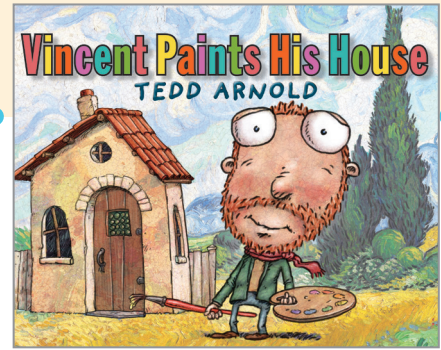


LESSON PLAN



HC: 978-0-8234-3210-3 • E-book available

Vincent Paints His House

written and illustrated by Tedd Arnold

In this colorful story, students will learn about creative compromise as they visit with Vincent and his animal house guests.

Objectives: Read text with purpose and understanding; retell familiar stories, including key details; identify characters, settings, major events, problem and solution in a story; read common high-frequency words by sight and categorize them; learn color words, phonemic awareness, beginning consonants and consonant blends, punctuation, exclamation point and quotation marks; identify the theme: compromise.

Guided Reading Level: D

Grade Level: Kindergarten

Interest level: Pre-K-3

Common Core Strands in This Guide:

Reading Literature: RL.K.1, 2, 3, 4, 5, 7, 9, 10/RL.1.1, 2, 3, 4, 6, 7, 9

Reading Foundational Skills: RF.K.1, 2, 3, 3a, 3b, 3c, 4/RF.1.1, 2, 2a, 2b, 2d, 3, 3a, 3f, 4

Writing: W.K-1.1, 3, 5, 8

Speaking and Listening: SL.K-1.1, 2, 4, 5, 6

Language: L.K.1, 2, 2b, 4, 4b, 5, 5a, 6/L.1.1, 1d, 2, 2b, 2d, 2e, 4, 4c, 5, 5a, 6

BEFORE READING

1. Look at the cover illustration and title. Ask students how the cover of a book will help them understand what the story will be about. Predict what the story will be about.
2. Read the name of the author/illustrator. Discuss the role of an author and the role of an illustrator.
3. Write *main idea* and *main character* on the board. Ask students to explain what the main idea is and how we can determine the main character. Explain that the main idea is *what* the book is mostly about and the main character is *who* the book is mostly about.
4. Ask students what the title of the book and the cover illustration tell us about the main idea and main character. What does the word *his* mean in the title? (*His* means that the house belongs to Vincent.)
5. Write the word *paint* on the board. Add endings to the word to make new words. (Ex., *painter, painting, paints, painted*) Use the new words in sentences and discuss the meaning of each.
6. Go on a picture walk through the story. Turn to the last page.
7. Show the students *The Starry Night* by Vincent Van Gogh.
8. Have students make connections between the book and the painting.
9. Chart the vocabulary words in the story: *house, time, decide, color, maybe, white, spider, red, yellow, caterpillar, beetle, purple, bird, blue, butterfly, orange, snake, green, mouse, brown, black, bat, everyone, happy, my, This, is, nice, like*
10. Sort the words into three categories: color words, animal words and sight words.
11. Color the beginning sound for each word in bold marker.
12. Write the blends on another chart: *wh, sp, sn, gr, br, bl, th*. Practice blending the sounds.
13. Read to find out Vincent's problem and how he solves his problem.



DURING READING

1. Tell the group that they will see the vocabulary words in the story.
2. Let students read the story in pairs and find the words.
3. Read the book to the class.
4. Point out the end punctuation and ask students to think out loud as they tell about it. (Ex., "Time to Paint the house! I am saying that loudly because I see an exclamation point.")
5. Point out quotation marks to the class. (Ex., "I see quotation marks when the characters are talking.")
6. Read: "Hmmm", said Vincent." Write: *Vincent says "Hmmm."* Ask: "Why do people say 'Hmmm'? What is Vincent thinking about?"
7. The picture shows Vincent thinking. Say: "What does the picture tell us about what Vincent is thinking?"
8. Continue to read the story. Point out the different tubes of paint on each color page and ask the students why all of the tubes have different names.
9. Go back to the story and find the:
 - quotation marks, then tell what the characters are saying.
 - word "MY." Why does Tedd Arnold capitalize the word "MY" in the story?
 - repeated lines in the story.
 - exclamation points.
 - main character. Explain why Vincent is the main character and the animals are not.
 - words in the story that tell the main idea.
 - words that tell that Vincent solved his problem.

AFTER READING

10. What kind of character is Vincent?
11. What is the lesson we can all learn from Vincent?
12. How does Vincent solve his problem?
13. How would you react if others told you what color to paint your house?
14. Draw a picture of your house in pencil. Paint your house the way you would like it to look. Write a sentence about your house.
15. Sort through a 64-box of crayons and sort into colors. Create lists of different shades of the rainbow. (red, orange, yellow, green, blue, purple)

Word Work

16. Practice consonant blends. Find words from the story beginning with *wh, sp, sn, gr, br, bl, th*.
17. Add vowel teams *at, ap, ow, in, un* and *en* to make new words.
18. Retell the story in order of events.
19. Who said it from the story? Write the name of the character.

"This is nice."

"This is MY house and I like red."

"This is MY house and I like brown."

"This is MY house and I like black."

"This is MY house and I like yellow."

"This is MY house and I like purple."

"This is MY house and I like green."

"This is MY house and I like blue."

"This is MY house and I like orange."