

Day 1 Lesson Plan

Overview

Goals of the Lesson

- 1. Build the students' understanding of various vocabulary words.
- 2. Improve the students' reading comprehension skills.

Rationale

- The goal of this lesson is to build students' vocabulary and story recollection. As stated in *Repeated Interactive Read-Alouds in Preschool and Kindergarten* "... reading aloud affects vocabulary development (Robbins & Ehri, 1944; Whitehurst et al., 1999), acquisition of literary syntax and vocabulary (Purcell-Gates, McIntyre, & Freppon, 1995), story recall (Morrow & Smith, 1990), and sensitivity to the linguistic and organizational structures of narrative and informational text (Duke & Kays, 1998)," (McGee and Schickedanz). An effective read-aloud can also make students' oral vocabulary grow and become more complex as they age.
- This lesson will encourage students to use the tools they learned about characters in prior lessons and apply them to their reading. While reading aloud this book they will be able to understand characterization and understand the meaning of various vocabulary words from the text. As stated in *Revitalizing Read Alouds*, "Oral language abilities provide a foundation for academic success. Oral language includes both the expressive domain (speaking) and receptive domain (listening). In terms of expressive language, the CCSS expect students in kindergarten through 2nd grade to speak in well-formulated sentences that are relevant to the content and social nature of the conversation. In terms of receptive language, students need to demonstrate listening skills by asking and answering questions that are relevant to a text or topic of discussion," (Bradly and Price, 2016). This lesson will help young readers practice their understanding of words or phrases used in different contexts because we are conducting this lesson as a read aloud. As stated in the above quote, reading aloud is substantially important for young readers because it will help them learn listening skills and oral language skills.
- Teaching tier two vocabulary words in this story will help prepare them for more complex books in the future. According to *Bringing Words to Life*, "Less than interesting instruction is not a concern of merely wanting students to enjoy classroom and activities. Rather, students need to develop an interest in and awareness of words in order to adequately build their vocabulary repertoires," (Beck, McKeown and Kucan, pg.14).

Therefore, when students have a story read aloud to them, it will make them more interested and engaged in discussion. As stated in the article *For Young Children, Pictures in Storybooks are Rarely Worth a Thousand Words*, “A large body of research indicates that children’s oral vocabulary acquisition is aided when teachers use several word support strategies (e.g., pointing to illustrations, verbal explanations, gestures) while reading stories aloud,” (Collins and Schickedanz, pg. 547). This proves that after reading stories aloud and going over challenging vocabulary words, children's comprehension of the text is improved. Also, pointing to illustrations helps children build their understanding of the book. The words chosen from the book *Poppleton in Winter* by Cynthia Rylant are: **proud**, **listen** and **politely** which are all tier two words.

NJ Language Arts Standard(s)

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 - C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Objective(s)

- Students will be able to analyze meanings of multiple-meaning vocabulary words.
- Students will be able to identify word relationships.
- Students will be able to use their context clues to help determine the meaning of multiple vocabulary words.

Materials:

- *Poppleton in Winter* by Cynthia Rylant
- Plain white cardstock
- Printed pictures for the word cards (one set for each partner group)
- Apple TV, iPad, Google Slides, Internet access
- Sets of vocabulary cards for each student

Prior Knowledge:

- In the classroom students have been learning about the characters in the books they are reading. They have learned about analyzing why a character performs certain actions and how the character may be feeling while reading. Analyzing characters is a key part of understanding the book *Poppleton in Winter* by Cynthia Rylant because students will have to analyze why characters act and feel the way they do throughout the story. Using what they have learned about characters all week will help them better understand the role Poppleton plays in the book. This new lesson fits with the “bigger picture” because it will help them better understand how to analyze texts and the characters in the books they are reading in the future. They need to know how to analyze and understand the characters in the books they are reading to fully comprehend and understand any book they read.

The Teaching Sequence

Read Aloud

1. The teacher will say: “Good Morning, Class,” and she will show the cover of the book to the students. “What do you think you’ll be reading about today?” and she will call on a student whose hand is raised. “That’s correct. Today we will be reading the first chapter of a book that takes place in winter, which is a colder season of weather - usually in the months of December, January and February. It is called *Poppleton in Winter* by Cynthia Rylant.”

