show the students how using the table of contents gives them an idea of what kinds of things will be covered in the book.

Purpose for Reading

Inform the students that the book will give a lot of ideas about some of the things students can do on the 100th day of school. Ask the students to listen closely and think of what activities were their favorites from the book and which ones they might like to do.

Throughout the book, pause after reading the page and ask the students—

- Would this be something you might want to do?

Developmental Activities (During Reading)

Subtitles

On page 4, point out to the students the larger words and identify them as subtitles. After reading the page in its entirety, ask the students to guess what they think a subtitle is. Explain and reinforce that a subtitle announces the main idea of the sentences that follow. Subtitles are kind of like chapter titles and help readers know what information will be on a particular page or section of a book.

Ask the students to stop you while reading when you come across another subtitle. Students should point out the subtitles on page 10 and 16.

Culminating Activities (Post-Reading - Time to Practice)

Glossary and index

Turn to page 24 to show your students the glossary and the index page. Ask the students—

- What do you think a glossary is?

Read a few lines of the glossary and explain to the students that a glossary is a list of words that readers may not be familiar with. The glossary explains what each unfamiliar word means so that

readers better understand how those words are used in the book.

Show your students the index

- What is different about the index from the glossary?
- Read a few lines of the index aloud and explain to the students that an index is a list of words that are key ideas from the book along with a list of the page numbers they are found on, so that readers can easily find the pages in the book with those words.

Favorite 100th Day of School Activity

Ask the students to share what their favorite idea from the book was. Work to find ways for the students to participate in one or more of the activities that were mentioned in the book.

Matching Text Features with Description

Write the following matching chart on the chalkboard. Explain to the students that the first column tells what text feature it is. The last column explains what that text feature is used for. Reveal to the students that the last columns are ALL MIXED UP and out of order, and you will need their help to make the chart accurate. Read each description aloud to the students and have them show you with which text feature it should be matched.

Title Page		Tells what pages the reader can find certain topics/words (located at the end of the book)
Table of Contents		Tells a book's title, author, illustrator, and publisher
Subtitles		Tells the meanings of some of the words found in the book
Glossary		Divides the text into sections and explains what the sections will be about
Index		Tells the names of chapters and what page the chapters can be found (located at the beginning of the book)

You can either draw arrows connecting the correct text feature with its accurate description or re-write the correct description in the middle column and then cross off the one used in the third column.

Text Feature Matching Assessment

Students will be shown only the descriptions of each text feature on the board and will need to match the correct text feature from a word bank.

Word Bank: Glossary, Title Page, Subtitles, Table of Contents, Index

	Tells what pages the reader can find certain topics/words (located at the end of the book)
	Tells a book's title, author, illustrator, and publisher
	Tells the meanings of some of the words found in the book
	Divides the text into sections and explains what the sections will be about
	Tells the names of chapters and on what page the chapters can be found (located at the beginning of the book)

Write and Draw Students will write the names of each text feature in their notebooks and draw a picture to help them remember what it is in a nonfiction book.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Sharing what they know about the duration of school.

During Reading Students actively listen to learn about text features and to determine which “100th Day of School” activities appeal best to them.

Post Reading Students will review the text features learned and match them with their correct description.

Evaluation and Reflection

- Were my students successful listening to the book read aloud to them and listening to the explanations of text features mentioned throughout?
 - o Do they need more practice?
- Were my students successful sharing which ideas they liked best from the ones suggested in the book and volunteering responses to match the text feature with its description?
 - o Do they need more practice?
- Were my students successful reading the names of each text feature and identifying which would best be matched with the description given?
 - o Do they need more practice?
- Were my students successful writing the names of each text feature in their notebooks and drawing a picture to help them remember what it is in a nonfiction book?
 - o Do they need more practice?

Extension of Lesson Plan for Independent Practice

Phonics

It's the 100th day of school; what other numbers also have the /th/ blend sound in them? Make a list: 10th, 5th, 4th, 70th. Teachers can use this activity to count which day of school they are currently on for a few weeks to practice and recognize the /th/ blend in these number words.

Text Feature Matching Game

Ask Student Librarians to make flash cards with the names of the text features and their descriptions from the previous activities. After the students have practiced with the teacher's guidance from the chalkboard matching activity, students can quietly match together the name of the text feature with its description and even play a memory game with them (laying each face down and then turning up two at a time to see if they match).

Across the Curriculum and Extension Lesson Plan Ideas

Math: Dividing 100 into Groups

Gather 100 buttons, beans, pennies, or any small object that can be counted. Have students sort the 100 beans into piles of 5 beans. How many piles are there? Next, have the students sort the 100 beans into piles of 10. How many piles are there now? After that, have the students sort the 100 beans into piles of 20. How many piles are there? Ask the students what they learned from this activity and use it to show the students how 100 can be divided into equal groups.

Social Studies: Celebrations

Plan a 100th day of school celebration with your students. Use a calendar to show the students how many days they have been in school. Talk about ways that the students can do something different or special in their class to celebrate the 100th day of school to make the day memorable.

There is a Bird on Your Head

Grade 1 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to book read aloud by teacher and observe how the teacher's voice inflection changes for each sentence depending on the end punctuation used.
Speaking (Time to Share)	Students will respond to questions about how the end punctuation affected the meaning of the sentences, answer comprehension questions, and share responses to the cause and effect of events in the story.
Reading (Time to Practice/Time to Teach)	Students will read the sentences along with the teacher to determine how they should be sequenced in the correct order.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write or draw (with word captions) a short summary of the story.

Resource Materials Needed for the Lesson

- *There Is a Bird on Your Head* by Mo Willems, published by Disney-Hyperion

Reaching Your Students

Background Knowledge

Ask the students to share about times they have been upset because someone or something was bothering them in some way.

Text-to-self Connections

Encourage the students to think about how they dealt with someone or something that was bothering them. Ask the students—

- Do you tell on them to someone else like your teacher or parent?

Skills Levels

Read aloud with concentration, thinking while reading, how punctuation is used at the end of

each sentence, comprehension, cause and effect, and sequencing.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Punctuation

Display the large images of ending punctuation (?, !, .) on the chalkboard, and ask students if anyone knows what they are. Name each punctuation mark, and ask:

- Where in a sentence would you see these types of marks?
- When do you use each of them?

Show your class the front cover of the book *There is a Bird on Your Head*. Read the title, and ask:

- What do you think this book is going to be about?
- Is the title written as a calm sentence, a strong statement, or a question? How can you tell?

Purpose for Reading

Ask the students to watch and listen for how the end punctuation marks are used in the story, because they will change the meaning of the sentences in a special way.

Developmental Activities (During Reading)

Identifying Punctuation While Reading

1. Begin reading, pausing after the first time Pig says, “Yes.” Then discuss—
 - Did Elephant ask Pig a question? How do you know?
 - What type of punctuation is used for Pig’s response? Why?
2. Continue reading; pause after Elephant runs screaming. Ask your students—
 - Is Elephant upset about having the bird on his head? How do you know?
 - What type of punctuation is used to show that Elephant is upset?
3. Continue reading. Pause after Elephant asks about eggs in the nest. Then discuss—
 - Are there any eggs in the nest?
 - Would you like to have a bird’s nest on your head? Why or why not?
4. Continue reading until the baby birds say, “Cheep!” Tell your students—
 - I see exclamation points after the baby birds’ words. Why do you think they are there?
5. Continue reading. Pause after Pig suggests that Elephant ask the birds to leave. Discuss with the students—
 - Elephant was obviously upset about the birds; why do you think Elephant didn’t ask them to leave?
 - What do you do when you have a problem with what someone else is doing?
 - Do you ever forget to ask for what you need from your friends or family?
 - Why do you think Elephant forgot to ask the birds to leave?

Culminating Activities (Post-Reading - Time to Practice)

Comprehension Questions

- How did Elephant feel when the birds left?
- How do you feel when you remember to ask for what you need and others do what you ask?
- How does Pig feel now?
- Have you ever helped a friend out of a rough spot and ended up in the same rough spot, like Pig did? What did you do?

Review Purpose of Punctuation

Write the following two sentences on the board:

1. There is a bird on your head.
2. There is a bird on my head?

Ask your students—

- How are these sentences the same?
- How are these sentences different?
- How should each sentence be read aloud?
- What does each sentence mean?

Application The bird on Gerald’s head is a metaphor for obstacles in our life.

Ask the students—

- What are some of the obstacles/challenges/hardships in your life?

Cause and Effect Chart

- Cause: why something happens
- Effect: what happens

Have the students copy the following chart from the chalkboard into their notebooks. Review the concepts of cause and effect with the students. Provide the cause or effect of each scenario from the events of the story and ask the students to fill in the missing information from the chart. Guide the students in their responses.

Cause (why something happens)	Effect (what happens)
1.	1. The Elephant is very unhappy.
2. There are two love birds on the Elephant’s head.	2.
3.	3. Three chicks hatch in the nest on the Elephant’s head

Sequencing

Write the following sequencing chart on the board and the following sentences. Have the students work in pairs to put the sentences in order.

- A. There are two love birds on Elephant’s head.
- B. Elephant asks the birds to go somewhere else.
- C. There is a bird on the Elephant’s head.
- D. There are three chicks hatching on the Elephant’s head.
- E. There are two birds, three chicks, and a nest on Pig’s head.
- F. There is a nest on the Elephant’s head.

Beginning	Middle	End

Summarize

Students can either draw pictures of the events in the correct order and dictate what is taking place in each picture or write a few words to describe what they have drawn for each part of the story to retell it in a short picture summary.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Making text-to-self connections.

The prompt at the beginning of the story gives the students a purpose for listening and identifying end punctuation during the read aloud.

During Reading Students actively listen and observe how the teacher’s voice inflection changes for each sentence depending on the end punctuation used.

Post Reading Students will answer comprehension questions, identify the cause or the effect for specific events of the story, sequence the important events of the story in order, and write a simple summary to retell the story in their own words.

