



TEACHERS RESOURCE

G · U · I · D · E TO THE LIBRARY (Grades K-3)



**Tips and techniques for teachers! How to
use the library to help your students excel**

- Best Practices for Using Library Books
- Making the Most of Library Time
- Cross-Curriculum Lesson Plans
- Library and Literacy Activities
- Guide to Library Resources



Welcome, Teachers!

The *Teachers Resource Guide to the Library (Grades K–3)* aims to reinforce and complement the principles of the Early Learners Programme (ELP) and is here to help you, the teacher! The ELP, while providing professional development to educators in Grades K–3, is also promoting student and teacher library use at every opportunity. This resource gives you tools and strategies that connect the school library to your teaching of subjects across the curriculum to save you time and help your students excel. Research shows that libraries make a big difference in a child's reading development—a school library is especially important when it is the major source of books for your students.

Hands Across the Sea's goal since our founding in 2007 is to increase child literacy by creating school libraries and sending new, asked-for, amazing books that get kids excited about reading. We hope you'll be just as excited as they are!

We encourage you to adopt the lesson ideas in this guide that work for you and to add your own expertise, best practices, and teaching materials to this binder. Please feel free to share everything with every teacher at your school!

Harriet R. Linskey Tom ("T. L.") Linskey

Harriet Linskey and Tom ("T. L.") Linskey
Co-Founders, Hands Across the Sea

Thank You, Friends!

The Teachers Resource Guide to the Library (Grades K–3) is a collaborative, ongoing endeavor. We wish we could thank every contributor by name, but the list is long and we are afraid we'd miss someone! We salute these friends of Hands Across the Sea who contributed their knowledge, time, and passion: USAID and the OECS, who funded the ELP; MindBloom Consulting; the National Focal Points and ELP Coordinators who work daily with teachers; Ministry of Education officials who support school libraries in the Eastern Caribbean; the literacy-focused U.S. Peace Corps Volunteers; and all of our Hands Literacy Links, who promote library usage, train Student Librarians, and encourage teachers. Heidi Fagerberg, Hannah Knecht and Jess DeRosa, this guide would not exist without your skills and your energy. Most of all, we are grateful to Hands Across the Sea's donors, caring people who believe, as we do, that every Caribbean child should grow up reading.

R E S O U R C E S

that work for you

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

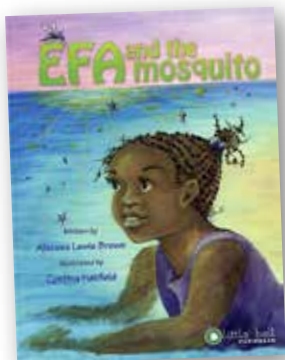


Best Practices

How to tap into the treasures of the library!
Tested and proven advice and strategies
from top librarians and educators

Library Time

Why and how to take your class to the library, and
what to do when you get there. A dozen ways you
can help your students excel—and have fun, too

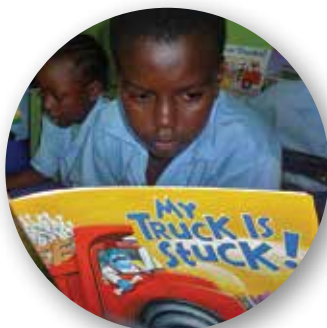


Book Blurbs

Looking for a library book to augment your
lesson? Here are 43 time-saving "snapshots"
of cool books to excite your students

Lesson Plans

Twenty great lessons suitable for delivering guided
reading, shared reading, independent reading,
and read aloud sessions to your students



Library Resources

Over 270 books to use for guided reading, shared reading,
independent reading, anchor texts, reluctant readers, and
cross-curriculum topics. Plus 42 library activities for
Grades K to 3, from Word Splash! to Sight Word Hunt



best practices

As a teacher, your time is precious.

What is the best way to help your students excel in reading and all of its related skills of literacy—decoding, comprehension, vocabulary, grammar, prediction, speaking, reading, listening, writing? We sought the ex-

perience and advice of top educators and librarians in how to make the most of the resources in your school's library, and you'll find their words of wisdom in this section. Their advice: When you connect your classroom to the library, everyone benefits!

See the Best Practices videos at the Hands Teachers Resource Guide webpage:
www.handsacrosstheocean.net/TeachersResourceGuide.htm



THE LIBRARY AS CLASSROOM At Lauders Primary School on St. Vincent, a Grade 2 teacher conducts a Language Arts lesson in the school library

Lydia Quinn

Teacher Trainer, Language Arts

Responsible for primary school curriculum and training teachers in Language Arts, Promoting Reading, and Promoting Writing

Antigua and Barbuda

“Oh! The library! It is a wealth of information.

It is an *oasis* that teachers and students should regularly visit and utilize. The library is the *foundation* of reading. Without a library, without books, reading cannot be taught effectively. That is how critical the library is.

If a school doesn't have a library, if a school doesn't utilize a library, very likely the students will not be able to read. They will not be efficient readers. They will not be proficient readers. Apart from what takes place in the classroom, students should have the opportunity to go to the library to explore.

“By exploring the library, students are exposed to various genres of writing—fiction, nonfiction, different styles of writing. Their vocabulary is expanded, their experiences are expanded, because they may not have traveled to Canada or the United States, but by reading they are transported to another world. We know that our experiences, our experiential knowledge is critical in being able to negotiate the reading experience.

“When a student reads a text, the child uses his or her experiential knowledge in order to negotiate what the text is saying. And so, the more exposure students get to books, the more this increases their reading proficiency.

“Libraries are *critical to the reading process*. Teachers need to utilize the library when they



“When teachers use strategies that utilize books and text, I believe that under the Early Learners Programme the comprehension skills of Caribbean students will see a dramatic increase”

are teaching reading—I can't see how you can teach reading without using a book. You should not be using, let's say, isolated sentences on a board. You should engage the student so they can use all the clues of the text, so that they can negotiate the text. So, children use the pictures, they use the sentences, they use the words around the sentences to negotiate what is being said in the text.

“And that engagement with books is what will give them a successful reading encounter. And the more that children read, the more experience they get in terms of how authors structure their sentences. So, when a child has seen that before, and now that he or she is faced with it, they will think, ‘Oh! I know that. I know that after this, comes that.’”



Essential Role of Books in the Reading Process

“Books are very important in teaching phonics, because books have all the sounds that you are teaching. Teachers can’t just rely on phonics in isolation, because reading is a complex process that doesn’t rely solely on decoding or phonetic analysis. In reading, you have structural analysis. You have contextual analysis. You have comprehension. You can’t just rely on the student decoding the word.

“What books afford is that contextual analysis, so that you can look at other sentences, you can read on, and then you can say, ‘Oh, look at the picture, so this must be what the text is saying.’ So now you apply your phonetic skill as well as the contextual analysis to be able to call and understand what the passage is saying.

Books: Where Grammar Comes Alive

“Reading books is how children are exposed to grammar, which also is so critical. This is how children are going to learn the grammar of the language—from reading it. Also, they come with their knowledge of the grammar, to be able to read. They know that in English you may read, say, the words ‘their book.’ Children are going to expect, because of their knowledge of grammar, that a verb is going to come after.

“So, those things help children in the reading process. And it is a child’s exposure to books that is going to concretize their understanding of the grammar and their total understanding of a text.”

The Problem with Phonics in Isolation

“Phonics is just one aspect of reading. It is just

one approach to teaching reading. Because in reading you have phonetic analysis, you have sight words, you have structural analysis, and you have contextual analysis. All these are approaches to help students to recognize a word.

“And then, of course, you have comprehension, which deals with vocabulary, and books are so critical in furthering and enhancing a student’s vocabulary. Phonics is mainly about calling the word, but comprehension is about understanding what the word means. And books are going to give you that. Because the



sentence is going to give you context in which that word is used. And the pictures as well.

“So, for example, if you are teaching phonics in isolation, and you have the word ‘chair.’ You have a picture representing the word, and the student is able to call the word phonetically. They are blending it, ‘ch’ and ‘air.’ They are going to see the word ‘chair,’ and they are going to see how it is used in a sentence, and they are going to understand that, yes, a chair is something that you sit on.

“But now with a book, they are going to find that the word ‘chair’ doesn’t always mean something that you sit on. ‘Chair’ can also be used as a verb to mean that you are heading a meeting. So, from the sentence they now see a new way the word ‘chair’ is being used—that the president of the company chaired the meeting. That

is the knowledge and the exposure that books give to children. They see how words are used in different contexts. This strengthens their meaning and their understanding of text.”

The Essence of Teaching Comprehension

“Nearly all of our reading strategies that focus on reading comprehension require the use of books. When we talk about Directed Reading and Thinking Activity (DRTA), which is an excellent reading-comprehension strategy, you have to use the text, because you have students predicting.

“So, you read the title first and you ask them to *predict* what the book is about. Then you read a little more and you ask them to predict what is going to happen in the story. You ask them questions, you have them verify what they are saying, justify what they are saying, and so they are actively engaged with the text. And you can only get that from using a text where, as the students are reading, as they are questioning, as they are predicting, they are constructing meaning. When you use reading-comprehension tools such as DRTA, those strategies strengthen students’ comprehension skills.

“But it is because our teachers have been teaching comprehension skills in isolation and without the use of text—you know, books. The emphasis of the Early Learners Programme (ELP) is on using books—one of the pillars of the ELP approach is using a book or text as an anchor text. An anchor is something that sustains the lesson.

“Every reading lesson must have an anchor text. It is critical, it is the crux—the anchor text is everything that the lesson is going to revolve around. Research and experience has shown that teaching students this way, using a book or text as an anchor text, is the most effective way of increasing students’ reading ability and their comprehension skills.

“If teachers use strategies that utilize books and text, such as advocated by ELP, I believe that we will see a dramatic increase in the comprehension skills of our students.”

Melina Anselm

Librarian

Bagatelle Primary School

54 Students • Grades K to 6

Winner, 2016-2017 Hands Literacy Award

Dominica

“I’ve been in the library with the kids for over a year now, and I’ve enjoyed every moment of it. I love to see children read. I love to encourage the children to read, because reading is important. We have to read in every aspect of life, so we have to start them reading at any early age.

“With the smaller ones, it takes a little more time to get them to enjoy reading. What we do is create a setting where they will have fun and enjoy being in the library. We allow them to do picture-reading, we allow them to do retelling. If I read a story to them, at the end of the story I will ask them simple questions such as, ‘Who are the characters? What was the setting? What was the problem in the story?’ And as long as they can tell me the answers, I know that they have understood what I have read to them.

“The kids enjoy retelling, too! Sometimes they put it in their own words, make it a little more fun. Sometimes we do a little acting out of the story—the kids will act out the characters, so each child has an individual part to play. And they do this so very well!

“The smaller ones, from Grades K to 3, they gather on the floor with their little pillows. I sit with them and I read to them. I don’t put myself aside. I am with them—that is how I read to the smaller ones.

“The bigger kids, I supervise them. They know what to do when they come to the library. They choose their books and check them out; sometimes I will appoint one student as librarian for the day. If I know that a particular child has difficulty in reading, I will ask them to read the first page to me, to make sure that



“We need to teach our children to love books, to encourage them to read, to read *to* them and read *with* them. Then our children will be in a better place.”

they are capable of reading the book. If they have difficulty in the first paragraph, I ask them to change their book, because it is a difficult book that they cannot read. So, I allow them to change their book for one that they can understand.

“I also encourage the children, especially the bigger ones, to do book reports. For some of them, it’s a bit challenging. Sometimes they might not know exactly how to do it. They think they have to write the entire story, but I always tell them that a book report is simple: What was the problem in the story? Who created the problem? How was it solved? And what was the end of the story—was it a good story, or was it a bad story? Was it fact or was it fiction? And they know the difference between fact and fiction.



They know fiction is make-believe. They ask, ‘Miss, is this a make-believe book?’ I say, ‘Read it and you will find out.’

“I teach the children to understand punctuation marks, so they know when to pause for a comma, when to stop for a full stop, and know what a question mark means. When they do that, at the end of the book I ask them to retell the story, they are able to retell it properly because they have read it properly. If you do not read properly or fluently, it is difficult for them to understand what they have read. Just by giving them these little hints about reading, I have been able to see the improvement in their reading.

“We also have children who are not reading

at grade level. If I know that a student is slow in reading, I will ask the others to sit quietly and read, and I will pull out that child, sit with the child and allow the child to read to me. If they have problems in pronouncing the words, I will not just tell them, “That word is “cat,”” I will ask them to break it down, to segment it, and do the letter sounds, until they get it.

Collaborating with Teachers

“For the teachers, we have a Teachers’ Resource Center, an area in the library stocked with books specifically for them. If they are teaching a particular subject, such as Science, for example, they may ask me if I have a book on, let’s say, resources. I give it to them, they take it to their classroom to do their lesson, and at the

end of the day they bring it back. If the following day they need it, they'll come back to me. We have quite a variety of books that the teachers can use to help teach their subject area."

Whose Library Is It?

"I say to the children all the time, 'The library is not mine. The library belongs to you.' I want them to be part of the library. Most times, they come in with their class, and one or two will say, 'Miss, can I check out the book? Miss, I want to check out the books.' I say, 'O.K., you do it this time, and next time another student will do it.' I pick a child for every class, a different child each week, to check out the books, and I record each book in their reading log. That is how I know who has which book. We do not just give out books; we keep a log every day. The library is for the children, it is not for me. I encourage them to take part in everything that we do. When the new books from Hands Across the Sea arrive, the children get very excited. They come to the library to help pack the books, stamp the books, color-code the books.

"Our library is a welcoming, kids-friendly library. Although we have a timetable when each class comes in, every child is free to come into the library whenever he or she feels they want to. If they borrowed a book maybe two days ago and they want to change their book, they can just come in. I am always here to accommodate them and help them in whatever way I can."

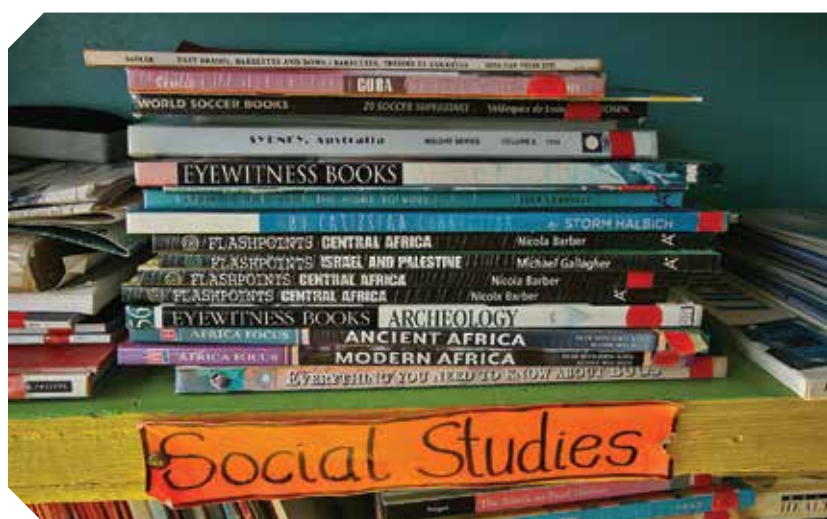
A Better Future for Our Children

"I want to encourage everybody, teachers and parents all over the Caribbean, to read *to* our children, and to read *with* our children. Sometimes when I say that to people, they ask, 'What do you mean, read *to* our children and read *with* our children?' I tell them, 'Normally we tell our children to take a book and read, but how do we know they are reading? Sometimes a child is just paging through a book, not reading. But if you just sit for 10 or 15 minutes with the child, you ask the child to read out loud, you can see the progress of the child. You can know if the

child is reading, if the child has difficulty in pronunciation. You can monitor the child.'

"Sometimes you can just sit with your child, say, 'O.K., I'm going to read to you.' You read the book to the child and you ask the child to listen. At the end of it you ask questions about the story to find out if the child was listening. Not only reading but listening is important, because when somebody is talking or reading out loud, the child will know, 'I need to listen,' because I need to get that information, what the person is saying.

"These are the little things, as parents, as



teachers, that we can do with our children. I do that with my kids all the time, big as they are. I read with my daughter. I take a book and say, 'O.K., we are going to read together.' And she is next to me, reading along with me. I don't go too fast. I go at her pace, her level. And that is one way we can help our children to improve in reading, and to encourage them to read.

"Don't ever make reading a punishment. Sometimes people punish their children by sending them off to read a book—and that makes children hate reading, because they see it as a punishment.

"We need to teach our children to love books, to encourage them to read, to read *to* them and read *with* them. Then our children will develop a love for reading. And our children will be in a better place if we teach them to read, and to read well."

Eulana Weekes

Librarian

Charlestown Primary School

292 Students • Grades K to 6

Winner, 2016-2017 Hands Literacy Award

St. Kitts and Nevis

“We now have two library spaces at our school. The main library accommodates students from Grade 4 to Grade 6, and the new Literacy Centre accommodates students from Kindergarten to Grade 3. The Literacy Centre space was once a classroom with boring cream walls. I knew what I wanted for this space—a beautiful, attractive, child-friendly, welcoming, comfortable space for students with lots of bright colors and creativity. I and a friend painted the room in a rainbow of eye-catching colors in one weekend. I added curtains, because I love curtains, and I added a play-mat with lots of teddy bears and cushions.

“But I wasn’t quite satisfied. I got some more shelves, added the lovely books from Hands Across the Sea, added some literacy resources, and made some creative charts for the walls (usually I go to Pinterest for help to see how to make my charts creative). The Literacy Centre was completed in two weeks. We dedicated lots of time, over-time to the task.

“Since I have implemented this new space, the Kindergarten to Grade 3 students are more excited about reading, more excited about books, and they love having a chance to come in during their spare time and scheduled sessions to sit down, relax, enjoy themselves, ask some questions, do some puzzles and art projects, and color and read.

“This is their space, their playground. They want to come cuddle with their teddy bears, grab a book, take one out, see which one I want, then they leave the books and go (and leave everything there for me to clean!).



“I knew what I wanted for our new Literacy Centre: a child-friendly, beautiful, attractive, welcoming, and comfortable space with bright colors and creativity. A playground for Kindergarten to Grade 3 children!”

“Every three weeks to a month, I do a big cleaning at the Literacy Centre, which includes cleaning the shelves, rearranging the books, making sure that the children have enough space to read and do their arts and crafts.”

Reaching Out to Pre-Schoolers

“I have extended the library program out to a pre-school here on Nevis. I held a workshop teaching parents how to help their children at home in the area of reading readiness and phonics. This program is thought of as an exciting one and a different one for preschool parents, as I have given them the opportunity to experience book borrowing for their three-year-olds and four-year-olds so that they can learn to read at an early age. The book lending for pre-



school children is done on Fridays.

