

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 910

#### Book Summary

Hannah's dad has an important job—he's in the military. When her dad has to go away, Hannah is very sad. She and her mom gather things to send to her dad. What Hannah misses most are her dad's bedtime hugs. How will she find a way to send some hugs to her dad? Students will have the opportunity to identify the story elements of problem and solution in this touching story.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand and remember story events
- Identify problem and solution
- Identify long /e/ vowel digraphs
- Identify and use quotation marks
- Arrange words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*Hugs for Daddy* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Problem and solution, quotation marks, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words: *cymbals, instruments, military, salute, tracing, uniform*

### Before Reading

#### Build Background

- Ask students to share some special things they do with their parents. Ask what they look forward to each day.
- Have students share what they know about the military. Discuss what soldiers do to help keep people safe. Ask what problems this might cause for the families of soldiers.

#### Preview the Book

##### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.

## Lesson Plan *(continued)*

## Hugs for Daddy

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.  
**Think-aloud:** *In Goldilocks and the Three Bears, Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house, even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, the chair breaks, and Goldilocks falls to the ground.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 5, 9, 13, and 15. Explain that as they read, they should stop on these pages to think about what has happened in the story so far. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that authors include certain elements in fictional stories. Write the words *problem* and *solution* on the board. Explain that in most stories, the character is faced with a problem that needs to be solved, and the solution is the process of working through the problem and finding a way to deal with it.
- Create a chart on the board with the headings *Problem* and *Possible Solutions*. Write the sentence *I lost my dog.* on the board under the *Problem* heading. Model identifying possible solutions for the problem.  
**Think-aloud:** *I know that when a problem arises, I can deal with it in different ways. If I lose my dog, I know that I have to think of a way to find her. One possible solution might be to put up signs with the dog's picture and my phone number. Another possible solution to this problem is to walk around my neighborhood and call my dog's name. I could also place an ad in the local newspaper. I've identified three possible solutions to the problem.*
- Model filling in the chart on the board with the information for this problem.
- Write the following sentence on the board under the *Problem* heading: *I forgot my lunch.* Discuss possible actions that a person might take to solve this problem and list them on the board under *Possible Solutions*.
- Have students think of other possible problems to share. Discuss and list possible solutions.
- Remind students that good readers look for problems and solutions as they read.

### Introduce the Vocabulary

- As students preview the book, ask them to discuss what they see in the illustrations. Reinforce vocabulary words they will find in the text.

## Lesson Plan *(continued)*

## Hugs for Daddy


- Write the following words from the content vocabulary on the board: *cymbals*, *instruments*, *salute*, and *uniform*.
- Point out that these four words can be found in the story and that they tell about Hannah and her dad. Give groups of students four pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use the dictionary to find a word's meaning. Have them locate the word *cymbals* in the dictionary. Explain that the word will be listed in the singular form of the word. Invite a volunteer to read the definition for *cymbals*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *cymbals* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to find out what Hannah looks forward to every day. Remind them to think about the story's problem and solution as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 9 and then stop to think about what has happened so far in the story. Encourage students who finish before others to reread the text.
  - Model retelling and identifying problem and solution.  
**Think-aloud:** *I stopped after a few pages to retell in my mind what I had read so far. Hannah's dad is in the military and keeps people safe around the world. Hannah and her dad do many fun things together. Sometimes they build towns with blocks or play instruments. Hannah looks forward to bedtime each night because her dad always reads stories to her. He also gives her great big goodnight hugs. One morning, Hannah's parents were looking sad, and they explained to Hannah that Daddy would have to go away for a while to do his job. She will miss her dad and all of the fun things they do together. I think this is her problem. I don't know what the solution is yet, but I wonder how she will solve her problem. I will keep reading to find out what Hannah does when she misses her dad.*
  - Introduce and explain the [problem-and-solution worksheet](#). Have students write information they know about the problem and some possible solutions on their worksheet.
  - **Check for understanding:** Have students read to the end of page 13. Have them retell the details about the events after Daddy tells Hannah he has to leave. Allow students to use the illustrations as a guide. Listen to their retellings for correct order, details, and description of the problem and solution.
  - Have students read the remainder of the book. Remind them to retell what they have read so far and think about the solution to Hannah's problem to help them understand information as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail the events of the story after Hannah and mom get out the basket.  
*Think-aloud: Hannah draws pictures and writes letters to send to her dad, but she feels that something is missing. She really wants to send her dad a goodnight hug. The next morning Hannah makes a large drawing of herself, cuts it out, and sends it to her dad. He will be able to put the arms of the drawing around himself and have a goodnight hug. Two weeks later, Hannah and mom get a letter from Dad saying that he really liked the hug.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.


### Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the problem and solution of the story.
- **Independent practice:** Have students complete the problem-and-solution worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, we learned that Hannah really missed her dad when he was gone. She wanted to send him a goodnight hug. She was unsure how to solve her problem, and her mom helped her think of a solution. Now that you know this information, why is it important to be open to letting others help you solve your problems?

### Build Skills


#### Phonics: Identify long /e/ vowel digraphs

- Write the word *leave* on the board. Have students find the word on page 10 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word *tears* (long /e/). Circle the *ea* in the word and explain that in some words, two vowels together, called a *vowel digraph*, make one sound. Have students brainstorm additional examples of *ea* words and have them write the words on the board (*eat, beat, team, neat*).
- Write the word *keep* on the board. Have students find the word on page 7 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word *keep* (long /e/). Circle the *ee* and explain that *ee* is another vowel digraph and another common spelling for the long /e/ sound. Have students brainstorm additional examples of *ee* words and have them write the words on the board (*green, seen, peep, sleep, bee*).

 Have students look through the book to find and highlight examples of long /e/ vowel digraphs. Encourage them to compare their answers with a partner.

#### Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"Okay, Daddy," I said.* Ask students what words are being spoken. Explain that quotation marks are the punctuation marks around dialogue in text. Discuss the difference between what is being said aloud by the character (*Okay, Daddy*) and what is not (*I said*).
- Have students turn to page 7. Read the page aloud as students follow along. Ask students to give the thumbs-up signal when dialogue is being read aloud and give the thumbs-down signal when a character is not speaking.
- Discuss the different words used in the text to indicate dialogue. Point out that words come directly before or after the quotation marks to show which character is speaking. Ask students to find the words used in the text. Write them on the board as students find them (*said, he paused, I asked*).

 **Check for understanding:** Have students work in pairs to locate dialogue in the text. Instruct them to underline the words that indicate dialogue (*said, say, asked*) and circle the quotation marks.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *tucked* and *bedtime* on the board. Have a volunteer explain which word would appear first in alphabetical order (*bedtime*) and why (because *b* comes before *t* in the alphabet).
- Write the words *sunshine* and *smile* on the board. Point out that the words begin with the same letter (*s*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*smile*, because the second letter, *m*, in *smile* comes before the second letter, *u*, in *sunshine*).
- Write the words *downstairs* and *daddy* on the board. Have a volunteer explain which word would appear first in alphabetical order (*daddy*) and why.
- **Check for understanding:** Write the words *safe* and *spend* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students retell the story to someone at home.

## Extend the Reading

### Realistic Fiction Writing Connection

Have students think of a time when someone they know has had to go away. Ask them how they communicated with that person. Did they use the telephone or computer, or did they write letters? Have students write a story about someone going away and another person communicating with him or her.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative fiction writing.

### Social Studies Connection

Supply books and links to Internet websites for students to learn more about the military and where troops are working to keep people safe. Locate these places on a map. Have a military person visit the class and explain his or her job. Write letters to the troops and thank them for their service.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently use the strategy of retelling to comprehend text during discussion
- recognize the problem and solution in familiar situations during discussion; record the story's problem and possible solutions on a worksheet
- recognize long /e/ vowel digraphs
- recognize and use quotation marks during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)