



LESSON PLAN

Drew the Screw

An I Like to Read® Book Level E

Written and Illustrated by Mattia Cerato

Drew the screw has a job to do. What will it be?

Objectives: Identify words with long *u* vowel teams. Identify: who, what, where, when and why in the story, identify the main idea, make text to world connections.

Guided Reading Level: E
Grade Level: 1
Interest Level: Pre-K-2

Instructional Standards

Common Core Strands in the Guide:

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

Reading Foundational Skills: RF.K-1.3, 4

Writing: W.K-1.1, 2, 3, 7, 8

Speaking and Listening: SL.K-1.1, 2, 3, 4, 5, 6

Language: L.K-1.1, 2, 4, 5, 6



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E-Book Available

BEFORE READING

1. Discuss and identify the role of the author and illustrator.
2. How does the title of the story help us understand what the story will be about? (main idea)
3. Discuss the title. What is a screw? (a tool)
4. Why do people use tools? (to get things done)
5. Write the word *tool* on the board. Say, “Tools help people get things done. They help people achieve a goal.”
6. Why are tools useful?
7. Look at the front and back cover illustrations. Tell the students that the cover is a continuous cover. If you open the book flat, the cover illustration continues from front to back.
8. Brainstorm the names of common tools, including the ones on the cover of the book. Write the names of these tools on a chart.
9. Who do you know that uses tools?
10. Why do you think the author, Mattia Cerato, named the screw Drew? (rhymes)
11. What other words rhyme with Drew?
12. Look at the illustrations. How do you know that this book is fiction? (The tools have eyes.)
13. Read/listen to find out about Drew and the other tools.

DURING READING

1. Who is the main character? How do you know?
2. Who is telling the story?
3. Where does the story take place? Setting? (a boy's garage, yard)
4. When does the story take place?
5. What is happening in the story? (The boy is using the tools for different jobs.)
6. Have students make the following connections as they read:

Read to find out why . . .

the pencil makes lines
 the tape measures
 the saw cuts
 the hammer hits
 the clamp holds things
 the drill makes holes
 the screw goes up

7. Why does the boy need all of these tools? What is the boy's goal? (The boy is building a tree house.)

Read the book again

8. What information do you get from the pictures?
9. What details does the illustrator use in the pictures to let you know things are moving?
10. What details does the illustrator use to let you know how the characters feel?
11. What information do you get from the words?
12. Have students read in pairs.

AFTER READING**Word Work**

1. What other words rhyme with Drew and screw? (*crew, dew, few, grew, new, view, you, zoo, moo, boo, due, goo, glue, Sue, flew, too, shrew, stew*) Write down the students' responses.
2. Write the vowel teams *ew, oo, ue, ou* on a chart. Have students separate the words into common spellings.
3. Visit www.rhymezone.com and search for Drew and screw. See how many more words you can find.

4. Say the name of each tool. Complete each sentence using the words and phrases from the story: *makes lines, measures, cuts, hits, holds things, makes holes.*

The hammer _____

The tape _____

The drill _____

The saw _____

The pencil _____

The clamp _____

5. What does Drew the Screw do?
6. What is a tool that you use? Write a sentence about it and draw a picture. How does the tool help you reach a goal?
7. Discuss what is the most important tool in the toolbox? Why?
8. Research a tool that is not in the story. Write about it. Explain what it looks like, what it is made out of and what it is used for. Draw or print out a picture of the tool.
9. Sequence the events in the story. Then retell the story to a friend.
10. Find tools in the classroom and around your school. Discuss how the tools help people reach their goals. Create a class *Toolbox Book*.

Lesson Plan prepared by Marla Conn, reading/literacy specialist and educational consultant