"It was an encouragement by Heidi Fagerberg, the Hands Across the Sea Literacy Link for St. Kitts and Nevis, to do monthly displays at the library. For January, I featured Alexander Hamilton, the first Treasury Secretary of the United States, who was born on Nevis. The display generated a lot of interest, not only in the students but also the Nevis Historical and Conservation Society. Our Grade 3 class was invited to meet with the great, great, great granddaughter-in-law of Alexander Hamilton, and a representative of the United States Coast Guard. It was very exciting for the students."

Using Library Resources to Teach

"My position here at the Literacy Centre takes different forms—it's a different style of teach-

ing. Each grade has a scheduled session once per week, and I also do one-on-one with students who need extra help. Some of the lessons that I teach at the Literacy Centre are general lessons which include sight words, reading comprehension, summaries, singular and plural, antonyms, synonyms, and homonyms, just to name a few.

"With the lessons that I teach in the library, I work in close collaboration with the teachers to see the topic that they find most challenging to the students, and then I use the opportunity to reinforce the same topics in an exciting, fun way. The students normally get to do activities like lucky dips, puzzles, and arts and crafts."

Teaming Up with Teachers

"The teachers visit the library often—I have a



very close relationship with all of them. The teachers usually come to the library to get resources made by me, or some of the resources sent by Hands Across the Sea. With the implementation of the Early Learners Programme, the teachers have been encouraged to use books to anchor their lessons or to start their lessons. They tell me what topics they need books for, and I direct them to the correct books that they would probably need. I also give assistance

by making flipcharts or teaching lessons.

“The teachers are very grateful for the resources that we have, because many Literacy Centre books can be used in most of the lessons that the teachers teach—whether it is English,

Social Studies, or Science. With the use of the books, the students are better able to understand what is being taught by the teachers. Sometimes the teachers will come and take enough books for every student in the class, or just one book and use it to teach their lessons.”



Cyra Fletcher

Teacher/Librarian

Ave Maria RC Girls Primary School

533 Students • Grades 3 to 6

St Lucia



“I am a new librarian. I’m not only in charge of the library, I am also the Study Skills teacher for Grade 5 and the Remedial Reading teacher.

“I have been at Ave Maria RC Girls Primary for some years, and I have seen the areas where some of the children have reading problems, so I have put a folder together with assessments that I have given them, tests that I have given them, and exercises that I have given them. I’ve developed my own worksheets from the internet. I test each child who comes to me in the library.

“I have been doing sight words and two-letter sight words, using the leveled readers in our library. For my Grade 6 students I have developed ‘creative book reports’—they draw or put pictures together for their book reports. We have some very good artists.

“The other classes come in, they sit down, they read, and they discuss the stories that they have read. The teachers tell me, when library time comes the children are eager to go. They don’t want to miss a library period! If they do miss a day, they want a day where they can make up for their session. The children are very, very excited about the library.

“I am having fun! I find that my time in the library is worthwhile. I have just started, and there are so many things I want to do. But it takes time to build your library properly, the way that you want to. It depends on how enthusiastic the teacher is about the library. If they are not enthusiastic, the library will be just a library. It takes the principal, the teachers, the teacher/librarian, and the students to build the library. It takes everyone, together, to find

“Many children today do not want to read. They prefer to go on to the computer, or to watch the television. It takes everyone together—the principal, the teachers, the librarian—to find ways to get children to read. It takes using all of your creativity as a teacher, as a librarian, to get children engaged in reading books.”

ways to get children to read, to get them into the library. Because too many of our children today do not want to read. They prefer to go on to the computer, or to watch the television. It takes using all of your creativity as a teacher, as a librarian, to get children engaged in reading books.”

Melisa Hippolyte

Teacher/Librarian

Vide Bouteille Primary School

400 Students • Grades K to 6

Winner, 2017-2018 Hands Literacy Award

St. Lucia

“One of our first initiatives was to have Student Librarians. Each class currently has two Student Librarians, preferably one male, one female, and they are in charge of their class. When they go to the library they take their class along with them, with their little notebooks that we made for them, with our school name and teacher’s name on the front. The children are allowed to take a book, and the Student Librarians record it for them. The book is returned to our librarian, which we currently have on staff, who signs it in. We have an electronic database presently, so she is able to keep account of it this way. We keep two borrowing records to make sure our books are kept safe.

“We decided to have Student Librarians from Kindergarten all the way to Grade 6. Although Kindergartners can’t write, but just to make them feel that they are part of the school, we encourage them, and they all wear their little pins on their shirts that say, ‘Vide Bouteille Primary Student Librarian.’

“We found that the Student Librarians work very well. Because they have this new responsibility, they encourage their friends, and sometimes the encouragement is not altogether sweet—it’s excited, like, ‘Let’s go! Let’s go! Let’s go!’ They need the others to go with them, they pull them to the library during lunchtime and after school. The librarians have the added privilege of being able to take two books out of the library, which makes them feel more grown-up than the rest of their class.

“We have had our challenges, of course, like anything else. Sometimes when the books



**“Our Student Librarians
are very excited, the way
they pull the other
students into the library
during lunchtime
and after school:**

‘Let’s go! Let’s go! Let’s go!’”

are borrowed they are not returned. Or when a book is returned it is not in the condition that it left. So, we sent out a letter to every parent—a kind of a contract that the parent has to sign. If a child takes a book out and does not return it, the parent has to replace it. Maybe not the very same one, but another book, so that the number of books in our library is not reduced. Or if the child makes marks on a book, the parent has to pay a fine.

“If a child returns a book late, we started with a fine. Then we realized that not all of our children are of the same reading level or reading abilities. Some of them take much longer with the books. So, we just let this slide. Those who read faster return earlier, those who read slower return later. But when the term has end-

ed, all books have to be accounted for when we are closing the library.

“We currently have two (adult) librarians in the library—myself, I’m in the classroom now, but the Student Librarians can always come up and ask, if they have any problems, any issues. What we said to them originally was, yes, you are in charge of your class when you go to the library. But if anybody says anything to you or disrespects you in any way or they are not listening, we are there. And we are able to step in and help them, to guide them.

“Now you have, as with all children, you have some Student Librarians that, no matter how much you talk, they still get into trouble. So, what I say to the Student Librarians is, ‘I speak to you once, the second time I speak to you—the other children all want your position—I will switch librarians.’

“The teachers, since they are more familiar with their children, were given the opportunity to choose two persons in their class that they felt to be more responsible to have this position. And we have meetings with the Student Librarians every so often just to discuss their roles—the fact that they must be responsible. They must show to the others that when they wear their Student Librarian badge it means that, ‘I am a disciplined child, I’m a responsible child, I can take care of my books, that I can guide you to the library.’

“We started with the Kindergartners to instill this in them in that young age. Yes, they are just coming to us at five years old, six years old, coming in from the pre-school, but just having this position given to them makes them feel a little more grown up. They start to learn to be more responsible, to follow the lead of the upper grades.

“We have a school motto, and we have a



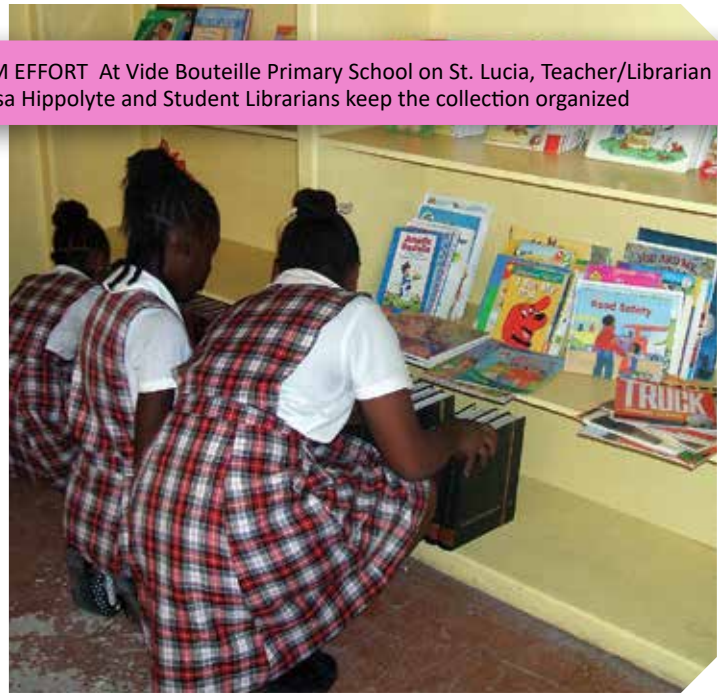
school word: discipline. This comes from our current Principal, Lyrill Arthur-Stanislaus—she says the word ‘discipline’ and the students understand what it means. I have encouraged my Student Librarians to set this example. Many of my Student Librarians also have merit badges—merit badge on one side of their shirt, Student Librarian badge on the other.

“Based on this, the Student Librarians have learned to be on the straight and narrow path or they know they will lose this privilege. And they all want to keep the privilege—they want the Student Librarian badge attached to them, they want to show that, yes, I am in charge of you. Children like to be in charge! For these reasons, the Student Librarian program has worked for us.

“I am under the belief that it will also work for others. It does take work. It does not come simple. It is not something that you will start



TEAM EFFORT At Vide Bouteille Primary School on St. Lucia, Teacher/Librarian Melisa Hippolyte and Student Librarians keep the collection organized



today and expect it to go perfect for you within the week. It has taken us time, it has taken us trials. We have had to switch children, we have had to speak to teachers about their children, we have had to speak to parents. We have done all of this, and now we are at a place where the Student Librarian program works for us.”

How We Set Up our Library

“We divided our library into two sections: the children’s section and the teachers’ section. The library has five sets of bookshelves; the two outer ends are teachers’ resources. Not only do we have resources that they can use in their classroom, but we have books that cater just to the teachers. Some of our teachers like romance novels, so we have books like this. Some are more into religious novels, so we have books that cater to that. We have some word puzzles, things to pull them into the library.

“In addition to being a Librarian, I am a Grade 4 teacher—back in the classroom after eight years as the IT teacher. When a teacher comes into my classroom and asks me for something on nouns, I ask them, ‘Have you checked the library? Because we have books on nouns. If you take the book from the library and give it to me, I will make copies for you.’ It is not all the time that we teachers have to go online

and research something! We already have books in the library that we’ve received from Hands Across the Sea on language topics, maths topics, and many different subject areas. Let’s make use of them.

“Personally, I love reading. I have gone through a number of our library books and I can identify which books have what concepts in them. I am able to tell teachers, ‘Go to the teachers’ section to get this book, it has exercises for the children.’ I try to encourage the teachers as much as possible to utilize the library, not just with their classes but for their classes, and also for their own personal use.

“Our library is not only open to our students and our teachers—we also encourage parents to borrow. And we do have parents who are into reading. It so happened that when we were repainting the library, the afternoon I was on the floor laying tiles, a parent came in and asked to borrow a book—it had never dawned on me, to have the parents borrow books. We give them a deadline to return the books, and they check out books just like the children. We have to make our school a part of the community. When we want something, we ask the community. So, when they want something, we do our best to respond.”



From Shared Space to Dedicated Library

"The contribution that Hands Across the Sea has made to us is invaluable. When we started the library, the room was half library, half classroom. When we saw the number of books that came from Hands Across the Sea, we realized, 'O.K., we need to make the library a designated library and nothing else.' We cleaned everything out, our caretaker painted the walls, I tiled the floor, the Ministry of Education gave us desks for the library, and we set up a beautiful library.

"Hands Across the Sea has contributed more to us than books. They have helped us by coming in, seeing what we need, offering assistance, offering guidance, giving us the Hands Library Manual, to see what we could incorporate into Vide Bouteille Primary to make our library stand out. To make it something that not just we can be proud of, but others in our district can be proud of when they come to visit us. When we have meetings at the school, we meet in the library because it is one of the nicest rooms on the compound!"

Why Have a Library?

"Some say, 'What is the point of having a library?' I believe that a school library is very beneficial to students and teachers alike. When things are found in one location, it just makes your life run smoother—you know where things are, you know how to get them.

"Having a full-time class this year, and having it be an exam class at that, has posed challenges to being able to take the children to the library—but this is where the Student Librarians come into play. If I am out of my classroom doing something, I can take that opportunity to have my Student Librarians go to the library and get things done—check books out, return books, do what they have to do. So, my class is not left in the classroom, doing nothing.

"As a teacher, we all know that our whole day is not spent in the classroom. There's always something—maybe there's a teachers' meeting, or a parent calls on the phone, you always have to come out to do something. So, these are the little times you can use. Maybe not

the entire class gets to go to the library, because some classes are bigger than others—then you can send half of the class today, send the other half tomorrow.”

If You Don't Have Space for a Central Library

“Not every school has space for a central library.

In that case, it is very important for every teacher to have a library in their classroom. Just set up a little corner in your classroom. Get a bookshelf made, get some boxes, use whatever you have, whatever amount of space you have in your classroom, and create a little library area.

“So, your children get accustomed to going to the classroom library corner to read. They know, ‘Miss may be busy, but I know I can do

the work Miss gives me. So, I take the book, I have it in my desk. I’m done with the work, I can open the book and read. Miss steps out of the classroom, I have a book that I can read.”

Differentiated Reading

“At our school, we do a lot of differentiated reading. Every teacher has children of different levels in their class. If you are working with one group of children, you can have the others sit and read during that time or go down to the library with their Student Librarian, and return. If your class has differentiated learning, you can have two Student Librarians one from the upper set of children, and one from your slower set of children. So, when the slower children are not occupied, they can go to the library on their

own. When they return, the other set can go. Teachers do not always have time to go to the library with the children. So, the Student Librarians are able to go with the children to take the books. Or, you have children in the class who are faster readers; when they return the books,

the Student Librarians can go to the library and change their books. It’s not just good for the children, it also eases the teacher’s workload, because the teacher does not have to be the one to go to the library with the children. The Student Librarians, especially from Grade 3 and up, they are able to take on that responsibility all by themselves. The infant block still needs a teacher to go with them, be-

cause some of them can’t write as yet. Or need assistance just to copy the names of the books.”

Time Management

“As teachers, we are always trying to find ways to manage our time. I know wholeheartedly that teaching is a lot of work. In addition to working in the library, I have an exam class, I do a lot of copying for my school, and I am in charge of banking for my school. All of this takes a lot out of my time, but I have just had to learn to manage it. Encourage your children to be responsible children, that they can take care of the books, be in charge of each other, go to the library, get their books on their own, return the books on their own, and things will run smoother for you. I can testify to that.”

The Secret to Success

I have a boy in my Grade 4 class who reads all the time, and he’s a 95% student and above, all the time. If I turn my back to write on the board, and he feels, ‘O.K. Miss is doing something,’ he takes out his book and he reads.

Now the other children are in competition to keep up with him. They ask me, ‘Miss, why is he always at the 95? Miss, how does he know so many words? Miss, when you call a word, he knows already knows about it.’

This boy answers their ‘why?’ questions by saying, ‘Because I read. I read! When I read and I don’t know a word, I go to Miss, I go to my mommy, and I ask, What does the word mean?’ And then I’m able to use it.’

This has encouraged the others to start reading. Some of them can only read one-sentence books, but that does not matter. There isn’t a person prouder than them when they can read the little book and they come to me, ‘Miss, you know I was able to finish the book you gave me last night!’ Or, ‘Miss, let me read for you!’

I have no choice, whatever I’m doing, to put it on the side, and sit and listen to them read. And this excites me, because I love to read. And I love to hear children when they can read. – *Melisa Hippolyte*

Luanda Haywood

Librarian

Liberta Primary School

108 Students • Grades K to 6

Winner, 2016-2017 Hands Literacy Award

Antigua and Barbuda

“Our library started as the school kitchen.

We had a collection of pots, pans, and some old books donated from other entities over the years—but these persons were just sending the books they didn’t want. The donation was well-meaning, but the books were not appropriate for our children. The language was above their heads and the books were in poor condition. So now, almost all of our books are new books, donated by Hands Across the Sea, and we are really grateful for their help. We had a book sale of the old books—it was a hit (the children bought books for their parents). In that way we had the room cleaned out.

“Mrs. Pauline Simon, the principal back in 2015, encouraged us to create a library space where the children would feel comfortable. In doing this we incorporated the children’s help. We asked them about the type of books they would like to see in the library. Each class presented a list, and from that list we made our Wish List for Hands. Most of the books that you see in our library are what the children want.

“And the children were also a part of the decorations, the setting for the library—what they think, how they feel, that is the way our library looks. One day a sailing couple, Isabel and Mick, along with Lisa Tomlinson, the Hands Literacy for Antigua, painted the library—and the children were involved in the painting, too. So the children have ownership of the library.

“It’s just a wonderful feeling, when I look at our before and after pictures and see all the work that has gone in by students, volunteers, teachers, and staff. We have a great library now,



“The library is the children’s space, their own special space. The library is where they practice their reading skills, where they learn about different genres of books, where they get to express themselves freely.”

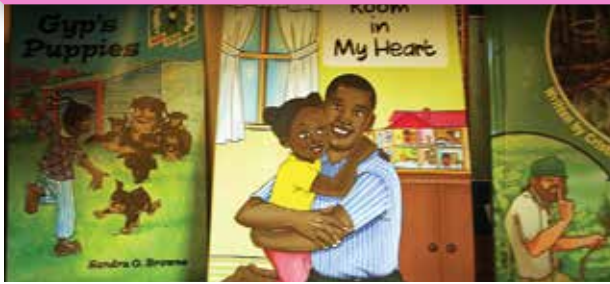
and it doesn’t look like a kitchen anymore.”

What Our Student Librarians Contribute

“We have Student Librarians, and I find that the students relate more to the Student Librarians than to myself. The Student Librarians run the library, and they run it very well. They pack up the books, they organize things at lunch-time when the children visit the library, so the children are not left on their own. Other children look at this and say, ‘Oh! I can be a Student Librarian too. Because someone from my class is a Student Librarian.’ The Student Librarians are very responsible, and they have ideas for spreading the love of reading. I had a Student Librarian tell me this week that she wants to



The library at Liberta Primary School on Antigua began as the school's kitchen, then blossomed into a vibrant school library



hold a library workshop. They come, they read, they tell me what they have written, and they really love coming to the library. Their ownership of the library makes me feel really good."

Our Library Programs

"My Grade 5 and Grade 6 students are engaged in a poetry competition, where they write poetry using different figurative language mechanisms and devices. They are presently writing poems that feature similes and metaphors; the poems are going to be displayed in the library. In my library unit, I teach the difference between fiction and nonfiction.

"We had an activity last year where the children had to choose books based on whether the books are fiction or nonfiction, and they did a little talk on the books they chose. We have the Author of the Month program, where the children write their stories to share with the rest of the school, and display them in the library."

Why Have a School Library?

"I think that a school library is very important. Some teachers may say, 'I have a classroom library,' and that can work. But what I find is that when a child comes to the school's central library, which has a far larger number and diversity of books than any classroom library, they have entered a different atmosphere.