Evaluation and Reflection

- Were my students successful when listening and observing how my voice inflection changed for each sentence depending on the end punctuation?
 - o Do they need more practice?
- Were my students successful responding to questions about how the end punctuation affected the meaning of the sentences? Did they answer comprehension questions and share responses to the cause and effect of events in the story?

- o Do they need more practice?
- Were my students successful reading the sentences and sequencing them in the correct order?
 - o Do they need more practice?
- Were my students successful writing or drawing (with word captions) a short summary of the story?
 - o Do they need more practice?

Extension of Lesson Plan

Build a Bird's Nest Activity

Birds spend hours searching for and collecting materials to make a cozy nest, so why not help them out? Lend them a hand—or wing—by trying this activity. What you'll need:

- Natural and human-made materials
- Modeling clay: In addition to twigs and leaves, birds like to use bits of string, yarn, lint, and other human-made materials to build and furnish their homes.
- Take a walk outside and pretend that you are a bird that needs to make a nest. See what building materials you can find. Look for natural materials like leaves and twigs, and also for human-made materials.

When you get back home, shape some modeling clay into a bird's nest. Line the inside and outside of the nest with the things you collected, until you come up with the perfect bird home.

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies Problem Solving and Resolving Conflict

Teachers can identify the problem the elephant had and how he resolved it. Students can discuss ways to solve problems that they have in their own lives and can practice through role-play of various scenarios asking for what they want and need respectfully and appropriately with support and positive feedback.

Maths Writing Simple Word Problems

Students can use the various objects/animals atop the elephant's head to write simple addition and subtraction word problems using clue words like *total* and *altogether* for addition and *less* or *remaining* for subtraction.

Example: Elephant had two love birds on his head and then three chicks hatched out of the nest too. How many birds does elephant now have on his head altogether? $2 + 3 = 5$

The Very Hungry Caterpillar

Grade 1 • Lesson Time: 1 hour, 40 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen and connect what they already know about caterpillars to something new that they learned.
Speaking (Time to Share)	Students will retell the important events of the story through role play.
Reading (Time to Practice/Time to Teach)	Students will read six sentences about the life cycle of a butterfly and sequence the pictures in the right order.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will draw three events from the story about the caterpillar and write a short sentence to go with the event.

Resource Materials Needed for the Lesson

- *The Very Hungry Caterpillar* by Eric Carle, published by Penguin
- Live caterpillar (if available) in a bottle
- Egg carton
- Optional: Any other craft materials to decorate with

Reaching Your Students

Background Knowledge Show your students a live caterpillar in a bottle and ask them to discuss the things they already know about caterpillars. As students share information aloud, use their statements to complete the following first column of the K-W-L chart, which will be written on the board, to list all the things that the students know about caterpillars.

	Know	Want	Learn
1.			
2.			
3.			

Skills Levels Read aloud with concentration on chronological order, sequencing, and numbers.

Learning Styles Visual, Auditory, Kinesthetic.

Introductory Activities (Pre-Reading - Time to Teach)

Ask the Students

- What do you want to learn about caterpillars from the story and other books about caterpillars?

As students share information aloud, use their statements to complete the second column of the K-W-L chart, which will be written on the board, to list all the things that the students want to know about caterpillars.

Know		Want	Learn
	1.		
	2.		
	3.		

Making a Prediction

- Based on the book cover and the title, what do you think *The Very Hungry Caterpillar* will be about?
- What kinds of things do you think the caterpillar will eat in the story?
- What do you think will happen to the caterpillar in the story?

Developmental Activities (During Reading)

- While you read the story, ask your students to suggest things they are learning about caterpillars.
- As students share information aloud, use their statements to complete the third column of the K-W-L chart, which will be written on the board, to list all the things that the students know about caterpillars.
- Remind the students that if something they wanted to learn about caterpillars was not answered in the story, they can find out more information about caterpillars by reading other books, too.

Know	Want		Learn
		1.	
		2.	
		3.	

Culminating Activities (Post Reading - Time to Practice)

Comprehension Questions

Ask the following comprehension questions to retell the story with your students. If the students do not remember the answer to one of the questions, go back to the page of the book where the answer can be found and hold it up for the students to determine the correct answer.

1. How many apples did the caterpillar eat?
2. What day did the caterpillar eat two pears?
3. Did the caterpillar eat five strawberries?
4. How did the caterpillar feel after eating too much food?
5. What was the caterpillar's house called?
6. What did the caterpillar look like when he was finally full?
7. What happened to the caterpillar after he came out of his cocoon?

Sequencing Activity

Divide a sheet of paper into three sections by folding it:

First	Next	Finally
--------------	-------------	----------------

Have the students draw three events from the story about the caterpillar and write a short sentence underneath each picture to go along with the event from the story.

Show the students how to begin each sentence with a transition word like: *first*, *next*, or *finally* to show order and sequencing.

Encourage the students to share their drawings with each other and read to one another the sentences they have written.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Sharing what they know about the caterpillars. Making a prediction about what the book will be about based on the cover and title.

During Reading Students actively listen to find out what happened to the caterpillar and how he changed.

Post Reading Students will retell the major events of the story through role playing with their own "egg carton caterpillar."

Evaluation and Reflection

- Were my students successful listening and connecting what they already knew about caterpillars to something new they learned in the lesson?
 - o Do they need more practice?
- Were my students successful retelling the important events of the story through role play?
 - o Do they need more practice?
- Were my students successful reading six sentences about the life cycle of a butterfly and sequencing the pictures in the right order?
 - o Do they need more practice?
- Were my students successful drawing three events from the story about the caterpillar and writing a short sentence to go with the event?
 - o Do they need more practice?

Extension of Lesson Plan

Phonics

Practice sounding out each food item word from the story:

	__aterpillar
	__pple
	__ear
	__lum
	__trawberry
	__range
	__eaf
	__ocoon
	__utterfly

Make an Egg Carton Caterpillar to Retell the Story

- Cut an egg carton lengthwise.
- If you have colored paper, allow the student to cut five circles from different colors and glue the circles together in a row on the side of the egg carton to make his or her caterpillar colorful.
- If you have pipe cleaners or googly eyes, add the pipe cleaner to the top for antennae and the googly eyes to the caterpillar's head.
- Encourage the student to “act out” the story events from *The Very Hungry Caterpillar* with their “egg carton caterpillar” retelling the major events from the story. He or she can retell the story independently with the “egg carton caterpillar” or with a partner.

Across the Curriculum and Extension Lesson Plan Ideas

Science: The Life Cycle of the Butterfly

Life Cycle Hand Motions

1. Egg: have the students hold onto their ankles, bend down, and round their body into the shape of an egg
2. Larva: have the students “squirm like a worm”
3. Pupa: have students curl up into a ball to hide inside their “cocoon”
4. Butterfly: have students emerge from the “cocoon,” swaying their arms and hands like wings.

Chronological Order

Write the following six sentences on the chalkboard. Ask the students to number the sentences in chronological order, starting with what happens first, second, third, and so on.

- Two weeks later the cocoon changes into a beautiful butterfly.
- There is an egg on a leaf.
- It grows fat.
- The egg hatches into a tiny and very hungry caterpillar.
- The caterpillar eats a lot.
- It changes into a cocoon.

Maths: Counting and Days of the Week

- Counting: The numbers 1-5 are illustrated with the fruits the caterpillar eats in this book and would give good practice in counting.
- Days of the Week: This book is also great for teaching days of the week. It even illustrates the day of rest (eating the leaf) on Sunday. Talk about the days of the week with your students—what is different about weekdays versus the weekend, what day of the week is their favorite?

A House for Hermit Crab

Grade 2 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to directions, the read aloud, and other students' responses.
Speaking (Time to Share)	Students will share information about their habitats.
Reading (Time to Practice/Time to Teach)	Students will read and get ideas of what they would like to include in their habitats.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will label the items in their constructed habitats

Resource Materials Needed for the Lesson

- *A House for Hermit Crab* by Eric Carle, published by Scholastic
- Craft materials (manila, glue, scissors, crayons/colored pencils for each student or for a group of students (If you do not have access to these materials students can draw their habitats in their notebooks, or if you have old magazines or outdated encyclopedias you can use the pictures in them for students' habitat collages)
- A display of books related to different habitats.

Reaching Your Students

Background Knowledge

Read this story at the same time that students are learning about habitats.

You would do this read-aloud after a lesson on habitats. However, to prepare them for the read-aloud, use the front cover to have a discussion about a hermit crab's habitat.

Skills Levels

Some knowledge of habitats, project-based learning, comprehension.

Learning Styles

Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Show the cover of the book to students. Ask students –

- What type of living thing do you think is pictured on the cover?
- Where does this living thing live?
- What plants and other living things share their habitats, their natural home environment?
(Possible answers: other crabs, fish, seaweed)
- What other living things do you think are in this habitat?

Developmental Activities (During Reading)

Pause after reading page 1.

What have we learned so far about a hermit crab's natural environment?

(Possible answers – They live in a shell. They live on the ocean floor. There are fish living in this habitat.) Tell students that as you continue to read you would like them to listen for other information about a hermit crab's habitat.

Pause after reading the page where the hermit crab asks the sea urchin to protect his house.

What living things has hermit crab come across in his habitat?

(Possible answers: sea anemone, starfish, coral, snail, sea urchin) Write the students' answers on the board. Tell the students, "We are now going to see if we remembered all of them." After reading the following page, pause and verify the students' list.

Culminating Activities (Post-Reading - Time to Practice)

Ask students –

- What other living things share Ocean Hermit Crab's habitat?
- What provided the hermit crab with shelter and protection? (Possible answers: the shell, the smooth pebbles, coral, star fish)

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Students' answers on what they know about habitats

During Reading Students' answers on questions posed during pauses in the reading

Post Reading Students' answers on the hermit crab's habitat.

Students' habitat projects Have students create their own ideal ocean hermit crab habitat, choosing other sea animals and plants to surround themselves. Allow students to view the display of books you have pulled on ocean habitat. You may consider expanding on the project and read stories on other animals and their habitats. One example is *Fish is Fish* by Leo Lionni.

