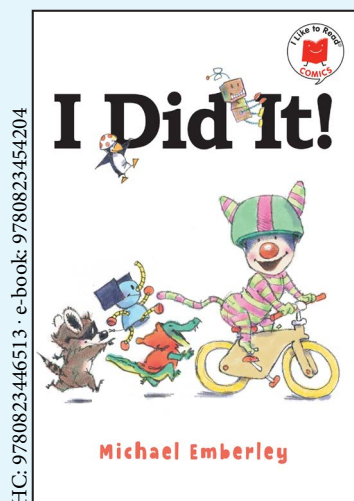


HOLIDAY HOUSE | LESSON PLAN



An **I Like to Read**® Comics Book *I Did It!*

by **Michael Emberley**

Learning to ride a bike is hard. Can I do it? Yes, I can! A fun comic that kindergarteners and first graders can read on their own.

Grade Level: 1
Age: 4–8

INSTRUCTIONAL STANDARDS AND OBJECTIVES

Instructional Standards

Reading Literature: RL.1.1, 2, 3, 5, 7, 10

Reading Foundation Skills: RF.1.1, 2, 3, 4

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

Writing: W.1.3

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

BEFORE READING

- Build background knowledge: Think about a time you learned to do something that was hard to do. How did it make you feel? Tell your partner about it.
- Discuss the front cover illustrations and the book title and make predictions about the storyline.
- Do you think this book is fiction or nonfiction? How do you know?
- In graphic novels, the images and the text are of equal importance—the text would not fully make sense without the images, and the reverse is true as well.
- Take a picture walk and discuss the details in the pictures.

DURING READING

- 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 students to make their voices change depending on the punctuation mark and which character is talking.
- 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?
- Demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.



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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 and/or illustrations show how the characters were feeling?
- How did they solve the problem? Or, what was the solution?
- How does the story end?
- What are some details in the drawings that helped you understand the story? (character development, emphasize aspects of the setting, create mood, etc.)
- What is the central message of the story? What lesson did the main character learn?

PARTNER WORK

Create a chart or write the following on the board and have each pair of students retell the story, taking turns and explaining each part of the story with a sentence or two.

- Beginning
- Detail #1
- Detail #2
- Detail #3
- Ending

WRITING

- Have students write a narrative about a time they accomplished something difficult. Give support when needed so students include two or more appropriately sequenced events and some details regarding what happened, and provide some sense of closure.



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Name: _____

Date: _____

I DID IT!

Draw a picture and write a story about a time you did something that was hard.





I Did It!
by Michael Emberley
ISBN: 9780823446513

For more **I Like to Read**® books,
visit your local library or bookstore.

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Name: _____

Date: _____

I Can Do It! “_an” Word Family

Use these letters to make words that rhyme with can. Draw a picture to match each word you make.

f m p r v

_____an



_____an




_____an



_____an



_____an




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