"The library is where they get the chance

to practice their reading skills, they get to learn more about different types of genres and books, they get to express themselves freely. The children are not in their teacher's classroom, not in their teacher's space. They are in their own space."

A Library's Place

"As with any program, it takes a while for everyone to get on board with a school library. Our curriculum is very packed, and time is tight. What I've done is to create a space in the library for teachers to come and borrow when they get the time. Our lower grade teachers come in from time to time, and they have been using library books to enhance their lessons. The library has books that are geared toward certain concepts, especially in language arts, phonics, and spelling. I know that children come to the library, they return to their classroom and say, 'Teacher, this is what I am reading today!' And the teacher will say, 'Oh, this is a good book.' And the teacher is encouraged to come. 'Miss Haywood, what you have in the library that will lend itself to the social studies lesson, or science lesson, or maths lesson that I am teaching?'

"With the Early Learners Programme training, teachers now see the importance of the library, and what they can do with the library to add to their classroom teaching."

Nicole Williams Francis

Librarian

Sandy Point Primary School

335 Students • Grades K to 6

Winner, 2015-2016 Hands Literacy Award

St. Kitts and Nevis

“Every year at the Sandy Point Primary School library we have a theme—this year is ‘Catch the Reading Express!’ That’s why, all day long, I am dressed like Thomas the Train. So everything that the children see in the library reflects our theme. They see trains, they see railroad cars with coals and words in them, they see books about trains on the shelves, and they are having a fabulous time because they are on The Reading Express. Previous themes so far were ‘Fish For a Good Book,’ ‘Leap Into a Good Book,’ and ‘Hibernate With a Good Book.’”

Our Library Atmosphere

“This is how we’ve made our library smart and welcoming. Our shelves were boring white, so we painted them bright green, an attractive, friendly color for the children. Another thing we do is to encourage our children to read: every year, we have a competition where they read books. This year, the children are reading over 25 books. You may say, ‘Well, that’s a lot!’ but it is for the whole year. So they started reading in September and they continue until the last school day in June.”

How We Assist Our Students with Reading

“How do we assist our children with reading? I read, and then they have to read. One week we may do library skills with that book. The next week, I read to all the classes from Kindergarten to Grade 6.

“We have a Creative Book Report competition, open for the entire school. One Grade 2 child chose *Clifford and the Big Storm* as her project. And she has all of the characters, she has lovely pictures, and she emerged second in



“The library is very, very important, because reading is in everything we do—in maths, science, social studies, language arts—we have to read! We encourage the parents to come on board, to let their children borrow books from the school library, to help their children with reading at home. I tell the parents: you will see your children improve, not only in the school library but in the classroom and everywhere they go.”



Nicole Williams Francis, librarian at Sandy Point Primary School on St. Kitts, in her Fish Costume and fishing for pre-schoolers during the “Fish for a Good Book” library theme

her category for this competition. We also had some Kindergartners doing creative book reports, and one Kindergarten child chose *The Old Woman Who Swallowed a Rose*. The report was really, really well done! Another child chose *The Poor Puppy*, and that was a good one as well. We also have a report on Albert Einstein, done by a teacher to show the children how they must present their creative book report. For all of our different competitions, we give all of the children rewards for participating—we let them know that they are doing a very good job, and that we appreciate what they are doing.”

Reaching Out to Pre-Schoolers

“Because we love reading and want to encourage children to read, we have invited the Sandy Point Preschool and the Nursery to join the

reading sessions in our library. It is really fun! The preschoolers come on Tuesday, the Nursery children on Friday. And as I read to them, I give them something so they are going to remember the book—I may be in costume, or acting out the story. We also provide a little snack, nothing big or expensive, just a little thing to let them know that we love them and we appreciate them.”

Reaching Out to the Community

“We also have a one-week Library Camp at the community center over Easter break—a reading camp to help our slow readers. I know you are thinking, ‘Only one week?’ But we do not want to wear out our teachers. We need them to rest, too. The teachers volunteer their time, and we have community volunteers coming in—we

provide snacks for everybody. 'Mission Possible: Spy A Book!' was our Library Camp theme. At Library Camp, we go on outings—last year, we took a trip to Nevis. It was really, really, really fun! We had friends over there provide lunch, and they took us on a tour of Nevis. and we spent some time by the beach and then we came back home in the night. The children had a fabulous time on the boat. For some of them, it was their first experience on a boat. So you can see how we are trying to help our children—not only read here at school but read everywhere. Everywhere they see words, we want them to try to read them as soon as they can. We really, really love what we do here."

Literacy Week, Sandy Point Style

"At Sandy Point Primary we encourage our entire school to read, so we hold a Literacy Week—every teacher and student is involved. We had an opening ceremony. We had an *entire day* where everyone 'Dropped Everything and Read'—the teachers had to run and get into character and go to a different class and read a story for the whole class. The teachers had fun, the children were engaged, and they loved it. We also had a Career Day, where the children dressed up as a character in a story, or maybe as a policeman, a fire officer, a nurse, a pilot, even as pastors. I dressed up in my Fish Costume, from our 'Fish for a Good Book' library theme."

Reaching Out to Parents

"We also held a Library Opening to get the parents involved. The parents were invited to come in to read to a class, so and we told them: make reading a 'family affair.' Spend at least one hour where the entire family will sit together and read. In our annual Reading Competition, we encourage all parents to read. One parent won a prize—she read over 25 books! And of course, we rewarded her with something really, really nice. We encourage our teachers to read

as well—one teacher won a prize. She was encouraging her class to read, and she read over 16 books. All of the children in her class got a prize, because they were so encouraged by their teacher.

"One day was 'Every Hero Has a Story' day, where the children dressed as their favorite characters—we had superheroes, Spiderman,

Batman, and some of the children

dressed in their career day out-

fits, and we had a big parade through the streets of Sandy

Point. In the afternoon, each grade dramatized a story

from the library—it was lovely! We had a teacher

who wrote a story about a butterfly, and the children

did an awesome job dramatiz-

ing it. We had a wonderful time

that week. We have encouraged

other schools in St. Kitts and Nevis to

hold a Literacy Week, too."

What the Library Means to Our School

"The library is very important, because reading is in everything we do—in maths, science, social studies, language arts—we have to read! If we can't read, we aren't going to be able to follow the instructions. Reading is very, very important.

"When we have our PTA meetings, we encourage all parents to read. The Principal, Valarie Richardson Mason, is on board with me 110% —that's how much she loves what we are doing with the library. She allows me to share with the parents the importance of reading with their children, and we encourage even the very early grades to borrow books (the younger children have to get permission from their parents, so that is why we speak to them in the PTA meetings). We encourage them—you read to your children, you assist them, and you are going to see them improve when they keep seeing the words over and over. They are going to be able to identify words everywhere they go—in the supermarket, on the bus."



Charmaine Martin

Librarian

Willikies Primary School

71 Students • Grades K to 6

Antigua and Barbuda



“I’d been in the book business for 20 years—I used to work in a bookshop. So, in setting up the school library, I’ve put it together as if I am selling books. Display-wise, books are organized and displayed at eye-level according to the age of the child—they can see every book, nothing is hidden from them.

“Every so often I freshen up my book display, so the children can see that something that they haven’t noticed before. This helps, because sometimes the kids do have a little problem deciding, ‘O.K., what do I read today?’

“Or, something might be a bit boring for the children. Now and again I will read a few of the books so that I can say, ‘This is entertaining. I think you are missing something by not reading this book.’ And they will take my word for it and they will try it.”

Student Librarian Program

“I’ve started my Student Librarian program. We are not fully there yet, but so far, we are going good. We had a structure that we started out with, but what I realized is that the kids tend to come the day that they are available, so I work along with them and let them come in at their own convenience.

“We have our schedule posted, but we don’t normally follow it. When the children are available, when they want to be here, no problem. I’ll make use of them.”

Engaging the Teachers

“I try to get the teachers involved in seeing what we have in the library. We have our Reference section, and I let teachers know, ‘We have this, what topic are you teaching now?’ Just the other day, a teacher asked me for books on hygiene.

“Every school needs a library. With a book you can go places! You read a lot, you learn a lot. You can have a good conversation with anybody. A library is very important, because it is filled with books.”

We do have some reading books that talk about hygiene and how to take care of yourself. But sometimes a teacher may be looking for a bit more.

“The Agriculture Science teacher, who also teaches health and family life, is in the library almost every day, looking for something new. The Grade 3 teacher is here every day, if not by herself then with her children. For the Drop Everything and Read (DEAR) program, if the children have already read their book, they exchange it for a fresh one. And then she asks them, ‘What was the story about?’ So, she knows for a fact that they are reading their book. If a child can’t retell the story, they need to go back and read the book. I also have teach-



ers who have not used the library as yet, but they do intend to come.

“With Grade K and Grade 1, I read a story to them. Or, depending on the day and the mood that they are in, the children may want to read to their class, or tell their class a story in a book they have read. So, I facilitate them with that.

“Whenever a child is reading and they find a word they are not familiar with, they ask me to tell them what the word is. So, you can see that they are really, really into the reading session.”

Why Our Library is Important to the School

“Every school needs a library. With a library in your school, I’m telling you, your kids cannot go wrong. It’s the place to be.

“A book is a good thing to curl up with. Lose yourself in that story. Oh! With that book you can go places! You read a lot, you learn a lot. You can have a good conversation with anybody. A library is very important, because it is filled with books.

“Every school needs a library!”

Valencia Daly

Literacy Coordinator

Villa Primary School

384 Students • Grades K to 6

Winner, 2012-2013 Hands Literacy Award

Antigua and Barbuda

“Our teachers are not using the library adequately.

I believe that this is because of previous practices. Before the library was introduced into the school, teachers just used their own resources, such as their class text. I believe that if the teachers use the library, fully utilize it, that will encourage the children to want to use the library, too. Because students see teachers as their great role models.

“Our teachers can assist our students in developing their reading by going to the library and getting different genres of books. They can take a chapter book from the library and present it to the students, and the children would be more motivated to go to the library to read books on their own.

“During a workshop, when an Early Learners Programme facilitator was showing us examples of how to teach reading, we were able to see how you can incorporate the material from the library to teach different reading skills to the children.”



“If teachers use the library, fully utilize it, that will encourage the children to want to use the library. Because students see teachers as their great role models.”

SHOP TALK Harriet Linskey, Hands Co-founder, and Lisa Tomlinson, Hands Literacy Link for Antigua, meet with educators at Villa Primary School, Antigua



Strategies and Advice from the Early Learners Programme

There are many books in your school library that can be used across the curriculum as anchor texts, read alouds, reference books, and more. The *Teachers Guide to the Library (Grades K - 3)* helps you find the right texts

for teaching according to the ELP model. The suggestions below, compiled from numerous ELP Coordinators and ELP workshops, will further help you utilize the resources in this guide to their full potential.



EARLY LEARNERS PROGRAMME Harriet Linskey, Hands Co-founder, with ELP Coordinators at Kingstown Preparatory School, St. Vincent

Kick Off the Term

Convene a library session at the beginning of each term where teachers explore this guide and the books featured in the book blurbs and lesson plans. It's a good way to find books that serve the needs of your term plan.

Stage a Read Aloud

Find a teacher who can demonstrate a read aloud in the library. Ask them to pick their favorite read aloud from their own lesson plan or from this guide, and go for it!

Grow Your Own

Continual creation of additional book blurbs and lesson plans from the library books can be done each term by teachers and library staff and added to this guide.

Share, Share, Share

Sharing lesson plans and ideas can help every teacher in a school succeed. Take some time as a staff to discover what texts are available in your library. And consider, for example, that if one teacher has created a Grade 1 lesson from a library book, could it be modified to serve as a Grade 3 lesson?

Bring the Library into Your Classroom

Don't isolate library time from the language block time or your teaching of other subjects. Language arts lessons and subject lessons can be enhanced by holding your lesson in the library, using a library book as an anchor text, or bringing library books back to your classroom to use during a particular unit.

l i b r a r y t i m e

Taking your class to the library will benefit you and your students. The library is a multifaceted learning opportunity for your students, and you can use library books and resources to create lessons that will grow the literacy level of your students.

It may feel challenging to experiment with different ways of teaching, because we are not sure how our

students will respond. The tips and techniques in this section will support you when braving unfamiliar teaching strategies. These routines and structures will help you to manage your class while allowing your students to engage with the lesson and improve their reading. The more you use the library, the more your students will excel!

Download all these resources at the Hands Teachers Resource Guide webpage:
www.handsacrossthesea.net/TeachersResourceGuide.htm



In this Section:

- Why to Incorporate Library Time into Your Timetable
- The Art and Craft of Reading Aloud
- The Read Aloud as Performance Art
- Your Students: The Five Finger Rule
- Your Students: Group Work
- Your Students: Working in Pairs
- Your Students: Independent Work
- How to Take Your Class to the Library
- Drop Everything—and Read Aloud
- The Role of Students in a Read Aloud
- Think, Pair, Share!
- Think Alouds: Think Outside the Box
- What If? Keeping Students Focused

Why to Incorporate Library Time into Your Timetable

As you know, covering the entire curriculum within a school year is a very big task. What you may not know is that library time can help you catch up on a topic or skill your students are struggling with. The books that Hands sends to your library have been specifically chosen to help you cover topics and

objectives from your curriculum through interactive, entertaining read alouds. The *Hands Across the Sea Teachers Resource Guide for the Library (Grades K–3) (TRG)* will help you cover the curriculum and the need to read with your class—and engage and entertain your students all the while!

A Teacher's Poem for the Library

Let's see, I need a lesson on counting, one, two, three!
Head to the library and count with me.
I just read a book with high-frequency words: *my, where, with, and me*.
I borrowed another for math and entertainment, you see!
Chicka Chicka Boom Boom 1 2 3.

Here I am rhyming—you may think I'm a fool,
But I got your attention to have more fun at school!
Speaking of rhyming, a topic we must cover,
One Fish, Two Fish, Red Fish, Blue Fish is like no other!
An entertaining read aloud filled with rhyming words,
Vocabulary delight and reading ideas like you've never heard!
More rhyming to come with *Rainbow Stew*,
Another lesson with *Sweet Victory* too!

Building background knowledge on a topic is Oh, so easy!
Check out the book blurbs in this guide—they make it breezy.
Oh rat-a-tat-tat, I need a book on habitats!
Not a problem! Here you go—how about *A House for Hermit Crab*!

So no need to fret or sweat. We've got you covered in all respects.
The Nutmeg Princess covers your curriculum in language arts—
Retelling, role playing, reflecting and writing too.
Lessons to teach morals, we've made with ease,
Should I Share My Ice Cream? Yes, please!
It's time to celebrate with *Peppa Pig*
The TRG makes you want to dance a jig!

—Heidi Fagerberg, *Hands Literacy Link for St. Kitts and Nevis*

The Art and Craft of Reading Aloud

Read alouds are good to do daily in your classroom because they cover so many important skills children need for learning.

The lesson plans in this guide showcase different skills and purposes for each read aloud, as listed below.

Reading and learning skills you can cover during a read aloud

Model the rhythm and sound of reading

Promote reading as entertainment. Students who learn that reading is fun will be self-motivated readers and read more often

Make personal connections to a text

Target vocabulary development

Build background knowledge on different topics by using topic-specific library books

Make inferences, predictions, and judgments using metacognition strategies

Build phonetic awareness

Set the stage for a lesson or unit on a specific topic

Ways you can teach during an interactive read aloud

Scaffold on prior knowledge

Summarize the story to bring closure

Teach elements of a story (setting, characters, conflict, plot, theme)

Preview the book

Use a Think Aloud to assist comprehension

Model reading fluency

Model vocabulary development, use strategies for comprehension and word recognition

Model reading behavior

Ask purposeful questions that help with comprehension, topical background knowledge, vocabulary development, and connection to text

Turn Your Read Aloud into Performance Art

A read aloud is a form of performance art.

What your students take away from your read aloud depends on what you put into it. Simply picking up a book and reading aloud will probably not inspire your students with a love of stories or develop their listening and comprehension skills. Here's how to make your read aloud performance both highly effective and fun for your students and for you.

Choose the Right Book

First, select a book that is appropriate for your students—most picture books and Big Books work well. Chapter books come in a variety of lengths and levels—choose the ones that suit the abilities of your students. It's good to choose books you are already

familiar with, because your students will pick up on your enthusiasm. If you don't know what you'd like to read, browse the Book Blurbs and Lesson Plans in this guide, and pick those which are new to most of your students and interesting enough to hold their attention.

Good read aloud stories succeed for different reasons. Remember when you heard a good story when you were a child? What made it so memorable? Was it action-packed? Funny? Did you have something in common with the main character? Today's children enjoy stories for the same reasons that you did.

Remember, you'll need enough reading material for a 15- to 20-minute session.



Less time than this doesn't allow your students to become engaged with the story; too much time, and they'll get restless.

Practice, Practice, Practice

Even the best storytellers need practice. Often, practice is the difference between a passable read aloud and a terrific one. It may seem foolish to practice reading aloud

by yourself, but doing so will make the session with your students much smoother. Practice also allows you to use enhancements and plan your explanations and the questions you will ask your students. Me, practice? Seriously? Yes, do it: practice.

Choose Your Delivery

Your read aloud delivery depends on the book you choose. Here are some tips.

1. Make sure your students are seated comfortably, with a clear view of you, and that they are settled and quiet before you begin. Do not start your read aloud until everyone is ready. Let them know they should not interrupt the reading. State your rules from the outset and reinforce your routine every time you read aloud. It will take time in the beginning to establish your rules and routine, but it will get easier with repetition.

2. Make yourself comfortable. You will be reading aloud for 15-20 minutes—so where will you be during this time? While many teachers prefer to sit, it can also be effective,

and even more comfortable for you, to stroll among your students and read.

3. If your read aloud book has pictures, read the words first and then turn the book around to show the illustrations to your students. Move the book slowly from left to right, then back again in case anyone missed the pictures or would like another

look. Make sure to angle the book so your students can see the pictures easily.

4. Speak loudly and clearly so that your students can hear your every word.

The Star of the Show:

Your Voice

The most important device you have for enhancing your read aloud performance is your voice. Some teachers read without expression or inflection, which can be fine with some books. Other books, however, are much more engaging if read expressively. It depends on the book. Ask yourself, "I wonder if this story will sound better if I . . . ?"

You may decide to use different voices for different characters. This is tricky—you don't want to accidentally mix up the characters' voices—imagine Little Red Riding Hood speaking in the Wolf's voice! To use different

voices effectively, you absolutely must practice the voices.

You may want to modulate your voice. When someone in the story shouts, you shout. When someone whispers, you whisper. If there is an explosion, lower your voice leading up to it and then BOOM!—

Even the best storytellers need practice. Often, practice is the difference between a passable read aloud and a terrific one.