Evaluation and Reflection

- Were my students successful listening to directions, the read aloud and other students' responses?
 - Do they need more practice?
- Were my students successful sharing information about their habitats?
 - Do they need more practice?
- Were my students successful reading to find ideas of things they would like to include in their habitats?
 - Do they need more practice?
- Were my students successful at labeling the items in their constructed habitats?
 - Do they need more practice?

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies

Natural versus human-made environments. How do humans affect habitats?

Language Arts

Construct a paragraph. Your students will write about:

- If I was a hermit crab I would decorate my house _____.
- If I had my own house I would decorate it _____.

Science

Expand on this lesson.

Use fiction and nonfiction books about other environments for comparing and contrasting.

Ada Twist, Scientist

Grade 2 • Lesson Time: 1 hour, 45 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen for story elements while the book is read aloud.
Speaking (Time to Share)	Students will respond to story element questions, sequencing questions, vocabulary questions, and rhyming pattern questions.
Reading (Time to Practice/Time to Teach)	Students will read sentences while sequencing the beginning, middle, and end of the story's plot.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write a story where they include adjectives (describing words) and adverbs that cause the reader to feel, taste, smell, see, and hear what is going on in the story.

Resource Materials Needed for the Lesson

- *Ada Twist, Scientist* by Andrea Beaty, published by Abrams Books for Young Readers

Reaching Your Students

Background Knowledge Ask the students—

- What is a scientist?
- Do you know any famous scientists?

Skills Levels Read aloud with concentration on rhyming pattern, use of question words with story elements, sequencing, and vocabulary.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Picture Gallery Walk

Let the students preview the content of the book through the rich drawings of David Roberts and Andrea Beaty. Students can make predictions about the story based on the information they notice from the images.

Ask the students—

- What do you notice about each picture?
- How does it relate to science and scientists?
- What do you predict might happen in the story?
- Who might the characters be?

Students could record their answers in their notebook or you can write them on the board. (Text-to-self connections)

Developmental Activities (During Reading)

Review Story Elements

Write the following chart on the board for the students to see and review as a class.

Setting	Characters	Problem	Solution
Where the story takes place	Who is in the story	What happens to the characters. What the issue is.	How the problem or issue is solved.

Purpose for reading As students listen to the story read aloud, encourage them to think about how to fill in this chart with specifics from *Ada Twist, Scientist*.

Culminating Activities (Post-Reading - Time to Practice)

Introduce question words (who/what/where/when/how/why). You can compare asking these questions about a book to the same questions that Ada asked.

Discuss the difference between who/what/where/when/how/why and how they relate to the story.

1. Who = characters
2. What = problem
3. Where = setting(s)
4. When = sequencing
5. How = solution
6. Why = personal questions

Story Elements

Setting	Characters	Problem	Solution
Where does the story take place?	Who are the main characters? Who is Ada's teacher?	Why are Ada's parents mad at her?	How did she solve the smell mystery?

Discuss the story elements and fill in the chart together as a class.

Sequencing

Write the following sequencing chart on the board and the following sentences. Have the students work in pairs to put the sentences in order.

Beginning	Middle	End

- A. Ada tries to put the cat in the washing machine.
- B. Ada climbs a clock.
- C. Ada smells something pungent.
- D. Ada tests the cabbage stew.
- E. Ada starts to talk.

Vocabulary

Discuss how there are many ways to say things. Ask students—

- Do you know other words that might mean the same thing as common words like *eat*, *talk* or *think*?
- (Possible responses: eat = chew, chomp, munch; talk = profess, gab, whine; think = ponder, believe, brainstorm, plan)

Talk about how the author, Andrea Beaty, uses bigger, fancier words in her story to **make readers think and feel certain things**. Some words are meant to send good meanings (positive), others are meant to provide a bad meaning (negative). Some words are just words and do not have much meaning (neutral).

Ask students—

- Can you identify/remember any words you heard in the story you did not know?
- Provide an example for students, like *flop*.

K-G-S-N: Assessing Knowledge

For the word *flop*, which of the following statements apply?

- K – Do you already know the meaning of this word?
- G – Do you have a guess about what it means?
- S – Have you ever seen this word in other places but didn't know its meaning?
- N – Have you never seen this word before today?

Use a vocabulary diagram to create a definition with students for some of the vocabulary words, such as *flop*, found in the book using context clues from the sentences in the story.

Sentence from story: The test was a <i>flop</i> .	Sentence clue: The boy's attempt to frighten the teacher with a spider was a <i>flop</i> , because she likes spiders.
Positive, negative, or neutral?	Use: I tried to climb a tree, but it was a <i>flop</i> because I am not strong enough.

Use the same strategies, questions, and diagram with other words from the text.

Vocabulary words

chaos	conked	frazzled	quivered	dazed
traits	stench	pungent	aroma	flop
fiction	hypothesis	gawk	havoc	

Writing

- Ada becomes very interested in noses and smelling because she smells a “pungent aroma that curled her toes.”
- Use Ada’s question, “How does a nose know there’s something to smell?” as a jumping off point for an inquiry activity.
- We have five senses that each work differently to help us experience the world around us. Instead of all students focusing on smelling, students can divide up into the five senses to learn how each works.
- Writing tie-in: Imagery is a key part of creative writing because it helps immerse the reader into the story. After studying the senses, introduce imagery and have students write a story where they include adjectives (describing words) and adverbs that cause the reader to feel, taste, smell, see, and hear what is going on in the story.

Rhyme and Rhythm

Students can be introduced to poetic styles and how rhythm is created in writing. Almost all of the story is written in rhyming couplets with matching syllable counts which creates a very sing-songy flow to the story. It’s easy to read and mimic the familiar style of Dr. Seuss.

1. Introduce the concept of rhyme and how it provides rhythm to a story.
2. Re-read the first couple pages of the story, telling students to listen to the end rhyme of each line and how it makes the story flow. Ask students to touch their nose every time they notice an end rhyme as you read.
3. After you read, ask students if the story structure reminds them of any other authors they might know. (text-to-text connection)

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Sharing what they know about scientists. The prompt at the beginning of the lesson gives the students a purpose for listening.

During Reading Students actively listen for story elements to complete the class chart. The students also actively listen for new vocabulary words and what they mean.

Post Reading Students will consider and learn new vocabulary words, review story elements specific to the plot, and sequence sentences from the story in chronological order.

Evaluation and Reflection

- Were my students successful listening for story elements while the book was read aloud?
 - Do they need more practice?
- Were my students successful responding to story element questions, sequencing questions, vocabulary questions, and rhyming pattern questions?
 - Do they need more practice?
- Were my students successful reading sentences while sequencing the beginning, middle, and end of the story's plot?
 - Do they need more practice?
- Were my students successful writing a story where they include adjectives (describing words) and adverbs that cause the reader to feel, taste, smell, see, and hear what is going on in the story?
 - Do they need more practice?

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: Female Scientists

Ada Twist, Scientist is a great jumping-off point to discuss female scientists who have had an impact in the scientific world. This discussion would be best as student-centered. Separate the class into two or more groups and provide them with resources from the library to read about female scientists, such as Marie Curie, Ada Lovelace, and Mae Jemison. These resources can be nonfiction picture books suitable for your students (if you have a recent encyclopedia set, use this resource, too). The students can then read about their assigned scientist, and answer the following questions working in pairs or as a whole class:

- When did your scientist live?
- What field of science did they study?
- What were three ways that they impacted their field?
- Some other female scientists to consider: Jane Goodall, Caroline Herschel, Mary Anning, Irene Curie-Joliot, Barbara McClintock, Dorothy Hodgkin, Shirley Jackson, and so many more!

Science: Scientific Method

Ada uses diet soda, mint Mentos, and food coloring to do a quite colorful and fun, yet messy, experiment. With your students, complete this activity, but then turn it into an experiment. Have students brainstorm ways to change and measure the geysers (cold vs. room temperature, flat vs. new, regular vs. diet). Also, use this time to use the scientific method:

1. Ask a question
2. Do background research
3. Make a hypothesis
4. Test your hypothesis by doing an experiment
5. Analyze your data and draw a conclusion
6. Communicate your results

The “why” behind the geysers is a physical reaction called nucleation. The carbon dioxide grabs onto the textured Mentos’s nucleation sites and as the Mentos drop to the bottom of the soda, more and more gas is built up and BOOM!

Extension of Lesson Plan for Independent Practice

- Students can practice their new vocabulary by writing the new vocabulary words on an index card and a matching definition on another card.
- In pairs, students can play a “Go Fish” game with the new vocabulary words.
- Students can also use what they have learned from the vocabulary portion of the lesson to write their own sentences for each new word.

Efa and the Mosquito

Grade 2 • Lesson Time: 1 hour, 45 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to book read aloud by teacher.
Speaking (Time to Share)	Students will respond to comprehension questions by voicing responses aloud.
Reading (Time to Practice/Time to Teach)	Students will read a list of causes and effects of various scenarios from the events of the story and determine the missing information.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write a sentence to fill in the missing cause or effect in the chart.

Resource Materials Needed for the Lesson

- *Efa and the Mosquito* by Alsciss Lewis Brown, published by Little Bell Caribbean

Reaching Your Students

Background Knowledge Ask students—

1. Have you ever seen a mosquito before?
2. What do you know about mosquitos?

As students share information aloud, use their statements to complete the following first column of the K-W-L chart, which will be written on the board, to list all the things that the students already know about mosquitos.

	Know	Want	Learn
1.			
2.			
3.			

Skills Levels Read aloud with concentration on cause and effect, decision-making, the difference between fiction and nonfiction texts, and identifying new information about mosquitos.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Ask the whole class—

1. What is fiction?
2. What is nonfiction?

Prompt “As I read *Efa and the Mosquito* aloud, I want you to think about whether this book is considered fiction or nonfiction.”

What Do You Want to Learn? As students share information aloud, use their statements to complete the following second column of the K-W-L chart, which will be written on the board, to list all the things that the students want to know about mosquitos.

Know		Want	Learn
	1.		
	2.		
	3.		

Developmental Activities (During Reading)

Comprehension Questions

Ask the following comprehension questions while reading the book aloud or at the end of the read aloud session. If the students do not remember the answer to one of the questions, go back to the page of the book where the particular answer can be found and hold it up for the students to determine the correct answer.

