

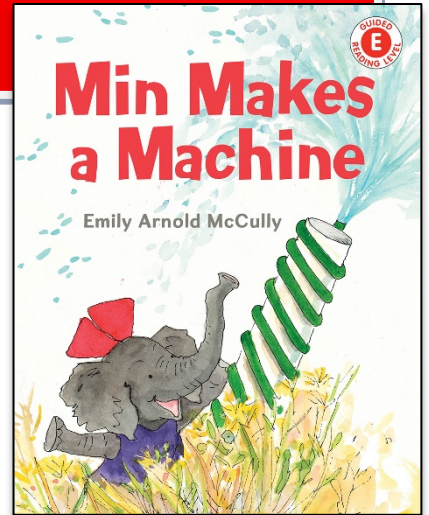
LESSON PLAN

MIN MAKES A MACHINE

An I Like to Read® Book, Level E

written and illustrated by Emily Arnold McCully

Once again, with hard work, creativity, and perseverance, Min will not give up until she is part of the action. This STEM title will have students exploring, wondering, and discovering as Min finds ways to cool off.



HC: 9780823439706/PB: 9780823439713
Ages 4–8 • E-book available

Learning Objectives: Read text with purpose and understanding; retell familiar stories including key details; identify characters, settings, and major events in a story; identify problem and solution; read common high-frequency words by sight; and identify contractions using *will*, *not*, and *us*.

Guided Reading Level: E

Grade Level: 1

Interest Level: Pre-K–3

Instructional Standards

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

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

Writing: W.K–1.3,6,8

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

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



BEFORE READING

1. Read the title and discuss the cover illustration. How do the title and cover illustration help us understand what the story will be about?
2. Display *3,2,1, Go!* by Emily Arnold McCully and discuss the two cover illustrations.
3. Have students tell who, what, and where.
4. Write *Min Makes a Machine* on the board. What is a machine?
5. Why do people use machines? Give examples of machines that you use at home.
6. Create a chart: Machines/Use
7. Read the name of the author/illustrator. Discuss the role of each.
8. Take a picture walk through the book.
9. Have students predict what the book is going to be about.
10. Write the vocabulary words and phrases on the board: **machine, make(s), fan, too, swim, pool, water, well, bottom, tube, hose, glue, turn(ed), fill(ed), jump(ed), splash!, get, got, put.**
11. Ask students to identify action words or “verbs,” including past tense: **turned, jumped, makes, swim, play, filled, get, got, put.**
12. Find all of the “things” or nouns: **machine, fan, pool, water, well, tube, hose, glue.**
13. Ask students to think of different meanings for the word “well.” Explain that they will find out how the author uses the word during reading (in context).
14. Read the book to find out story elements: who, what (problem and solution), where, when, and why.



DURING READING

1. Read the story aloud. Ask students to follow along as you read.
2. Point out the quotation marks. Discuss why authors use quotation marks.
3. Note that the characters' names are capitalized.
4. Ask the students how the illustrations and words help us understand what the story is going to be about.
5. Discuss the text type of the story. Ask students to use evidence from the words and illustrations to explain why this book is fiction. Is it realistic fiction or fantasy?
6. Have the students read the book independently or in pairs.
7. Who is this story mostly about (main characters)?
8. Where does the story take place (setting)?
9. What is happening?
10. What is the problem in the story?
11. How does Min solve the problem?
12. Can you relate to any of the characters?
13. What do you do on hot days?
14. What does the word "well" mean in the story?
15. How do the illustrations help you understand what is happening?

AFTER READING

1. Retell the story in your own words.
2. How is Min a good problem-solver?
3. What did Min try to do before she built her machine?
4. Why do you think it is so important for Min to get water?
5. Go back to the book. Read the parts of the story where different characters are speaking. Read in different voices for each character.
6. How does the story change from the beginning to the end of the book?
7. What can you learn from Min?
8. Invite students to share personal examples of which character(s) they relate to in the story based on experiences.
9. How do the characters demonstrate that they can work out problems?
10. Explain how Min is innovative.

Word Work

1. Go back to the story. Use the vocabulary words to fill in the blanks: **turned, jumped, makes, swim, play, filled, came.**
 - Min _____ a machine!
 - The pool _____ up.
 - Bess, Min, and Ann _____ in.
 - Min _____ and _____ the tube.
 - The water _____ out and the friends could _____ in the pool.
 - Now they can play and _____!
2. Use the vocabulary words to describe the machine that Min created. How did the machine help Min solve her problem? Draw a picture.
3. Create an award for Min.



STEM

1. Research, explain, and give examples of simple pulleys and levers and how they are used in pushing and pulling (force). Why are pulleys and levers important?
2. In small groups, investigate and use different types of simple machines. Find real-world examples.
 - lever
 - wheel and axle
 - pulley
 - inclined plane
 - wedge
 - screw
3. Which simple machines would have made it easier for Min in the story?
4. Plan and design a machine that you would build to keep you and your friends cool.
5. Read *3, 2, 1 Go!* by Emily Arnold McCully. Compare and contrast the setting, plot, and character development from the stories.

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8.18