It may seem foolish to practice reading aloud by yourself, but doing so will make the session with your students much smoother. Practice also allows you to use enhancements and plan your explanations and the questions you will ask your students. Maybe you are saying, "Me, practice? Seriously?"

Yes, do it: practice.

your students will jump. You'll startle them—but they'll like it.

Don't be afraid to go a bit over the top or be dramatic. Your students are not sophisticated or critical—your performance will keep their attention firmly on you and the story.

Most teachers use only the book as a prop when reading aloud, but you can use more things—such as wearing a special hat, a vest, or all or part of a character's clothes—to enhance your performance and set read-aloud time apart from other school activities.

Explaining Words and Idioms

You may run across words that you think students will not understand. It is fine to pause your reading and ask if anyone can tell you the meaning of that word, and then clarify the definition, if needed, before continuing with the story.

The same holds true for unfamiliar idioms. You can ask your students, "What do you think the author means when he says, 'as sly as a fox'?" and for words in foreign languages. "What do you think 'bien' means?" Most children's book authors tend to use foreign words sparingly, and they endeavor to add context clues to help the reader understand them (this is a good opportunity for you to talk about context clues, too). Any time you think your students may be confused by what the author has written, you can pause and make sure they understand what's happening before resuming the story.

Questions, Questions, Questions

During your read aloud, pause to pose comprehension questions to your students—*who, what, when, where, why*. Or you can save them for afterward, to avoid interrupting your storytelling. Usually, comprehension questions avoid

details and focus on the main points of the story. It is also a good idea to ask your students questions that the book does not directly answer—this prompts them to think critically, using clues in the book.

It is also good to ask your students to give their opinions on character actions, emphasizing that there are no right or wrong opinions. Prediction questions are excellent, too, especially in chapter books with cliffhanger plot points or chapter endings. Pause and ask your students: "What do you think will

happen next?" Experience will guide you on the kinds of questions to ask and when to ask them.

Across the Curriculum

Reading aloud is a great way to teach your students about plot, character, theme, conflict, protagonist and antagonist, story patterns involving a climax and denouement, and subject areas you are teaching. With a bit of planning and preparation, you can connect your read aloud book's characters and plot to curriculum subject areas, such as language arts, maths, or art. When your read aloud is over, have your students write a carefully thought out review of the book. Or you can ask them to write about the character they liked most, and why.



Use the Five Finger Rule to Find "Just Right" Books

The treasure trove of books in the library only works for your students if they know how to find books they are interested in and books that they are able to read. The Five

Finger Rule is a tool your students can use to help pick out “just right” books—that’s two to three fingers up—for themselves.

How it works: Ask your students to choose a book they find interesting, open it to any page, and start reading. Every time a student finds a word that they are unable to decode, they put up a finger. Once they are done reading the page, the student counts how many fingers they have up.

Student Guidelines: Five Finger Rule

- Open a book to any page and start reading
- Hold up a finger every time you see a word you do not know
- Two to three fingers means “just right”



Teach Your Students the Five Finger Rule

1. Demonstrate an example of a “too easy” book (0–1 fingers), a “just right” book (2–3 fingers), and a “too hard” (5+ fingers) book so that your students understand the rule.
2. Ask your students to practice the Five Finger Rule in groups of two or three.
3. After students try the rule on three books, ask them to choose a “just right” book.
4. Once they have their “just right” book, students can sit quietly and read independently.
5. Ask each student to practice the rule on their book to confirm their understanding.

Five Finger Rule Tips & Tricks

The large, diverse collection of books in the library may prove overwhelming for your students to try out the Five Finger Rule. In that case, use other settings and strategies:

- In the library, but with books you have pre-selected
- In your classroom with books you have pre-selected
- After some practice, your students can try the Five Finger Rule in the library with all of the books.

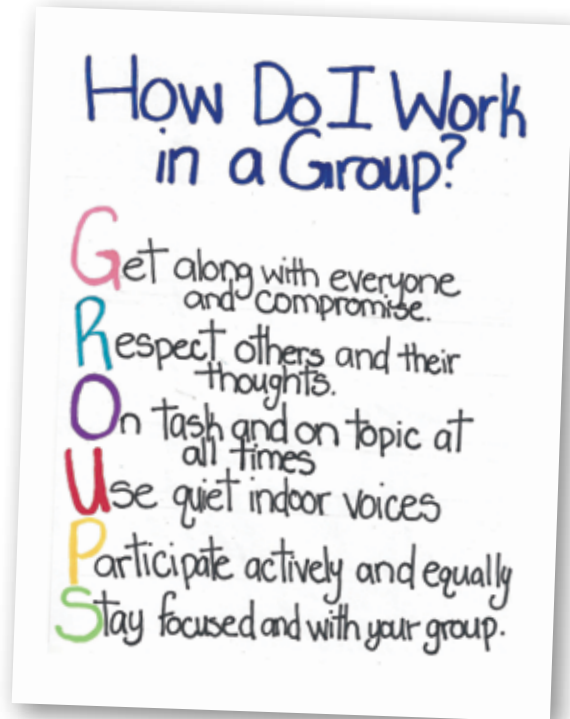


All Together Now: The Power of Group Work

You and your students will benefit when you make group work an essential part of your lessons. In order for Group Work to go smoothly, first set guidelines and routines that students can understand and follow. Display a poster so that students see and are reminded of your rules.

Group Work Guidelines

- G**et along with everyone and compromise
- R**espect others and their thoughts
- O**n task and on topic at all times
- U**se quiet indoor voices
- P**articipate actively and equally
- S**tay focused and with your group



Group Work Routines

Before the group activity starts, remind students of your guidelines, and that you will call on students to remind them of your expectations. Here's an example: You say: "Before we go into group work, can someone please remind us what group work looks like?"

A student says: "We use our indoor voices, respect each other, stay on task and participate."

Then have your students move into groups.

Group Work Tips & Tricks

Sometimes group work can get noisy. It is O.K. to allow some noise if your students are on task and having great conversations. If they become too loud, just remind the class to use their indoor voices.

It Takes Two, Partner: How to Work in Pairs



Working in pairs works best when you need your class to accomplish a small task. For example, if you set a task to read a short passage and answer three questions about it, working in pairs works better rather than in a big group.

Working in Pairs Guidelines

- Use quiet indoor voices
- Take turns speaking
- Stay focused and on task
- Participate equally
- Listen to your partner
- Respect your partner

Working in Pairs Routines

With some practice, the guidelines will become a daily routine for the students. It is helpful to refresh students on the guidelines before they go into their partner work. Here's an example:

You say: "Before we work in pairs, can anyone give me an example of what good partners do?"

A student says: "We take turns speaking and listening to each other."

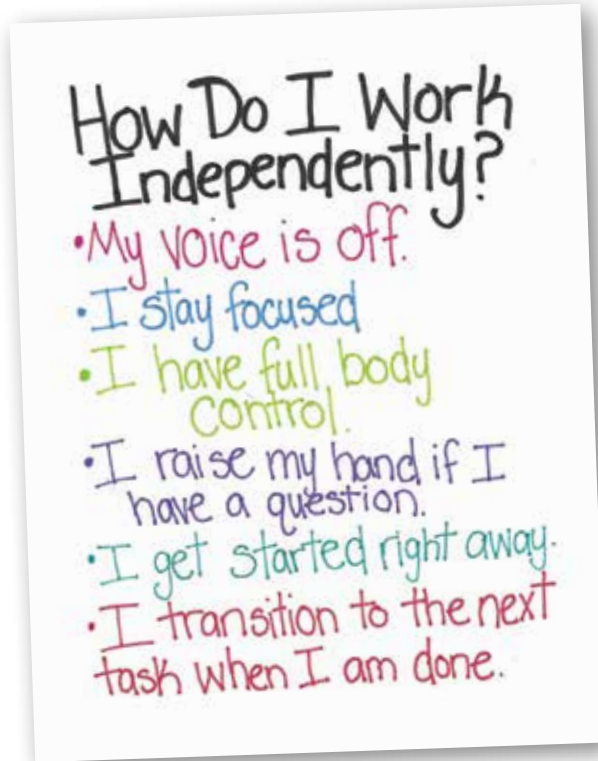


Working in Pairs Tips & Tricks

Picking a partner can be a time-consuming task for some students. Make it easy by using Clock Buddies—students who have pre-picked partners for each time on the clock. In the beginning of the year students write down on a paper clock a buddy for each hour. When it is time to pick a partner, you say, "Work with your ____ o'clock partner." Students know who their partner is, eliminating time spent trying to find one.



Test Your Teaching: Independent Work



Independent work, when students practice a skill by themselves, is a good way to evaluate your students' understanding of the lesson.

Independent Work Guidelines

- My voice is off
- I stay focused
- I have full body control
- I raise my hand if I have a question
- I get started right away
- I transition to the next task when done

Independent Work Routines

After the students know your guidelines, it becomes part of their routine. It is helpful, especially in the beginning of the year and after breaks, to refresh your students. One way to do this is to take time in the lessons to review how to work independently. For example:

You say: "Before we begin our independent work, can someone please remind us how we work independently? Do we yell? What do we do when we are done?"

You will then call on students to share the rules.



Independent Work Tips & Tricks

Always have extra activities for students to do once they finish their work. Students work at different paces.

Extra activities can include:

- Independent reading
- Students finishing work they were unable to complete in previous lessons
- A fun activity such as coloring or a cross-word puzzle related to the subject area.

Line Up! How to Take Your Class to the Library

Your students love to go to the library. But library time can cause a bit *too* much excitement in your class. It is helpful to have your guidelines in place for how to line up and go to the library. You can also call on someone to review the rules before everyone lines up. It is helpful to practice how to do each of these tasks, especially how to behave in the library. Students should be given specific guidelines on how to line up at the door. A chant (see poster at right, below) is a fun way for students to learn the rules. Examples of guidelines:

Library Time Guidelines

- Line up quickly and quietly
- Walk in a straight line with voices off
- Take your shoes off before entering the library
- Walk through the door one at a time
- Sit down quietly with your hands in your lap
- Wait patiently for the next instruction

How to Line Up Your Class

Examples of how to line up your class:

- By tables: "Table 1 can line up."
- Gender: "Girls can line up."
- Clothing color: "If you are wearing white sneakers, line up."
- Phonetically: "If your name starts with a 'b,' line up," or "If you have three syllables in your name, line up," or "If your name ends with an 'm,' line up."
- Birthday: "If you were born in June, line up."

With enough practice, this becomes a routine. It is still helpful to consistently review the guidelines with your students by having them demonstrate good line behavior in front of the class.





How to Walk in a Line

Examples of how to line up your class:

- One behind the other
- Hands by your side
- Voices off!
- Soft feet
- Face forward
- Walk slowly

How to Enter and Exit the Library

- Take off your shoes before entering the library
- Line up your shoes up outside the library
- Walk through the door calmly, one-by-one
- Students can pass an open door to each other, or you can assign a door handler
- Sit down quietly with your hands in your lap
- Wait for the next instruction
- If students act out, remind them of the rules

After Lunch and Break: Drop Everything and Read Aloud

After lunch and break, your students may be wound up and need to calm down before they can complete afternoon tasks. This is when you can take 10 minutes to read aloud to your students, give them time to unwind, and get their concentration back. For example, every day you can read a chapter from one of the *Magic Tree House* series books.

This is a great opportunity to immerse your students in books that are too challenging for them to read on their own. Reading texts of a higher reading level in short chunks exposes your students to new topics and words. It also gives you the ability to share an entertaining text with your students when there may not be enough time to do so during the Language Arts block. Let your students know that they can quietly put their head down, close their eyes, and do what they need to do to calm down and focus on the story you are reading.



The Role of Your Students During a Read Aloud

A read aloud is an opportunity for you to teach your students directly, and for your students to actively listen. Most of the books in the Lesson Plans section are perfect for read alouds. Each Lesson Plan offers guidance on how to use the book for a read aloud.

Student Guidelines for Active Listening During a Read Aloud: Am I . . .

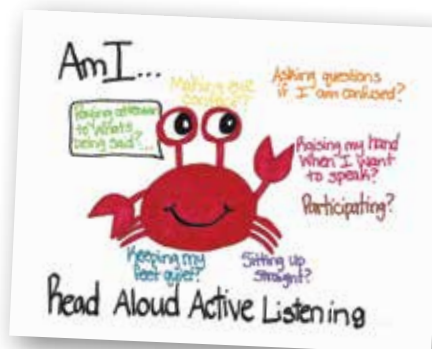
- Paying attention to what is being said?
- Asking questions if I am confused?
- Raising my hand when I want to speak?
- Participating?
- Making eye contact?
- Keeping my feet quiet?
- Sitting up straight?

Your Read Aloud Routine

To reinforce your read aloud routine, remind the students of the guidelines before the activity begins. Here's two examples:

You say: "I am going to read this book aloud. Can everyone show me what it looks like to be actively listening?"

You say: "Before I read this book, who can remind us of how we actively listen?"



Interactive Teaching Strategy: *Think, Pair, Share!*

You can use Think, Pair, Share, an interactive teaching strategy, during any lesson. When you ask a question or want your students to think about a topic they are learning, use this strategy. Students (1) Take a minute to think about the question/topic; (2) Pair up with the person next to them, and; (3) Take turns sharing their thoughts. This is a quick way to get your students to collaborate and to think about other ideas that they normally would not get to hear if they were just thinking by themselves.

Your Routine for Think, Pair, Share

Student Guidelines for Think, Pair, Share

- Close your eyes and **think** quietly about the answer
- Quickly **pair** up with your neighbor
- **Share** your thoughts by taking turns

It is helpful to practice the steps a few times in a safe, "low-risk environment," so your students understand how to do the activity in a lesson. This can be done in the beginning of the year or when students need a refresher on this activity. For example, you can say: "We are going to act out how to do a think, pair, share. Let's look at how we do it... Now that we have reviewed our rules, let's try using the question—what is our favorite summer activity?"

Students then participate in the activity for practice.

Think Alouds: Time to Think Outside the Box

Think alouds are a quick way for your students to brainstorm ideas and share their answers. When you ask the students a question, give them a few seconds to think about how they'd like to respond—and then have students call out their answers while you write them on the board. You can use a think aloud during a pre-reading activity, a read aloud, or when using an anchor text. Here's a pre-reading activity for *The Very Hungry Caterpillar*: You say: "Before we read this book, we are going to think about what we already know about

caterpillars. I am going to give you a minute to think independently...Now that we have thought for a minute, I want you to share your answers aloud, and I am going to write them on the board."

Think Aloud Guidelines

- Think outside the box
- Stay on topic
- Don't be afraid to speak
- Use your indoor voice



Think Aloud Tips & Tricks

- If your students are not answering, have them think, pair, and share, and then have them share with the rest of the class.
- Since this is a quick brainstorm, accept all forms of answers. It is O.K. for your students to answer in dialect. You can correct the answer to standard English later.
- It will get a little bit noisy at times during the student sharing, but that is expected. This means that students are engaged and excited to share their answers aloud.

What If?

Keeping Your Students Focused

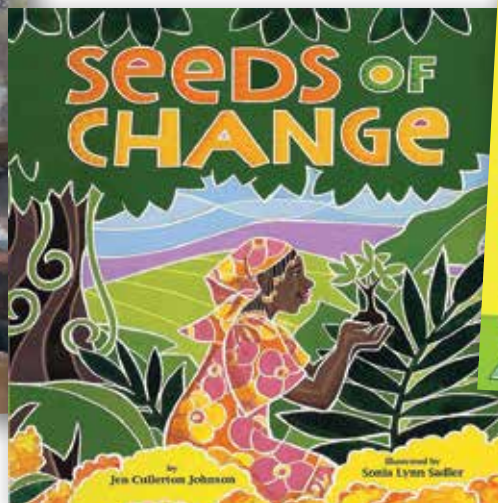
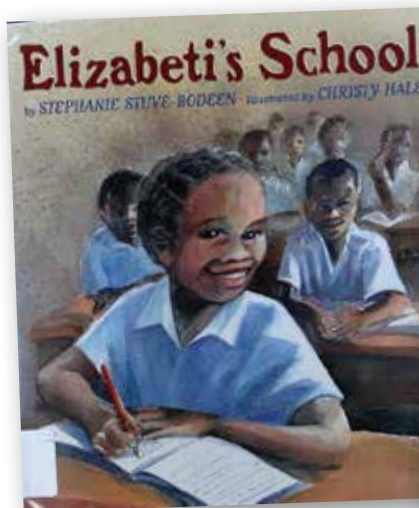
What if my students . . .	I can . . .
Get too noisy during group work or partner work and are <i>off topic</i> ?	Praise the groups that are using the right behavior, and remind everyone of guidelines for working in groups. Tell the students who are too noisy or off-topic that they need to quiet down and focus.
Get too noisy during group work or partner group work but they are <i>on topic</i> ?	Remind myself that it is O.K. if it is noisy. I can tell the noisy students to keep having these meaningful conversations, but to lower their voices.
Are unengaged during the whole group instruction?	Switch the lesson up. Add in some movement, partner work, group work, or a think, pair, share activity.
Refuse to work with each other?	Remind students that the class is one unit, and they are partners for this activity.
Are not collaborating or communicating during group work or partner work?	Make each group member responsible for doing one thing for the group. For example, if your students are writing the events in a story, each student will share and write one idea. Or, if students are reading a text, each group member will take turns reading parts of the passage.
What if there are a few students who never finish their independent work?	Look at how much work the student can do in the time frame. The work may need to be differentiated to fit their needs by being divided into smaller bits. For example, if the task is to do 10 math problems in 20 minutes, give the student 5 problems in 20 minutes, and slowly work him or her up to do more with the rest of the class.
Are not answering any questions I give them during a lesson or read aloud?	Have the students think, pair, share, and then call on students by name to tell the class what their group talked about.



book
blurbs

What is a book blurb? It's a snapshot, a synopsis of what a book is about and how a book can be used for a lesson plan. Book blurbs can save you time and help you choose the right book for your lesson. In this section we offer a wide choice of book blurbs, suggested by grade level and aligned with the

language arts curriculum, along with suggestions for other subject areas. These recommended activities and strategies for teaching reading and other content will help your students to excel. Please go to your library and find these books. Feel free to create your own lesson plans from these suggested book blurb ideas. And you can write your own book blurbs, print them out, and add them to this guide. Have fun!



Grade K • Book Blurbs

Curriculum Content: Animals

Uses: Read Aloud, Guided Reading, Independent Reading

Book: *Animal Homes and Families, Second Edition*

Publisher: Scott Foresman ESL Little Books, Kindergarten Level

- *Animal Homes and Families* is a great book to use when teaching your students about animals. You can also use this book by checking it out of the library and having it in your classroom for students to peruse for a one- or two-week period of time.
-

Curriculum Content: Animals, Family and Home, School Life, All About Me

Uses: Read Alouds, Independent Reading. The *King School Series* Teachers Guide includes expanded lesson plans

Books: *King School Series – Kindergarten Collection* (See chart below)

Publisher: Townsend Press

(Note: you can use all of these books for the language arts curriculum, too. Each lesson plan in this guide gives you a list of specific reading content covered within the story.)