2. The teacher will begin reading the first story entitled *Icicles* starting from page 1 and will stop on page 5. The teacher will say “Icicles are these hanging pieces of ice that form when water freezes and drips down,” and will point to the picture of the icicles. The teacher will turn the page and will continue reading. Before continuing to page 7, the teacher will ask: “Why do you think Poppleton is **proud** of his icicles? Do a quick turn and talk with your partner.” After the turn and talk, the teacher will say “would anyone like to tell us about a time you felt **proud**?” The teacher will call on a student whose hand is raised, let the student respond and talk about the vocabulary

word **proud**. “That’s right,” she will say, “when you feel **proud**, you are feeling happy with something you own or do.” Then she will continue reading.

3. The teacher will continue reading until page 9. She will say “Poppleton is careful not to bonk his head on the icicles. Bonk means to hit something or someone,” and will continue reading.

4. The teacher will continue reading until page 10. The teacher will ask the class: “What do you think Poppleton’s mother and friends wanted him to do with his icicles? And why do you think Poppleton didn’t **listen** to them?” The teacher will call on a few students who have their hands raised and will have a short class discussion. She will summarize by saying “**listen** means to do something someone else thinks you should do, or asks you to do, such as **listening** to your parents tell you it’s bedtime and then going to bed.”

5. The teacher will continue reading the story and will stop on page 11 to emphasize the word finch on page 11. The teacher will say, “A finch is a small bird with a short beak which it uses to eat seeds.”

6. The teacher will continue reading and will stop on page 12 to emphasize the word **politely**. She will say: “to act or speak **politely** means to act or speak in a way that shows good manners. What are some things you do that show you have good manners?” The teacher will call on a few students who have their hands raised and will have a short class discussion. She will say “you all are acting very **politely** today by raising your hands to be called on and not speaking when your classmates are speaking.”

7. The teacher will continue reading and will stop on page 13 to emphasize the word frozen. “To be frozen is to become hard because of the cold, like Poppleton’s icicles.”

8. The teacher will continue reading and will stop on page 15 to emphasize the word picket fence. “A picket fence is a fence with upright pointed boards, or in this story, it is made out of the fallen icicles,” she will say.

9. The teacher will continue reading and will stop on page 17 to emphasize the word melt. “Icicles always melt, which means they change from a solid back to a liquid usually because of heat,” she will say.

10. Then, she will ask a final question: “What do you think the author means when she says ‘Icicles always melted. But a new friend would stay’?” Do a turn and talk with your partner.”

Direct Teaching of Vocabulary Words

1. The teacher will say, “I loved hearing all your thoughts about what happened to Poppleton in this story. We are getting a really great sense of Poppleton and the kinds of adventures he gets into with his friends. As we were reading this story, I noticed that the author of *Poppleton in Winter*, Cynthia Rylant, used some new words. I want to talk about three of the words from the story a bit more.”

2. The teacher will continue, “The first interesting word is **proud**. In this book, Poppleton felt proud when he saw that his icicles were getting longer and longer and they hadn’t been broken yet. To feel **proud** is to feel happy with something you own or do. Some of you might feel **proud** when you get an answer right if the teacher asks you a question. Or you might feel **proud** when you draw a pretty picture. Or you might feel **proud** of something you own, like a pet. The teacher will now say to the class, “Say the word **proud** with me.” The class will repeat the word in unison.

3. The teacher will ask the class, “What is something you are **proud** of?” The students will then raise their hands and answer the question.

4. The teacher will explain next, “The second interesting word is **listen**. In the book, Poppleton didn’t **listen** to his friends or his mother when they thought he should knock the icicles off of his house. He took care of them and wanted them to get longer and longer. So, he didn’t knock them down like they wanted him to do, and he didn’t **listen** to them. To **listen** means that you do something that someone else wants you to do or asks you to do. You would listen to someone such as your parents if they tell you to go to bed or your teacher if she tells you to take out your writing folder.” The teacher will now say to the class, “Say the word **listen** with me.” The class will repeat the word in unison.

