

Day One

Grade Level: 1st

Week of: April 13

SOLs: English Standards of Learning 1.9

The student will read and demonstrate comprehension of a variety of fiction and nonfiction.

- a) Preview the selection
- b) Set a purpose for reading
- c) Relate previous experiences to what is read
- d) Make predictions about content
- e) Ask and answer who, what, when, where, why, and how questions about what is read
- f) Identify characters, setting, and important events
- g) Retell stories and events, using beginning, middle, and end
- h) Identify the topic or main idea

Objectives:

1. Through a read aloud of Jack Quack by Lucy Nolan, students will be able to identify the big idea and summarize the story.
2. Through the teachers modeling, students will begin to learn how to identify the big idea of a story using the characters, problem, setting, and details (summarization).

Building Background/Anticipatory Set/Engage and Hook	The teacher will show the students the book that will be read. Ideas will be presented about how authors determine the title of a book. The teacher will think aloud about what the book might be about based on the title.
Direct/Explicit/Strategic Instruction	The teacher will discuss with students how to identify the big idea of a story. Tell students that the big idea is the overall message or theme of the book. The teacher will tell the students that in order to identify the big idea, other important facts about the book must be identified as well. These include the characters, setting, problem, and details in the book. By noting these important facts, an accurate summary of the book will be more easily provided. This will help lead to students' identifying the big idea. Tell the students that the big idea is usually evident in the title of books so it is always important to read the cover of a book.
Model/Read Aloud recording thinking on graphic organizer (moving toward shared	The teacher will have the students gather on the red carpet to listen to the story <u>Jack Quack</u> . Tell the students that I am going to think about all the important facts to understand the big idea and make an accurate summary of the book, including details from the beginning, middle, and end of the story. A modified graphic organizer will be filled out on chart paper as the teacher thinks aloud through the

and/or guided practice	<p>important details that will help to identify the big idea. These will include:</p> <p>Title: Jack Quack</p> <p>Characters: Otis, Hawthorne, Woodruff, Reed, Violet, Willow, Forrest, Juniper</p> <p>Setting: Silverthorne Forest, the lake</p> <p>Problem: Otis did not pay attention and learn how to land.</p> <p>Details:</p> <ol style="list-style-type: none">1. The ducks had their first lesson.2. Otis crash landed into the mud.3. Otis falls in love with Violet. <p>*See the attached chart paper for the modified graphic organizer completed in class.</p> <p>While thinking aloud through these facts, the following will be thought aloud as well:</p> <ol style="list-style-type: none">1. Sometimes I get distracted and don't listen all the time. I should probably start paying better attention so that I can learn as much as possible and not have to teach myself.2. Even if I can't do something perfect the first time, I should not get discouraged like Otis did and run away. I could ask for help from a friend or keep trying until I get better.3. Helping others is always a good thing, especially if you do it without knowing. I really like when I see people helping each other every day in the classroom.
Closure	<p>The teacher will review the important parts in a story to recognize and focus on how important the details are to determine the big ideas of a story. The teacher will also discuss how the big ideas and details in the story help the author to create a title for the story, just like in <u>Jack Quack</u>.</p>

Day Two

Grade Level: 1st

Week of: April 13

SOLs: English Standards of Learning 1.9

The student will read and demonstrate comprehension of a variety of fiction and nonfiction.

- a) Preview the selection
- b) Set a purpose for reading
- c) Relate previous experiences to what is read
- d) Make predictions about content
- e) Ask and answer who, what, when, where, why, and how questions about what is read
- f) Identify characters, setting, and important events
- g) Retell stories and events, using beginning, middle, and end
- h) Identify the topic or main idea

Objective(s):

1. Through a read aloud of Rainbow Fish and the Sea Monster's Cave by Marcus Pfister, students will be able to identify the big idea and summarize the story.
2. Using the same modified graphic organizer from day one, students will assist the teacher with filling it out.

Building Background/Anticipatory Set/Engage and Hook	The students will review <u>Jack Quack</u> by using the retelling ball with the assistance of the graphic organizer filled out by the teacher on day one. Discuss how the big idea can be identified through the supporting facts: characters, setting, problem, and summarizing details. Tell students we are going to read a new book today. The cover of the book will not be shown to the students. The teacher will explain that the students will try and determine the title once they have completed the graphic organizer.
Direct/Explicit/Strategic Instruction	Review that the big idea and summary of the story can be determined from supporting facts. The big idea of a story is the overall message or theme of the book. The teacher will tell the students that in order to identify the big idea, other important facts about the book must be identified as well. These include the characters, setting, problem, and details in the book. By noting these important facts, an accurate summary of the book will be more easily provided.

<p>Model/Read Aloud recording thinking on graphic organizer (moving toward shared and/or guided practice)</p>	<p>The teacher will have the students gather on the red carpet. The teacher will tell the students that they are going to help fill out the graphic organizer and think aloud through the book just like she did for <u>Jack Quack</u>. The teacher will read <u>Rainbow Fish and the Sea Monster's Cave</u> and stop at different places:</p> <ol style="list-style-type: none"> 1. After new characters are introduced. 2. After the setting is introduced. 3. After the problem of the story can be identified. <p>At the conclusion of the book, the supporting details will be identified that might help figure out the title of the book.</p> <p>*See attached chart paper for graphic organizer filled out by the teacher and class.</p>
<p>Closure</p>	<p>Discuss how to use these facts to create a title.</p> <p>The students will think-pair-share to come up with possible titles for the story. The teacher will walk around the group to hear students' ideas.</p> <p>Wrap up with revealing the actual title of the book and see if it matched what any of the students created based on the important details and supporting facts of the book used to identify the big idea.</p>