Book	Subjects	Content
<i>Kendra Sees</i>	Social Studies	School life
<i>Jasmin Draws</i>	Art	Colors of the rainbow
<i>We Read</i>	Language Arts	Importance of reading and where you can read
<i>Derek Plays</i>	Social Studies	About me: home routine, social education: manners
<i>Victor Packs</i>	Social Studies	All about me, healthy foods, chores, order
<i>Pets</i>	Science	Living things
<i>My Body</i>	Social Studies	All about me
<i>Merry Go Round</i>	Social Studies, Science	Social education, animals
<i>In the Tub</i>	Social Studies	All about me
<i>Hot and Cold</i>	Science	Senses

Curriculum Content: When and Why We Celebrate, All About Me

Uses: Read Aloud

Book: *Peppa Pig: My Birthday Party*

Publisher: Scholastic

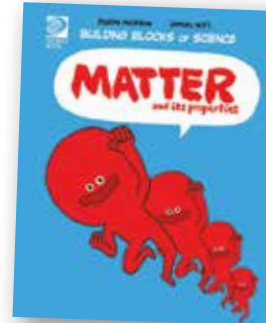
- You can read the story aloud to your students and discuss the dates of their birthdays and how they celebrate their birthdays at home. You can expand on this discussion and ask about what other events your students celebrate and what types of celebrations your island enjoys and why.

Curriculum Content: Science (Matter)

Uses: Read Aloud, Extended Lesson Plans

Books: *Matter* (*Building Blocks of Science* series)

Publisher: World Book



- This is a great read aloud you can use to introduce the topic of matter or that you can use to extend your own lesson plans on matter. You can also easily break this up into segmented reading times of one or two pages and make a lesson plan for each segment.

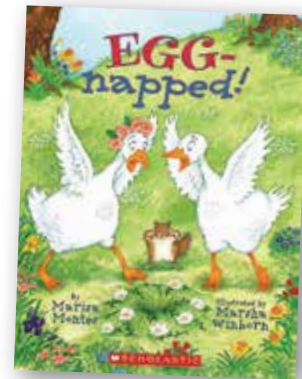
Curriculum Content: Celebration, Feasts

Uses: Read Aloud, Guided Reading, Phonics

Book: *Egg-Napped*

Publisher: Scholastic

- This is a book you can read for the purpose of entertaining students and showcasing reading for pleasure, but it also includes rhyming, vocabulary building opportunities and a chance to cover the topic of celebrations.



Curriculum Content: About Me, Your Bedtime Routine (Social Studies), Poetry, Animals

Uses: Read Aloud: comprehension, poetry reading intonation and rhythm, rhymes

Book: *Tomie's Little Book of Poems*

Publisher: Penguin Young Readers

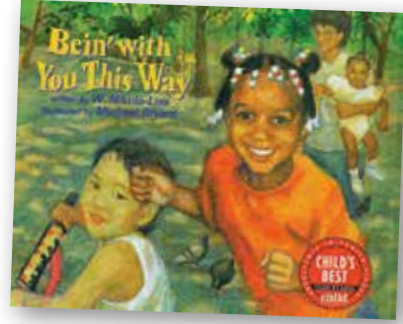
- A selection of poems to read aloud that are sure to give you coverage on many different subjects with beautiful artwork and poetic rhythm. The poems feature subjects such as nature, the seasons and family. *Tomie's Little Book of Poems* is great for lessons on curriculum topics covered in All About Me.

Curriculum Content: Social Education, Tolerance, Differences and Similarities, The Senses, Body Parts

Uses: Read Aloud

Book: *Bein' with You This Way*

Publisher: Lee & Low Books



- This book is about a little girl who visits the playground and invites her friends and others to sing along with her as she sings about and celebrates the differences of everyone's physical features. You can use this book to introduce the social studies topic on similarities and differences.

Curriculum Content: Time, Weather, Map Skills, Safety, Listening and Speaking, Reading, Comprehension

Uses: Read Aloud, Independent Reading, place in classroom library for reference

Book: *Bear About Town*

Publisher: McGraw-Hill

- A fantastic book that can help you teach many different concepts. You could choose to cover topics in maths, science, art, social studies, and language arts, which can make this a great anchor text for your classroom. Below are some options you may decide to use.

Subject Areas	Concepts/Content
Mathematics	Time: days of the week; sequencing of days
Science	Weather: activities that can be done on various weather types
Art	Constructing a map using various materials
Social Studies	Drawing a community map Reading a map Buildings in the community (bakery, pool, cinema, gym, park) Safety
Literacy	Oral communication: name your favorite day and why Days of the week Vocabulary: <i>he, swim, walk, goes, play, visit, stroll, watch</i> Sight words: <i>to, the, for, on, a</i> Rhyme: way, day
Reading and Comprehension	Fluency Making predictions and inferences

Before reading: Think aloud – What is a bear? Or Picture Walk

During reading: What is the bear going to do next?

After Reading: Draw something that you would do if you were Bear

Culminating Activity: Field trip around the community or places of interest

**Curriculum Content: Animals, Creation, Fruits,
Listening and Speaking, Reading, Comprehension**

Uses: Read Aloud, Independent Reading, Extended lesson plans

Book Title: *What Do You Like*

Publisher: McGraw-Hill

- A book that can help you teach many different concepts, and topics such as religion, science, art, language arts, and even music. Below are some options.

Before reading: Picture walk, sharing of experiences

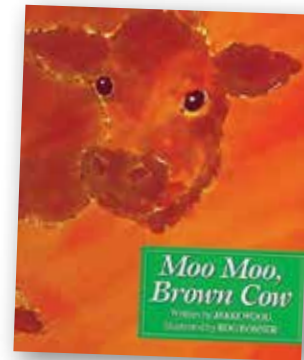
During reading: Making predictions

After Reading: Show and Tell: What do you like?

Subject Areas	Concepts/Content
Religious Knowledge	Creation
Science	Rainbow Animals (domestic and wild)
Art	Drawing and colouring the rainbow Constructing a rainbow (e.g. using coloured wool, etc)
Health Science	Fruits
Literacy	Sight words: <i>to, too, do, like, play</i> Other words: <i>love</i> Sentence construction Identifying characters Language pattern: I like/love.... My favorite fruit is Comprehension: (pages 8-9) Making predictions and inferences; asking questions (pages 16-19)
Music (pages 20-23)	Song: "I like to eat, eat, eat ... (Jolly Phonics tune for the sound/y/)

Curriculum Content: Listening and Speaking, Reading, Comprehension**Uses:** Read Aloud, Independent Reading**Book:** *Moo, Moo, Brown Cow***Publisher:** McGraw-Hill

- A read aloud book that can help you teach many different concepts, along with topics in maths, science, art and language arts. Below are some options.

Before reading: Think aloud, picture walk**During reading:** Making predictions**After Reading:** Dramatization**Culminating Activity:** Field trip to a farm

Subject Areas	Concepts/Content
Mathematics	Counting
Science	Animals and their young Sounds made by animals Pets
Art	Draw and colour a cow
Literacy	Sound words and colour words.
Reading Comprehension	Oral communication (sharing experiences) Punctuation marks Question and answer Adjectives Inferencing e.g. Who's asking the question on page 1? Why wasn't the cat with the frogs and fish? Fluency Making predictions

Curriculum Content: Social Studies, Maths

Uses: Read Aloud

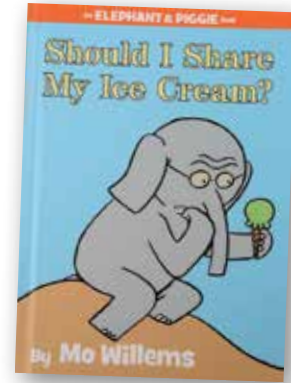
Book: *Should I Share My Ice Cream?*

Publisher: Disney Press

- Gerald the elephant ponders sharing his ice cream with his best friend. This book connects your students with the ideas of sharing and generosity while also reinforcing listening and reading skills like predicting, retelling, and analyzing the character's problem and solution.

- You can choose to use a simple simulation with the idea of sharing before reading the book aloud. You can also engage your students in the reading and listening process by exploring the illustrations and by sharing comments and connections by responding to the question, "What would you do if you were Gerald?"

- You can have your class create a "How-to Book" to teach Gerald about generosity.



Curriculum Content: Library Time, Language Arts, Science, Drama, Social Studies

Uses: Read Aloud

Book: *Lola* series

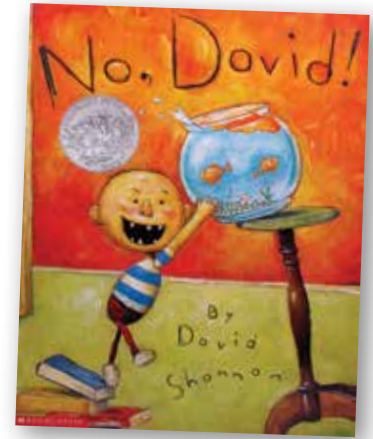
Publisher: Scholastic

- The *Lola* series provides great ideas for teachers and parents to teach about library time, language arts, science, social studies, art and drama.

Book	Subjects	Content/Topic
<i>Lola at the Library</i>	Library, Language Arts	Library routine, vocabulary
<i>Lola Loves Stories</i>	Library, Language Arts, Drama	Vocabulary building, days of the week, pretend to be _____.
<i>Lola Reads to Leo</i>	Social Studies, Library	Family, routine
<i>Lola Plants a Garden</i>	Library, Language Arts, Science	Poetry, using the library as a resource, living things grow
<i>Lola Gets a Cat</i>	Science, Social Studies, Language Arts	Living things (pets), caring for pets, vocabulary building

Curriculum Content: Social Studies**Uses:** Read Aloud**Book:** *No, David!***Publisher:** Scholastic

• *No, David!* is about a young child named David who misbehaves in multiple ways. He is reprimanded by his mother, and reminded at the end of the story of her unconditional love for him. Students often connect with David and may recall instances when they, too, misbehaved—and the outcomes of their actions. *No, David!* reinforces listening and reading skills, such as analyzing the character's problem, as well as cause and effect.



• You can compare and contrast this book with other books about children following the rules. Ask your students to compare David's experiences with their own, and write their own stories in a similar manner. You can also use this book to discuss family relationships and feelings from a parent's perspective, a sibling's perspective, and a young child's perspective. Finally, you can use *No, David!* to introduce classroom rules to your students.

Curriculum Content: Science, Language Arts**Uses:** Independent Reading**Books:** The *DK Readers* series is nonfiction for beginner readers.**Publisher:** DK Publishing

• *DK Readers* are not only great for beginner readers to read independently, but they cover content specific to Grade K and Grade 1 science. These are sure to be a thrill for your students to explore and practice their emerging reading skills while building knowledge.



Book	Subject	Content
<i>Frogs and Toads</i>	Science	Living things, habitat
<i>Fishy Tales</i>	Science	Living things, habitat
<i>Monkeys</i>	Science	Living things, habitat
<i>Meet the Dinosaurs</i>	Science	Living things, habitat, fossils

Grade 1 • Book Blurbs

Curriculum Content: Living Things, The World

Uses: Read Aloud

Books: *EyeWonder* series

Publisher: DK Publishing

- You may consider doing a group lesson. Read aloud one of the *EyeWonder* books on living things and do a group-think out loud, pair and share, and then hand out other DK books on living things and group or pair students (based on the numbers in your class). If you feel your students are not ready to read these on their own in groups, you may consider doing a series of read alouds with the different books. These books are designed to work for children ages 5 to 9, so they can be used across grade levels.
-

Curriculum Content: Social Studies, Maths, Science, Language Arts

Uses: Read Alouds, Independent Reading. Teachers Guide Included for expanded lessons.

Books: *King School Series* (See chart below. Not all books in the First Grade series are listed below, but there are many that correspond to Grade 1 curriculum content.)

Publisher: Townsend Press

(Note: you can use all of these books for the language arts curriculum too! Each lesson plan in the Teachers Guide gives you a list of specific reading content covered within the story.)

Book	Subject	Content
<i>Nice and Polite</i>	Social Studies	Politeness and respect
<i>My Baby Brother</i>	Social Studies	My family composition
<i>Let's Look for Words</i>	Language Arts Social Studies	Games we play
<i>Too Much!</i>	Maths	Money
<i>Hide and Seek</i>	Social Studies	Games we play
<i>Oh No!</i>	Science	Senses (taste)
<i>The Birthday Party</i>	Social Studies	Times we celebrate
<i>Street Fair</i>	Social Studies	Times we celebrate
<i>Our Garden</i> <i>A Trip to the Farm</i>	Science	Plants
<i>Magic Village</i>	Science	Living things, water

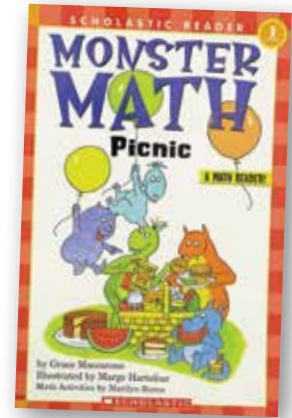
Curriculum Content: Maths (Different numbers that can be combined to total 10)

Uses: Read Aloud, place in math centre

Books: *Monster Math Picnic*

Publisher: Scholastic

- You can use this read aloud prior to a maths lesson, or borrow it for your classroom library when going over numbers. There are also seven pages of great games and riddles, if you want to reinforce the maths concepts covered in the book.



Curriculum Content: Maths (Counting)

Uses: Read Aloud

Book: *Monster Math*

Publisher: Scholastic

- One little monster waits for the first birthday guest to arrive. . . there's a knock on the door, and now there are two! Now three! Now four! The guests keep arriving until 50 partying monsters wreak havoc and Monster Mom decides that enough is enough. The partygoers reluctantly depart until just that one little monster remains—after the best birthday party ever.
- Your students can learn counting and basic maths concepts while they're laughing over the rollicking rhymes and energetic illustrations. Read aloud prior to a maths lesson. You can also borrow it for your classroom library.

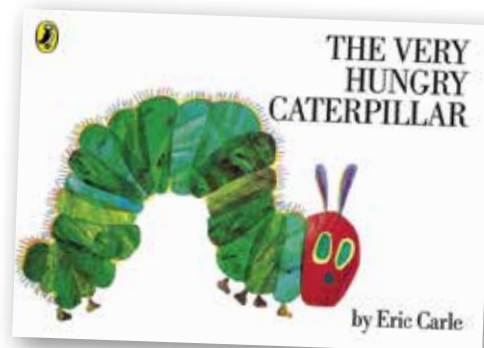
Curriculum Content: How Animals Change

Uses: Read Aloud

Books: *The Very Hungry Caterpillar*

Publisher: Penguin

- A great read aloud that works as an anchor text. *The Very Hungry Caterpillar* follows the life cycle of a caterpillar as it starts by coming out of its egg, all the way to becoming a butterfly. In addition to science topics, it teaches the days of the week, counting, and types of fruits. There are ample resources available on the web to create numerous lesson plans using the content in this book.



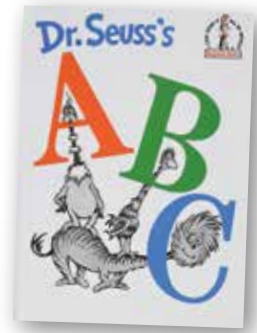
Curriculum Content: Capital and lowercase letters, vocabulary building, alphabet review, and phonics

Uses: Read Aloud

Book: *Dr. Seuss's ABC*

Publisher: Random House

- This is a great read aloud for reviewing the sounds of letters, especially at the beginning of the school year. You can use it for vocabulary building, and grouping words that have the same beginning sound. Use it to begin a lesson on writing with the intent to practice when to use uppercase letters and lowercase letters. Includes silly sentences, silly stories.



Curriculum Content: Social Studies (Respect and Empathy for Differences)

Uses: Read Aloud

Book: *Amazing Grace*

Publisher: Scholastic

- *Amazing Grace* is the story of an imaginative young girl and her pursuit of playing the leading role in her school's play—despite gender and racial stigmas. This book can be used to teach making text-to-self connections while reading, reading for a purpose, thinking while reading, drawing conclusions, and reacting to the text.
- You can use this read aloud to connect students with the ideas of respect, empathy, and pursuing your dreams. This book opens the door for student discussion about gender, diversity, courage, and family. It can be used to create a forum for conversation about bias and unfair remarks and give your students the ability to validate and affirm one another's views, as well as guide them to expand their thinking.



Curriculum Content: Social Studies (My School) and Maths

Uses: Read Aloud

Book: *The 100th Day of School*

Publisher: Scholastic

- This is a good book for you or your students to read aloud on the 100th day of school. There are many online activity ideas to make this a classroom or whole school event or to keep it in your classroom. It's a great way to reinforce the My School unit you did earlier in the year. You may even use this book to lead up to the 100th day through the My School Unit.



Curriculum Content: Language Arts (Rhyming, Vocabulary Building, Phonics), Science (Living Things)

Uses: Read Aloud (Late K-1), Independent Reading (Grades 2-3)

Book: *Hi! Fly Guy*

Publisher: Scholastic



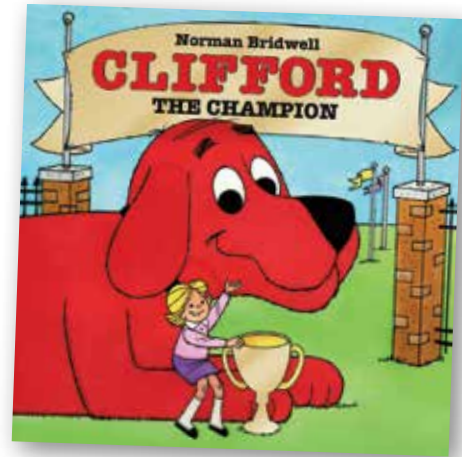
- *Hi! Fly Guy* is the first book in an entertaining series starring a boy named Buzz and his pet fly, Fly Guy. This is a great series to read aloud to entertain students and showcase reading for pleasure. *Hi! Fly Guy* can be used to introduce your Grade 2 students to chapter books and independent reading.
- When you read *Hi! Fly Guy* aloud to your Grade 1 class, the text can help you cover content in language arts including rhyming, vocabulary building and phonics long /i/ sound spelled with a 'y'. There are also opportunities to cover science topics on living things: insects are animals and caring for pets.

Curriculum Content: Social Studies, Language Arts

Uses: Read Aloud

Books: *Clifford the Big Red Dog* series

Publisher: Scholastic



- *Clifford* will help teach your students about the act of sharing, playing fairly, having respect, being responsible, working together, being truthful, being kind, believing in yourself, being a good friend and helping others all while entertaining them. These books help start conversations on moral character and build your students' comprehension skills. Below are some suggested titles from the large selection.

