

they are written in. It is important for students to be able to read and understand the format of these stories. By specifically pointing out the component parts of a story map, the students will begin to understand how books are written. This will be a guide to aid them in their comprehension, and also guide them in their own writings.

Materials

A copy of the book *Where the Wild Things Are* by Maurice Sendak

Several sheets of paper labeled:

Setting

Characters

Events 1-6

Solution

Markers

Procedure

Introduce the book to the students. Read the title and author to them, and ask them what they think the story might be about. After they respond, read the book to them, inviting them to read along whenever they want to. Then begin the process of using a story map to divide the story into its various components. Show them the paper titled "setting". Explain to them what the word setting means if needed, and then write down whatever they tell you for the setting. Repeat the process with "characters". Then explain to the students that their book is divided into separate "events". Have them dictate what they perceive each event to be, and write down their response. Finally, give the

<p>Prior Knowledge: Text/Connect The learner will be able to connect prior knowledge and text ideas in various fiction and non-fiction works.</p> <p>Strategies: Features/Text/Apply The learner will be able to apply the use of text features to clarify meaning.</p> <p>Reading Aloud: Text Features/Identify The learner will be able to identify text features while reading aloud in a group.</p> <p>Emergent Reading: Directionality The learner will be able to understand directionality by</p>	<p>CA 2, 3, 7, 1.5, 1.6</p> <p>CA 2, 3, 1.5, 1.6</p> <p>CA 3, 1.6</p> <p>CA 2, 3, 1.5, 1.6</p>	<p>students the opportunity to come up with their interpretation of the story's solution. Make sure that for every component of the story, you write down the students' response word-for word. At this point, emphasize to the students that the story begins and ends at the same place (constituting a circle story).</p> <p>After identifying the story's components, the students can illustrate each event. If time allows, they can also draw their favorite character in the story.</p> <p>Dr. Seuss Lesson</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will produce an illustration and paragraph about Sue Snue. • Students can sign their name and write a note to Dr. Seuss. <p>Materials: Colored construction paper, Crayons, Staples, <i>Who are You, Sue Snue</i>, Pencils, Markers</p> <p>Instructional Procedure:</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Begin with a brief discussion about Dr. Seuss and his birthday. • Question the students about their prior knowledge to this subject. • Perform the art activity of making Dr. Seuss hats. • Create these by using construction paper and stapling the pieces together to fit the student's head.
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<p>following print word for word when listening to familiar text being read aloud.</p> <p>Questions: Narrative/Expository Text/Explain The learner will be able to explain response to why, what-if, and how questions when sharing narrative texts.</p>	<p>CA 3, 1.6, 2.4, 3.5</p>	<p>Developmental Activities:</p> <ul style="list-style-type: none"> • Read <i>Who are You, Sue Snue?</i> • Using the children's cognitive skills, have a class discussion and question session based on the literature being read. • Upon completion of the story, instruct the students to draw a picture of what they would be if they were in Sue Snue's situation. • Tell the students to write a sentence or two to caption their drawing. • Activate their affective skills by inviting each student to express how they felt about the book, while presenting their pictures and ideas. <p>Closure:</p> <ul style="list-style-type: none"> • Students will use their psychomotor skills to act out their favorite scene in the book. • After each individual has gone, move on to the next activity. • Create a Birthday card for Dr. Seuss. • Invite the children to use crayons and markers to draw pictures or add notes beside their name.
<p>Word Analysis</p> <p>Phonetic Clues: Phonemes/Words The learner will be able to listen and recognize phonemes in words with one or more syllables.</p>	<p>CA 2, 3, 1.5, 1.6</p>	<p>Word Identification Lesson</p> <p>Objective: Students will be able to hear individual phonemes in words and place them in the correct position in order to encode animal words. Objective: Students will read and trace with crayon the name of his/her animal independently.</p> <p>Materials needed: Animal pictures with corresponding initial letter. Name of animal printed so students can trace Crayons Tape</p>

