

CHLOE GETS READY FOR SCHOOL



MATERIALS

- *Chloe Gets Ready for School*
- *Sara Sidney's First Day of School*
- Vocabulary Card (routine)
- "Morning Routine" Card Set

VOCABULARY

author
illustrator
make-believe
picture walk
real
routine

MORE READ-ALOUDS

- *Sumi's First Day of School Ever* by Joung Un Kim
- *Rain School* by James Rumford
- *Ming Goes to School* by Deirdre Sullivan
- *This Is the Way We Go to School: A Book about Children around the World* by Edith Baer



DAY 1: INTRODUCTION

BEFORE

I.B.3. Maintains focus (group activity). IV.D.5. Engages in group reading activities. IV.D.14. Identifies role of author/illustrator.

Display the book cover. Read the name of the author and illustrator. Explain the roles of each in creating the story. The author writes the words. The illustrator draws the pictures. Ask a volunteer to point to the words on the cover. Ask another volunteer to point to the pictures on the cover.

Explain that this story is about a little girl who is getting ready for her first day of school. Take a "picture walk" through the book. Make comments and encourage children to make comments about the illustrations as you turn the pages.

DURING

IV.D.16. Connects literature text to life experiences. IV.D.11. Makes inferences and predictions.

Read the story. Pause on page 15. Ask: *Why do you think Chloe gave Bayley his favorite toy?*



LL.B.1.

AFTER

IV.D.3. Responds to questions from read-aloud. IV.D.16. Connects literature text to life experiences.

UNDERSTANDING

Ask: *Who is waiting for you after school?* (Provide pictures that represent various family members for children's meaningful engagement.)

ANALYZING

Ask: *How do you know how Bayley was feeling at the end of the story?*

EVALUATING

Ask: *How would school be different if children could bring their pets to school with them? Would this be a good idea or not? Why?*

★ DID YOU KNOW? ★

A "picture walk" means to walk through the pictures in a book before reading the text. This prepares children for reading the story by giving them a feel of the story's setting, characters, vocabulary, and what might happen. It also teaches children how to use visual clues as a reading strategy.



DAY 2: COMPARE LUNCHES

IV.D.1. Uses book information. IV.D.16. Connects literature text to life experiences. VIII.A.3. Connects events/time/routines to own life. X.D.3. Identifies good nutrition/exercise habits.

Read *Chloe Gets Ready for School*. Display pages 10-11. Ask children to recall the food Chloe's mom packed in her lunch. Read the text to confirm children's answers.

Encourage children to compare their lunch with the one Chloe's mom packs for her. Create a T-chart. Have children help you recall items that Chloe's mom puts in her lunch. Write the list in the first column of the T-chart, using words and simple illustrations. Have children recall what they ate for lunch and record this in the second column of the T-chart. Share the marker and ask a volunteer to place a check by things that are the same and circle the things that are different.

Extension: Invite children to describe the perfect lunch they would choose for themselves. Use this opportunity to discuss healthy food choices.

Chloe's Lunch	Our Lunch
sandwich ✓	sandwich ✓
chips	apple
fruit cup	cookies
milk ✓	milk ✓



Dual/English Language Learners Visual Cues

Create picture-supported charts to offer children visual cues to increase comprehension.