

CASE: Reading Day 1

(http://app.education.pitt.edu/teacherprep)

Name: Brianna Amoscato Date: Subject: Reading: Day 1

Things to do to prepare for the lesson:

•	•	• reading materials papers copied and distributed
•	•	• smartboard lessons
•	•	• three sets of books

Learning goal(s):

*** A summary includes the character, the main idea, the setting and what the story is about.**

State Standards for the lesson:

1.1.2.A:

Identify the author’s purpose and type, using various genre.

Materials & Resources

1.1.2.B: Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

Materials & Resources

1.1.2.C:

Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.

Materials & Resources

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

Materials & Resources

1.1.2.E:

Demonstrate accuracy and automaticity, in oral reading of grade level text.

Introduction:

Mini Reading Lesson:

What is your favorite book? Who are the characters? What is the setting? What is the book about.

The teacher will model: My favorite book is “The Giving Tree.” This book is about a tree and a boy. The boy asks a lot of the tree throughout the story and then realizes that it is not about taking but about giving. You do not really need a lot of things to make you happy.

What is your favorite story? I want you to think about it in your head and then talk with your partner about it. What are the characters in the story? The setting? What is one sentence that explains what your book about. Specify that you ONLY want one sentence. think pair share with a partner

- ***TODAY we are going to practice summarizing or putting things in our own words. connect to other things they have been doing in class. Ex. They summarized for their timelines by searching for the main idea! They were also summarizing when they were writing the main idea for their chapter books. They were summarizing the chapter!***

When we summarize, we look at the picture or the text and think about the character, the setting and then the problem or what the story is about. the teacher will look at the poster and think about these three elements and talk out loud to the students constantly using the word summarize. Ask students to explain what it means go summarize in their own words.

- ***Introduce RAP strategy***

Read the Text.

Ask yourself questions about the main idea and Characters

Put into your own words.

Have students repeat the words of this strategy.

Two mini stories will be on the smart board for the students to practice using the rap strategy.

1. Sarah was in the kitchen with her mom making cookies, cake, brownies and cupcakes for new neighbor who had just moved in next door. “We want to make them feel welcome!” said Sarah’s mother.
2. Robby was playing in a soccer game with his teammates from school. He was the midfielder and was running back and forth between the two goals. It was very wet and cold outside and Robby was getting tired. Unfortunately, when he was going to throw in the ball from the sideline, he tripped over his shoelace and heard his wrist snap.

Middle:

Students are broken up into groups and are assigned different parts for the reading activities. (This will already be completed during writer's workshop.)

The teacher will meet with the following two groups today for reading:

- *1:35-1:55 is the lowest group reading (The Royal Zookeeper) and the highest group is reading.*
- *Let's read the title together: "The Royal Zookeeper." What does the word Royal mean to you? Discuss the word royal and have the students draw from their own lives text to world connections**
- *Have the students use the pictures on the front cover to also help them discuss what "royal means" What words do you think of when you think of the word Royal?
Prince, king, queen, castle, magic, etc.*
- *Prompt students to talk about the genre of this story. Do you think this story is nonfiction or fiction and why. Make sure to use the word FANTASY if a student does not explicitly use the word fantasy. Explain that other fantasies have very similar characteristics. Sometimes, the author has king and queens as characters, etc.*
- *Go through and look at some of the pictures in the story asking the students what they notice about where the characters are in the story, what the characters are doing and WHO they characters are specifically. Look at the dialogue. Introduce difficult words such as "albatross"*

Students will begin reading quietly to themselves. As they are reading quietly, the teacher will choose a student to begin reading out loud to him or her. Correct when needed, take notes, give compliments and suggestions. Think about expression, punctuation, pausing, fluency, etc. Students will go back and reread if they are finished reading.

- *"Opening Night: 2:00-2:20.*

The other students will be working on their reading activities assigned for that day.