		<p>Procedure: Prior to the students entering the room, the teacher will place under each of their chairs a picture of an animal and its corresponding letter. For instance for letter A, the teacher might use an antelope with a large capital A printed below it. When the students are seated, the teacher will tell them to reach under their chairs and take out their pictures. The students will then be required to go to the front of the classroom contingent upon the letter they have. For instance, letter A will go first, then letter B. Once the students are in the proper order of the alphabet, the lesson will begin. The student with letter A will say his letter and the corresponding picture. "A for antelope." He will then be required to spell antelope aloud (this could also be done by ability level, the teacher could give the more difficult words to the more accomplished readers and the easier ones to the students who have more difficulty decoding) by calling the people he needs to create the word (the others in the group will also help if need be). For example, if Johnny has N he will call Johnny , then Sue who has the letter T and so on.. He will place the people he called in order so that the word will be spelled correctly, and they will stand in front of the rest of the students so they can see how the word is spelled. After this has been accomplished letter A will place his picture of the antelope and the letter A on the board. The teacher will give him the word antelope and he will trace it with a crayon and place it under the picture. The other students will go back to their place in the alphabet while the next student spells an animal word. This will continue until all the students in the class have a turn.</p>
<p>Vocabulary</p> <p>High Frequency Words: Use The learner will be able to use high frequency words to read aloud fluently, accurately, and with expression.</p>	<p>CA 2, 3, 2.5</p>	<p>High Frequency Sight Words</p> <p>Student will learn various high frequency sight words by playing <i>Steal the Words</i> card game. They will then identify these words in the context of choral reading a book.</p> <p>Reasoning</p>

Sight words are very important in building the confidence of beginning readers. By giving students repeated exposure to individual sight words, it will be easier for them to pick the words out and read them in context. This will add to the natural, flowing pace of reading that is every child's goal. Placing the learning of sight words in a game format makes this overwhelming task less of a chore and adds fun. Also, it's important to follow the game of learning the words with reading a book, to emphasize to the students the value of knowing the words.

Materials

64 notecards, each card printed with a word on it twice, one right-side-up, one upside down

Several books for the students to pick from

Procedure

Deal 4 cards to each student and have them lay them out in front of them facing up. Lay 4 cards out in the center of the students. Explain the rules to the students as follows:

-whoever picks the word with the most letters goes first

-when it's your turn, if you have a word that matches one in the middle of the circle, you can take the card and add it to a private pile of your own.

You can only take a card when you read the word on it. Always keep four cards per student and four cards in the middle.

		<p>-another way to add cards to your individual private pile is when it's your turn, if you have a card that matches the top card on someone else's private pile, you can say the word and take that person's entire private pile.</p> <p>-the game continues until all the cards are matched</p> <p>-the student with the most cards wins</p> <p>After they play the game, read through all of the sight word notecards with the students again. Then allow them to choose a book that they want to read. Have the students choral read the book with the teacher. Whenever a student successfully reads one of the sight words just learned, point this out to them. Be sure and provide any needed help with the more difficult words they may not know yet.</p>
<p>Genres</p> <p>Poetry/Prose: Compare/Rhythm/Rhyme The learner will be able to compare rhythm, rhyme, and alliteration in literature.</p>	<p>CA 2, 1.5, 1.6</p>	<p>Name Rhyming</p> <p>Materials: Bulletin Board, Camera, paper and markers</p> <p>Take an individual picture of each student and staple to a bulletin board. After rhyming has been introduced, ask each student to rhyme his/her name. For example "Steven-Beven." If they have trouble thinking of a rhyme, ask classmates to help and let them choose one they like. Post the name and the rhyming name (as in the example) next to the student's picture. These can be changed weekly. Call them by their two names when they line up or other non-instructional parts of the day (because they will laugh a lot). Kids will also love coming to the board to read all of the names during Literacy Center time. When the activity is over, each student can make a book using his/her picture and all of the rhyming names.</p>

know when they will be allowed to eat the cookies. Because the disappearance of the cookies should be a surprise, don't talk now about looking for clues and playing detective.

