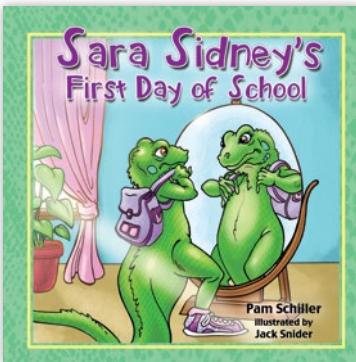


SARA SIDNEY'S FIRST
DAY OF SCHOOL

MATERIALS

- Sara Sidney's First Day of School
- Vocabulary Cards (classmates, routine)
- "School Routine" Card Set
- Photo Card (#1 iguana)

VOCABULARY

chameleon
classmates
crew
hammock
iguana
kale
motley
preschool
routine
soufflé
wizard



DAY 1: INTRODUCTION

I.B.3. Maintains focus (group activity). III.D.2. Understands words and meanings. IV.D.14. Identifies role of author/illustrator.

Display the book and read the title. Read the name of the author and illustrator and describe the role of each in creating a story. Point out that this story is fictional. It is make-believe. Display Photo Card (#1 iguana). Explain that this is a photo of a real iguana.



Display the Vocabulary Card (classmates). Tell children that classmates are all the children who are in the class. Each person in the room is a member of the class and together they are classmates.

BEFORE

IV.D.5. Engages in group reading activities. III.B.3. Shares relevant information. IV.D.12. Identifies characters/setting/events.

Take a "picture walk" through the book. Model and encourage children to make comments along the way. Pause on pages 4-5 and say: *This is Sara's best friend Lizzy. They are classmates.* Explain that Lizzy is a chameleon, which is a lizard that can change its color to fit in with the environment.

DURING

III.A.1. Responds appropriately to language. VI.A.4. Counts objects one per count 1-10.

Read the story. Pause on pages 12-13 and ask how many classmates are eating lunch with Sara.



LL.B.1.

AFTER

I.B.4. Retains and recalls information. IV.D.3. Responds to questions from read-aloud.

REMEMBERING

Ask: What activities did Sara do at school with her classmates?

Which classmate did Sara see first at school? (Lizzy)

APPLYING

Ask: Which classmates have you played with today?

EVALUATING

Ask: Which classmate do you think is Sara's favorite? Why?

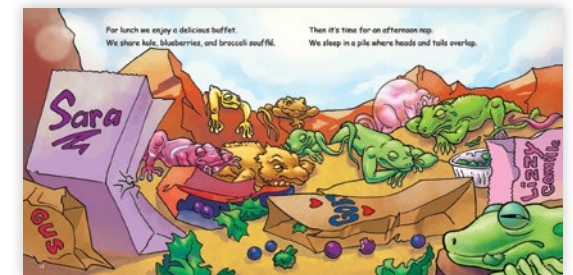


DAY 2: WHAT DID SARA EAT?

VII.D.3. Compares and categorizes. IV.D.16. Connects literature text to life experiences. X.D.3. Identifies good nutrition/exercise habits.

Read *Sara Sidney's First Day of School*. Display pages 12-13. Encourage children to compare their lunch to Sara Sidney's lunch. Name and describe the unusual things in Sara Sidney's lunch (kale, blueberries, broccoli soufflé).

Challenge children to compare Sara Sidney's lunch to Chloe's lunch (turkey and cheese sandwich, chips, fruit cup, milk) using the chart created for the *Chloe Gets Ready for School* Read-Aloud on Day 2.



Remind children that the lizards who are eating with Sara Sidney are her classmates. Point out that lunch is part of the daily routine.

SPECIAL NEEDS ADAPTATION

Provide visuals and/or actual objects that represent each item in Chloe's and Sara Sidney's lunches. This provides a tactile and visual instructional support for children who need multisensory input for engagement.

CONSCIOUS DISCIPLINE
• IN ACTION •

Use "noticing language" to encourage children. For example, you might say: *Matthew, you are listening and looking right at me. You are using your Listening Ears so that you and others can hear my instructions. You are helping to keep the classroom safe.*