Pages 1-9

1. Where does Efa live?
2. What does Efa do with her family at night just before bedtime?
3. What gets trapped in one of the tiny holes of Efa’s mosquito net?
4. What does the mosquito ask Efa to do?
5. How did the mosquito get into Efa’s mosquito net?

Pages 10-14

6. Why does Efa hesitate about freeing the mosquito?

7. What makes the mosquito's *zzzyesssss* sound?
8. What is a proboscis?
9. What does Ms. Aedes promise Efa if she sets her free?
10. What is Efa's wish?

Pages 15-31

11. Does Efa later regret her wish? Why?
12. What does Efa realize she does not have while she is riding on the bus?
13. What are some of the places she sees out of the bus window?
14. What is Efa's plan to pay for her ticket?
15. What lesson do you think Efa learned in the story?

What are we learning about mosquitos?

Ask the students: What did you learn about mosquitos from listening to this story?

As students share information aloud, use their statements to complete the final third column of the K-W-L chart, which will be written on the board, to list all the things that the students learned about mosquitos. Remind the students that if something they wanted to learn about mosquitos was not answered in the story, they can find out more information about mosquitos by reading other books too.

Know	Want		Learn
		1.	
		2.	
		3.	

Share with the students—

- The Did You Know? Section on page 11
- The diagram of the mosquito on page 13

Culminating Activities (Post-Reading - Time to Practice)

Fiction or Nonfiction?

Ask the students whether they thought the book was fiction or nonfiction. In some ways the book was fiction, because of the talking mosquito and the magic ability it had to turn Efa into a grown-up on a bus. These are all fictional elements because they could not happen in real life.

However, the book had nonfiction elements in it like Ms. Aedes’ explanation of her life span as an insect, the reference to a mosquito’s proboscis, and the information about mosquitos carrying dangerous diseases. The information box on page 11, the diagram on page 13, and the information pages on pages 30-31 are definitely nonfiction elements.

Vocabulary

Word List: mosquito, explore, discover, annoy, embarrass, Aedes, exchange, proboscis, curiosity, confuse, mutter, excitement, tropics.

Activities to practice using these words include:

- Flash cards for students to quiz each other for sight reading and meaning identification.
- Sentence strips to practice using these words in context within a sentence.

Cause and Effect Chart

- Cause: why something happens
- Effect: what happens

Have the students copy the following chart from the chalkboard into their notebooks. Review the concepts of cause and effect with the students. Provide the cause or effect of each scenario from the events of the story and ask the students to fill in the missing information from the chart. Guide the students in their responses.

Cause (why something happens)	Effect (what happens)
1. Efa made hole in the screen with a pencil point.	1.
2.	2. Ms. Aedes asks Efa to set her free.
3. Ms. Aedes’ proboscis is gone.	3.
4.	4. Efa becomes a grown-up riding the bus.
5. The sun splashes its rainbow band across the West End sky.	5.

(Answer wording may vary)

1. Effect: A mosquito gets trapped inside.
2. Cause: Ms. Aedes (mosquito) gets trapped inside.
3. Effect: Ms. Aedes cannot harm Efa or her family.
4. Cause: Ms. Aedes grants Efa her wish.
5. Effect: Efa transforms back into a little girl on her bed

Other Learning Activities to Do with This Book

Mosquitos and Medicine

- Have students interview an elderly person in their community about bush medicine and their uses and have them share information with their classmates.
- Let students listen to a resource person such as a nurse or health inspector talk about mosquitoes and how to get rid of them. Encourage students to ask questions and to express and explain their opinions.
- Encourage students to take notes and retell information on how to get rid of mosquitoes in a community.
- Students can write a report on the following: (choose one)
 - The Aedes mosquito
 - A medicinal plant in your community, such as mint
 - The breadfruit/coconut/mango plant
- Students can work together to create a scrap book on medicinal plants in the community.

Jingles, Rhythm, and Rhyme

- Provide opportunities for the students to dramatize and recite some of the familiar jingles and rhymes from the book and compare them with others that they know.

Role Play to Retell and Problem Solve

- Have students dramatize and role play scenarios, such as the scene where Efa found herself on the bus with no money to pay the bus driver
- Discuss with students how they would solve the problem as stated above
- Discuss possible steps in solving problems
- Ask open-ended questions that require children to extend and clarify their thinking and to explore a variety of solutions (What do you think about ...? Can you tell me more ...? What else could she try?)

Favorite Part of the Book

- Students can draw their favorite part of the text and write 2 to 3 sentences about it.

Writing to Explain

- Students pretend they are Efa and write a paragraph highlighting the main points of the dream to share with her dad.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Sharing what they know about the mosquitos. The prompt at the beginning of the story gives the students a purpose for listening.

During Reading Students actively listen for clues about whether the story is fiction or nonfiction. The students also actively listen for facts about mosquitos that they may have not known before.

Post Reading Students will fill in a cause and effect chart identifying the effects of various causes given in the story.

Evaluation and Reflection

- Were my students successful listening to a book read aloud by the teacher?
 - Do they need more practice?
- Were my students successful responding to comprehension questions by voicing their

responses aloud?

- o Do they need more practice?
- Were my students successful reading a list of causes and effects of various scenarios from the events of the story and determining the missing information?
 - o Do they need more practice?
- Were my students successful writing a sentence to fill in the missing cause or effect in the chart?
 - o Do they need more practice?

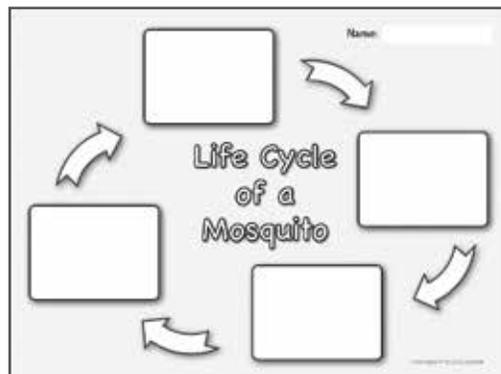
Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: Decision Making and Emotions

- What did Efa wish at the beginning of the story?
- What did Ms. Aedes caution Efa about before granting her the wish?
- Did Efa later regret her wish? Why?
- What had Efa not realized before about being a grown-up?
- How did Efa feel about being a little girl at the end of the story?
- What lesson(s) can we learn from the story?

Science: Life Cycle of a Mosquito

Draw a circle on the chalkboard with four sections to draw a picture inside (similar to the image at right). Discuss with the students the information about the four stages of an insect as it grows into adulthood: egg, larvae, pupa, and imago (adult). Ask the students to draw a picture of each stage of the life cycle and write the stage next to it.



Extension of Lesson Plan for Independent Practice

Fact Finding: In a shared reading activity or independent reading activity, students can take turns reading *Efa and the Mosquito* to add to their list of facts about mosquitos. Students can take notes in their notebooks by writing down the facts that they learned by reading the text.

Elizabethi's School

Grade 2 • Lesson Time: 1 hour, 45 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to book read aloud by teacher and to the responses of their peers.
Speaking (Time to Share)	Students will respond to comprehension questions by voicing responses aloud.
Reading (Time to Practice/Time to Teach)	Students will read vocabulary words from the book and identify how each should be sorted in a vocabulary chart.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write a written response to reflect and engage with the book.

Resource Materials Needed for the Lesson

- *Elizabethi's School* by Stephanie Stuve-Bodeen, published by Lee & Low Books

Reaching Your Students

Background Knowledge Before sharing *Elizabethi's School* with your students, you may want to have them discuss one or more of the following questions as a motivation and purpose for reading.

1. What was your first day of school like?
2. How do you feel about coming back to school each fall? Why?
3. What do you miss about home when you are at school?
4. Why might school be different in other countries? What might be some differences?
5. Why is school important?

Skills Levels Read aloud with concentration on predicting, connecting, vocabulary, and comprehension.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Explore the Book

Show the students the cover of *Elizabeti's School* and read aloud the title. Be sure students see both the front and back cover.

- How would you describe the girl's expression on the front cover?
- How is this school different from your school? How is this school similar? Where do you think this school might be?

Read aloud the author's name and illustrator's name from the front cover. Discuss with the students what an author does and what an illustrator does.

Setting a Purpose for Reading: Predicting

Have students name some things they think might happen to Elizabeti on her first day of school. Write their ideas on the chalkboard and revisit the list after students have read and talked about the story.

Vocabulary, Part 1

Before reading the book aloud, ask the students to help you find words from the book that can be sorted into different categories. Make a chart similar to the one below on the chalkboard.

- For example, you might make lists of compound words or words that end in the suffix *-ly*, or *-ing*.
- Another list might include words that describe feelings.
- Encourage students to think of other categories in which to group the words.

Developmental Activities (During Reading)

Vocabulary, Part 2

While reading, stop after each page and allow students to share any words from the page that would fit into the categories.

Shared Reading Adaptation Students can work in pairs to read through the book and find words that would fit in the following categories on their own rather than during the read aloud with the whole class.

Compound Words	Words Ending in -ly	Words for Feelings
everywhere	surely	excited
newborn	finally	shy
schoolroom	lonely	missing
classmates	certainly	glad
afternoon	neatly	happy

Comprehension Questions to Ask While Reading the Story

After reading a few pages of the book aloud, use these questions to generate discussion and expand students' understanding of the story. Encourage students to refer to places in the story and illustrations that support their answers.

1. How does Elizabethi feel when she is getting ready to go to school? Why do you think she feels this way? How does she show her feelings?
2. Why does Elizabethi slow down when she and her sister first get to the school yard?
3. What is *machaura*? What game is it like?
4. Why does Elizabethi have trouble paying attention in school?
5. How does Elizabethi help out at her school?
6. Why does Elizabethi decide she doesn't want to go back to school?
7. How does Moshi surprise Elizabethi? How does Elizabethi surprise her mother?
8. How do you think Elizabethi's mother learned to play *machaura*? Are you ever surprised at the things your parents know? Would you like to share an example of this happening to you?
9. Why does Elizabethi decide to give school another try?
10. What do the story and pictures tell you about the importance of family in a Tanzanian village? Are there similarities in your life?

