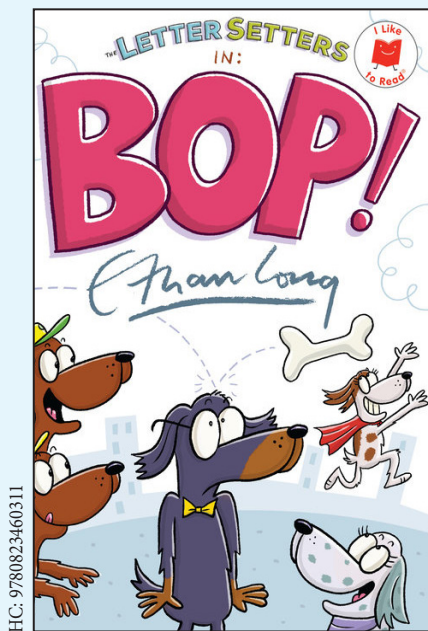


HOLIDAY HOUSE | LESSON PLAN



An **I Like To Read**® Book

The Letter Setters in: Bop!

by **Ethan Long**

Learning how to read should be a walk in the dog park! Follow four curious canines on letter-replacement adventures in this phonics-based early reader series starter from Theodor Seuss Geisel Medalist Ethan Long.

Interest Level: **Preschool–3**
Age: **4–8**

INSTRUCTIONAL STANDARDS

Reading Literature: RL.K.7,

Reading Foundational Skills: RF.K.3, RF.K.3.a

Writing: W.K.3/W.1.3, W.K.5/W.1.5, W.K.1.4/W.1.4

Speaking and Listening: SL.K.1/SL.1.1, SL.K.2/SL.1.2, SL.K.3/SL.1.3, SL.5/SL.1.5

Language: L.K.1/L.1.1, L.K.2/L.1.2, L.K.4/L.1.4, L.K.5/L.1.5

LEARNING OBJECTIVES

Students will:

- Identify new vocabulary words
- Learn about letter sounds
- Improve reading fluency
- Learn sequences of events
- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions about key details in the story

BEFORE READING

1. Read the title to the students. Have the students read the title aloud as you point to the words. Identify the author/illustrator. Discuss the role of the author and illustrator.
2. Discuss the cover illustration. Where do you think the story takes place? Do you see anything in the background that might be a clue? Who do you think is the main character? Is the dog wearing anything special?
3. Notice how there's a page before the title page that introduces the dog characters in the book and the different vowel letters in their names. The page also tells you the dogs are different kinds of setters. Look at the spread at the end of the book that tells what short vowel sounds each character's name sounds like and other words that have that same sound.
4. What kind of book do you think this is? Real or make-believe? Fiction or nonfiction? Explain.
5. Take a picture walk through the book.



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DURING READING

Model and encourage conversations about the text.

1. First reading: Teacher reads aloud to the group while the students point to the words as they read.
2. Second reading: Students read softly in unison with the teacher.
3. Third reading: Students read independently and point to the words silently.

Ask and answer questions:

1. How do the illustrations help you understand what is happening in the story? As you read and look at the pictures, check your predictions about the story. Ask focus questions. Invite students to say where they found their answers in the text and have them read aloud to confirm.
 - Who is this story mostly about? How do you know?
 - Do the words show what is happening in the story?
 - Who is having fun in the story? Does that change through the book?
2. Discuss the meaning of the text. What is the problem? What are the dogs trying to do?
3. How do the different background settings give clues about what is happening in the story? What do the different expressions tell you about how the dogs feel? When did you know why the bone was important?
4. Retell the story in the correct sequence. Was the ending a surprise?

AFTER READING

1. Describe the spread in the museum that shows the dinosaur skeletons by giving clues about the setting. Have the class guess where this spread takes place. Does the answer to the mystery help explain why everyone was trying to get the bone?
2. Sequence the events of the story. Have the students retell the story in their own words.
3. Have students share their favorite parts of the book. Encourage them to listen and respond to one another's thinking.
4. What are some funny things that happen throughout the book? Let the students share what they find.
5. Review the parts of a book—front and back covers, first page, title page, and the last page at the end of the book.

ABOUT THE AUTHOR

Ethan Long is an artist and animator who has written and illustrated dozens of children's books. His accolades include a Theodor Seuss Geisel Medal for *Up, Tall and High* and two daytime Emmy nominations for *Tasty Time with ZeFronk* and *Scribbles and Ink*. Ethan is the author-illustrator of the I Like to Read® Horse & Buggy series as well as *Hoggy Went-a-Courtin'* and *Hoggy at Bat*. He lives in Denver, CO.



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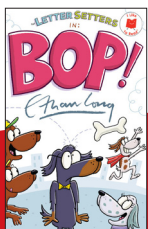
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INDEPENDENT WRITING:

1. Write about how the main character Tip, the dog with the red cape, helped to solve the problem.

RESEARCH:

1. What do you know about the breed of dogs called setters?
2. What do they have in common with other dog breeds and how are they different?



