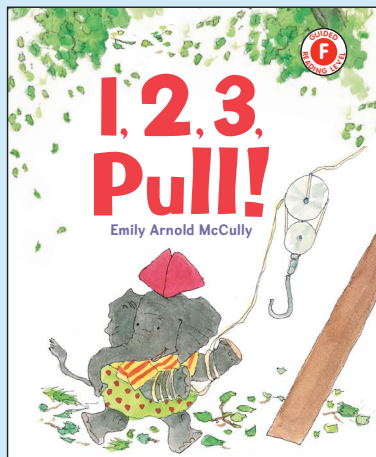


HOLIDAY HOUSE | LESSON PLAN



HC: 9780823445097 · e-book: 9780823448173



An **I Like To Read** Book level 1

1, 2, 3, Pull!

Written and Illustrated by
Emily Arnold McCully

Meet Min—a girl with the brain power to make a machine and outwit a bully too! This Level F book is perfect for first-grade readers.

Guided Reading Level: F

Grade Level: 1

Age: 4-8

Instructional Standards

Reading Literature: RL.1.1, 2, 3, 4, 5, 10

Reading Foundation Skills: RF.1.3, 4

Speaking and Listening: SL.1.1, 2, 3, 4

Objectives: Students will be able to read for purpose and understanding, identify text type, answer comprehension questions using text and illustrations for support, retell the story, and demonstrate understanding of the central message or lesson.

BEFORE READING (This should be an interactive, back and forth conversation.)

1. Discuss the front and back cover illustrations and the book title.
2. Do you think this book is fiction or nonfiction? How do you know?
3. Explain that a pulley is a simple machine used to lift heavy objects. Why do you think the elephant needs a pulley? What might she want to lift?
4. Take a picture walk.
 - Ann and Bess are practicing for their show. What type of show will it be? What part of the illustration helps you know that?
 - Min sees her friends dancing and asks if she can join them. Ann says no.
 - What happens that night?
 - How do the elephants feel when they see that a tree has fallen where they want to perform their show?
 - How do the friends try to solve their problem?
 - Ann and Bess decide they cannot have a show. Be sure to point out the text on the note.
 - Min has a great idea. She gathers a bunch of materials. She and her friends build a crane with a pulley. Do you think the crane will help?
 - Look! They were able to move the tree out of the way.
 - What happens at the end of the story?

DURING READING

As students read softly, notice what individuals do and support when necessary.

- To promote reading with intonation, demonstrate reading a sentence that ends with a period. Point out that your voice goes down at the end of the sentence. Demonstrate reading a sentence that ends with a question mark. Point out that your voice goes up at the end of the sentence. Demonstrate reading a sentence that ends with an exclamation point. Point out that your voice gets louder and more excited. Prompt the student to make their voice change depending on the punctuation mark.



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- When a student struggles to read a word, promote the use of more than one strategy: Will the picture help you? Does it sound right and make sense? What sounds do those letters make?
- If needed, demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.

AFTER READING

Have students share their responses to the story. Encourage them to listen and respond to each other's thinking. Use some of these questions during the discussion. Encourage students to refer back to the text and illustrations to support their thinking.

- Where does the story take place? Or, what is the setting?
- Who are the main characters in the story?
- What happened at the beginning of the story?
- What was the problem?
- What words in the text show how the characters were feeling?
- How did they solve the problem? Or, what was the solution?
- How does the story end?
- What is the central message of the story? (Don't give up. When you work together a problem can be solved.)

WORD WORK

Have students cut apart the word cards and sort them by vowel patterns. Students can add their own rhyming words on the blank cards.

show	book	pane
mane	look	grow
plane	snow	crane
cook	slow	shook