Culminating Activities (Post-Reading - Time to Practice)

Revisit Predictions

At the end of the read-aloud, review the prediction list that was written on the chalkboard and ask—

- How many of their predictions were right?

Personalize the Text

Use the following questions or similar ones to help students engage with the story and personalize the text. Students might respond in their notebooks, in an oral discussion, or drawings.

1. Do you remember your first day of school? Compare Elizabethi's first day of school to your own. How were they similar? How were they different?
2. What might Elizabethi tell her little brother, Obedi, about school so that he will look forward to it? How might she help him have a good first day?
3. How do you feel when you learn new things? With whom do you share these experiences or information?
4. What are some of the things that Elizabethi likes best about school? What are some of the things you like best?
5. What would you tell another reader about this book?

Share Responses

Students can share their responses with other students in the class, with you, or with the whole class. Students will discuss similarities and differences between the responses and give positive feedback to one another.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading

Activation of background knowledge. Sharing what they remember about their first day of school. The prompt at the beginning of the story gives the students a purpose for listening.

During Reading

Students actively listen for vocabulary words that can be sorted into various categories and respond to comprehension questions.

Post Reading

Students will engage with the story and personalize the text through a notebook response to the question(s), an oral discussion, or through a drawing.

Evaluation and Reflection

- Were my students successful listening to a book read aloud by the teacher and to the responses of their peers?
 - Do they need more practice?
- Were my students successful responding to comprehension questions by voicing responses aloud?
 - Do they need more practice?
- Were my students successful reading vocabulary words from the book and identifying how each should be sorted in a vocabulary chart?
 - Do they need more practice?
- Were my students successful writing a response to reflect and engage with the book?
 - Do they need more practice?

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: Tanzania

Help students locate Tanzania on a globe or world map. Questions that students might answer based on the map include:

- On what continent is Tanzania located? (Africa)
- On what part of this continent is Tanzania located? (southeastern)
- On what ocean is Tanzania? (Indian Ocean)
- What countries share borders with Tanzania? (Mozambique, Malawi, Zambia, Congo, Burundi, Rwanda, Uganda, Kenya)
- What is the capital of Tanzania? (Dar es Salaam)
- What large lake forms a border with Tanzania? (Lake Victoria)

You may wish to have students research more about the life of people in Tanzania. Suggest that they look for information such as what people do for a living, what they wear, what the climate is like, what the landforms are like, what people eat, and how they spend their

free time. Students may also enjoy finding out more about Lake Victoria and the countries surrounding Tanzania.

Remind students that Elizabethi learns how to play a game called *machaura*. Suggest that students make up specific rules for playing and scoring the game and then try playing on the playground or someplace where they can dig holes in the ground.

Science: Animal Wildlife found in Tanzania

Students may be interested to learn that Tanzania is famous for its animal wildlife. These include antelopes, zebras, elephants, baboons, hippos, giraffes, monkeys, and rhinos. Explain that the country has vast parks where most of the animals live. Have students use books, magazine articles in juvenile publications, encyclopedias, and the Internet to learn about and report on Tanzania's animals.

Maths: Numerical Equivalents of Swahili Numbers

Write the Swahili number words, their pronunciations, and their numerical equivalents on the chalkboard.

<i>moja</i>	(MO-jah)	= 1
<i>mbili</i>	(m-BEE-lee)	= 2
<i>tatu</i>	(TAH-too)	= 3
<i>nne</i>	(N-nay)	= 4
<i>tano</i>	(TAH-no)	= 5

Have students practice saying the number words until they are familiar with their pronunciations and meanings. Then give students simple math problems to solve using these number words. For example:

- tatu plus moja equals?
- moja plus mbili equals?
- tano minus nne equals?
- mbili plus moja plus moja equals?

Art: Draw Elizabethi's Dream

Have your students turn to the last page in the book. Then ask them to draw a dream that Elizabethi might have that night. Display the finished pictures and invite students to explain the dreams and why they think Elizabethi might have them.

Extension of Lesson Plan for Independent Practice

Writing Activities

You may wish to have your students participate in one or more of the following writing activities. Set aside time for them to share and discuss their work.

1. When Elizabethi gets home, she uses the counting she learned in school to count Moshi's kittens. Have your students write about a time they have used something they just learned in school at home or in some other place.
2. Have your students plan an interview with the author, Stephanie Stuve-Bodeen. Ask students to write some questions about the main character and story in *Elizabethi's School* that

they would like the author to answer. Students may also enjoy reading *Elizabeti's Doll* and *Mama Elizabeti*, if they have not already done so, and include questions about these books as well. Interesting links pertaining to setting, characters, and experiences can be made among the three titles.

3. Ask students to name five things they think are most important to Elizabeti. Have them put the items in the order of their importance to Elizabeti. Then have your students make a list of five things that are important to them and write a compare and contrast paragraph about the two lists.
4. In the story, school is a new experience for Elizabeti. Why is it sometimes hard to adjust to new experiences? Why does it take time? Have students write about a time they had to adjust to a new experience.
5. Let your students make a timeline of Elizabeti's feelings during her first day of school. For each entry, write what happens and how Elizabeti feels.

Ugly Cute Animals

Grade 2 • Lesson Time: 1 hour, 20 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to identify new facts about the animals they are familiar with and to learn about animals they are unfamiliar with.
Speaking (Time to Share)	Students will share aloud new facts about the animals they learned about from the book.
Reading (Time to Practice/Time to Teach)	Students will read sentences from the book about animals and determine if the statements are fact or opinion.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write at least three sentences about the animal from the book that most interested them.

Resource Materials Needed for the Lesson

Ugly Cute Animals by Melvin and Gilda Berger, published by Scholastic

Reaching Your Students

Background Knowledge Ask the students—

- What animals do you think are cute?
- What animals do you think are ugly?
- Can animals be ugly and cute at the same time?
- What do you think this book is about?

Skills Levels Read aloud with concentration on activating and building prior knowledge, determining the difference between fact and opinion, and organizing new information.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Purpose for Reading

- Explain to your students that the book will be giving facts about different animals—some that the students may know of and others that they do not.
- List the animals discussed in the book and ask the students to tap their head if they have heard of the animal before or tap their knees if they have not:

Bulldog	Sphynx Cat	Fennec Fox	Red-Eyed Tree Frog	Sloth
Emu	Llama	Orangutan	Axolotl	Okapi
Elephant Shrew	Dugong	Meerkat	Hedgehog	

As your students share information aloud, use their statements to complete the following first column of the K-W-L chart, which will be written on the board, to list all the things that the students already know about some of the animals listed.

	Know	Want	Learn
1.			
2.			
3.			

Prompt your students to listen to identify new facts about the animals they are familiar with and to learn about animals they are unfamiliar with.

Developmental Activities (During Reading)

Ask the students—

What more do you want to learn about the animals in this book?

As your students share information aloud, use their statements to complete the following second column of the K-W-L chart and list all the things that the students want to know about the animals in the book.

Know		Want	Learn
	1.		
	2.		
	3.		

Culminating Activities (Post-Reading - Time to Practice)

What did you learn? Ask the students—

What did you learn about the “ugly cute” animals from listening to this story?

As students share information aloud, use their statements to complete the final third column of the K-W-L chart and list all the things that the students learned about the animals. Remind the students that if something they wanted to learn was not answered in the book, they can find out more by reading other books too.

Know	Want		Learn
		1.	
		2.	
		3.	

Fact and Opinion

Write the following chart on the board to discuss with your students.

Fact	Opinion
Something that can be proven true.	Tells a person’s or group’s thoughts, feelings, or beliefs about something.

Remind the students that an opinion cannot be proven true, because it relies on the feelings, thoughts, or beliefs of a specific person or group.

Ask the students to work together with a partner to determine if the following statements are facts or opinions. Discuss the answers with the students.

1. Some animals like toads are ugly. **Opinion**
2. Bulldogs have broad shoulders and strong legs. **Fact**
3. The Sphynx Cat looks creepy to some people. **Opinion**
4. The Fennec Fox has huge ears to keep it cool in the desert. **Fact**
5. The Red-eyed Tree Frog looks strange. **Opinion**
6. Sloths spend most of their time hanging upside down. **Fact**
7. Emus are huge birds that cannot fly. **Fact**
8. Orangutans look scary and fierce. **Opinion**
9. Elephant Shrews eat spiders, centipedes, and earthworms. **Fact**
10. Dugongs look clumsy and gawky. **Opinion**

Writing Response

- Determining whether an animal is cute or ugly is a person's opinion.
- In a few sentences, have the students write about one of the animals discussed in the book and explain why they think the animal is cute or ugly.
- Students can share aloud what they have written with a partner or the class.

Evaluation and Reflection

- Were my students successful identifying new facts about the animals they are familiar with and learning about animals they are unfamiliar with?
 - o Do they need more practice?
- Were my students successful sharing aloud new facts about the animals they were unfamiliar with?
 - o Do they need more practice?
- Were my students successful reading sentences from the book about animals and determining whether the statements were fact or opinion?
 - o Do they need more practice?
- Were my students successful writing at least three sentences about an animal that most interested them?
 - o Do they need more practice?

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading

Activation of background knowledge. Sharing what they know about the list of animals that will be explained in the book. The prompt at the beginning of the lesson gives the students a purpose for listening.

During Reading

Students actively listen for new facts about familiar animals and unfamiliar animals. The students also actively listen to identify if the new information they are learning matches what they wanted to learn from the K-W-L Chart.

Post Reading

Students will consider what they learned from listening to the book. Students will identify the difference between fact and opinion. Students will write what they learned about one animal that interested them.

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: Environment and Community

Find out how many students care for an animal and ask them to explain how they take care of it. Adopt a plant or animal for the class, such as a shade tree or a goldfish.

Science: Habitats and Adaptations

Name the habitats where specific animals from the book can be found and discuss how their bodies are adapted to the environment where they live.