Step-By-Step Procedures:

(It is helpful to have a parent helper and at least one accomplice to help you with clues. The cafeteria staff will also need to be in on this so they can make the cookies disappear. Be sure to arrange with the staff how they will be involved and make a plan for the cookies to get back to your room before you do!)

You will have already read "The Gingerbread Boy" by Paul Galdone to the students. Use the recipe at the end of this lesson plan or another recipe that you like. The recipe attached makes 26 to 28 six-inch tall cookies. Roll and cut out the cookies at home the night before you plan to make them in school. Write the name of each student on the parchment paper above their cookie. I used pans and parchment paper from the school cafeteria and had the cookies all ready to decorate when I brought them to school in the morning. Set out a napkin for each student which has on it items for decorating the cookies. Explain that you will call the students to the table four at a time to decorate their cookies. While you are assisting with or overseeing the decorating, have your helper/accomplice go over details of the story with the children. They should also discuss with the children what they think will happen with their cookies while they are in the oven. Once the cookies are decorated, have the students accompany you to put them in the oven. While the children are present, ask the cafeteria workers to check on the cookies in a few minutes, but let them know you will be back with the children to remove them from the oven. Take the students back to the classroom for a few minutes. You will probably have a little bit of clean up to do during the short baking time. When you return to the cafeteria, the cookies should have disappeared and should be hidden from view. Have the first clue on a table in the cafeteria or by the oven. Read the clue to the students and ask them to tell you what they think it means.

Once you agree as a class where the clue is leading you, go to that location, where there should be another clue waiting. Read the second clue, ask the students what they think and follow this clue. Tell the students what great detectives they are. Ask if they think they will catch up with the cookies. At the next location there should be one more clue that directs children back to the classroom where they will find the cookies waiting for them.

Closure (Reflect Anticipatory Set): Ask students to recall what you did and how it compares with what happened in the book. Ask them how they think the cookies got back to the classroom. Ask what they think was happening with the cookies after they put them in the oven and until the cookies were found in the classroom. Be sure to ask students "Why do you think that?" when they answer you. Tell them we may never discover what really happened!

Gingerbread Recipe taken from "The Fannie Farmer Cookbook."

Heat to the boiling point

1 cup molasses

Add

½ cup sugar

6 tablespoons butter

2 tablespoons milk

Sift together

4 cups flour

1 teaspoon each or: baking soda, salt, nutmeg, cinnamon, powdered cloves, and ginger

Add to the first mixture. Add more flour if necessary to make dough thick enough to roll out. Roll dough until about 1/8 inch thick. Cut out cookies using gingerbread man cookie cutter. Bake at 350 degrees for 8-10 minutes. You may have to adjust the temperature and time for the oven at school. Check with the cafeteria staff for suggestions so the cookies don't burn.

<p>Writing</p> <p>Writing Processes: Main Idea/Develop The learner will be able to write clear sentences using the stages of the writing process: prewriting, editing, drafting, revising, and editing multiple drafts.</p>	<p>CA 1, 4, 1.8, 2.1, 2.2</p>	<p>Create A Sentence</p> <ol style="list-style-type: none"> 1. Choose a card with a photo / picture on it. (I used a clip art computer program to put unusual pictures on index cards.) 2. Student identifies picture / photo. 3. Student uses the word in a sentence. <p>Other Versions:</p> <ul style="list-style-type: none"> *Use cards in regular board games the student enjoys playing. Students can take a turn once they have created a sentence. *Write sentence student creates on sentence strips, then cut-up and play with words.
<p>Spelling</p> <p>Emergent Spelling: Phonetic/Use The learner will be able to begin using simple phonetic analysis. Speaking</p>	<p>CA 1, 1.6, 2.2</p>	<p>Stamp Out Spelling</p> <p>All you need is a set of alphabet stamps and some paper along with your list of words.</p> <p>Instead of having the student write the spelling words, have them stamp them out for a change. It takes just as much concentration to stamp them out as it does to spell them with a pencil and paper. They believe that they are being treated and it is a game rather than work.</p>