Book	Content
<i>Clifford the Big Red Dog</i>	Being a good friend
<i>Clifford and the Big Storm</i>	How to prepare and keep safe from a storm, helping
<i>Clifford's Manners</i>	Manners (please, thank you, share, follow the rules)
<i>Clifford's Good Deeds</i>	Being responsible, helping others, keep trying
<i>Clifford Goes to Dog School</i>	Learning to behave, training pets, believing in yourself

Grade 2 • Book Blurbs

Curriculum Content: Science (The Importance of Air to Animals)

Uses: Read Aloud

Book: *Ugly Cute Animals*

Publisher: Scholastic

- Though this book does not directly deal with air and animals it can be a great introductory read to a lesson on air and the importance of it to all animals by asking questions like, “Do you think any of these ugly cute animals could live without air?” Check your library for other books about animals for a fun read aloud to start a lesson on animals and air.
-

Curriculum Content: Similarities and Differences, Living Things, Safety, Feelings

Uses: Read Aloud

Book: *Lion Paw and Oliver, An Unlikely Friendship*

Publisher: CaribbeanReads

- Can a dog and a monkey really be friends? In this story based on real events, Lion Paw talks about how she and Oliver first met and the lessons they learned about the true nature of friendship. You can use the book to discuss similarities and differences, animals, safety with poisonous living things, and feelings, as well as build vocabulary while drawing on local background knowledge and making personal connections to the setting.
-

Curriculum Content: My School, Compound words

Uses: Read Aloud and Discussion. Borrow for classroom library.

Book: *Elizabethi's School*

Publisher: Lee & Low Books

- An excellent choice to share with students as they begin the new school year. Children who are starting school for the first time will find the story especially comforting. Use for language arts and vocabulary building. There is a teachers guide at: www.leeandlow.com

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

Curriculum Content: Life Cycle, Health, and Family Life

Uses: Read Aloud

Book: *Efa and the Mosquito*

Publisher: Campanita/Little Bell Caribbean

- Use this tale about a girl and a mosquito, with its blend of fiction and nonfiction, to help your students learn about mosquitos and the concept of cause and effect.
- You can use a simple KWL chart with the students to record what they already know, want to learn, and what they learned after reading the book. You can have your students review cause and effect by recognizing if a certain event in the story had not been included, then other aspects of the story would not have taken place.

Curriculum Content: Listening and Speaking, Reading, Comprehension

Uses: Read Aloud, Shared Reading, Independent Reading

Book: *The Surprise Garden*

Publisher: McGraw-Hill

- This book can help you teach many different concepts. You can choose to cover topics in maths, science, health, art and language arts.

Before reading: Think aloud, picture walk

During reading: Making predictions

After Reading: Dramatization

Culminating Activity: Field trip to a vegetable garden, germinating seeds, and comparing and naming various seeds Also consider the across-the-curriculum ideas below.



Subject Areas	Concepts/Content
Mathematics	Counting, shapes, sizes, length
Science	Plants and their growth and development, seeds. Care of plants and their needs. Animals and how they assist the agricultural process. Food chain, germination
Health	Food: vegetables
Art	Make a collage using pictures or drawings of vegetables.
Literacy	Making predictions. Sequencing, punctuation, intonation singular and plural
Reading and Comprehension	Drawing conclusions. Transition words: before, long, then, soon Content words: broccoli, cauliflower, lettuce, squash, beans, peas, shoots, sprouts, bloom, surprise

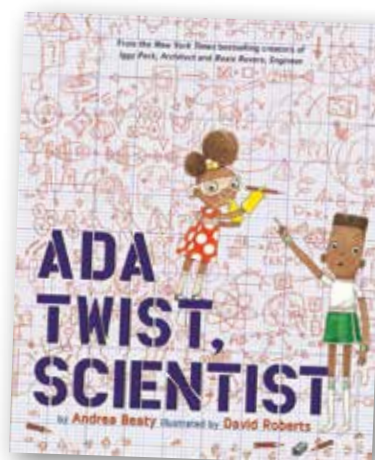
Curriculum Content: Science, Social Studies

Uses: Read Aloud

Book: *Ada Twist, Scientist*

Publisher: Abrams Books for Young Readers

- A curious young girl's quest for knowledge leads her to contemplate the scientific method to answer questions about the world around her. *Ada Twist, Scientist* can be used to teach rhyming patterns, use of question words with story elements, sequencing, and vocabulary enrichment.
 - You can use this read aloud to connect students with the scientific method and how asking questions leads to knowledge. You can have your students actively listen for story elements to complete a class chart that includes setting, characters, problem, and solution. In addition you can choose to have students identify new vocabulary words and use context clues within the text to determine their meaning.
-



Curriculum Content: Biographical, Social Studies, Environmental Impact

Uses: Read Aloud

Book: *Seeds of Change*

Publisher: Lee & Low Books

- This book could be used for many different subjects—if you need a versatile nonfiction anchor text, this is it: animals, biodiversity, plant adaptations, nature, science, sharing and giving, identity, self-esteem, confidence, responsibility, overcoming obstacles, occupations, mentors, home, history, heroism, food, farming, environment, nature, education, dreams and aspirations, biography, memoir, exploring ecosystems, human impact on the environment, environmental sustainability, informational text, integrity, honesty, leadership, optimism, enthusiasm, persistence, respect, citizenship, self control, self regulation, pride, compassion, geography, and kindness.
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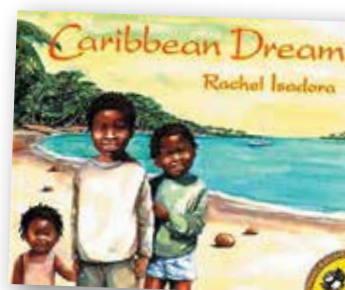
Curriculum Content: Writing, Vocabulary Building, Our Country/Region, Pride

Uses: Read Aloud, Writing Centre

Book: *Caribbean Dream*

Publisher: Puffin Books

- Here is a magical place where children run, splash, and sing on an island in the West Indies. Rachel Isadora's glowing watercolors and lyrical text celebrate the things that make the Caribbean a very special home. Use for teaching descriptive writing and writing about things you feel, see, and know.



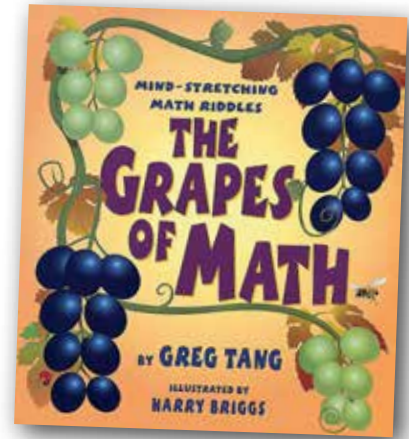
Curriculum Content: Math, Language Arts

Uses: Read Aloud

Book: *The Grapes of Math*

Publisher: Scholastic

- This unique read aloud shares techniques for solving math problems in creative ways. Appealling illustrations and simple riddles that rhyme prompt students to look at visual counting from a new angle. *The Grapes of Math* brings maths into everyday real life so that your students can connect with mathematical ideas from a practical perspective. You can use this book to introduce simple math concepts or use it as a brainteaser to help your students solve problems as a whole class, in groups, pairs, or individually. *The Grapes of Math* can be utilized as an anchor text for maths and language arts.
 - Four important lessons in problem solving are showcased in *The Grapes of Math*. Children will be guided to be open-minded when problem solving. They will be encouraged to think strategically and learn how to organize information by identifying patterns and symmetries.
 - You can use this book to demonstrate poetic rhythms and rhyming words as well as mathematical concepts like adding, subtracting, and multiplying. You can also use *The Grapes of Math* to teach how word problems are applicable in everyday life. Since this book uses pictures to visually show the word problems, you can focus your students' attention on how to solve the problems through pictures. The problems in this book are hard enough to challenge a young student's mind but not too hard that they make them lose confidence.
-



Grade 3 • Book Blurbs

Curriculum Content: Social Studies, Maths

Uses: Read Aloud

Books: *Hop, Step, Jump* series (the books below are Step level)

Publisher: Macmillan Publishers

You can use this series as an intro to talk about the Caribbean and the world. Borrow titles from the *Hop, Step, Jump* series from the library and place in your classroom library, so students can read them if they finish a lesson early.

<i>Sailing Days</i>	Social Studies	The Caribbean, the world
<i>Sally's Way</i>	Maths, Social Studies	Times tables, Grade 2 feelings, anxiety

Curriculum Content: Social Studies, Ways of Communicating, Disabilities

Uses: Read Aloud, Guided Reading, Independent Reading

Book: *A Girl Named Helen Keller*

Publisher: Scholastic

- This biography of Helen Keller for young readers explores the transformation of a wild, blind, and deaf child into a world-renowned, remarkable woman. Topics to discuss include nonfiction versus fiction (biography), types of communication (sign language), reading using Braille, and overcoming obstacles and disabilities.



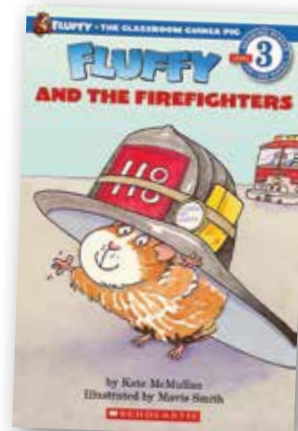
Curriculum Content: Social Studies, (Different Kinds of Work in the Community)

Uses: Read Aloud, Independent Reading

Book: *Fluffy and the Firefighters*

Publisher: Scholastic

- Use for discussions or group work extensions in the unit on communities and work in the communities. Covers the use of a uniform, special tools used for work, and familiarizing yourself with different workers in the neighborhood.



Curriculum Content: Science (Animals, Extinction, Resource Scarcity), Language Arts (Fables)

Uses: Read Aloud and Discussion

Book: *The Shark and the Parrotfish and other Caribbean Fables*

Publisher: Campanita/Little Bell Caribbean

- Great book to introduce a unit on living things and habitats. Inspired by Aesop's classic tales, and with the animals and plants of the Caribbean as its cast of characters, author Mario Picayo follows the traditional fable form while adding new and amusing twists to the moral-teaching stories.



Curriculum Content: Language Arts (Poetry), Science (Resources, Farming)

Uses: Read Aloud and Discussion. Classroom library for independent reading

Book: *Rainbow Stew*

Publisher: Lee & Low Books

- *Rainbow Stew* covers a lot of different content: food, gardening, colors, cooking, healthy eating, physical activity, intergenerational relationships (grandparents), weather (rain), siblings, sharing and giving, being helpful, dealing with disappointment. Check out www.rainbowstew.com or www.leeandlow.com for ideas.

Curriculum Content: Types of Weather, Creation, Musical Instruments, Physical Education/Games, Writing, Listening and Speaking, Reading, Comprehension

Uses: Read Aloud, Shared and Independent Reading, Extended lesson plans

Book: *Friends All Around*

Publisher: McGraw-Hill

- Use this fantastic book to teach your students about weather, creation, and places/countries. Many of the concepts in *Friends All Around* can be taught across the curriculum, as you can see in the table below.

Subject Areas	Concepts/Content
Religious Knowledge	Creation: "I am unique"
Science	Weather types and clothing
Art	Constructing or molding something that they like
Health and Science	Fun/healthy activities, Similarities and differences, Conflict resolutions/arguments (page 23)
Literacy	Reading strategies: retelling and predicting Sight words: <i>some, friends, each other, make</i> Sentence construction Identifying characters Parts of speech: verbs Compound words: <i>snowman, sometimes, footprint</i> Comprehension: (pages 8-9) making predictions and inferences; asking questions (pages 16-19) Listening and speaking: discussing things done with friends Use of handling books Antonyms and synonyms
Social Studies	Technology and communication
Music (pages 20-23)	Instruments and types of music
Mathematics	Basic addition

Curriculum Content: Art, Geography, Science, Social Studies

Uses: Read Aloud

Book: *The Nutmeg Princess*

Publisher: Annick Press

- A young boy and girl in the Caribbean believe an old woman's tale about the Nutmeg Princess who lives in a nearby lake. Since only those with a good heart can see her, this book connects your students with the ideas of bravery and honesty while also reinforcing vocabulary, retelling, and role-playing to make predictions.
 - You can use *The Nutmeg Princess* to teach describing words, use of similes, elements of fiction, author's purpose, summarizing, questioning, and predicting. Ask your students to 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 describing their feelings about what they find there.
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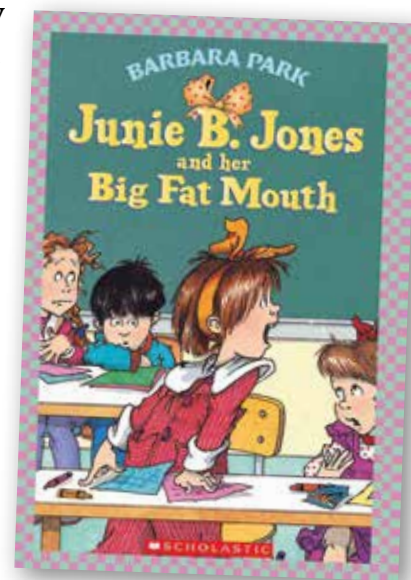
Curriculum Content: Social Studies (My School, My Community, Manners), Language Arts (Grammar, Writing)

Uses: Read Aloud, Independent Reading (recommended introduction to the series)

Book: *Junie B. Jones* series

Publisher: Scholastic

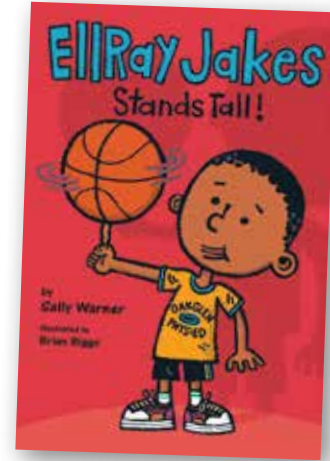
- *Junie B. Jones* is a great series to read aloud to your students in chapter segments. The main character is funny and entertaining. Each book contains 8 to 10 chapters and each chapter will take 6 to 10 minutes to read. Topics of curriculum coverage are endless, but the main ones include building personal character, and dealing with issues concerning school, family, and community. The chapter read aloud has the potential to help you scaffold your students' reading skills as they graduate from reading picture books to reading chapter books.
- Your students may also be unfamiliar with some of the content, but this will be an opportunity to build vocabulary using context clues.
- Reading aloud the first three books in the series, or the first chapters of each book at library time, can also be a great way to hook your students on this series to encourage independent reading.
- On the next page you'll find examples of curriculum content using Book 3, *Junie B. Jones and Her Big Fat Mouth*, as a two-week, chapter-a-day daily classroom read aloud.



Subject Areas	Concepts/Content
Social Studies	<p>School rules</p> <p>Building moral character with <i>Junie B. Jones</i> – There are great resources at this link: http://juniebjones.com/media/printables/teachers/JBJ_Rebrand_CharPoster_Activities_WEB.pdf</p> <p>Jobs in our community</p> <p>Self care (your teeth)</p>
Language Arts	<p>Building background knowledge – Help your students learn how to stop and re-read something that is not making sense because of lack of background knowledge or unknown vocabulary. Some examples: janitor, jelly doughnuts, “I Pledge Allegiance to the Flag,” hallways in school.</p> <p>Vocabulary building using context clues - There are many instances where words are defined in context. For example: <i>announcement, careers, cop</i></p> <p>Writing for your students –</p> <ul style="list-style-type: none"> • Use journal writing to record your good behavior. What actions have I taken to promote respect, caring, tolerance, dignity? There are some great expansions on this at: www.juniebjones.com • The author uses intentional grammar mistakes and colloquial familiar usage of language to tell the story. Why did the author intentionally write these the wrong way in the story? Young children over-generalize grammar rules when learning to speak and write. The character Junie B. Jones is in kindergarten. The author uses typical language mistakes when Junie is speaking in order to help keep Junie in character. <p>Grammar -</p> <p>Irregular past tense verbs (<i>blew, bent, hid, cost, ran, woke</i>)</p>
Science and Technology	Tools and when they are used

Curriculum Content: Social Studies, Language Arts**Uses:** Independent Reading, Read Aloud**Books:** *EllRay Jakes* series**Publisher:** Penguin Random House

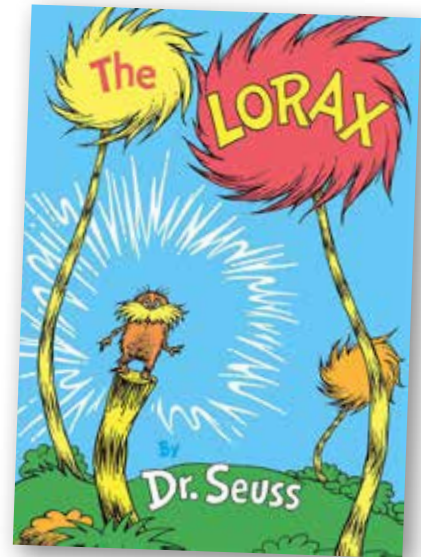
- The *EllRay Jakes* series is a great read aloud to hook your students into a series. You may consider reading aloud to your students the first in the series, *EllRay Jakes Is Not a Chicken*. It is a non-threatening way to cover topics on bullying and learning to conduct oneself in appropriate ways, but also an opportunity to scaffold students' comprehension skills as they move from picture books to chapter books. The vocabulary used within the book could make a great word wall list. Some examples for your EllRay Jakes Word Wall: *flinching*, *supreme*, *chunky*.



Book	Subjects	Content/Subject
<i>EllRay Jakes Is Not a Chicken</i>	Social Studies Language Arts	Bullying, doing the right thing, vocabulary building, comprehension skills
<i>EllRay Jakes Is a Rock Star</i>	Social Studies Science	Careers, geology
<i>EllRay Jakes Walks the Plank</i>	Social Studies	Moral character
<i>EllRay Jakes the Dragon Slayer</i>	Social Studies	Learning how to deal with bullies
<i>EllRay Jakes and the Beanstalk</i>	Social Studies	Being a good friend
<i>EllRay Jakes Is Magic</i>	The Arts	Performing, talents
<i>EllRay Jakes Rocks the Holidays</i>	The Arts Social Studies	Performing, celebrations

**Curriculum Content: Language Arts,
Social Studies, Science****Uses:** Read Aloud, Anchor Text**Book:** *The Lorax***Publisher:** Random House

- *The Lorax* is such a great read aloud that you can also use it as an anchor text in your classroom. Dr. Seuss's *The Lorax* speaks for the trees and warns of the dangers of disrespecting the environment. In this rhyming tale your students learn how the harvesting of trees changed the landscape of the Lorax's community forever. Your students will not only understand the importance of seeing the beauty in the world around us, but also learn about our responsibility to protect it.