- Desert
- Rainforest
- Grassland
- Water
- Tundra/mountains

Extension of Lesson Plan for Independent Practice

Write a report

Encourage your students to choose one of the animals from the book that interested them and do some research on the different characteristics of that animal. Students can use other nonfiction books from the library to help them as well. the Scholastic *True Books*, *DK Readers*, and a recent encyclopedia set are good resources.

Group reports

Students can be broken into groups to read and research more about different animals. Students can make web charts looking for information such as food, habitat, physical characteristics, predators, and communication techniques of the animal they have chosen. When the students are done, they can share the information learned with the class.

Build a bulletin board

Students can tell others about what they are learning about the animals from the book. Students can create a collage to display what they have learned on a bulletin board and add their reports, drawings, and fact bubbles in the hallway so that everyone at the school can share the students' findings.

Chee Chee in Paradise

Grade 3 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students listen to directions and actively listen to the read-aloud.
Speaking (Time to Share)	Students use non-verbal communication to respond to reading cues.
Reading (Time to Practice/Time to Teach)	Students will read aloud one sentence about Chee Chee's experience.
Writing (Time to Teach/Time to Practice/Time to Share)	Students write five sentence responses to questions posed about Chee Chee and his experiences.

Resource Materials Needed for the Lesson

Chee Chee In Paradise by Carol Ottley-Mitchell, published by CaribbeanReads

Reaching Your Students

Background Knowledge

1. Reviewing the senses. What are the five senses?
2. What organ do we use to see? (eye)
3. What organ do we use to taste? (tongue)
4. What organ do we use to smell? (nose)
5. What organ do we use to feel? (skin)
6. What organs do we use to hear? (ears)

Skills Levels

Concentration on comprehension through active listening responses. Students will need to have knowledge of the senses (touch, hear, smell, see, taste).

Learning Styles

Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Prepare students to actively respond to the read aloud. Practice each response to each sense. When a character uses a sense organ you will acknowledge it. (Model it, then test it)

- If for instance a dog smells you sniff like this _____.
- If a character sees something you point to your eyes.
- If a character hears something you pull your ear.
- If a character feels something you touch your skin.
- If a character tastes something make a tasting sound like this ____.

Give a sample practice before your read aloud. Read these, model the responses, and have students try.

- Chee Chee asked “Are you coming?” (hearing)
- Chee Chee ran through a cosha bush. Ouch! (feeling)
- He sat there eating one and then another. (taste sound)
- The monkey’s scent wafted into the dog’s nostrils. Sniff (Smell)
- Chee Chee looked around. (see)

Developmental Activities (During Reading)

Points in the reading where students should respond –

Page 2

Touch – pull of tail

Touch – of a cosha bush

Touch – of spikes being removed

Page 5

See – a house

Page 6

Hearing – Let’s go exploring...

Hearing – It’s too hot to go anywhere...

Page 7

Hear – You coming?

Touch – high grass

See – spotted a tree

Hear – hear her snoring

Page 8

Hear – Cover me,....

Hear – No Chee Chee...

Taste – ...eating one and then another...

See – watching the sleeping dog

Page 9

Smell – ...scent wafted into the dog’s nostrils...

Hear – barked a warning...

Page 10

Hear – barked ferociously

See – noticed the garden....

Hear – All he could hear was his own heart beating.

Page 11

Smell – And the smell was delightful

Page 12

Hear – Zoom

Page 13

See – Peeked over the wall and saw

Hear – ...and were barking ferociously.

Hear – another dog was barking

See – ...an elderly many had come out...

Page 14

See – Chee Chee looked all around him.

Culminating Activities (Post-Reading - Time to Practice)

If you were Chee Chee. . .

Have your students write five full sentences describing one thing they saw, one thing they felt/touched, one thing they heard, one thing they tasted, and one thing they smelled in the story. See if students can do this without any help. If you find they are struggling you may consider making a chart as a group with different options as seen below. You will be able to determine this by walking around the room while students are working on their sentences.

Possible answers:

Touch	Smell	See	Taste	Hear
Cosha bush spikes (2)	Mangoes, guavas, paw paw, soursop (11)	Tree with soursops (7)	Soursop (8)	Dog snoring (7)
High grass brushing against him (7)		Busy road (13)		His brother Jon Jon (8)
		Large trucks, buses, cars (13)		His own heart beating (10)
		Man shaking a stick (13)		Dog barking (13)
		Three dogs (14)		

- If I were Chee Chee I just saw _____.
- If I were Chee Chee I just heard _____.
- If I were Chee Chee _____ touched me. OR If I were Chee Chee I just felt _____.
- If I were Chee I just tasted _____.
- If I were Chee Chee I just smelled _____.

Bring students back into whole group and have each student read out one of their sentences for the class. You can make this a group team effort and see if they can as a class list all instances of senses being used. Write their answers on the board. If you already did the chart, check off the ones they read out.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Students physically respond appropriately to each sense.

During Reading Students physically respond appropriately each time they hear one of the characters using a sense organ.

Post Reading Students are able to respond in written form with one thing Chee Chee saw, felt, heard, tasted, and smelled. Students are able to read a sentence aloud to their peers.

Evaluation and Reflection

- Were my students successful when listening to directions given and interactively listening to the story? Do they need more practice?
- Were my students successful using non-verbal communication to respond to reading cues. Do they need more practice?
- Were my students successful at presenting their written sentences to their peers? Do they need more practice?
- Were my students successful at demonstrating comprehension by writing five instances of sense organs used by a character in the story? Do they need more practice?

Across the Curriculum and Extension Lesson Plan Ideas

Language Arts: Three-Syllable Words

- Word Wall (consider separating words by parts of speech)
- Word List: paradise, beautiful, together, another, delicious, favorite, existed, adventure, anywhere, overdue, territory, dangerous, ferocious, fingertips, delightful, remembered, imagined, comparison, elderly

Geography:

- Locating where the Caribbean region is on a map
- Locating the island of St. Kitts on a map
- Discussing what fruits Chee Chee found in the garden

Theater/Art: Act out a scene

- Students pick a scene in the book and act out the scene, draw the scene, make a collage of the scene.

Science: Monkeys

- What category of animals are monkeys (herbivores, omnivores, etc.)
- What types of fruits was Chee Chee eating? What other foods do monkeys eat?

Mummies in the Morning (Magic Tree House #3)

Grade 3 • Lesson Time: 1 hour, 50 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will actively listen to the chapters read aloud from <i>Mummies in the Morning</i> .
Speaking (Time to Share)	Students will share background knowledge about ancient Egypt, answer comprehension questions about the events of the story, and contribute to a class list of what they learned about ancient Egypt.
Reading (Time to Practice/Time to Teach)	Students will read nonfiction books about ancient Egypt to research information and facts that can be added to the class list.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write three sentences about their favorite part of the book or write a letter to Queen Hutepti asking her questions about what more they want to know about her.

Resource Materials Needed for the Lesson

- *Mummies in the Morning* by Mary Pope Osborne, published by Random House
- Nonfiction books from the library about Egypt

Reaching Your Students

Background Knowledge Introduce *Mummies in the Morning* by giving students 1 minute to draw a detailed mummy on their own paper. Use this activity as a springboard for discussion. Ask the students—

- What are mummies?
- When and how were they made?
- Who made mummies?
- Do we still have mummies today?

Pursue other topics based on student interest.

Skills Levels Reading comprehension, recording information about what students learned, responding to the story, connecting to the events of the story.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

- Locate Egypt on a map. Identify the continent on which it is located (Africa).
- Make a chart on the board where facts about Egypt can be listed when reading the book *Mummies in the Morning*.
- Encourage the students to suggest facts and ideas to add to the list throughout the book.
- Since *Mummies in the Morning* is a chapter book, this book can be read aloud during several sessions. Students can take turns reading pages aloud to the class. Another idea is for students to read the book independently and to respond to the activities and questions listed below in an independent activity.

Developmental Activities (During Reading)

Stop after each chapter and discuss the following comprehension questions with students. Model how to go back to the page where the answer is found in order to identify the correct answer.

Chapter 1

1. Why did Jack think someone was watching him? He felt it, maybe the person wanted their things back. (page 2)
2. What did Jack like about Egypt? pyramids (page 5)
3. What appeared in the window when Jack wished to go to Egypt? cat (page 6)

Chapter 2

1. When the tree house stopped spinning, what did Jack and Annie see out the window? pyramid, palm tree, people, cows (page 10)
2. What was the procession for? a royal person who died (page 12)
3. What's a mirage? it happens in the desert, when you think you see something, but it's not really there (page 15)
4. What did Annie think the procession was? ghosts (page 15)

Chapter 3

1. What were pyramids made for? a house for royal people who died (page 17)
2. What's a pyramid made of? stone (page 18)
3. What did Jack and Annie think ran past them in the pyramid? white figure/ghost (page 20)

Chapter 4

1. What's a scepter? a ceremonial stick kings and queens carry (page 22)
2. What else could the person who ran past them be? a tomb robber (page 23)
3. What was the beautiful Egyptian lady made of? air (page 25)

Chapter 5

1. Why hasn't Hutepti been able to journey to the next life yet? her brother hid the Book of the Dead (page 27)
2. What did her brother do to help her find the book? left a message on the wall (page 28)

3. What are hieroglyphs? pictures that mean words (page 30)
4. Why couldn't Hutepi read the message? her eyesight is bad (page 29)

Chapter 6

1. How did Jack and Annie help Hutepi know what the pictures were? they drew them in the air, explained them to her, or drew them big in the notebook (page 31)
2. Tell me what the four pictures mean: stairs, boat, jug, cloth (page 36)
3. Where did the queen want Jack and Annie to follow her? her burial chambers (page 36)

Chapter 7

1. What did Jack and Annie find wrapped inside the folded cloth? the scroll (page 39)
2. What was the scroll? The Book of the Dead (page 39)
3. Where did Annie want to leave the scroll? in the glowing gold box (page 43)

Chapter 8

1. Who was in the gold box? Hutepi (page 44)
2. How would you feel if you saw the mummy Annie saw? (page 44)
3. Where had Annie gotten lost when she ran from the mummy? false passage (page 50)

Chapter 9

1. Why did Jack and Annie need to get out of the pyramid quickly when the door shut on them? run out of air (page 52)
2. How did Jack and Annie get out of the false passage and pyramid? cat (page 56)
3. Do you think it was a mirage or the ghost queen on her way to the Next Life? (page 58)

Chapter 10

1. What did Jack want to have for lunch? peanut butter and jelly sandwiches (page 60)
2. Why did Jack and Annie clean up the tree house? it was a mess (page 61)
3. What was shining on the floor of the tree house? letter M (page 62)

Culminating Activities (Post-Reading - Time to Practice)

What did we learn about ancient Egypt?