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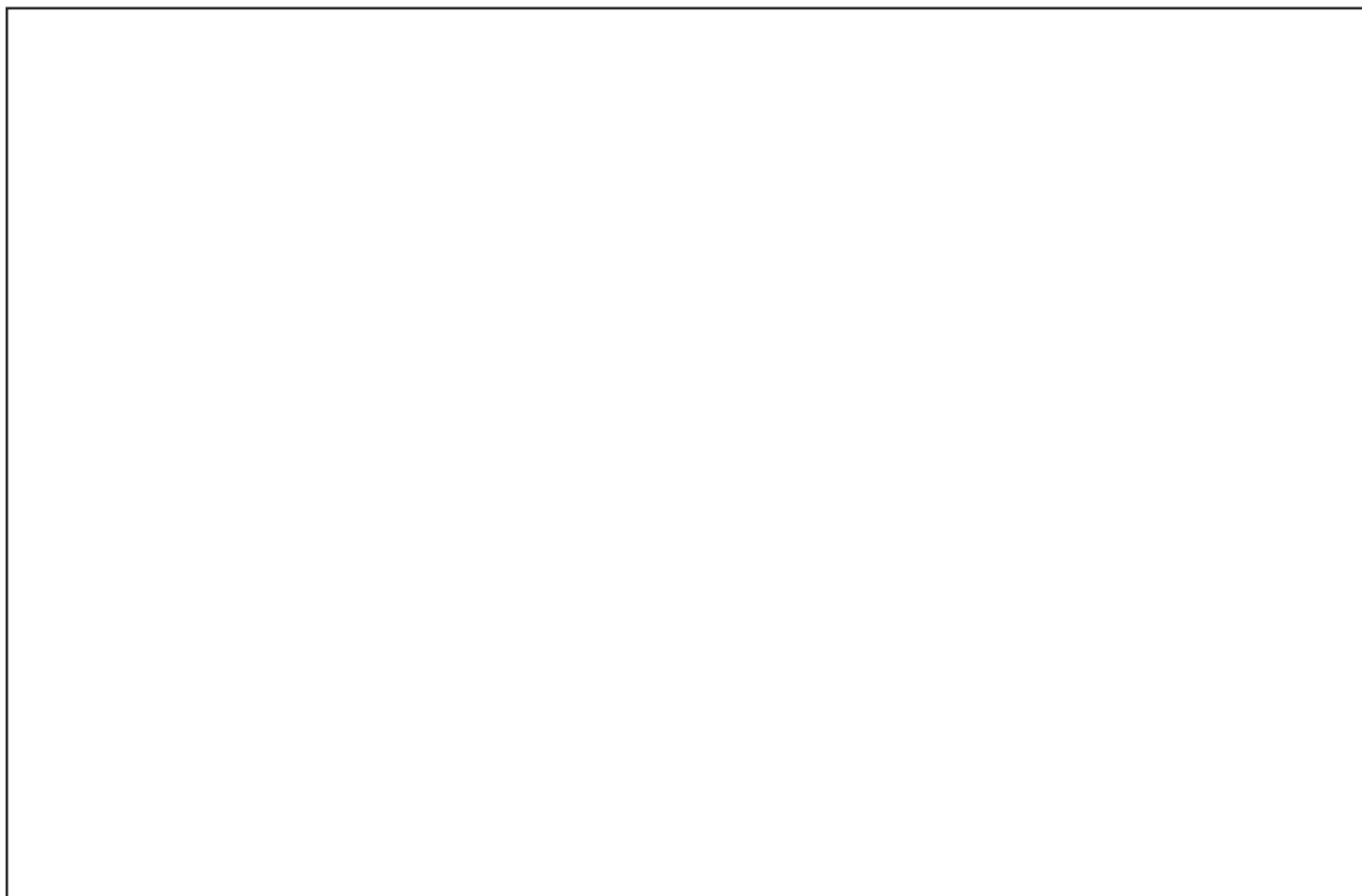
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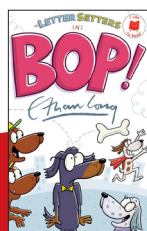
ART:

1. Draw a picture of a dog doing something with you. It can be your pet, or any kind of dog.



PLAY A GAME:

1. Hand out a set of *The Letter Setters in: Bop!* flash cards with the vocabulary words.
2. Say the words together. Hold up a flash card and have the students find the correct flash card, then say the word aloud.
3. Make a chart of the dogs' names and put the words with the same vowel sounds (found in the back pages) under each one. Circle each vowel sound in a different color.

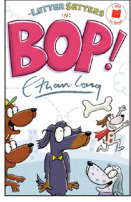


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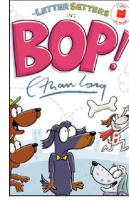


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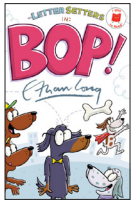
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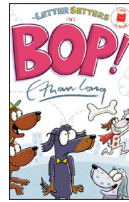
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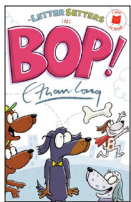
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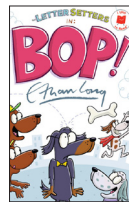
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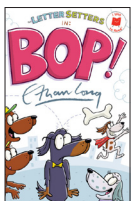
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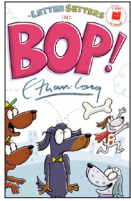


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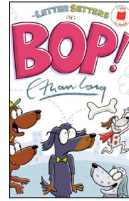
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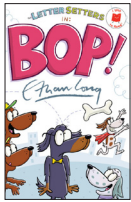
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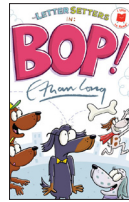
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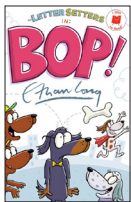
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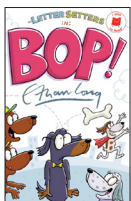
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