5. The teacher will ask the students, “When was a time you didn’t **listen** to your parents or your teacher?”

6. The teacher will say, “The third interesting word is **politely**. In the book, Poppleton talks to the finch very politely. To act **politely** means to act or speak in a way that shows good manners. When you raise your hand and wait to be called on, you are

acting ***politely*** because you are showing good manners. The teacher will now say to the class, “Say the word ***politely*** with me.” the class will repeat the word in unison.

7. The teacher will ask the students, “Can you tell me about a time that you acted politely?”

8. The teacher will say, “We talked about three words: ***proud***, ***listen*** and ***politely***. Let's think about them.”

9. Have the class pick up different pictures of the three vocabulary words. The teacher will ask the class: “With your partner, show me the picture where Poppleton is talking to the finch ***politely***. Show me the picture of Poppleton being ***proud*** of his icicles. Show me the picture of how Poppleton didn't ***listen*** to his friends about knocking down the icicles and helped them grow longer and longer.”

Practice Word Meanings

1. The teacher will say “Okay class, now that we have finished going over our new words, I am going to show you sentences on the tv with a blank space and you are going to hold up the correct word from your set of vocabulary cards.”
2. The teacher will show the sentence “Poppleton felt _____ as he watched his icicles grow longer and longer.”
3. The students will hold up the card with the word ***proud*** on it.
4. “That's right, ‘Poppleton felt ***proud*** as he watched his icicles grow longer and longer.’ Great work. Now, you're going to put that card back in your pile, and I will show the next vocabulary sentence.”
5. The teacher will show the second sentence “Poppleton didn't _____ to his friends when they wanted him to knock down the icicles from his house.”
6. The students will hold up the card with the word ***listen*** on it.
7. The teacher will say “That's right, ‘Poppleton didn't ***listen*** to his friends when they wanted him to knock down the icicles from his house.’ Now, you're going to put that card back in your pile, and I will show you the last sentence.”

8. The teacher will show the last sentence “Poppleton talks to the finch very ____.”
9. The students will hold up the card with the word *politely* on it.
10. “That’s right, ‘Poppleton spoke to the finch very *politely* after the finch said he was sorry about knocking down the icicles.’ Very good everyone. You all did a wonderful job remembering what each of our special words mean! Now, I’ll collect your vocabulary cards.”
11. The teacher will collect the vocabulary cards.

Closure

1. The teacher will say, “Why was Poppleton glad that the finch knocked down the icicles?” The teacher will call on a few students who have their hands raised and will have a short class discussion to summarize the theme of the story and re-emphasize the 3 vocabulary words.
2. After the students answer, the teacher will briefly explain what the story was about. She will say “The story *Icicles* was the first chapter of the book *Poppleton in Winter*. In the story, Poppleton is very *proud* of the icicles that he has grown on his house, even though his friends and his mother want him to knock them down. He doesn’t *listen* to what they have to say and takes care of them so they grow longer and longer, but then the finch flies into them by accident and knocks them down. The finch apologizes to Poppleton, and Poppleton tells him *politely* it’s alright. They decided to build a picket fence together with the icicles because they were still frozen. In the end, Poppleton was glad the icicles were knocked down because he got to make a new friend which would last, not like the icicles that would melt.” The teacher will end the lesson by saying “if you want to hear more about Poppleton’s winter adventures with his friends, there are two more stories in this book *Poppleton in Winter*. Ms. Refsin has this book in her library.”

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Vocabulary Word Wall Cards

PROUD

Student-Friendly Definition:

When you feel proud, you are feeling happy with something you own or do.

Picture From the Book:



How the word was used in the story:

Poppleton is proud of how long his icicles grew without knocking them down.

LISTEN

Student-Friendly Definition:

To listen means that you do something that someone else wants you to do or asks you to do.

Picture From the Book:



How the word was used in the story:

But Poppleton didn't listen to any of them. He loved his icicles.

POLITELY

Student-Friendly Definition:

To act politely means to act or speak in a way that shows good manners.

Picture From the Book:



How the word was used in the story:

Poppleton talks to the finch very politely after the finch apologized for knocking down his icicles.

Reference List

Poppleton in Winter, by Cynthia Rylant

Bringing Words to Life, by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan

Repeated Interactive Read-Alouds in Preschool and Kindergarten, by Lea M. McGee and

Judith A. Schickedanz

Revitalizing Read Alouds, by Lisa Hammett Price and Barbra A. Bradley