Ask your students to add to the list on the chalkboard with what they learned about ancient Egypt. Read or borrow for your class other nonfiction books from the library about ancient Egypt and add to the list of facts on the board after students have browsed these books as well. Don't forget your encyclopedia set as a resource.

Write About Your Favorite Part

Write a three-sentence summary of your favorite part of the book.

Write a Letter to Queen Hutepi

In this book, we meet Queen Hutepi, but we do not learn a lot about her life. What else do you want to know? Write a letter to Queen Hutepi to ask your questions. Remember all five parts of a letter!

Draw a Mummy and Sarcophagus

Create your own model or draw a mummy and a sarcophagus. You may wish to check out a picture book about mummies from your library to see many examples of what a sarcopha-

gus could look like. Use these ideas to design your own mummy and sarcophagus.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Activation of background knowledge. Sharing what they know about ancient Egypt and mummies.

During Reading Stopping at points and asking comprehension questions as you read. Asking students to add to the list of facts they know and learned about ancient Egypt on the board.

Post Reading Writing about their favorite part of the book or writing a letter to Queen Hutepti about what they want to know more about, or drawing a mummy and sarcophagus and using nonfiction books/pictures/drawings to aid them in accuracy.

Evaluation and Reflection

- Were my students successful actively listening to the chapters read aloud of *Mummies in the Morning*? Do they need to practice this more?
- Were my students successfully sharing background knowledge about ancient Egypt, answering comprehension questions about the events of the story, and contributing to a class list of what they learned about ancient Egypt? Do they need to practice this more?
- Were my students successful reading nonfiction books about ancient Egypt to research facts and information that can be added to the class list? Do they need to practice this more?
- Were my students successful at writing three sentences about their favorite part of the book or writing a letter to Queen Hutepti asking her questions about what more they want to know about her? Do they need to practice this more?

Across the Curriculum and Extension Lesson Plan Ideas

Maths: 3D Figures

- Ancient Egyptians used pyramids to protect mummies of the most rich and famous deceased.

Social Studies: Ancient Egypt and Funeral Traditions

- Compare and contrast Egyptian funerals with present-day funerals in our culture.

Geography: Africa, Egypt, and the Nile River

- Locate the Nile River on the map. Why might rivers be important places? What natural resources do rivers provide?

Extension of Lesson Plan for Independent Practice

Students can create a display to show other students in the lower grades what they have learned about ancient Egypt. Students can use the class list made together on the board to draw pictures and write short sentence captions along with a title and subtitles of interesting facts that they learned from researching the nonfiction books about ancient Egypt in the library. The display can be on a big sheet of paper, poster-board, or a tri-fold project board and can be displayed in the library or elsewhere in the school for other students to see.

Rainbow Stew

Grade 3 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen and recognize pairs of rhyming words within a poem.
Speaking (Time to Share)	Students will recognize pairs of rhyming words and speak them aloud.
Reading (Time to Practice/Time to Teach)	Students will read a list of random words on the chalkboard and identify rhyming pairs.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write a sentence using a pair of rhyming words.

Resource Materials Needed for the Lesson

- *Rainbow Stew* by Cathryn Falwell, published by Lee & Low Books

Reaching Your Students

Background Knowledge Ask students—

1. Have you ever eaten a vegetable before?
2. What vegetables can you name?
3. What is a vegetable garden?

Making a Prediction

- Based on the book cover and the title, what do you think *Rainbow Stew* will be about?

Skills Levels Read aloud with concentration on cause and effect, chronological order, problem and solution, decision-making, identifying rhyming words.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Ask the whole class—

1. What are rhyming words?
2. What words can you think of that rhyme with the word *splash*?

Responses – *sash, mash, dash, cash, ash*, and so on.

Partner Share Activity Students will work with a partner for 30 seconds to think of words that rhyme with quick.

Clap Out a Rhythm to Gain Attention To gain your students' attention after the 30 seconds of partner sharing, clap your hands in a rhythm and encourage the students to echo the rhythm by clapping it back. Encourage two or three partners to share a few words that they thought of.

Developmental Activities (During Reading)

Share with the students—

- *Rainbow Stew* is written in a form of poetry, and you will hear words that rhyme in the book.

Listening for the rhyming words

- Students will listen carefully for the rhyming words during your read aloud.
- When a student identifies a pair of rhyming words by listening, he or she will pat his or her knees.
- You may want to provide a 2-3 second pause the first few times, to give the students response time to pat their knees.
- Praise the students for recognizing the rhyming words when they tap at the appropriate times throughout the read aloud.

Culminating Activities (Post-Reading - Time to Practice)

Ask the students—

1. What was the problem (what was wrong at the beginning) in the story?
2. What was the solution (what was the way the problem was fixed) in the story?
3. What did the kids do with their grandpa because it was raining outside?
4. How did the author describe (tell us about) the vegetables the kids were picking?
5. Why do you think the book was titled *Rainbow Stew*?

Rhyming Words Chart Write these words in random order on the chalkboard.

wiggle	splash	door	giggle	sky	pot
head	dash	more	bed	knees	dice
sigh	row	do	slide	slice	
bees	grow	stew	stride	hot	

Model for the students how to identify a pair of rhyming words from the random set on the chalkboard by reading the words aloud and listening for similar sounds as each is read. Students will identify the pairs of rhyming words by writing in their notebooks the sets of words in a simple chart.

Word	Rhymes with	Word
wiggle		giggle

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading: Activation of background knowledge

Sharing what they know about the vegetables and vegetable gardens. Making a prediction about what the book will be about based on the cover and title.

During Reading: Students actively listen for rhyming pairs as the book is read aloud and respond by patting their knees when pairs are identified.

Post Reading: Students will fill in a chart identifying rhyming pairs from a random list and use the chart to write a sentence, using at least one rhyming pair.

Evaluation and Reflection

After the students make a chart with at least four pairs of rhyming words, ask the students—

- What do you notice about the words that rhyme with each other?
- Are they always spelled exactly the same?

Once the students have the chart filled in with at least four pairs, ask the students to choose one pair to write a sentence that rhymes.

Model by writing the following sentence on the chalkboard: The girl giggled when her toes wiggled. Then model by underlining giggled and wiggled in the sentence to reinforce the rhyming words.

Ask the students to write their own sentence using a different pair of rhyming words from the chart.

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies: Emotions and Decision Making

- What emotions were the kids feeling when they realized it was raining at the beginning of the story?
- What decision did Grandpa make that helped the kids feel differently about the rain?

Science: Living Things and the Water Cycle

- What do plants need to grow?
- What part of the water cycle was taking place during the story?
- When you are disappointed (like the kids were about the rain), how can you find a solution (like Grandpa) to make it better?

Extension of Lesson Plan for Independent Practice

Memory Game

Students can create flashcards with the rhyming words from the book and write one word on each card. Students can play the game of Memory by laying the cards face down so that the words are not shown. Students can take turns turning two cards face up to see if the two words chosen are a matching pair of rhyming words.

What Happened First Activity

Read the following statements twice each and ask the students to determine which event happened first to review chronological order. If the student thinks statement A comes first, he or she will put his or her hand on his or her head. If the student thinks statement B comes first, he or she will put his or her finger on his or her nose.

1. (A) The kids collected vegetables or (B) it started to rain.
2. (A) The kids scramble out of bed or (B) Grandpa has the idea for rainbow stew.
3. (A) The basket is full of colors or (B) the kids help peel, slice, chop, and dice the vegetables.
4. (A) The kids read books while waiting for the stew to cook or (B) the kids' clothes and books make puddles on the floor.
5. (A) The kids dry off and put on dry clothes or (B) the family eats the stew together.

Shared Reading

Students can take turns with a partner re-reading the book. While they are reading, the partnered students can make a list together of all the rhyming pairs of words found in the text.

Sailing Days

Grade 3 • Lesson Time: 1 hour

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen to the story <i>Sailing Days</i> .
Speaking (Time to Share)	Students will share answers to comprehension questions, pause and check points throughout the story
Reading (Time to Practice/Time to Teach)	Students will actively listen to a read aloud, students will be able to read the directions and understand them to write a paragraph.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write a paragraph with at least five sentences using a writing prompt given by the teacher

Resource Materials Needed for the Lesson

- *Sailing Days* by Sherry North, published by Macmillan Caribbean
- Books that showcase different countries and communities
- A world map or globe

Reaching Your Students

Background Knowledge Ask students—

1. If you had to move from your home to a new village in a new country how do you think you might feel?
2. Is there an activity or something you do or like at home that you think you might miss if you had to move away?

Skills Levels

Reading comprehension through active listening with a concentration on social studies content (communities, transportation, activities you do in your community), Writing

Learning Styles

Auditory, Kinesthetic, Visual

Introductory Activities (Pre-Reading - Time to Teach)

1. How might you feel if you knew you had to move away from your home?

Make a list of words students say (sad, excited, mad, nervous, happy)

2. Is there anything you can think of that you would miss about your home or your community? You can give an example: I know I would miss the fruit I eat here fresh from the trees.

Developmental Activities (During Reading)

Explain to your students that you will stop and pause throughout the story to ask them questions about the story.

Stop and pause before moving to page 5.

1. What is happening in Jared's life that makes him feel sad?

Possible answers:

- He was having his last sailing lesson.
- He was moving away from his home.

Stop and pause before moving to page 10.

2. Where does Jared live? (Trinidad)

3. Where is he moving to? (Switzerland)

4. What differences have been stated about the two countries?

Start a table on the board and fill in with your students' responses.