The Lorax is filled with opportunities to cover curriculum content in language arts. Each page gives opportunities to review phonics through rhyme, build vocabulary, and review parts of speech. The main theme throughout the story will help you cover resources in our community and conservation of those resources within the social studies curriculum. Upon completion of your resources unit you may consider showing *The Lorax* movie to your class or taking your class on a field trip to one of the protected areas on your island. If you have environmental officers you may also consider inviting them to speak to the class or give your students a tour of a protected area.

Curriculum Content: Science, Social Studies, Language Arts

Uses: A leveled reading program of nonfiction books

Books: *DK Readers*

Publisher: DK Publishing



• *DK Readers* cover curriculum content in science, maths, and social studies. They are also a great language arts resource to teach differences between fiction and nonfiction, biographies, and fact versus opinion. The books have the ability to capture your students' interests and at the same time help build their reading skills and general knowledge. These are great for independent reading practice, but they can also help with school projects and content coverage. Below are just a few of the many options you can choose to use and recommend to your students for independent reading.

Book	Subject	Content
<i>The Story of Chocolate</i>	Social Studies	Cooking, food The world around us
<i>School Days Around the World</i>	Social Studies	The world around us
<i>Rainforest Explorer</i>	Science	Habitats, resources
<i>Greek Myths</i>	Language Arts Social Studies	What is a myth? Study of the world and our experience
<i>Amelia Earhart, More than a Flier</i>	Social Studies Technology Language Arts	History, transportation, aerospace and aviation, biography
<i>Extreme Machines</i>	Technology	Transport, road and motor vehicles
<i>Soccer School</i>	Physical Education	Rules of football, sports

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?
 - o Do they need more practice?
- Were my students successful at recognizing pairs of rhyming words and speaking them aloud?
 - o Do they need more practice?
- Were my students successful reading a list of simple words to make a sentence about the story?
 - o 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?
 - o 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*.

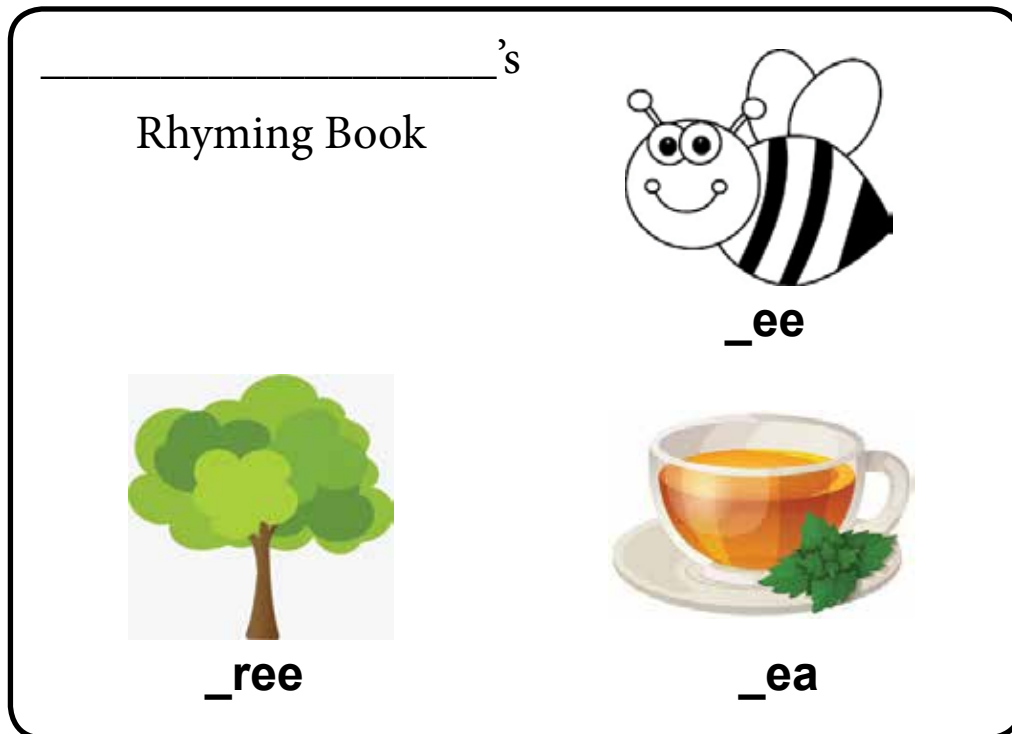
Culminating Activities (Post-Reading - Time to Practice)

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?
 - Do they need more practice?
- Were my students able to share words that rhyme with *see* verbally?
 - Do they need more practice?
- Were my students successful at reading the list of rhyming words demonstrating this by filling in their rhyming book?
 - 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?
 - 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?
 - 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?
 - 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?
 - 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?
 - 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?
 - 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
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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?
 - o Do they need more practice?
- Were my students successful sharing information about their habitats?
 - o Do they need more practice?
- Were my students successful reading to find ideas of things they would like to include in their habitats?
 - o Do they need more practice?
- Were my students successful at labeling the items in their constructed habitats?
 - o 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?
 - o Do they need more practice?
- Were my students successful responding to story element questions, sequencing questions, vocabulary questions, and rhyming pattern questions?
 - o Do they need more practice?
- Were my students successful reading sentences while sequencing the beginning, middle, and end of the story's plot?
 - o 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?
 - o 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?

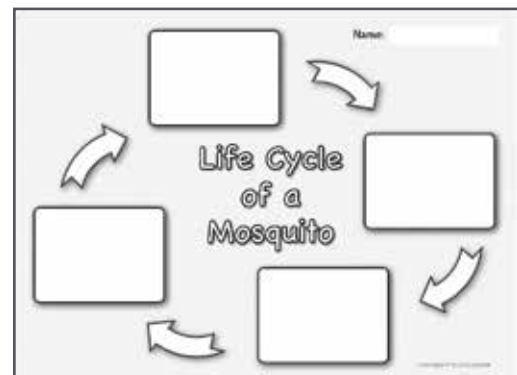
Across the Curriculum and Extension Lesson Plan Ideas

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.

Elizabeti'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

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

Reaching Your Students

Background Knowledge Before sharing *Elizabeti'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 newborn schoolroom classmates afternoon	surely finally lonely certainly neatly	excited shy missing glad 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?
 - o Do they need more practice?
- Were my students successful responding to comprehension questions by voicing responses aloud?
 - o 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?
 - o Do they need more practice?
- Were my students successful writing a response to reflect and engage with the book?
 - o 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 man 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
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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?
 - o 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?
 - o Do they need more practice?
- Were my students successful taking turns reading a page of the book aloud?
 - o 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?
 - o 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.

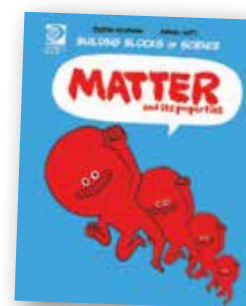
Extension of Lesson Plan for Independent Practice

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?
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library resources



Suggested Books for . . .

- Anchor Texts
- Shared Reading
- Guided Reading
- Independent Reading

Download all Library Resources at the Hands
Teachers Resource Guide webpage:
[www.handsacrossthesea.net/
TeachersResourceGuide.htm](http://www.handsacrossthesea.net/TeachersResourceGuide.htm)

Books to Choose for . . .

- Curriculum Subjects
- Reluctant Readers

Grade K - 3 Activities

- | | | |
|------------------------------|--------------------------|-----------------------|
| • 3-2-1 | • Sentence Construction | • Summarize! |
| • 5 Ws and 1 H | • Obstacle Race | • New Words on a Tree |
| • Word Splash! | • Sequencing | • Comprehension |
| • Parts of a Book | • Sight Word Hunt | • Singular and Plural |
| • Table of Contents | • Sack Race (spelling) | • Dictionary Search |
| • Title, Author, Illustrator | • Short Vowels | • Prefix and Suffix |
| • Storytelling | • Unscramble the Words | • Catch the Noun Fish |
| | • Fiction or Nonfiction? | • and much more . . . |

Books for Anchor Texts

What is an anchor text? An anchor text is any book that is read and referred to often because it can be used as a model to teach a variety of reading skills and strategies. You may read the book several times throughout the year but use it differently each time, focusing on a specific concept each time. With repetition your students will know the story very well, but the point of the lesson won't necessarily be the plot or characters. You may use the book to teach or reinforce a phonics concept or different sight words or rhyme and repetition or sentence structure.

How Many Should I Prepare?

Build a set of five to ten books that provide ample opportunities to teach any skill you can

imagine. These are the books which you can rely on to provide teaching opportunities all year long, so pick ones you enjoy. We have suggested a few here, but this is not an exhaustive list, only a starting point. Feel free to let us know what you have added to this list so we can share your ideas around the Eastern Caribbean.

The First Read-Through

The first read-through of the book is more about generating excitement and grabbing students' attention. Enjoy the first read aloud and your students will too. It's during the second or third time you read the book aloud that you can introduce a concept or content from the curriculum.

Tips for Building a Set of Anchor Texts

- Know your term plans, the subject matter, and the concepts you will be teaching
- Set aside time to browse the library books and read them. Reading children's books on a Saturday or Sunday afternoon can be a pleasant way to relax.
- How can the books you have read help you teach? How could you use them in a lesson? What teachable content do they contain for language arts? For science? For health and family life?
- Make a list of books that cover or supplement reading strategies and subject matter from the curriculum.
- Love the book! Your passion for the book will be contagious and help get students excited about the lesson.
- Keep in mind that picture books can be used as anchor texts in Grade 2 and Grade 3, too.

Anchor Text Ideas for Grade K and Grade 1

*Alexander and the Terrible, Horrible,
No Good, Very Bad Day*
Alphabet Adventure
Even Superheroes Have Bad Days
Fish Is a Fish
Hop On Pop
How Do Dinosaurs Stay Friends?
If You Take a Mouse to School

In My Heart: A Book of Feelings
Lola (series)
Look Out Kindergarten, Here I Come!
The Little Engine that Could
The Rainbow Fish
The Story of Ferdinand
Wemberly Worried

Anchor Text Ideas for Grade 2 and Grade 3*A House for Hermit Crab**Cat in the Hat**Charlotte's Web**Chrysanthemum**Enemy Pie**Harold and the Purple Crayon**I Like Myself**Ish**Little Red Riding Hood**Magic School Bus* (series)*One Tiny Turtle**The Dot**The Little Red Hen**The Lorax**The True Story of the Three Little Pigs**Wilma Unlimited*

Books for Shared Reading

What is Shared Reading? Shared Reading is an interactive reading experience: you read a book aloud and your students actively join in and participate. Shared reading involves reading a passage from a book, pausing to teach a concept or ask a comprehension or prediction question, and engaging your students along the way.

You will take your time reading the book, reading with expression and fluency. With the tone of your voice and inflection, you will be modeling the skills and patterns of proficient readers, thus allowing your students to keep their eyes on the print and pictures while listening to how the words should be read.

The Visual Magic of Big Books

Big books are wonderful resources to use during a shared reading lesson because the words and pictures are large enough for every child to see from his or her desk. The Early Learners Programme and Hands Across the Sea have provided Big Books to schools, but if you want some variety or to teach a different concept, don't be afraid to go to your library and select some picture books. You can have the children bring their desks closer together

or sit on a floor mat at your feet or draw their chairs in a circle around you either in your classroom or your library while you read the picture book aloud.

Modeling the Reading Strategies

In shared reading, you are modeling the strategies the students need in order to read independently. For your Grade K students, you'll start with basic print concepts such as the parts of a book, how to turn the pages, and how to read from left to right.

In a shared reading lesson, you can help your students decode words and build vocabulary by covering up part of the word, sounding out what is visible, then covering the next part to sound it out and then finally showing the whole word and sounding it out in its entirety.

You can use clues such as punctuation to model how you pause or alter your voice as you read aloud. How does the meaning of the story change if you move a comma or change a punctuation mark? How do the pictures help us decipher new vocabulary words or comprehend what is happening in the story? This modeling through shared reading is important skill building for young readers.

Tips for Building a Set of Shared Reading Texts

- Pick books that have predictable text whether it is because of repetition, for example *Brown Bear, Brown Bear, What Do You See?* or because pictures explain the text, for example in *One Fish, Two Fish, Red Fish, Blue Fish*.
- You can use many different types of materials for shared reading as long as all students can clearly see the print.
- Be sure you pick books that you like and your students enjoy, because you may find that you will work with the same book for the whole week and each reading may concentrate on different skills or concepts.

Shared Reading Picture Books

A Caribbean Journey from A to Y
Are You My Mother?
Brown Bear, Brown Bear, What Do You See?
Chicka Chicka Boom Boom
From Head to Toe
Giraffe Hears the Drum
Hop On Pop
I Like Myself
Kallaloo!: A Caribbean Tale
Living the Beach Life Series
Llama Llama Books
Malcolm and the Money Tree
One Fish, Two Fish, Red Fish, Blue Fish
Rainbow Stew
Sweet Victory
The Lesson Box
The Very Hungry Caterpillar
Vienna Cake Mystery
When I Grow Up
Where I Live
With Grace

Shared Reading Big Books

A Chair for My Mother
A Color of His Own
Alphabet Adventure
Chicka Chicka 1, 2, 3
Is Your Mamma a Llama?
My River
No, David!
The Little Red Hen
The Very Hungry Caterpillar
Today is Monday
White Rabbit's Color Book

Books for Guided Reading

What is Guided Reading? Guided reading is an instructional approach where you work with a group of three to five students. You will work with multiple copies of the same text.

Pick a book that is not too difficult, where students can read most of it on their own with some support from you. Throughout a guided reading session, you coach the learners as they use problem-solving strategies to decode the text. Your goal is independent reading.

What Should I Teach During Guided Reading?

Many of the sets of books in the library will guide you toward specific strategies to teach because they give you a list of skills, high-frequency words, and phonics suggestions. Look inside the front or back cover for a list of teaching ideas, or look online for a lesson plan. In instances where teaching strategies are not listed, it should be easy to read through the book to determine how it can be used in a guided reading lesson.

Tips for Building a Set of Guided Reading Texts

- Multiple copies of various titles suitable for shared reading have been sent to libraries by Hands Across the Sea and others over the years. Check your library to discover which multiple copies of book titles already exist in your school and familiarize yourself with them.
- You only need four copies of a book to create a set of guided reading books for your students.

Guided Reading for Grade K and Grade 1

A Box Can Be Many Things
A Chair for My Mother
A Color of His Own
A Coral Reef (Level C)
A Frog Grows Up (Level A)
All About Sea Turtles (Level D)
Alphabet Adventure
At Work
Bad Kitty Does Not Like Dogs
Bugs! Bugs! Bugs!
Can You See It?
Chicken Little
Copycat Critters
Count with Me
Down on the Farm
Feed Me Please (Level C)
Gus Loses a Tooth
I Spy a Rain Forest (Level C)

Fruit Salad (Level A)
Meet Some Mammals
More Spaghetti, I Say!
New Shoes (Level B)
No, David!
Splat the Cat and the Quick Chicks
The Boy Who Cried Wolf
Your Brain

Guided Reading for Grade 2 and Grade 3

A Chair for My Mother
Dangerous Animals
Deep Sea Explorers
EllRay Jakes is a Rock Star!
Fossie & the Fox
Maurice's Valises (series)
Out in Space
The Day of Ahmed's Secret

Books for Independent Reading

What is Independent Reading? Independent reading is when your students read books on their own with minimal to no assistance from you. As you encourage your students to graduate into chapter books, your skills at salesmanship are key. Hook students on a chapter book series by reading aloud the first few pages and picking a stopping point that keeps your students hanging and wanting to know what will happen next. There are many high-interest, suspenseful series books to

choose from, and we encourage you to read a chapter aloud after lunch every day to settle your class for the afternoon's lessons.

The Five Finger Rule (see the Library Time section in this guide) helps your students choose books they can read independently. A book list tailored for your reluctant readers (including boys) is also provided in the Resources section and suggests high interest/easy reading books for your most challenged readers.

Tips for Helping Students Pick Books for Independent Reading

- Students need reading books at their level to develop skills, fluency, and confidence.
- Point your younger students to the leveled reader sets in your library. These books have a number in the upper right-hand corner (such as the *DK Readers*) or list the reading level on the back of the book (such as the *King School Series* or the McGraw Hill readers).

Independent Reading: Grade K and Grade 1

Amelia Bedelia (series)
Bad Kitty (series)
Chee Chee (series)
Clifford the Big Red Dog (series)
Dr. Seuss books
Fly Guy (series)
Junie B. Jones (series)
Living the Beach Life (series)
Llama Llama (series)
Lola (series)
Mo Willems books
Narwhal, Unicorn of the Sea
Paw Patrol (series)
Scholastic Rookie Readers
Townsend Press King School (series)

Independent Reading: Grade 2 and Grade 3

A-Z Mysteries (series)
Black Lagoon (series)
Captain Underpants (series)

Dog Man (series)
EllRay Jakes (series)
Fly Guy (series)
Geronimo Stilton (series)
Goosebumps (series)
Jake Maddox (series)
Junie B. Jones (series)
Justice League (series)
Magic School Bus (series)
Magic Tree House (series)
Marvel books
Narwhal, Unicorn of the Sea
Paw Patrol (series)
Rainbow Magic (series)
Scholastic True Books
Scooby-Do! Mysteries (series)
The Bad Guys Book (series)
The Notebook of Doom (series)
Townsend Press King School (series)
Who Was...? (series)

Books for Curriculum Subjects

Looking for a way to encourage your students' interest in a subject? Picture books and colorful nonfiction texts with photos and charts can provide the needed spark to enhance your next science, maths or social studies lesson. Though these books may be primarily designed to entertain and inform outside the classroom, they can also be successfully used in the classroom to motivate your students' interest in a concept or idea. Library books cover every topic under the sun, so you can find a title that will align with your curriculum objectives and help students see how your lesson applies to the real world.

The Library: A Wealth of Information

We gathered this book list to provide a quick, easy glance at how library books can help you teach content within your curriculum. We strongly suggest you browse through the library collection to find your own books and/or ask your librarian/Imani/Yes/NEP/PEP worker for help.

We hope you will help us add to this starter list below. If you can't find a book in the library that will help you teach a curriculum subject, please let Hands Across the Sea know and we will endeavor to supply library books on important curriculum topics.