High Group: *POEM REVISIONS* read chapter book

Middle Group 1: Cool Contractions/ Read chapter book or POST OFFICE

Middle Group 2: Once Upon a Synonym/ Read Chapter Book

Low Group: Word Hunt/ Chapter Book

Conclusion:

POST OFFICE

1. Directions: Read a picture book and then write me a letter that summarizes what you read. You need to make sure you include the character, the setting and the main idea of the story.

2. WORD HUNT: A SEARCHING YOU WILL GO

Sort your spelling words into categories. Then, read the word hunt text to find other words that would also belong in that particular category. How many words can you find in each category! Write the total number of words at the bottom of the page.

ALWAYS FREE CHOICE: Spelling BAM

- **Players take turn reaching in pulling out one card. The player reads to the other player. The other play must spell. If Correct, they get the card. If incorrect, card goes back into container. If you pull out a BAM card, you must put all of your cards back in the container. You play until there are no cards left. Winner is the one with the most cards.**

4. Contraction Cards: NAME THAT CONTRACTION

5. Poem Palooza

6. Snowy Similes

7. Once Upon a Synonym

The Synonym Snow Day

Directions: Think of a synonym (a word that means the same thing as the underlined word.) Then, write that synonym on the line below.

Ms. Amoscato woke up with a smile on her face. She got out of bed. “It is a snow day!” she said. I have been waiting for this day for a long time. Ms. Amoscato felt happy. Ms. Amoscato walked downstairs and into the kitchen. Her kitchen was big with wooden floors and a wooden table. “I’m hungry!” Ms. Amoscato said. She looked in the refrigerator and found bread and butter. She toasted the bread and put butter on it. The toast was so good! She ate the toast and washed it down with a cold glass of milk.

After, Ms. Amoscato decided to go put on her snow clothes. First, she found a pair of warm socks. However, the socks were too small so she had to find new socks. Then, she pulled on her snow pants and shoes. “Nick!” she said. “It is time to go outside!” “I’m tired!” Nick said. However, he put on his snow pants too and together they went outside. The snow was cold and white. They called their neighbors and had a snowball fight. Ms. Amoscato made a round snowball and threw it at her brother. “I got you!” She said. After building an igloo out of snow, they decided it was time to go back inside. They drank warm hot chocolate with marshmallows and listened to music. It was a great snow day!

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |

_____, (greeting)

_____, (Closing)
 _____ (Name)

1. What two words are in won't?	2. Write the contraction for can not.	3. Write the contraction for would not.	4. What two words are in wasn't?	5. Write the contraction for have not.
6. What two words are in didn't?	7. Write the contraction for will not.	8. What two words are in isn't?	9. Write the contraction for we are.	=
11. What two words are in couldn't?	12. Write the contraction for she is.	13. What two words are in hadn't?	14. Write the contraction for should not.	15. What two words are in don't?

COOL CONTRACTIONS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

REVISIONS REVISIONS REVISIONS

Snow Day

It happened while we were all asleep

Snow had fallen-six feet deep.

The temperature was ten below.

All the roads were blocked with snow.

“No school today.” the news reporter said

So I dressed

And got on my sled.

-Caryn Yacowitz

Honestly, this poem needs YOUR help. Rewrite the poem and add the following details:

- 1. Create a more interesting Title***
- 2. Add 2 adverbs (ly)***
- 3. Add 3 descriptive adjectives***
- 4. Replace the word “got” (last sentence) with another verb.***
- 5. Add 1 example of onamomopia***
- 6. Add in a simile***



Snowy Similes

Brainstorm words that remind you of winter in the box below. Use your winter words to help you write your winter similes:

Ex. snowflake

I am as cheerful as _____

I am as sad as _____

I am as joyful as _____

I am as strong as _____

My smile is like _____

My eyes are like _____

I am as quiet as _____

I am as graceful as _____

I am as fast as _____

I am as beautiful as _____

I am as loud as _____

I am as timid as _____

Word Hunt