Trinidad	Switzerland
warm	warm and cold seasons
ocean	no ocean
beaches	no beaches

Stop and pause before moving to page 14.

5. Can we add to the differences between Trinidad and Switzerland?

Trinidad	Switzerland
warm	cold
ocean	no ocean
beaches	no beaches
no snow	snow
regular tires	chains on tires of cars
house	<i>chalet</i>
garden	window boxes

6. We have been concentrating on differences between Trinidad and Switzerland. What are some similarities? What do both Switzerland and Trinidad have?

mountains	hills	sailboats	yacht club	sailing races
-----------	-------	-----------	------------	---------------

Culminating Activities (Post-Reading - Time to Practice)

Have your students take a few minutes to think about the following questions. Have them write their answers down in their notebooks. Walk around the classroom and assess and assist students as they answer the questions.

If I had to move to Switzerland...

- What transportation would you need to take to get to your new home?
- What would be different between your old home and your new home in Switzerland?
- What activity would you want to be able to do at your new home in Switzerland?

Collect the students' work and assess their level of comprehension based on the answers they have provided.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading Students' responses to pre-reading questions.

During Reading Students' responses to comprehension questions during the reading.

Post Reading Students' written responses to writing prompts.

Evaluation and Reflection

1. Were the students able to respond to the pre-reading questions you posed?
2. Did the pre-reading questions provide enough activation of background knowledge to assist in students' comprehension of the story?
3. Were the students actively listening and able to respond to questions throughout the story?
4. Were students able to write at least five sentences in response to the writing prompt?
5. Did their written responses reflect an understanding of the story?

Across the Curriculum and Extension Lesson Plan Ideas

Social Studies

Use the book to do a picture walk on different types of physical features as a review or as a way to build background knowledge prior to a lesson on physical features and prior to the read aloud. You can also set the book out in a centre where students can list the different physical features they see in the book. (coastline, lake, hill, mountain).

Social Studies

Five different modes of transportation are showcased in the book (boat, train, plane, bus,

sled). Use the book to do a picture walk on different types of transportation as a review or as a way to build background knowledge prior to a lesson on transportation and prior to your read aloud.

Language Arts

Vocabulary building (planks, camp, rudder, hummed, slide, Switzerland, muttered, sledge, chalet, clenched, shoveling).

Geography

Find Trinidad and Switzerland on a world map or a globe. Look at the distance of both places from the island where you live.

The Nutmeg Princess

Grade 3 • Lesson Time: 1 hour, 45 minutes

Type(s) of Reading Used in Lesson:

Guided Shared Read Aloud Independent Reading

Learning Outcomes/Objectives

Listening (Time to Teach)	Students will listen for imagery, description, and vocabulary that paints a picture in the reader's mind.
Speaking (Time to Share)	Students will retell what has happened in the story leading up to the climax and make a prediction through role-playing about what will happen next.
Reading (Time to Practice/Time to Teach)	Students can take turns reading a page of the book aloud.
Writing (Time to Teach/Time to Practice/Time to Share)	Students will write about going up the mountain to Petite Mama's garden and describe their feelings about what they find there.

Resource Materials Needed for the Lesson

The Nutmeg Princess by Richardo Keens-Douglas, published by Annick Press

Reaching Your Students

Connecting to the Setting

- Display a world map and/or a map of the Caribbean, and find the Eastern Caribbean
- Identify with the students, the names of their home islands, and the island countries near by, and Grenada (the setting for the story).
- Make a list of words that describe the general climate in the Caribbean and the names of fruits and spices that are grown here.
- Make the connection with the students that the setting of *The Nutmeg Princess* takes place on one of the Caribbean islands.

Skills Levels

Read aloud with concentration describing words used in the language of the story, retelling, role playing, vocabulary enrichment, and reflection through written response.

Learning Styles Visual, Auditory, Kinesthetic

Introductory Activities (Pre-Reading - Time to Teach)

Describing Words

Cut up a mango/banana/orange/guava and grate a small amount of nutmeg seed or use ground nutmeg. Place everything on a dish. Ask students to close their eyes while they taste and smell the fruit and spice.

Post a list of words from the students on the chalkboard describing the fruit and spice using all their senses.

Use of Similes Encourage similes with phrases starting “like a” or “as__ as a__.” Encourage stories about other times your students have tasted these tropical-grown foods.

Fiction

Ask your students—

- What is the difference between fiction and nonfiction?
- How do we know when a book is fiction?
- Introduce the book as a fictional story about a magical princess and a woman who grows and sells tropical fruits and spices.

Author’s Purpose

Ask students to read/or listen about the author on the back of the book *The Nutmeg Princess*, and discuss at least four facts that inspired Richardo Keens-Douglas to write this story.

Developmental Activities (During Reading)

Shared Reading Experience

Students can take turns reading a page of the book aloud. Remind the students to take time to pause and study the illustrations. Discuss the colors and details that add to students’ impressions about living in the Caribbean. Reconsider the lists developed in the previous activities. Ask the students for further descriptive words or phrases found in the story to add to the lists.

Consider the Way It is Written

On page 10, stop at the line: “Then all of a sudden, all the birds stopped singing and everything became very still.”

Encourage discussion about the writing technique of building suspense with questions such as:

- Why do you think the birds stop singing?
- Do any previous sentences in the text or dialogue give you a hint about what will happen next?
- Have you ever been in a place where all of a sudden all noise stopped?
- How did you feel?
- How do you think Aglo and Petal are feeling at this point in the story?
- What do you predict will happen next?

Shared Retelling

Have students take turns reading aloud until the top of page 16 with the lines:

“There she is,” said Aglo.

“Where? Where?” everyone started shouting.

Students sit in a small group in a circle and take turns retelling the story. After one minute, ask the next student to continue where the previous one left off until the story has been retold up to this point.

Role-Playing Interviews (Predicting)

As a group, students present a description of the last scene at the lake, creating a frozen snapshot that shows what the characters might be doing at exactly that moment in the story. In character, the students think of one line to say about who they are and what they are thinking.

In the same groups and roles, students can create a second description, depicting what the next scene could look like, and to be ready with another line to say who they are and what they are thinking. Give them time so they are prepared to support their predictions while being interviewed.

Culminating Activities (Post-Reading - Time to Practice)

Think of Five Questions

Ask students to imagine that they too can see the Nutmeg Princess and to prepare five questions each would like to ask her. Students can write these five questions individually or with a partner in their notebooks. Take turns with volunteer students or you in the role of the Nutmeg Princess answering these questions.

Create Lyrics to the Song

On page 10, the author describes a song the Nutmeg Princess sings. In pairs, students can create possible words to such a song by thinking about what the Nutmeg Princess would say. Some pairs may also be ready to create a melody or sound effects to accompany their lyrics.

Students can write the lyrics to the song they have created in their notebooks.

Writing Prompt

The villagers were nervous of Petite Mama so they never ventured up the mountain to her garden. Have your students imagine that they are going up the mountain to Petite Mama’s garden and describe their feelings in words about what they find there.

Feelings	What you find
<ul style="list-style-type: none"> • Excited • Amazed • Frightened • Astonished • Spellbound 	<ul style="list-style-type: none"> • Flowers – perfumed • Fruits – luscious • Trees – gnarled

Take a moment to review some of the vocabulary words that may be unfamiliar to some students and encourage them to use a new word or two in their written description.

Assessment of Students and Feedback for Students (Time to Share)

Pre-Reading

Activation of background knowledge and connecting to the setting. Sharing what they know about the Caribbean islands and fruits that grow there. The prompt at the beginning of the lesson gives the students a purpose for listening.

During Reading Students actively take turns reading aloud and then listening as they consider the descriptive words in the story. The students also actively retell and role-play to make predictions half-way through the story.

Post Reading Students will think of five questions to ask the Nutmeg Princess, create relevant lyrics for the Nutmeg Princess' song, and/or write about going up the mountain to Petite Mama's garden and describe their feelings in words about what they find there.

Evaluation and Reflection

- Were my students successful listening for imagery, description, and vocabulary that paints a picture in the reader's mind?
 - Do they need more practice?
- Were my students successful retelling what happened in the story leading up to the climax and making a prediction through role-playing about what will happen next?
 - Do they need more practice?
- Were my students successful taking turns reading a page of the book aloud?
 - Do they need more practice?
- Were my students successful writing about going up the mountain to Petite Mama's garden and describing their feelings in words about what they find there?
 - Do they need more practice?

Across the Curriculum and Extension Lesson Plan Ideas

Art: Design Research and find photos of the less familiar fruits talked about in the extract. Make a papier-mâché model of Petite Mama's stall, labelling the different fruits. Use the description of Petite Mama or the Nutmeg Princess to make models or puppets of the characters to use in retelling the story.

Geography: Locate where the Caribbean is on a world map. Locate the island of Grenada on a map of the Caribbean. Identify climate and plants that grow there.

Science: Life Processes and Living Things

Make a selection of seeds from island fruits found locally in the Caribbean and investigate their dispersal methods (how these plants pollinate). Display the findings on a chart.

Extension of Lesson Plan for Independent Practice

Answering Comprehension Questions through Writing

Students can use their notebooks to respond to the following comprehension/reflection questions about *The Nutmeg Princess* and share their responses with the class or with a partner.

1. Where did Petite Mama live? Why were the village people afraid of her?
 2. Why was Petite Mama the only one who had ever seen the Nutmeg Princess? During what time of year could the Nutmeg Princess be seen?
 3. How did Aglo and Petal show kindness to Petite Mama?
 4. Why were they not afraid of her?
 5. In response to their kindness, Petite Mama told the children where to find the Nutmeg Princess. Why couldn't Petal see her?
 6. Why did the village people come to see for themselves if there was a Nutmeg Princess even though they did not believe Aglo?
 7. How did Petal demonstrate selflessness in the story?
 8. How were the children rewarded for their compassionate hearts?
 9. What important message did the Nutmeg Princess give to Petal?
 10. How can we share this message about caring and believing in ourselves with our school, community, and world?
-