Language Arts (Reading, Writing, Grammar)

Alphabet Adventure, published by Scholastic

King School Series, published by Townsend Press

Leveled Reader Library Box Sets, published by Macmillan McGraw-Hill

Miss Spider's ABC, published by McGraw-Hill Education

No Mush Today, published by Lee & Low Books

PAL Books Phonics and Language, published by Macmillan McGraw-Hill

Scooby-Doo's ABC Mystery, published by Captstone

Science and Technology

A Drop in the Ocean: The Story of Water, published by Capstone

A Handful of Dirt, published by Scholastic

Ada Twist, Scientist, published by Abrams

Adventures in Sound: Max Axiom (series), published by Capstone

Amphibians: All New, All True, published by Scholastic

Birds, All New, All True, published by Scholastic

Charged Up: The Story of Electricity, published by Capstone

Climate Change: All New, All True, published by Scholastic

Deserts: All New, All True, published by Scholastic

DK Eyewitness (series), published by DK Publishing

DK Leveled Readers: Science, published by DK Publishing

Ecology: The Study of Ecosystems, published by Scholastic

Engineers Solve Problems, published by Scholastic

Fish is a Fish, published by Scholastic

From Seed to Plant, published by Scholastic

Books for Curriculum Subjects

Science and Technology (continued)

Hydrology: The Study of Water, published by Scholastic
Insects: All New, All True, published by Scholastic
Magic School Bus (series), published by Scholastic
National Geographic: Planes, published by Penguin Random House
Oceans: All New, All True, published by Scholastic
Reptiles: All New, All True, published by Scholastic
Scholastic Planet Series, All New, All True, published by Scholastic
Scooby-Doo's Color Mystery, published by Capstone
Sun Up, Sun Down: The Story of Day and Night, published by Capstone
That Illuminating World of Light: Max Axiom (series), published by Capstone
The Circulatory System: All New, All True, published by Scholastic
The Digestive System: All New, All True, published by Scholastic
The Nervous System: All New, All True, published by Scholastic
The Powerful World of Energy: Max Axiom (series), published by Capstone
The Respiratory System: All New, All True, published by Scholastic
The Rock Factory: The Story of the Rock Cycle, published by Capstone
The Science of Natural Disasters, published by Scholastic
The Tiny Seed, published by Penguin Random House
The Very Busy Spider, published by Penguin Random House
The Very Hungry Caterpillar, published by Penguin Random House
Tropical Rainforests: All New, All True, published by Scholastic
Up, Down, All Around: A Story of Gravity, published by Capstone
What Are Atoms? published by Scholastic
What Is Friction? published by Scholastic
What Is Mass? published by Scholastic
World Book: Planet Series, published by World Book
Your Fantastic Elastic Brain, published by Scholastic

Maths

Chicka Chicka 1, 2, 3, published by Scholastic
Count to 10 with a Mouse, published by Scholastic
Eating Fractions, published by Scholastic
Feast for 10, published by Scholastic
Fun, Fun, Crab on the Run, published by Campanita
Math For All Seasons, published by Scholastic
One Is a Snail, Ten Is a Crab, published by Scholastic
Pie Graphs, published by Capstone
Scooby-Doo's 1-2-3 Mystery, published by Capstone
Scooby-Doo's Shape Mystery, published by Capstone

Books for Curriculum Subjects

Maths (continued)

The Best of Times, published by Scholastic

The Grapes of Math, published by Scholastic

What Comes in 2's, 3's, and 4's? published by Scholastic

Social Studies/Health and Family Life

Alexander and the Terrible, Horrible, No Good Bad Day, published by Scholastic

Aquaman is Fair, published by Capstone

Batman is Trustworthy, published by Capstone

Clifford's Good Deeds, published by Scholastic

Clifford's Manners, published by Scholastic

Frederick Douglass: The Last Day of Slavery, published by Lee & Low Books

Gettin' Through Thursday, published by Lee & Low Books

Giraffes Can't Dance, published by Scholastic

Horton Hears a Who, published by Penguin Random House

How Full is Your Bucket? published by Scholastic

I Am Peace: A Book of Mindfulness, published by Abrams

I Don't Want to Be a Frog, published by Penguin Random House

King School Series, published by Townsend Press

Malala Yousafzai, published by Scholastic

Red, A Crayon's Story, published by Scholastic

Rookie Biographies: Anne Frank, published by Scholastic

Rookie Star: Make a Difference, published by Scholastic

Rookie Talk About It: Perseverance, published by Scholastic

Rookie Talk About It: Thankfulness, published by Scholastic

Rookie Talk-About-It: Empathy, published by Scholastic

Rookie Talk-About-It: Kindness and Generosity, published by Scholastic

Room in My Heart, published by Rosetta Press

Shelter in Our Car, published by Lee & Low Books

Tata and the Big Bad Bull, published by CaribbeanReads

The Magic Mirror, published by Rosetta Press

The Truth About Forever, published by Penguin Random House

What Was I Scared Of? published by Penguin Random House

When Sophie Gets Angry—Really, Really Angry, published by Scholastic

Where are the Great Pyramids? published by Penguin Random House

Who was Gandhi? published by Penguin Random House

Who was Marie Curie? published by Penguin Random House

Who was Mother Teresa? published by Penguin Random House

Who was Muhammad Ali? published by Penguin Random House

Who was Nelson Mandela? published by Penguin Random House

Books for Reluctant Readers

Some of your students may find reading hard, boring, or lonely. It has been found that exposing your students to series fiction and nonfiction, humor and joke books, books with quirky characters, and mystery/suspense books are great ways to motivate

these students to read. We have designed this list to help you suggest books to your students. Cast a line and hook those reluctant readers into the joy of reading for themselves!



Books for Reluctant Readers

A to Z Mysteries (series)

Anna, Banana (series)

Ashley Small and Ashlee Tall (series)

Bad Kitty (series)

Biscuit (series)

Boys Guide to Drawing

Captain Underpants (series)

Clifford the Big Red Dog (series)

Curious George (series)

DC Super Heroes: World's Greatest Jokes

DK Adventures (series)

DK Eyewitness (series)

Dog Man (series)

Don't Let the Pigeon Drive the Bus!

Elephant and Piggie Series

EllRay Jakes (series)

Fly Guy (series)

Frank Einstein and the Antimatter Motor

Geronimo Stilton (series)

Girls Guide to Drawing

Goosebumps (series)

Julian (series)

Junie B. Jones (series)

Justice League (series)

Lola (series)

Magic Tree House (series)

Marvel Superhero books

Narwal, Unicorn of the Sea

No, David!

Pete the Cat (series)

Rainbow Magic (series)

Ramona Quimby (series)

Rescue Princesses (series)

Scaredy Squirrel (series)

Scholastic True Books

Scooby-Doo! Mysteries (series)

Scooby-Doo's Laugh-Out-Loud Jokes!

Splat the Cat (series)

Squishy Taylor (series)

The Bad Guys

The Notebook of Doom (series)

The Pigeon Finds a Hotdog

The Pigeon Wants a Puppy

Literacy Activities: Make Your Library Come Alive

Activities for Grade K to Grade 3 (Activities courtesy of the Early Learners Programme)

3-2-1

This activity gives your students a structure for recording their comprehension and summarizing their learning. It also gives you the opportunity to identify areas that need re-teaching, as well as areas of student interest and growth.

3 After your read aloud or guided reading lesson, your students record three things that they learned during the lesson.

2 Students record two things they found interesting and would like to learn more about.

1 Students record one question they still have about the topic or story.

Review Your Students' Responses

After you review the responses, use the information to develop future lessons and determine what skills need to be practiced more. For Grades K-1, you can use the 3-2-1 activity in a group rather than as an independent task and write student responses on the board.

Compare and Contrast 3-2-1

To compare and contrast, ask your students to record three similarities between texts, two differences, and one question they have.

Reading 3-2-1

When reading, students record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.

5Ws and 1H

Use this activity with your whole class, using your guidance about a book that you read aloud. The activity can also be done with your students working in pairs or independently. You can chunk this activity into parts to focus on certain questions for particular texts, rather than tackling all of them at once. For each of the main ideas that you and/or your students have identified during the read aloud, ask students questions starting with the 5 W's and 1 H question words:

Who?

Identify the characters in the read aloud and make a list of them. Draw connections between the characters and the students.

What?

Identify the events or actions in the story and make a list of them. Draw connections between the events or actions in the story and similar events or actions that have taken place in the students' own lives.

Where?

Identify all the places mentioned in the read aloud and make a list of them. Draw connections between the places and events in the story, as well as similarities and differences between the places from the story and the students' own community.

When?

Identify all the time factors in the reading and make a list of them. Draw connections between the places and events and the time frame in which these events are sequenced.

Why?

Identify causes for events or actions and make a list of them. Draw connections between the causes and effects on the characters, events, places, or times within the story.

How?

Identify the way the events in the story took place and make a list of them. Draw connections between the way events occurred and other factors within the story.

Word Splash!

This comprehension and vocabulary activity makes learning word terminology easier for your students. It is interactive and fun, engaging students and motivating them to learn new words while setting a clear purpose for reading. Research shows that we read better when we have a purpose, which is why Word Splash is a great choice for struggling or reluctant readers. The activity gives them a purpose for reading, which helps capture their attention.

How it Works

Before you begin a read aloud, a new chapter of a book, or a new unit, identify the important terminology or key concepts of the topic. Then display or “splash” the words (preferably at an angle) on the board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have generated their statements, students then read the book or text to check their accuracy and revise if needed.

1. Display words on the board (or in any creative way you like) and explain that the words you are reading to the students relate to a book or text they are going to read.
2. Have your students work in pairs to predict what the topic is going to be about.
3. Once your students have shared their predictions, write the topic on the board.
4. Students then connect two or more of the words together and explain how they will go together in the book. They do this for all of the words.
5. Students then need to read or listen to the book/text on the topic and learn how the

words/ideas are connected. You ask your students to compare the connections with their predications and revise if needed.

6. Student pairs share their findings with another pair.

Extension activity

Students use the words to write complete sentences about the topic.

Suggestions for Application

Create a Word Splash prior to viewing an educational video, then pause the video periodically and ask students to discuss and revise their predications.

Create a Word Splash prior to having a guest speaker. After the speaker has completed their presentation, ask your students to share their predications with the guest.

Use Word Splash for summarizing. Ask your students to read a chapter, passage, or book and create their own Word Splash of what they feel are the key terms or ideas in the passage.

Create a Word Splash with pictures. Display a variety of pictures for students and ask them for the key ideas in the photos.

Ways to Keep it Fun and Interesting

- Write vocabulary words on name tags and stick them to the students' shirts.
 - Display words on paper and hang them from the ceiling with wire hangers or paper clips.
 - Write words in different-colored chalk on the board.
 - Write words on sticky notes and place randomly around the classroom.
 - Research shows that we read better when we have a purpose. The Word Splash! strategy is a great choice for struggling or reluctant readers. It provides them with a purpose for reading which helps capture their attention and motivates them to learn.
-

Activities for Grade K (Courtesy of St. Thomas' Primary School, St. Kitts and Nevis)

Parts of a Book

Make a template of a book by folding a piece of paper in half and coloring the parts of the book with a different color including the front cover, back cover, and spine.

Title, Author, and Illustrator

Students identify a book's title, author, and illustrator with a real book and discuss what/who each is. Then your students will create their own book cover on a sheet of paper by writing a fictional book title, and their name as both the author and illustrator.

Storytelling

After a read aloud, students take turns retelling the story to show what they remember from the book. Have your students color a picture depicting an event from the story and then explain what is taking place.

Sentence Construction

Use word cards to form 3-word or 4-word sentences as a whole class. Then your students work in pairs to construct simple sentences. Then, students can work independently.

Sequencing

Students answer questions about the story you have read aloud to them by pasting pictures that illustrate the main events of the story, in the correct sequence.

Sight Word Hunt

Students look through picture books to find a set (no more than 5 words) from the following Grade K sight words: *all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with.*

Activities for Grade 1

Parts of a Book

Students create a book cover out of a piece of paper and use glue to paste a label onto the various parts of the book: front cover, back cover, spine, title, author, and illustrator.

Create a Title Page

Students construct a title page of an imaginary book or real book by writing the necessary information (title, author, illustrator, publisher) and then coloring their book cover.

Build a Bookmark

Students create their own bookmark for reading by writing a simple phrase about reading, writing their name on it, and/or decorating it with drawings.

Sack Race (spelling)

Students jump in a sack, collect a card, complete the missing letters for each word, then

jump to the finishing point with the completed word card. Then you check to see if all the words are spelled correctly.

Obstacle Race (spelling / picture / answer a question)

Give your students three steps to follow. First, they run to a point and complete a word card with a missing vowel. Second, they run to another point, find the picture of that same word, and carry it back. Finally, they go to a third obstacle, read a question, and write the answer on a card. Students take these cards to the finishing point, where you check to see if all three steps were followed correctly.

Shopping Bucket Race (words and pictures)

Give each student a shopping list with three words written on it and a “shopping bucket.” Students run to the cards placed ahead of them and select only the picture of the words (one by one) written on the shopping list and place them into their buckets. When they have collected all three words on their list, students take their shopping buckets and run to the finishing point. Then you check their shopping list to see if they brought the correct items.

Short Vowels

Give your students cards with words on them that are missing short vowels like d_g or c_t. You model how to try out the five different vowel sounds within the word to determine what the words are. Example: *dag, deg, dig, dog, dug*. Students can work with a partner or independently to complete this activity.

Unscramble the Words

Give your students a set of three or four letters (one on each card) and have them unscramble the letters to create basic sight words or new words found from a recently read story.

Sentence Construction

In a group of five to six students, give each student a word card to arrange correctly to form simple five- to six-word sentences about a topic being studied or a recently read book.

Storytelling

After you read a book aloud, encourage your students to retell the story’s major events and draw a picture depicting one of the events from the story along with a word or set of words that describes what is happening in the picture.

Long “E” Word Hunt

Show your students several words with the long *e* sound, such as /ee/ and /ea/, as in the words *tree* or *leaves*. Go through a picture book together as a class, hunting for words that have the long *e* sound, and make a class list when a word is found. The words can be written on index cards and taped on a word wall for later reference.

Sight Word Hunt

Students look through picture books to find a set (no more than five) from the following Grade 1 sight words: *after, again, an, any, as, ask, by, could, every, fly, from, give, going, had,*

has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when.

Activities for Grade 2 (Courtesy of St. Thomas' Primary School, St. Kitts and Nevis)

Fiction and Nonfiction

Pull a range of fiction and nonfiction titles from the bookshelves. Discuss the difference between fiction and nonfiction with your students. Students then categorize each book as fiction or nonfiction. Students can use the book's illustrations and the word choice of the title to determine whether the book is identified as fiction or nonfiction.

Summarize with Picture Cards

After your read aloud, ask your students to cut out four squares of paper and draw the four major events from the story on them. Have the students put these four paper squares in the correct order to sequence the story correctly. Students can mix up their picture cards and have a partner put the squares in the correct order to practice, too.

New Words on a Tree

Students create a Word Wall Tree by cutting out leaf templates on pieces of paper and writing one new vocabulary word on each of them from a book that you have read aloud. Students can tape these words above the image of a large trunk with branches to create the shape of a tree on the wall for reference.

Build Your Own Sentence

Students use six to eight flash cards with various words to create sentences. Students can work with a partner or independently. More words can be added once your students are confident ordering the words in a sequence that makes a meaningful sentence.

Story Telling Mobile

Students color various pictures depicting the story read aloud and sequence the pictures in the correct order of events from the story, using string to create a hanging mobile.

Bucket Race (using blends)

A boy/girl team has a bucket. One student stands with the bucket while the other student runs and collects a word beginning with /th/ (one by one) three times and puts the words in the bucket. When the bucket contains three words, the student holding the bucket runs to the finishing point. You ensure that students have only three words beginning with the /th/ blend. Other beginning blends such as /sh/ and /ch/ can be used as an additional activity.

Catch the Noun Fish

First, scatter six words along the pathway of the students. Using a string, each student will fish for four nouns among the words. Then the students will take their "catch" to the finishing point. Then you check to see if the student has caught four "noun fishes." The number of word fishes scattered along the pathway can be increased for difficulty.

Reading Comprehension

Each student runs and selects a reading card about a particular book read aloud. The student reads the question (you can use true-false statements too), and then answers it on the card with a pencil. When he or she completes the question, they will run to the finishing point with the card. There you can check to see if the student has answered the question correctly. The game can continue for three rounds. Ask questions that require only a one- or two-word answer.

Word Hunt (library words)

Twelve students will each choose a clue card from a container at the starting point. Each student will read the information on their card carefully. When you call out, "Start!" the students will search for the correct vocabulary word scattered along the way, and then run to the finishing point. You can then check the four representative students from each team and their given clue cards to ensure that they have the four correct vocabulary words.

Flat Race (reading comprehension)

Each student selects a comprehension card, reads it, shades in the correct answer from two given choices, and runs to the finishing line to take the answer paper and tap a bell or horn to indicate that they are finished.

Sight Word Hunt

Students look through picture books to find a set (no more than five) from the following Grade 2 sight words: *always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write.*

Activities for Grade 3 (Courtesy of St. Thomas' Primary School, St. Kitts and Nevis)

Word Hunt for Hard and Soft "C" and "G"

After a review of hard and soft *c* and *g* usage in words, your students hunt through a picture book(s) for words that use those particular sounds. Students write the words under one of the four columns (hard *g*, soft *g*, hard *c*, soft *c*). Students think of and add additional words to the columns as an extension of this activity.

Sentence Construction

Use six to eight flash cards with various words to create sentences. Students can work with a partner or independently. More words can be added once your students are confident with ordering the words in a sequence that makes a meaningful sentence. Students can identify which words in the sentence are nouns (persons, places, things, or ideas), verbs (action/being words), or adjectives (describing words). Discuss how each set of words is necessary to create a well-constructed sentence.

Table of Contents

Show students the table of contents from a nonfiction text, and model how to use the information based on this page(s) to locate certain topics throughout the book. Your students can work in pairs using the table of contents to identify the location of information.

Sight Words/Vocabulary Words

Students tie letter cards together to form sight words and vocabulary words and hang them around the library or classroom. Students then take a “gallery walk” around the room identifying each word that has been hung and creating simple sentences out of the sight words and vocabulary words displayed.

Singular and Plural Word Hunt

After discussing the differences between singular and plural words, encourage your students to go on a word hunt in various picture books to identify singular and plural words from the text. Students can work in pairs or independently as they create a list of singular words and plural words found in each book and compare which list (singular or plural) has more.

Storytelling

After a read aloud, ask your students to create a six-cell comic strip to review the major events from the story. Each of the cells should have a short caption that goes along with each picture and should be in the correct order of the story’s sequence of events. Students can share their comic strips with one another.

Dictionary Search

During a read aloud, students can listen for new words that they are unfamiliar with and create a class list. Then your students work with a partner to look up each word in a dictionary to find the meanings of new and unfamiliar words and share their findings with the class.

Sight Word Hunt

Students look through picture books to find a set (no more than five) from the following Grade 3 sight words: *about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm.*

Prefix or Suffix Word Hunt

After discussing the differences between prefixes and suffixes with your students, send them on a word hunt in various picture books to identify words that have either prefixes or suffixes. Students can work in pairs or independently to create a list of words with prefixes and suffixes and compare which list (prefix words or suffix words) has more.
